BUSINESS SCHOOL LAUSANNE BSL

LEADING INNOVATOR IN BUSINESS EDUCATION

Economy for the Common Good

June 2013

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Overview

1. The Economy for the common good (ECG)
2. The ECG Matrix (or balance sheet)
3. A stakeholder engagement process
4. Implementation of projects around blind spots

THE ECONOMY FOR THE COMMON GOOD

WHAT DOES IT MEAN AND WHAT DOES IT MEAN FOR A BUSINESS SCHOOL AND FOR BSL IN PARTICULAR?

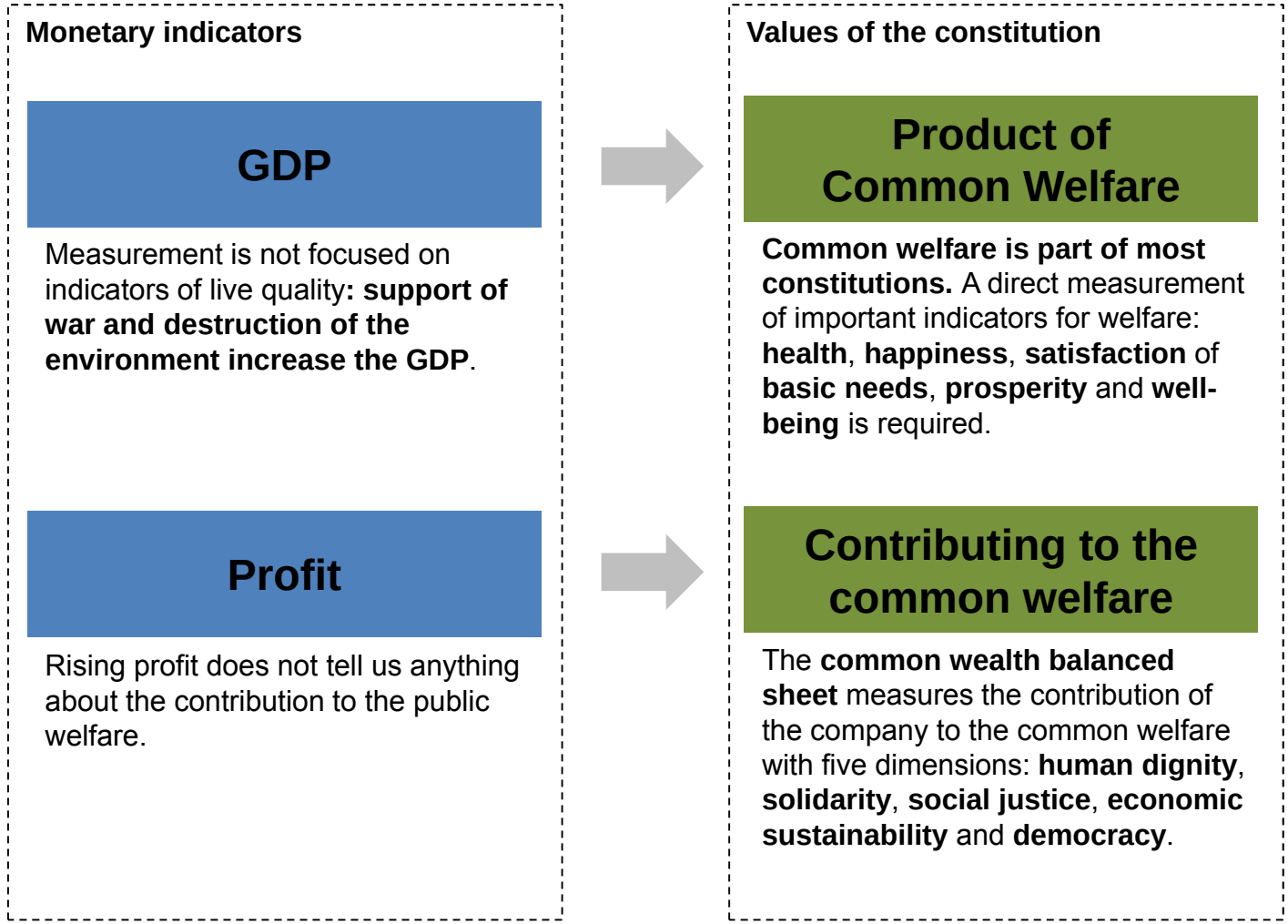
What means Economy for the Common Good?

The common good is the greatest possible good for the greatest possible number of individuals.

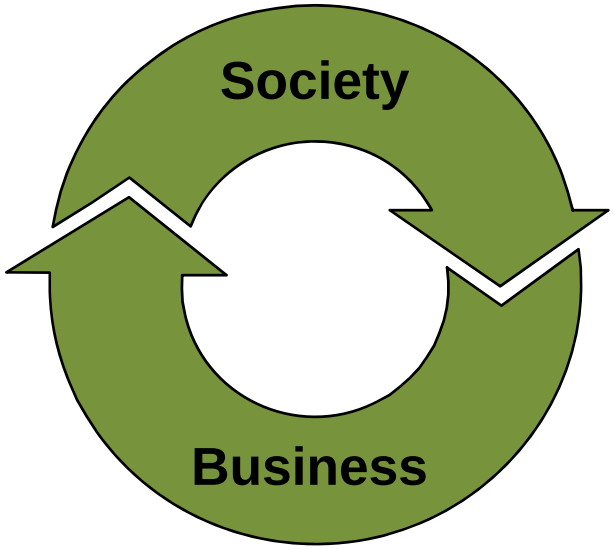
- The Common Good Economy is an **economic alternative** to the free market economy and the centrally planned economy.
- In contrast to the others it places the **human being** and all living entities as well as **fulfilling interpersonal relationships at the centre** of economic activity.

How does it work?

From profit-orientation and competition to the pursuit of the common good and cooperation. It starts with the fundamental question of how we **measure economic success.**



Business, as strongest force in society, should support our constitutional principles and values



business is an intrinsic part of society

Values of the constitution

Product of Common Welfare

Common welfare is part of most constitutions. A direct measurement of important indicators for welfare: **health**, **happiness**, **satisfaction** of **basic needs**, **prosperity** and **well-being** is required.

Contributing to the common welfare

The **common wealth balanced sheet** measures the contribution of the company to the common welfare with five dimensions: **human dignity**, **solidarity**, **social justice**, **economic sustainability** and **democracy**.

Measuring the companies contribution to the common welfare with the Common Good Matrix

Score

1000

800

600

400

200

COMMON GOOD MATRIX 4.0

Version: 30 July 2012. This version is valid for Common Good Balance Sheets generated in 2012.

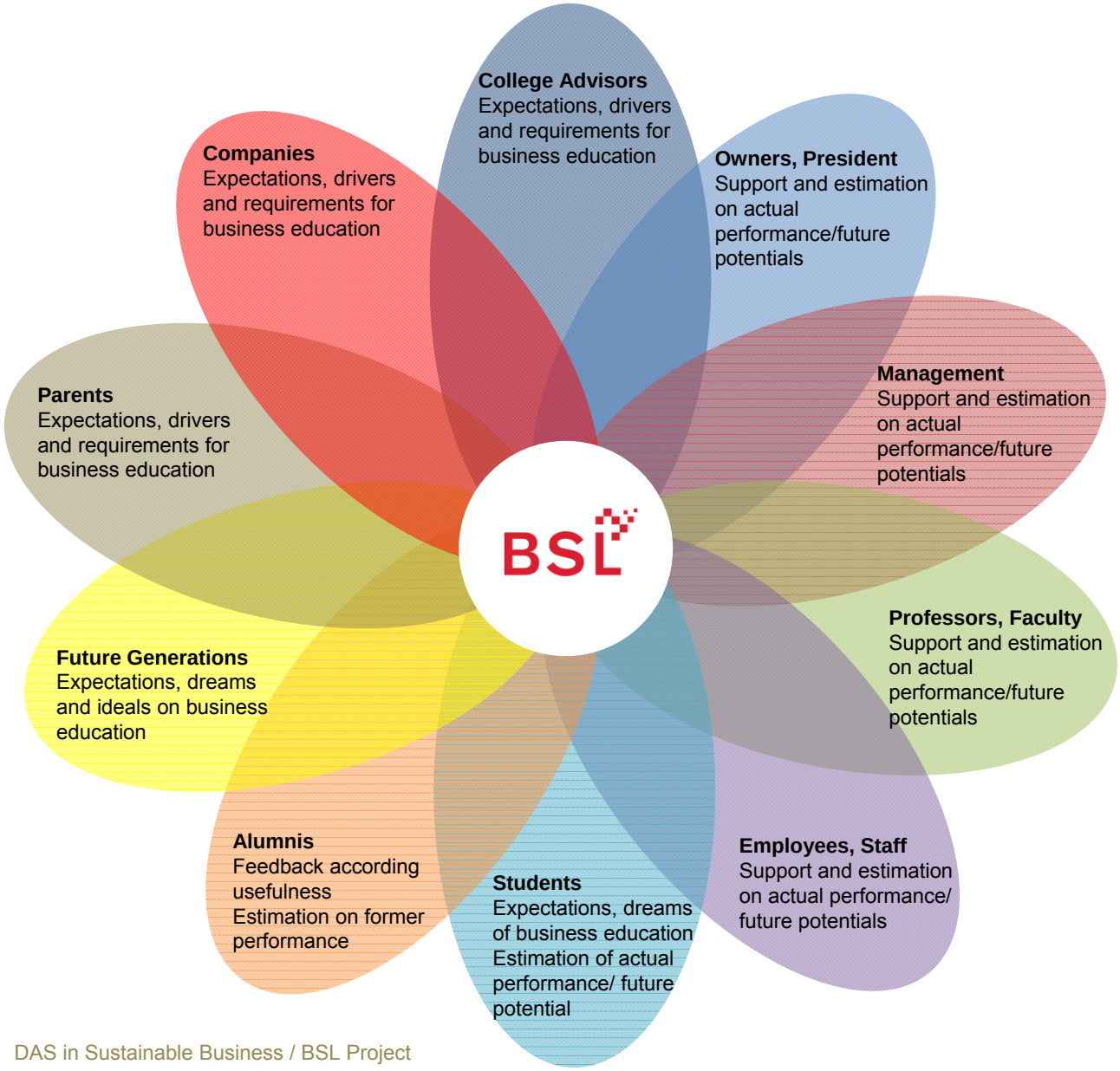
ECONOMY FOR THE COMMON GOOD New Values for our Economy

VALUE / STAKEHOLDER	Human dignity	Solidarity	Ecological Sustainability	Social Justice	Democratic Co-determination & Transparency
A) Suppliers	**A1: Ethical Supply Management** Thinking about risks of products / services, considering social and ecological aspects of suppliers and service partners 90				
B) Investors	**B1: Ethical Financial Management** Considering social and ecological aspects when choosing financial services, common good oriented investments and fundings 30				
C) Staff Incl. Owners	**C1: Job quality an Equality** Guaranteeing humane work conditions , advancing physical health and mental well-being, self-organized and meaningful working environment, Life Balance, equal opportunities / inclusion of disadvantaged persons 90	**C2: Just distribution of labor** Reduction of overtime working hours, waiving all-inclusive contracts, reduction of standardized working hours, contribution to the reduction of unemployment 50	**C3: Advancing and demanding eco-friendly behavior** and a sustainable lifestyle of staff members (mobility, food), training and awareness raising activities, sustainable organizational culture 30	**C4: Just distribution of incomes,** low wage dispersion (netto) within a company, compliance with minimum and maximum incomes 60	**C5: Transparency and co-determination** Transparency of decisions and figures, co-determination of staff members on operative strategic decisions, election of executive managers, transferring ownership to staff members (e.g. sociocracy) 90
D) Customers / Products / Services / Business Partners	**D1: Ethic sales** Customer focus and co-determination, cooperation with consumer associations, trainings in ethic sales, ethical marketing, ethically adjusted bonus schemes 50	**D2: Solidarity with business partners** Dissemination of information, know-how, personnel, orders; interest-free loans, participation in cooperative marketing and crisis management 70	**D3: Ecological design of products and services** Offering of ecologically superior products/services; awareness raising programmes, consideration of ecological aspects when choosing customer target groups 90	**D4: Social design of products/ services** Social grading of prices, no barriers, special products for disadvantaged customers 30	**D5: Raising social and ecological standards** within the specific sector, role model effect, development of higher standards together with business partners, lobbying 30
E) Social Environment: Region, sovereign, future generation, global fellow human beings, animals and plants	**E1: Social effect and Impact of products / services** Meaningful products under consideration of sustainable lifestyles 90	**E2: Contribution to the local community** Mutual support and cooperation through financial resources, services, products, logistics, time, know-how, knowledge, contacts, influence 40	**E3: Reduction of impact on the environment** Reduction of business-specific environmental impact on a sustainable level: resources, energy & climate, emissions, waste etc. 70	**E4: Minimizing distribution of profits to external persons** No interest-rates or at most inflationary adjustment of the capital of external owners	**E5: Social transparency and co-determination,** reporting in accordance with Global Reporting Initiative (GRI), Common Welfare Report, co-determination of
Negative Criteria	Violation of ILO-norms and standards / human rights -200 Products not respecting human dignity, e.g. weapons, nuclear power, genetically modified food -200 Acquisition at / Cooperation with companies that violate human dignity -150	Hostile takeover -200 Blocking-off patents -100 Dumping prices -200	Massive environmental pollution -200 Gross violation of environmental standards (e.g. limiting values) -150 Planned obsolescence (short lifespan) -100	Unequ… wome… Job c… profit… Subsi… Intere… >10 %	

Framework to measure the score of the company in the constitutional dimensions:

- **human dignity**
- **solidarity**
- **social justice**
- **ecological sustainability**
- **democracy**

A) Integration of relevant Stakeholders



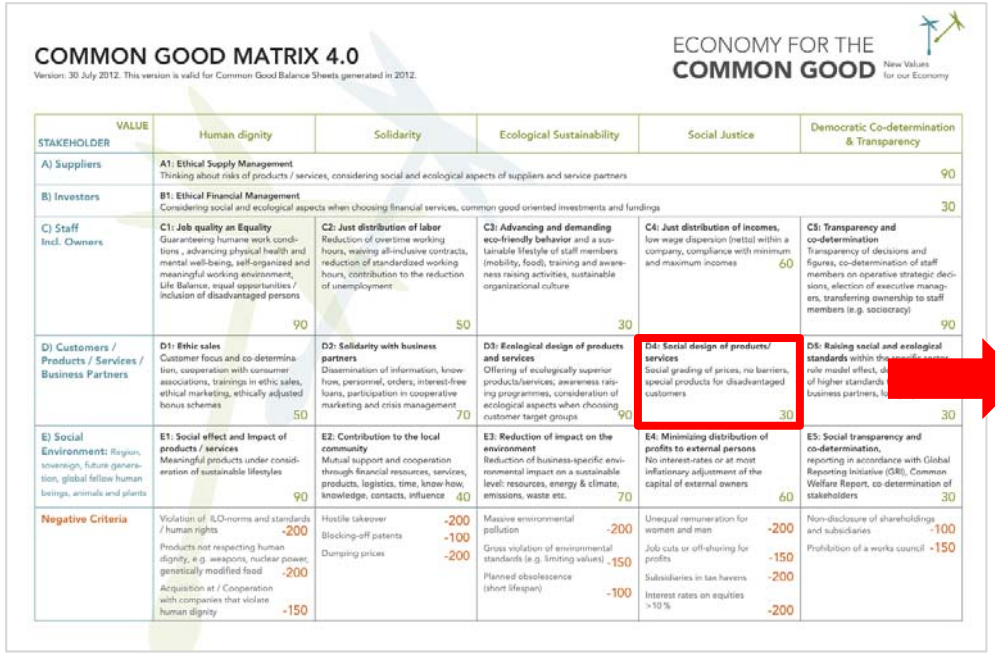
Presentation at BSL

October 19 / 20

– The President, Associate Dean, Dean

– Staff and some Professors

B) We created factsheets for every field of the matrix, also contribution to the movement in English



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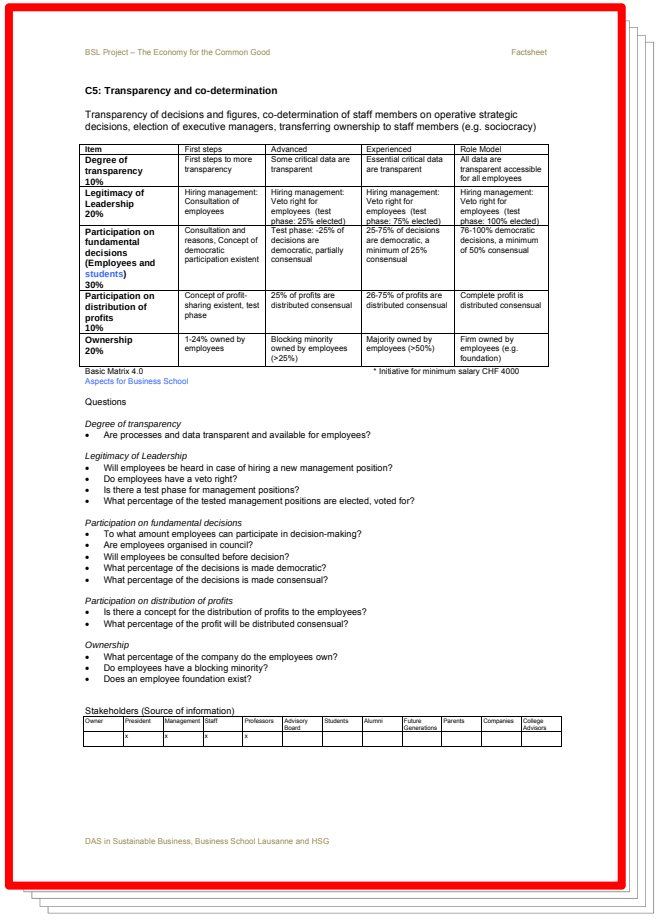


BSL Project – The Economy for the Common Good — Factsheet

C5: Transparency and co-determination

Transparency of decisions and figures, co-determination of staff members on operative strategic decisions, election of executive managers, transferring ownership to staff members (e.g. sociocracy)

Item	First steps	Advanced	Experienced	Role Model
Degree of transparency 10%	First steps to more transparency	Some critical data are transparent	Essential critical data are transparent	All data are transparent accessible for all employees
Legitimacy of Leadership 20%	Hiring management: Consultation of employees	Hiring management: Veto right for employees (test phase: 25% elected)	Hiring management: Veto right for employees (test phase: 75% elected)	Hiring management: Veto right for employees (test phase: 100% elected)
Participation on fundamental decisions (Employees and students) 30%	Consultation and reasons. Concept of democratic participation existent	Test phase: -25% of decisions are democratic, partially consensual	25-75% of decisions are democratic, a minimum of 25% consensual	76-100% democratic decisions, a minimum of 50% consensual
Participation on distribution of profits 10%	Concept of profit-sharing existent, test phase	25% of profits are distributed consensual	26-75% of profits are distributed consensual	Complete profit is distributed consensual
Ownership 20%	1-24% owned by employees	Blocking minority owned by employees (>25%)	Majority owned by employees (>50%)	Firm owned by employees (e.g. foundation)

Basic Matrix 4.0
Aspects for Business School

* Initiative for minimum salary CHF 4000

Questions

Degree of transparency
- Are processes and data transparent and available for employees?

Legitimacy of Leadership
- Will employees be heard in case of hiring a new management position?
- Do employees have a veto right?
- Is there a test phase for management positions?
- What percentage of the tested management positions are elected, voted for?

Participation on fundamental decisions
- To what amount employees can participate in decision-making?
- Are employees organised in council?
- Will employees be consulted before decision?
- What percentage of the decisions is made democratic?
- What percentage of the decisions is made consensual?

Participation on distribution of profits
- Is there a concept for the distribution of profits to the employees?
- What percentage of the profit will be distributed consensual?

Ownership
- What percentage of the company do the employees own?
- Do employees have a blocking minority?
- Does an employee foundation exist?

Stakeholders (Source of information)

Owner	President	Management	Staff	Professors	Advisory Board	Students	Alumni	Future Generations	Parents	Companies	College Advisors
	x	x	x	x							

DAS in Sustainable Business, Business School Lausanne and HSG

C) We adapted the matrix to the specific circumstances of a business school.

Some Business School specific items are suggested, but these items have to be verified by the Common Goods Economy.

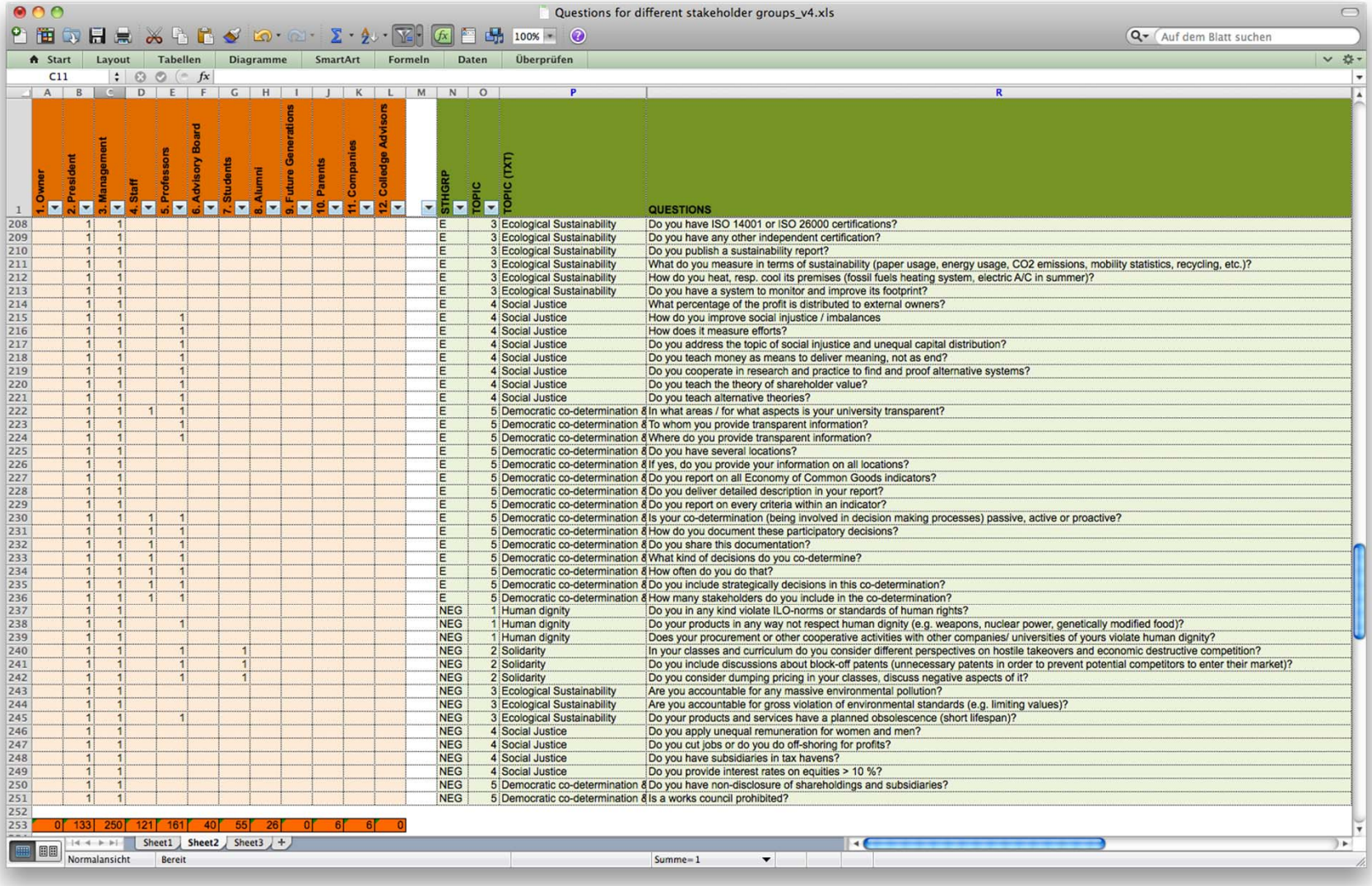
A1: Ethical Supply Management

Thinking about risks of products / services, considering social and ecological aspects of suppliers and service partners

Item	First steps	Advanced	Experienced	Role Model
Regional, ecological and social sourcing 40%	Punctually, risk products (energy)	Most important p/s	Most important p/s Reduction of critical p/s	All important p/s Innovative solutions to prevent critical p/s
Processes and risk management for p/s 20%	Internal dialogue, research, integration in contracts (code of conduct)	Internal audit for important suppliers Training and workshops for purchasing	Continuous risk evaluation Independent audit (certification, seal of quality, NGO)	Cooperation with suppliers and partners for social and ecological aspects
Structural framework for fair prices 20%	Abstinence of price-driven purchasing No price-driven incentive system	Long-term partnerships	Evaluation of employee behaviour in qualification discussion	Innovative structures (e.g. alternative money systems)
Considering sources of sustainable theory and practice (supply for content of teaching) 20%	Research on sustainable topics Internal exchange	Continuing education of professors in the field of sustainability	Network with other international institution in the field of sustainability theory	Cooperation with businesses and other schools in the field of sustainability practices

Basic Matrix 4.0
Additional Aspects for Business School

D) 250 questions were split to different stakeholder groups, online questionnaires will be conducted next week



Questions for different stakeholder groups_v4.xls

	1. Owner	2. President	3. Management	4. Staff	5. Professors	6. Advisory Board	7. Students	8. Alumni	9. Future Generations	10. Parents	11. Companies	12. Colledge Advisors	STHGRP	TOPIC	TOPIC (TXT)	QUESTIONS
208		1	1										E	3	Ecological Sustainability	Do you have ISO 14001 or ISO 26000 certifications?
209		1	1										E	3	Ecological Sustainability	Do you have any other independent certification?
210		1	1										E	3	Ecological Sustainability	Do you publish a sustainability report?
211		1	1										E	3	Ecological Sustainability	What do you measure in terms of sustainability (paper usage, energy usage, CO2 emissions, mobility statistics, recycling, etc.)?
212		1	1										E	3	Ecological Sustainability	How do you heat, resp. cool its premises (fossil fuels heating system, electric A/C in summer)?
213		1	1										E	3	Ecological Sustainability	Do you have a system to monitor and improve its footprint?
214		1	1										E	4	Social Justice	What percentage of the profit is distributed to external owners?
215		1	1		1								E	4	Social Justice	How do you improve social injustice / imbalances
216		1	1		1								E	4	Social Justice	How does it measure efforts?
217		1	1		1								E	4	Social Justice	Do you address the topic of social injustice and unequal capital distribution?
218		1	1		1								E	4	Social Justice	Do you teach money as means to deliver meaning, not as end?
219		1	1		1								E	4	Social Justice	Do you cooperate in research and practice to find and proof alternative systems?
220		1	1		1								E	4	Social Justice	Do you teach the theory of shareholder value?
221		1	1		1								E	4	Social Justice	Do you teach alternative theories?
222		1	1	1	1								E	5	Democratic co-determination &	In what areas / for what aspects is your university transparent?
223		1	1		1								E	5	Democratic co-determination &	To whom you provide transparent information?
224		1	1		1								E	5	Democratic co-determination &	Where do you provide transparent information?
225		1	1										E	5	Democratic co-determination &	Do you have several locations?
226		1	1										E	5	Democratic co-determination &	If yes, do you provide your information on all locations?
227		1	1										E	5	Democratic co-determination &	Do you report on all Economy of Common Goods indicators?
228		1	1										E	5	Democratic co-determination &	Do you deliver detailed description in your report?
229		1	1										E	5	Democratic co-determination &	Do you report on every criteria within an indicator?
230		1	1	1	1								E	5	Democratic co-determination &	Is your co-determination (being involved in decision making processes) passive, active or proactive?
231		1	1	1	1								E	5	Democratic co-determination &	How do you document these participatory decisions?
232		1	1	1	1								E	5	Democratic co-determination &	Do you share this documentation?
233		1	1	1	1								E	5	Democratic co-determination &	What kind of decisions do you co-determine?
234		1	1	1	1								E	5	Democratic co-determination &	How often do you do that?
235		1	1	1	1								E	5	Democratic co-determination &	Do you include strategically decisions in this co-determination?
236		1	1	1	1								E	5	Democratic co-determination &	How many stakeholders do you include in the co-determination?
237		1	1										NEG	1	Human dignity	Do you in any kind violate ILO-norms or standards of human rights?
238		1	1		1								NEG	1	Human dignity	Do your products in any way not respect human dignity (e.g. weapons, nuclear power, genetically modified food)?
239		1	1										NEG	1	Human dignity	Does your procurement or other cooperative activities with other companies/ universities of yours violate human dignity?
240		1	1		1		1						NEG	2	Solidarity	In your classes and curriculum do you consider different perspectives on hostile takeovers and economic destructive competition?
241		1	1		1		1						NEG	2	Solidarity	Do you include discussions about block-off patents (unnecessary patents in order to prevent potential competitors to enter their market)?
242		1	1		1		1						NEG	2	Solidarity	Do you consider dumping pricing in your classes, discuss negative aspects of it?
243		1	1										NEG	3	Ecological Sustainability	Are you accountable for any massive environmental pollution?
244		1	1										NEG	3	Ecological Sustainability	Are you accountable for gross violation of environmental standards (e.g. limiting values)?
245		1	1		1								NEG	3	Ecological Sustainability	Do your products and services have a planned obsolescence (short lifespan)?
246		1	1										NEG	4	Social Justice	Do you apply unequal remuneration for women and men?
247		1	1										NEG	4	Social Justice	Do you cut jobs or do you do off-shoring for profits?
248		1	1										NEG	4	Social Justice	Do you have subsidiaries in tax havens?
249		1	1										NEG	4	Social Justice	Do you provide interest rates on equities > 10 %?
250		1	1										NEG	5	Democratic co-determination &	Do you have non-disclosure of shareholdings and subsidiaries?
251		1	1										NEG	5	Democratic co-determination &	Is a works council prohibited?
252																
253	0	133	250	121	161	40	55	26	0	6	6	0				

Sheet1 Sheet2 Sheet3

Normalansicht Bereit Summe=1

E) A structured document was set up to track the learnings while the document for the Action Research Report

281012_ActionResearchReport.xlsx

	A	B	C	D	E
1	WEEK		HIGHLIGHTS	LEARNINGS	ACTIONS
2	38	17-23	DAS start @ HUB, First exposure to Project and Common Goods Economy (CGE)	Keen interest by BSL' Dean to implement CGM as measurement tool, Zero to little awareness of CGE @ BSL, CGE is a new movement & still little known. We got new info about BSL, its owners, its values, its goals.	we started searching online and reading material on CGE and CGM as well as on BSL
3	39	24-30	1st team teleconference, exposure to CGE, contacted C. Felber, more reading and researching,	Definition of the scope of the project, rather complex and not clear-cut, very easy to wander off track. We gathered more info about CGE and CGM online.	lots of reading and thinking about the CGE theory and how to implement it
4	40	1-7	2nd team teleconference, we contacted some institutions who as indicated by C. Felber were implementing the CGM, Team presentation sent to Dean	No academic institution has apparently implemented the CGM, we have the feeling that they are waiting for us to start and give them the finished tool, adapting the CGM,	preparation of questions for BSL in relation to the implementation of the CGM asse adapt the matrix to BSL/academic institution.
5	41	8-14	3rd team teleconf, feedback from Dean with comments on timetable, request for budget	we need to adapt timetable to respect milestones & deliver on time,	further discussion on clarification of what is important for implementing the CGM @
6	42	15-21	4th team teleconf, Team @ BSL, presentation of project to faculty & staff,meeting with S. Notter (energy field Luzern), team discussion on situation & action plan	lukewarm reception of BSL-CGM project by faculty & staff, OK to prepare questionnaires, more planning & time mgmt needed from group. Strong buy-in from key stakeholders needed. We need to find a champion of the CGM INSIDE BSL, who can support us and continue the work once the project is over.	budget redefined, team discussions on next steps
7	43	22-28	5th team teleconf, planned group meeting on 11.11 in ZRH, Action research report work started, started working on a factsheet for each of the 17 fields,	there is a fundamental question to address: can the matrix be adapted at all (to accomodate the particular needs/characteristics of an academic institution) or not (as an adaptation could distort the original goals and not be validated by the CGE movements)	Budget proposal sent to Dean, some work split & assigned to individuals, Guenther to be asked about feasibility of adaptation of CGM.

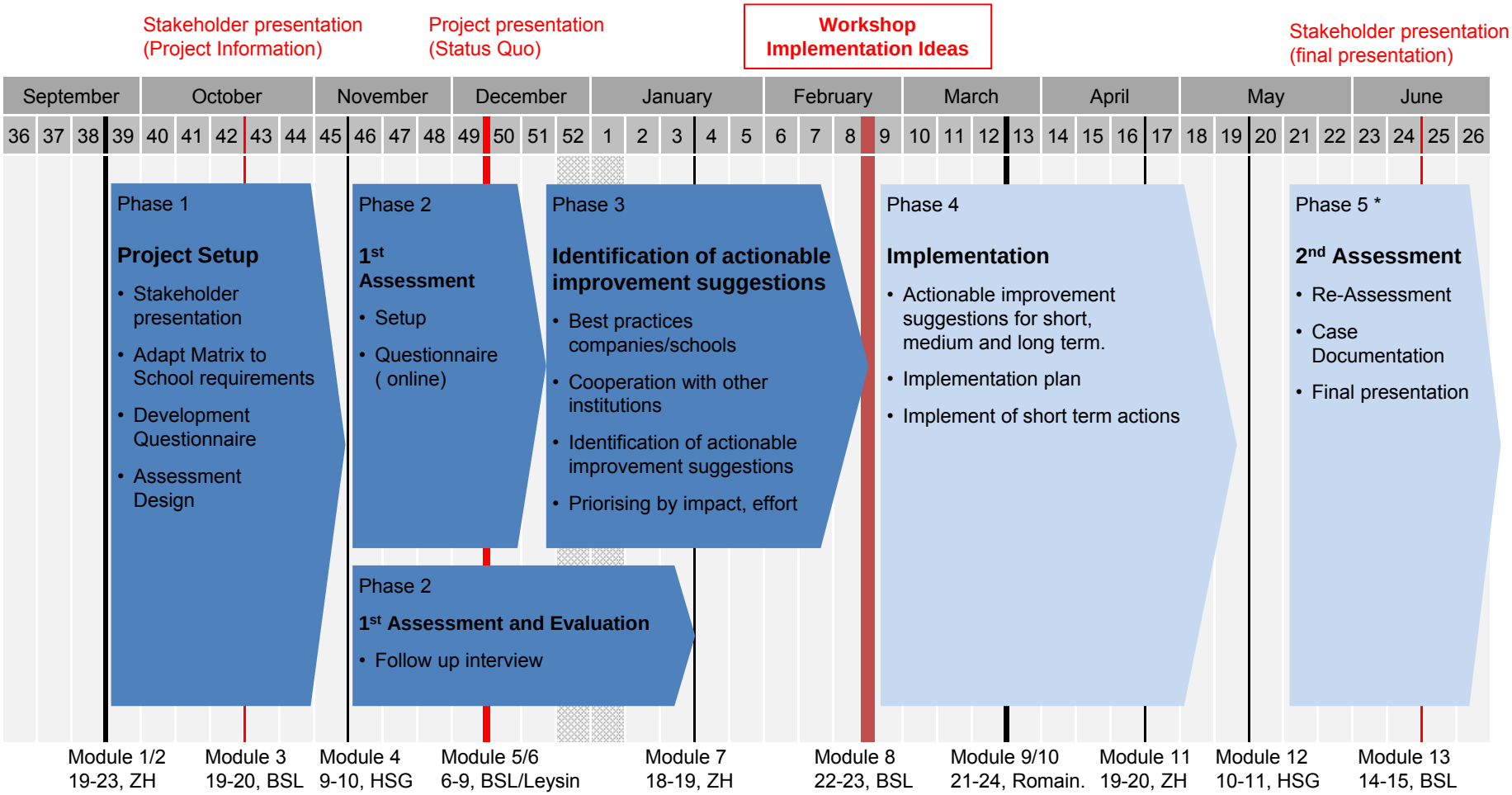
Agenda

1. Common Goods Matrix
2. Project plan and intermediate results
3. **Questions and unexpected challenges**
4. Outlook and issues to discuss

Overall Goal of the Project

The Business School Lausanne wants to use the Common Good Matrix (CGM) **to identify sustainability potential and to initiate internal change.**

Project Plan

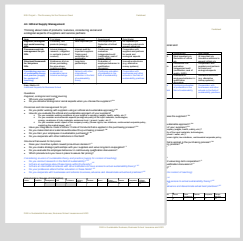


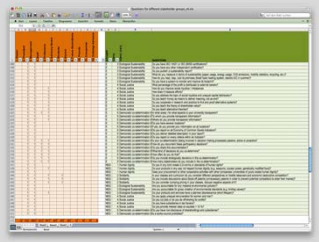
* Re-Assessment is planned – feasibility has to be re-evaluated after Phase 2 and 3

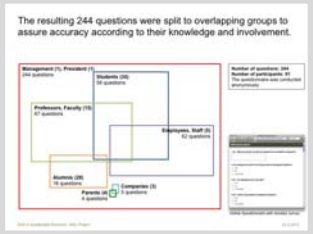
Project overview

Project Setup

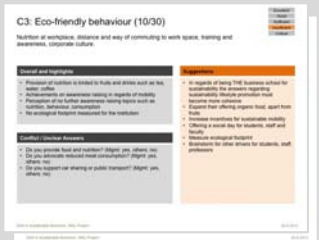
Assessment Design and Assessment



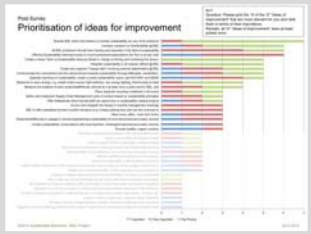


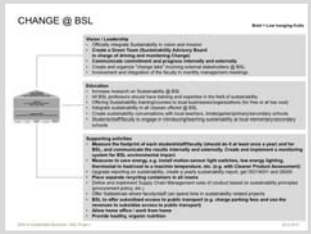


Analysis and Evaluation

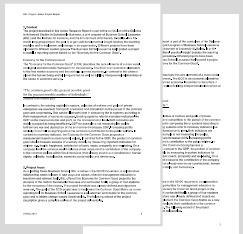


Generation and prioritization of Ideas





Implementation of low hanging fruits



THE ECG MATRIX
(OR BALANCE SHEET)

SO WHERE DO WE STAND AND WHERE ARE OUR BLINDSPOTS?

Overall Goal of the Project

Instrument to initiate change

The Business School Lausanne wants to implement the **Common Good Matrix (CGM) as assessment and reporting tool** complementing the existing financial reporting and balanced score-card.

BSL

ECONOMY FOR THE COMMON GOOD New Values for our Economy

Measuring the Contribution to the Common Good with the Common Good Matrix

Framework to measure the score of the company in the constitutional dimensions:

- **human dignity**
- **solidarity**
- **social justice**
- **ecological sustainability**
- **democracy**

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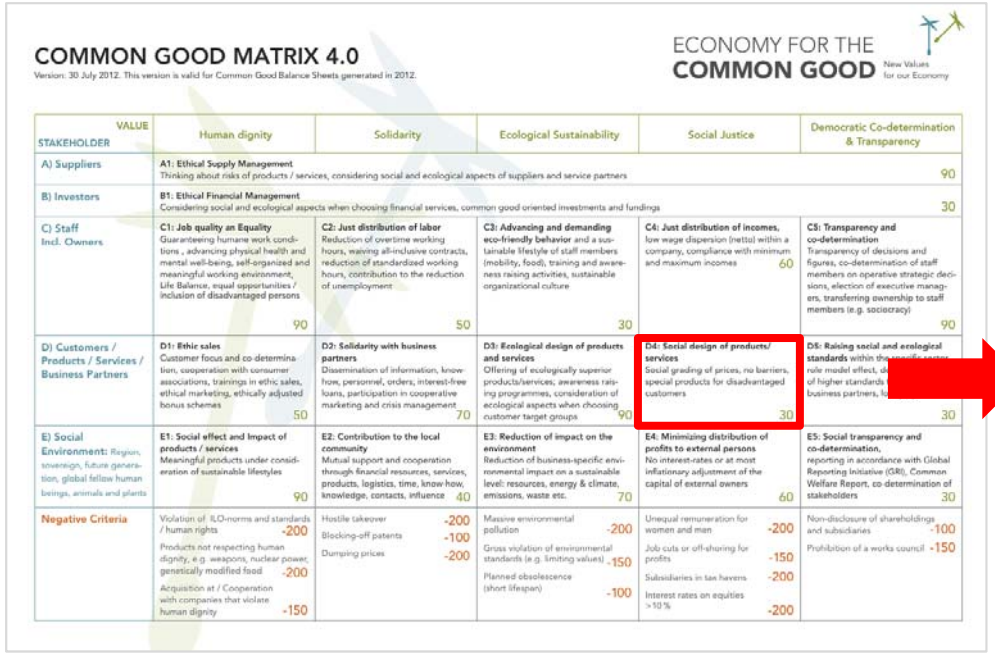
C) Staff Incl. Owners	**C1: Job quality an Equality** Guaranteeing humane work conditions , advancing physical health and mental well-being, self-organized and meaningful working environment, Life Balance, equal opportunities / inclusion of disadvantaged persons 90	**C2: Just distribution of labor** Reduction of overtime working hours, waiving all-inclusive contracts, reduction of standardized working hours, contribution to the reduction of unemployment 50	**C3: Advancing and demanding eco-friendly behavior** and a sustainable lifestyle of staff members (mobility, food), training and awareness raising activities, sustainable organizational culture 30	**C4: Just distribution of incomes,** low wage dispersion (netto) within a company, compliance with minimum and maximum incomes 60	**C5: Transparency and co-determination** Transparency of decisions and figures, co-determination of staff members on operative strategic decisions, election of executive managers, transferring ownership to staff members (e.g. sociocracy) 90
D) Customers / Products / Services / Business Partners	**D1: Ethic sales** Customer focus and co-determination, cooperation with consumer associations, trainings in ethic sales, ethical marketing, ethically adjusted bonus schemes 50	**D2: Solidarity with business partners** Dissemination of information, know-how, personnel, orders; interest-free loans, participation in cooperative marketing and crisis management 70	**D3: Ecological design of products and services** Offering of ecologically superior products/services; awareness raising programmes, consideration of ecological aspects when choosing customer target groups 90	**D4: Social design of products/ services** Social grading of prices, no barriers, special products for disadvantaged customers 30	**D5: Raising social and ecological standards** within the specific sector, role model effect, development of higher standards together with business partners, lobbying 30
E) Social Environment: Region, sovereign, future generation, global fellow human beings, animals and plants	**E1: Social effect and Impact of products / services** Meaningful products under consideration of sustainable lifestyles 90	**E2: Contribution to the local community** Mutual support and cooperation through financial resources, services, products, logistics, time, know-how, knowledge, contacts, influence 40	**E3: Reduction of impact on the environment** Reduction of business-specific environmental impact on a sustainable level: resources, energy & climate, emissions, waste etc. 70	**E4: Minimizing distribution of profits to external persons** No interest-rates or at most inflationary adjustment of the capital of external owners 60	**E5: Social transparency and co-determination,** reporting in accordance with Global Reporting Initiative (GRI), Common Welfare Report, co-determination of stakeholders 30
Negative Criteria	Violation of ILO-norms and standards / human rights -200 Products not respecting human dignity, e.g. weapons, nuclear power, genetically modified food -200 Acquisition at / Cooperation with companies that violate human dignity -150	Hostile takeover -200 Blocking-off patents -100 Dumping prices -200	Massive environmental pollution -200 Gross violation of environmental standards (e.g. limiting values) -150 Planned obsolescence (short lifespan) -100	Unequal remuneration for women and men -200 Job cuts or off-shoring for profits -150 Subsidiaries in tax havens -200 Interest rates on equities >10 % -200	Non-disclosure of shareholdings and subsidiaries -100 Prohibition of a works council -150

We identified questions for each field of the matrix to evaluate the contribution to the Common Good

Additional some Business School specific indicators were suggested.



COMMON GOOD MATRIX 4.0

Version: 30 July 2012. This version is valid for Common Good Balance Sheets generated in 2012.

ECONOMY FOR THE COMMON GOOD

New Values for our Economy

VALUE / STAKEHOLDER	Human dignity	Solidarity	Ecological Sustainability	Social Justice	Democratic Co-determination & Transparency
A) Suppliers	**A1: Ethical Supply Management** Thinking about risks of products / services, considering social and ecological aspects of suppliers and service partners 90				
B) Investors	**B1: Ethical Financial Management** Considering social and ecological aspects when choosing financial services, common good oriented investments and fundings 30				
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E) Social Environment: Region, sovereign, future generation, global fellow human beings, animals and plants	**E1: Social effect and Impact of products / services** Meaningful products under consideration of sustainable lifestyles 90	**E2: Contribution to the local community** Mutual support and cooperation through financial resources, services, products, logistics, time, know how, knowledge, contacts, influence 40	**E3: Reduction of impact on the environment** Reduction of business-specific environmental impact on a sustainable level: resources, energy & climate, emissions, waste etc. 70	**E4: Minimizing distribution of profits to external persons** No interest-rates or at most inflationary adjustment of the capital of external owners 60	**E5: Social transparency and co-determination,** reporting in accordance with Global Reporting Initiative (GRI), Common Welfare Report, co-determination of stakeholders 30
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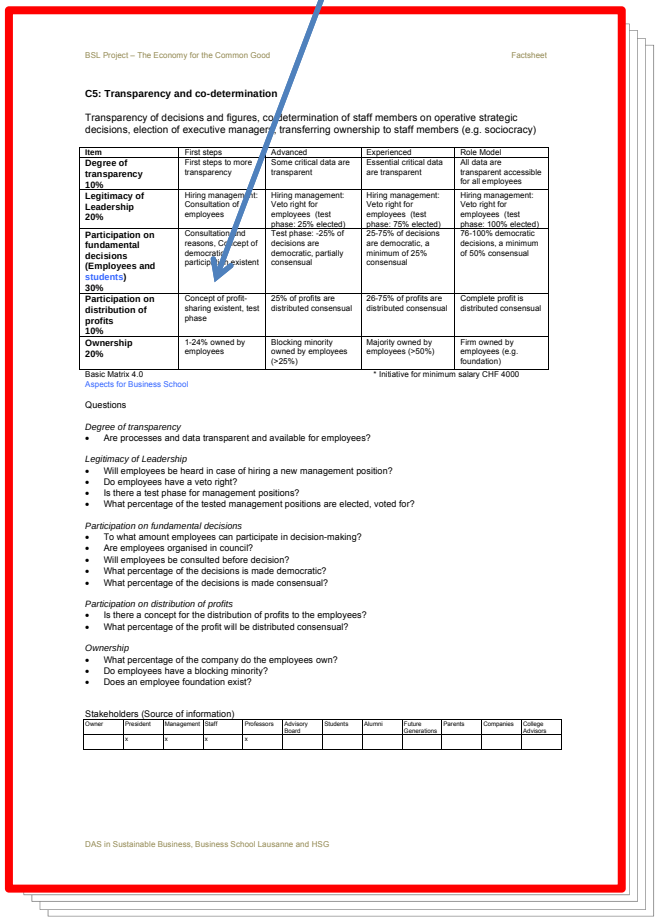
(according to the Common Good Handbook)



BSL Project – The Economy for the Common Good Factsheet

C5: Transparency and co-determination

Transparency of decisions and figures, co-determination of staff members on operative strategic decisions, election of executive managers, transferring ownership to staff members (e.g. sociocracy)

Item	First steps	Advanced	Experienced	Role Model
Degree of transparency 10%	First steps to more transparency	Some critical data are transparent	Essential critical data are transparent	All data are transparent accessible for all employees
Legitimacy of Leadership 20%	Hiring management: Consultation of employees	Hiring management: Veto right for employees (test phase: 25% elected)	Hiring management: Veto right for employees (test phase: 75% elected)	Hiring management: Veto right for employees (test phase: 100% elected)
Participation on fundamental decisions (Employees and students) 30%	Consultation and reasons. Concept of democratic participation existent	Test phase: -25% of decisions are democratic, partially consensual	25-75% of decisions are democratic, a minimum of 25% consensual	76-100% democratic decisions, a minimum of 50% consensual
Participation on distribution of profits 10%	Concept of profit-sharing existent, test phase	25% of profits are distributed consensual	26-75% of profits are distributed consensual	Complete profit is distributed consensual
Ownership 20%	1-24% owned by employees	Blocking minority owned by employees (>25%)	Majority owned by employees (>50%)	Firm owned by employees (e.g. foundation)

Basic Matrix 4.0 * Initiative for minimum salary CHF 4000

Aspects for Business School

Questions

Degree of transparency
- Are processes and data transparent and available for employees?

Legitimacy of Leadership
- Will employees be heard in case of hiring a new management position?
- Do employees have a veto right?
- Is there a test phase for management positions?
- What percentage of the tested management positions are elected, voted for?

Participation on fundamental decisions
- To what amount employees can participate in decision-making?
- Are employees organised in council?
- Will employees be consulted before decision?
- What percentage of the decisions is made democratic?
- What percentage of the decisions is made consensual?

Participation on distribution of profits
- Is there a concept for the distribution of profits to the employees?
- What percentage of the profit will be distributed consensual?

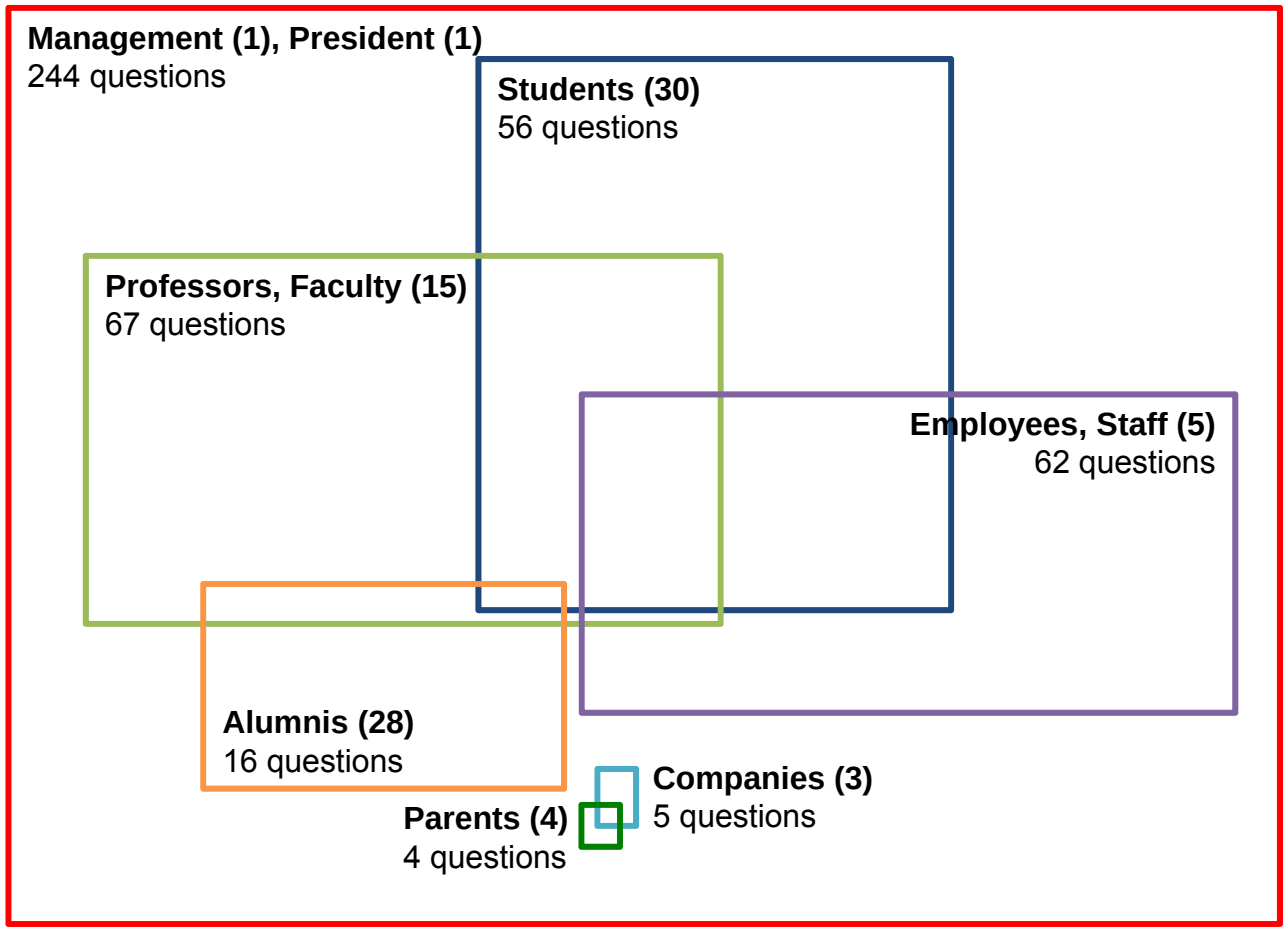
Ownership
- What percentage of the company do the employees own?
- Do employees have a blocking minority?
- Does an employee foundation exist?

Stakeholders (Source of information)

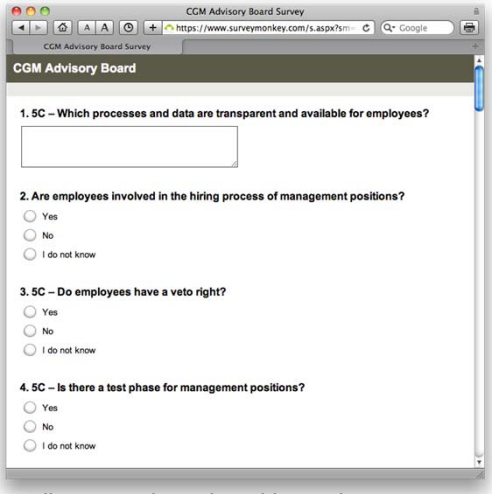
Owner	President	Management	Staff	Professors	Advisory Board	Students	Alumni	Future Generations	Parents	Companies	College Advisors
	x	x	x	x							

DAS in Sustainable Business, Business School Lausanne and HSG

The resulting 244 questions were split to overlapping groups to assure accuracy according to their knowledge and involvement.



Number of questions: 244
Number of participants: 91
The questionnaire was conducted anonymously



Online Questionnaire with monkey survey

Stakeholder specific summary

Suppliers

Overall

- Suppliers are chosen by **the consideration of environmental and social aspects** and **no harmful incentive schemes are installed.**
- Additionally the school integrates and sources **new theories in sustainability** for their teachings (supply chain of an educational institution; not reflected in the matrix score, but integrated in the groups evaluation)

Room for improvement

- **No official approach** to identify ethical suppliers existing
- **No code of ethics** installed
- **No internal or external audit** are conducted

Stakeholder specific summary

Financial Managememt

Overall

- Financial service provider is **considering but not specialised social and ecological aspects**
- BSL in cases **provides interest free funding** for staff and faculty, occasionally for students

Room for improvement

- **No investments go to social or ecological projects**
- **No certainty that investments do not harm the common good**

Stakeholder specific summary

Employee (staff, faculty)

Overall

- General **work environment is perceived to be well**, working hours are recorded
- **Different working models** available (incl. part-time)
- Role-modelling max. **proportion between highest and lowest salary (1:3)**
- Strictly fulfilment of **living wages**
- **Hiring of additional staff** due to reduction of working hours and over-time

Room for improvement

- **Lack of awareness** regarding sustainability and sustainable lifestyle
- **No ecological footprint measured**
- Little incentives for **stainable mobility**
- **Lack of transparency** on existing working models (incl. home office) and regarding salary structures
- No model for **handling overtime** of faculty
- Little offering of **organic food** and **nutrition**
- No facilities offered to do **sports, to recreate or to relax**
- No **health prevention and sensitisation activities**
- No **barrier free access for handicapped**
- No support for **mothers** or **disabled people**
- **Legitimacy of leadership** appears to be in the hands of senior management
- **Democratic decision making** and involvement of stakeholders are only partially installed
- **Advisory board needs to be integrated**

Stakeholder specific summary

Product

Overall

- **BSL cooperates with academic institutions worldwide** with the purpose of promoting & raising social and ecological standards
- **Ethical values are in place**
- **Sustainability courses** are offered as part of the curriculum
- **Scholarships** are offered to selected groups of students

Room for improvement

- **Sustainable behaviour is not formalised and formulated in vision, mission and guidelines**
- **Lack of clarity among stakeholders** on what BSL corporate culture is and stands for
- Lack of **transparency**, **co-decision making and co-determination** of curriculum processes
- **No e-learning solutions provided**
- **Little promotion of a sustainable lifestyle** through incentives and price-advantages (ex. use of public transport, economic organic food, parking for hybrid & electric cars only)
- **Narrow access with scholarships**
- Hard access for people with **physical disabilities**
- BSL is **not yet clearly and fully positioned** as the school for "sustainability"

Stakeholder specific summary

Environment

Overall

- Education has a **positive impact** on society and a contribution to the common good **per se**
- **Family owned business** with no external distribution of profit
- **Information is transparently provided** to all who show interest, apart from financial information
- **Co-determination of stakeholders** is supported and proactively engaged
- Strong efforts around **50+20 initiative** (global community impact)

Room for improvement

- **Very little engagement / contribution to the local community**
- **No measurement** of their contribution to the community
- Disparity in answers reflects **insufficient internal communication**
- Survey shows **unclarity of impact** and approach of BSL services on enhancing a sustainable lifestyle within different stakeholder groups

Stakeholder specific summary

Negative Criterias

Overall

- **No harmful activies**

Room for improvement

- **Non disclosure** of shareholdings and financial information

Excellent
Good
Sufficient
Insufficient
Critical

A1: Ethical Supply Management (20/90)

Thinking about risks of products / services, considering social and ecological aspects of suppliers and service partners

Overall and highlights

- Considering ecological and social aspects
- No price-driven incentive system
- Continuous employee evaluation in qualification discussions
- Sourcing of sustainability theories for teaching
- Research is only conducted through doctoral programs
- Some, but not all Professors attend further education in the field of sustainability.

Conflict / Unclear Answers

- Do you consider environmental aspects (ecological quality of the input materials, technologies, energy, avoidance of risky materials, emissions to air / ground / water, etc.)? (Pres: yes, Mgmt: no)
- Do Professors attend further education in the field of sustainability (Mgmt: yes, Prof: 60%no)

Suggestions

- Develop an approach to identify ethical suppliers
- Implement a Code of Ethics additional to the BSL values e.g. working conditions of suppliers and partners
- Train employees and cooperate with other institutions in ethical and social supply chain management.
- Install internal and external audits (on ethical supply chain management, or broader audit approach such as GRI or selective ISO standards)
- Encourage Professors to do sustainability related research
- Increase number of Professors attending training and education in the field of sustainability
- Source renewable energies

B1: Ethical Financial Management (10/30)

Excellent
Good
Sufficient
Insufficient
Critical

Rewarding three different aspects of financial management: common goods orientation, social and ecological quality of financial services

Overall and highlights

- Financial service provider is considering but not specialised social and ecological aspects
- No investments going to social or ecological projects – though not applicable
- No certainty, that investment is not harmful to the common good
- Providing and receiving interest free funding (for staff and faculty, occasionally for students)

Conflict / Unclear Answers

- Some questions seemed unclear to the survey participants

Suggestions

- Clarification of contradicting answers necessary
- Re-evaluate financial service provider and assure pro-social investments

Excellent
Good
Sufficient
Insufficient
Critical

C1: Job quality and equality (30/90)

Considering working conditions: physiological and psychological health, employee satisfaction, self-determination, personal development, work-life balance, meaning

Overall and highlights

- Ergonomic aspects are perceived OK
- Educational events, workshops for teambuilding and conflict Mgmt as well as for personal development are recognized
- No health prevention and awareness-raising activities
- No barrier free access for handicapped
- No facilities offered for sports, recreation or relaxation
- No support for mothers or disabled people

Conflict / Unclear Answers

- Differing perception of work conditions regarding: flexibility / part-time / overtime / compensation (Mgmt /Pres vs. staff/faculty)
- the same applies for: facilities to cook / gender information / workshop on social competence / employer satisfaction questionnaire / development of vision / publishing an equality report / measures to promote women

Suggestions

- Provide more transparency on working hours design (flexibility/for whom/how)
- Provide more opportunities for parents to design their work
- In regards of nutrition BSL could expand their offering organic food, apart from fruits: e.g. snack machine or other offering could contain more organic food
- Brainstorm sessions about how to improve the working environment and learning spaces
- Provide transparency on gender & diversity information, install gender-responsible
- Establish accessibility and support for disadvantaged persons (incl. communication on website)

C2: Just distribution of labour (30/50)

Excellent
Good
Sufficient
Insufficient
Critical

Fair balance and distribution of labour, diminishing unemployment, increase productivity.

Overall and highlights

- Working hours are recorded
- Different working models available (part-time, work from home, etc.) but no transparency on the existing models
- Hiring additional staff to reduce working hours and over-time
- Working part-time is possible

Conflict / Unclear Answers

- In comparison to responses from staff and professors the answers differ in regards of available working models and overtime handling (contradicting answers in field C1)

Suggestions

- Provide transparency on existing working models for staff and faculty
- Introduce further alternative models such as flex-time, promote working from home (particularly for parents)
- Come up with a model for handling overtime of faculty
- Considering if more overtime could be tackled by hiring additional work force or other measures

Excellent
Good
Sufficient
Insufficient
Critical

C3: Eco-friendly behaviour (10/30)

Nutrition at workplace, distance and way of commuting to work space, training and awareness, corporate culture.

Overall and highlights

- Provision of nutrition is limited to fruits and drinks such as tea, water, coffee
- Achievements on awareness raising in regards of mobility
- Perception of no further awareness raising topics such as nutrition, behaviour, consumption
- No ecological footprint measured for the institution

Conflict / Unclear Answers

- Do you provide food and nutrition? (Mgmt: yes, others: no)
- Do you advocate reduced meat consumption? (Mgmt: yes, others: no)
- Do you support car sharing or public transport? (Mgmt: yes, others: no)

Suggestions

- In regards of being THE business school for sustainability the answers regarding sustainability lifestyle promotion must become more cohesive
- Expand their offering organic food, apart from fruits
- Increase incentives for sustainable mobility
- Offering a social day for students, staff and faculty
- Measure ecological footprint
- Brainstorm for other drivers for students, staff, professors

Excellent
Good
Sufficient
Insufficient
Critical

C4: Just distribution of incomes (50/60)

Considering a fair and transparent compensation scheme, minimum wages, compensation spread between highest and lowest

Overall and highlights

- Proportion between highest and lowest salary (1:3)
- No transparency on the salary
- Fulfilment of living wages

Conflict / Unclear Answers

- ./.

Suggestions

- Increase transparency of compensation structure

C5: Transparency and co-determination (20/90)

Excellent
Good
Sufficient
Insufficient
Critical

Empowerment of employees, identification with the company, employee motivation, a corporate culture based on partnership, innovative solutions

Overall and highlights

- Striking is that the advisory board had no information to the majority of questions and could not answer them
- Democratic decision making and involvement of other stakeholders are partially installed
- No veto right for employees

Conflict / Unclear Answers

- Are employees involved in the hiring process of management positions? (Mgmt: yes, Pres/faculty: no)
- Do employees have a veto right? (Mgmt: yes, Pres/faculty: no)
- Is there a test phase for management positions? (Mgmt: yes, Pres/faculty: no)
- What percentage of the tested management positions are elected, voted for? (Mgmt: yes, others: no)
- What amount of the decisions are made democratic / consensual (Pres/Mgmt: 80%, staff/faculty: 20-40%)
- What percentage of Profit will be distributed consensually? (no answer)

Suggestions

- Integrate advisory board and foster information exchange
- Legitimacy of Leadership appears to be only in the hands of senior management, here a co-decision making should be considered, communicated and executed, where possible
- Enable employees to buy stakes
- Establish employee council or foundation
- Increase transparency in multiple areas
- Consider introducing the voice of staff, faculty and students more formally in high level management decision making process

D1: Ethical sales (20/50)

Excellent
Good
Sufficient
Insufficient
Critical

Customer focus and co-determination, cooperation with students' associations, ethical marketing

Overall and highlights

- Ethical values in place
- BSL implements training in ethical values
- Alternative compensation KPI's to measure performance in place
- Sales numbers in the sense of recruited students are partly relevant (qualitatative and numerical criteria considered for the bonus payments)

Conflict / Unclear Answers

- Does an advisory panel formed from different stakeholders for the co-decision making and co-determination of study curriculum exist? (both yes/no answers)
- What kind of decisions is made in this advisory panel? (differing)
- Is the decision making process transparent? (differing)
- How much oft he advisory panel's suggestions are implemented? (differing)

Suggestions

- Co-decision making and co-determination of curriculum processes should become more transparent

Excellent
Good
Sufficient
Insufficient
Critical

D2: Solidarity with business partners (35/70)

Cooperative marketing, sharing relevant information & know-how, support of interest free loans

Overall and highlights

- There is some solidarity with business partners, according to BSL values
- Cooperation with other universities/ institutions is taking place
- Doing wide reaching marketing

Conflict / Unclear Answers

- ./.

Suggestions

- The solidarity (cooperative behaviour) with business partners could be stronger and the willingness of doing so communicated more assertively (for ex. formalizing rules, behaviour and provision of clarity among stakeholders on what BSL does and doesn't do and stand for (corporate culture))
- Rules and plan of communication with mass media

D3: Ecological design of products and services (45/90)

Excellent
Good
Sufficient
Insufficient
Critical

Ecological aspects of products & services offered

Overall and highlights

- Easy accessibility of work space via public transportation
- Sustainability courses are offered as part of the curriculum
- Ecological aspects and the idea of sustainability is communicated
- No e-learning solutions provided

Conflict / Unclear Answers

- Is there as strategy to reduce the time of attendance by providing digital solutions? (Adv.B.: yes, others: no)
- Is there a strategy to set up an e-learning platform for distant or blended learning? (Adv.B.: yes, others: no)
- Does the institution conduct student surveys to gain information about ecological aspects and potentials? (Adv.B & Students.: yes, others: no)

Suggestions

- Offer E-Learning solutions
- Improve active promotion of a sustainable lifestyle through incentives and price-advantages (ex. use of public transport, economic organic food, parking for hybrid & electric cars only)

D4: Social design of products / services (25/30)

Excellent
Good
Sufficient
Insufficient
Critical

Social grading of pricing, special services for disadvantaged clients

Overall and highlights

- Scholarships are offered to selected groups of students

Conflict / Unclear Answers

- No conflicts/unclear answers

Suggestions

- Actively offer scholarships, or work with institutions for low-cost educational loans
- Offer access to people with physical disabilities

D5: Raising Social & Ecological Standards (25/30)

Excellent
Good
Sufficient
Insufficient
Critical

Implementing standards for social security, sustainability, transparency and collaboration.

Overall and highlights

- BSL is considered as being a role model for raising social and ecological standards in the academic world
- BSL cooperates with academic institutions worldwide with the purpose of promoting & raising social and ecological standards
- Collaboration with NGOs

Conflict / Unclear Answers

- No conflicts/unclear answers

Suggestions

- Formalize behaviour in this field (share vision, mission & culture)
- Provide clarity among stakeholders on what BSL corporate culture is and stands for
- Introduce a BSL guidelines and "blueprint for the future" document to better define BSL vision & mission

E1: Social impact on product & services (50/90)

Excellent
Good
Sufficient
Insufficient
Critical

Social impact on product & services that respect sustainable lifestyles

Overall and highlights

- Survey shows unclarity of impact and approach of BSL services on enhancing a sustainable lifestyle within different stakeholder groups
- BSL is not yet clearly and fully positioned as the school for "sustainability in business”

Conflict / Unclear Answers

- Do you actively foster sustainable lifestyles among staff, students, faculty, etc.? (disparity in answers among students, staff and faculty, yes and no)
- Is your curriculum adapted to the diverse cultural sensitivities of the students? (students/alumnis: 70%yes, 30%no)

Suggestions

- Enhance and communicate the importance of sustainability in BSL culture and DNA
- Actively foster a sustainable lifestyle for students, faculty, staff, alumni.

E2: Contribution to Local Community (20/40)

Excellent
Good
Sufficient
Insufficient
Critical

Contribution to Local Community by offering jobs, creating a healthy working environment, providing financial, educational and active support to the community

Overall and highlights

- Room for improvement: offering no financial support nor volunteering activities.
- No measurement of their contribution to the community
- Not much alignment & clarity among and between stakeholders
- Results too low for an institution that wants to be leading edge and progressive

Conflict / Unclear Answers

- Do you offer free ''usage'' of your resources to the local community (space, personnel, students, etc.)? (Mgmt/Pres: yes, students: 50% no)
- Do you have cooperations with NGOs? (Mgmt: yes, Pres: no)
- Are you perceived as a 'socially active/positive' institution? (Mgmt/Pres: yes, students: 67% yes - 33%no)

- Disparity in answers reflects insufficient internal communication

Suggestions

- Enhance and communicate the importance of community engagement in BSL culture and DNA
- Work with NGOs on educational projects and topics and communicate these efforts
- Engage and support local community besides efforts around 50+20 initiative (global community impact)

E3: Reduction on impact on environment (5/70)

Excellent
Good
Sufficient
Insufficient
Critical

Reduction of business-specific environmental impact on a sustainable level: resources, energy and climate, emissions, waste, etc.

Overall and highlights

- Lots of room for improvement: no system to monitor, measure nor improve footprint
- No ISO 14.001 compliance nor any other certification
- Insufficient information available about ecologic data, no transparency and no communication

Conflict / Unclear Answers

- ./.

Suggestions

- Implement a system to monitor and improve the footprint (URGENT)
- Define the priorities in this field (energy efficiency, mobility of staff, faculty and students, etc.)
- Work towards a certification (ISO 14001)
- Reinforce existence of responsibility report
- Consider moving the school to a more eco-friendly building

E4: Minimizing external profit distribution (50/60)

Excellent
Good
Sufficient
Insufficient
Critical

No interest-rates or at most inflationary adjustment of the capital of external owners.

Overall and highlights

- Private/family ownership is a clear positive
- Ideal shareholding structure to implement quick and massive changes towards sustainability, if shareholders want this positive change.

Conflict / Unclear Answers

- ./.

Suggestions

- Include in teaching subjects on social injustice and unequal capital distribution

E5: Social transparency & co-determination (20/30)

Excellent
Good
Sufficient
Insufficient
Critical

Considering to provide transparency to stakeholders and community and to enable co-determination of those.

Overall and highlights

- Information is transparently provided to all who show interest, apart from financial information
- Co-determination of stakeholders is supported and proactively engaged.

Conflict / Unclear Answers

- ./.

Suggestions

- Include in teaching subjects on this field
- Publish and broader provide the sustainability report (PRME report; place prominently on internet plus print leaflets) and renew report yearly to monitor progress and implement real change
- Apply GRI A+ standards to the report
- Implement Common Goods Economy report and monitor report progress annually

NEGATIVE CRITERIA

Human Dignity (0/-550)

Excellent
Good
Sufficient
Insufficient
Critical

Violation of Norms, negative products/services (weapons, tobacco, porn, nuclear power, etc.)

Overall and highlights

- NO problems/issues in this area

Conflict / Unclear Answers

- ./.

Suggestions

- Proactively introduce in management classes teaching/discussion related to the negative impact of such practices

NEGATIVE CRITERIA

Solidarity (0/-500)

Excellent
Good
Sufficient
Insufficient
Critical

Hostile takeovers, blocking off patents, dumping prices

Overall and highlights

- NO problems/issues in this area

Conflict / Unclear Answers

- ./.

Suggestions

- Proactively introduce in management classes teaching/discussion related to the negative impact of such practices

NEGATIVE CRITERIA

Ecological Sustainability (0/-450)

Excellent
Good
Sufficient
Insufficient
Critical

Environmental pollution, violation of int'l standards, planned obsolescence

Overall and highlights

- NO problems/issues in this area

Conflict / Unclear Answers

- ./.

Suggestions

- Proactively introduce in management classes teaching/discussion related to the negative impact of such practices

NEGATIVE CRITERIA

Social Justice (0/-750)

Excellent
Good
Sufficient
Insufficient
Critical

Gender disparity in compensation, off shoring, tax havens, etc.

Overall and highlights

- NO problems/issues in this area

Conflict / Unclear Answers

- ./.

Suggestions

- Proactively introduce in management classes teaching/discussion related to the negative impact of such practices

NEGATIVE CRITERIA

Democratic co-determination & transparency (-100/-250)

Excellent
Good
Sufficient
Insufficient
Critical

Prohibition of work council, non disclosure of shareholdings & subsidiaries

Overall and highlights

- Non-disclosure of shareholdings and subsidiaries

Conflict / Unclear Answers

- ./.

Suggestions

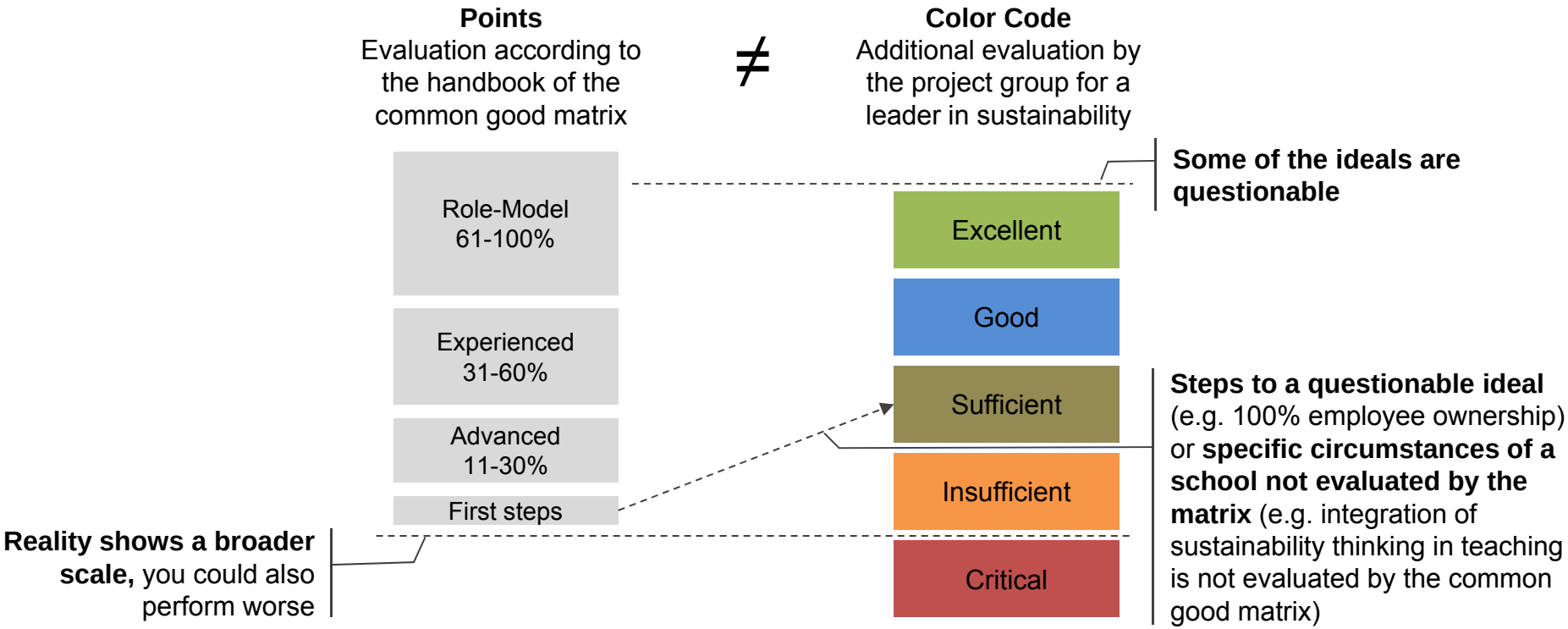
- Provide transparency of shareholdings
- Proactively introduce in management classes teaching/discussion related to the negative impact of such practices

Interpretation of the results

- The Matrix and the Assessment delivers **interesting insights** on where BSL can improve.
- The benefit of the Common Good Matrix lies in its **consequent and independent approach** with clear propositions on how to contribute to the common good in the dimensions of human dignity, solidarity, ecological sustainability, social justice and democratic co-determination and transparency.
- The beliefs behind the matrix are valid in its foundations, but the movement presents **strong and controversial implications** as results.
- To reach the maximum score of 1000 points one needs to fulfil partly **extreme criteria** (e.g. 100% employee ownership or max. 38 working hours per week)
- BSL lies in the range from 200 to 400 points and would have to pay **30% VAT** according to the concept of a Common Good Economy.
- Recent years show, that the **best institutions** scored a bit more than **600 points in the first year**. However one must be aware of the fact that most of those high scoring companies were **small local organizations** (e.g. organic farmer, scocial network, etc.)

Who do we compare ourselves with?

To not only compare against a sometimes questionable and rather extreme ideal, we created a rating and colour coding system to estimate the results from a more moderate point of view. Still taking into account BSLs vision to be an outstanding leader in the field of sustainability and responsibility.



Assessment results

Detailed results per field in the back up

Common Good Points: 365/1000

Assessed according to the «Handbook»
Not reviewed by the Economy for the Common Goods

Project Group Evaluation:

- Excellent
- Good
- Sufficient
- Insufficient
- Critical

COMMON GOOD MATRIX 4.0

Version: 30 July 2012. This version is valid for Common Good Balance Sheets generated in 2012.

ECONOMY FOR THE COMMON GOOD — New Values for our Economy

VALUE / STAKEHOLDER	Human dignity	Solidarity	Ecological Sustainability	Social Justice	Democratic Co-determination & Transparency
A) Suppliers	**A1: Ethical Supply Management** Thinking about risks of products / services, considering social and ecological aspects of suppliers and service partners 20/90				
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C) Staff Incl. Owners	**C1: Job quality an Equality** Guaranteeing humane work conditions , advancing physical health and mental well-being, self-organized and meaningful working environment, Life Balance, equal opportunities / inclusion of disadvantaged persons 30/90	**C2: Just distribution of labor** Reduction of overtime working hours, waiving all-inclusive contracts, reduction of standardized working hours, contribution to the reduction of unemployment 30/50	**C3: Advancing and demanding eco-friendly behavior** and a sustainable lifestyle of staff members (mobility, food), training and awareness raising activities, sustainable organizational culture 10/30	**C4: Just distribution of incomes,** low wage dispersion (netto) within a company, compliance with minimum and maximum incomes 60 50/60	**C5: Transparency and co-determination** Transparency of decisions and figures, co-determination of staff members on operative strategic decisions, election of executive managers, transferring ownership to staff members (e.g. sociocracy) 20/90
D) Customers / Products / Services / Business Partners	**D1: Ethic sales** Customer focus and co-determination, cooperation with consumer associations, trainings in ethic sales, ethical marketing, ethically adjusted bonus schemes 20/50	**D2: Solidarity with business partners** Dissemination of information, know-how, personnel, orders; interest-free loans, participation in cooperative marketing and crisis management 35/70	**D3: Ecological design of products and services** Offering of ecologically superior products/services; awareness raising programmes, consideration of ecological aspects when choosing customer target groups 45/90	**D4: Social design of products/ services** Social grading of prices, no barriers, special products for disadvantaged customers 25/30	**D5: Raising social and ecological standards** within the specific sector, role model effect, development of higher standards together with business partners, lobbying 25/30
E) Social Environment: Region, sovereign, future generation, global fellow human beings, animals and plants	**E1: Social effect and Impact of products / services** Meaningful products under consideration of sustainable lifestyles 50/90	**E2: Contribution to the local community** Mutual support and cooperation through financial resources, services, products, logistics, time, know-how, knowledge, contacts, influence 20/40	**E3: Reduction of impact on the environment** Reduction of business-specific environmental impact on a sustainable level: resources, energy & climate, emissions, waste etc. 5/70	**E4: Minimizing distribution of profits to external persons** No interest-rates or at most inflationary adjustment of the capital of external owners 50/60	**E5: Social transparency and co-determination,** reporting in accordance with Global Reporting Initiative (GRI), Common Welfare Report, co-determination of stakeholders 20/30
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A STAKEHOLDER ENGAGEMENT PROCESS

USING THE ECG MATRIX AS A TOOL FOR INTERNAL CHANGE (ADDRESSING OUR BLINDSPOTS)

Workshop with faculty, staff and management @ BSL

Workshop with faculty, staff and management @ BSL

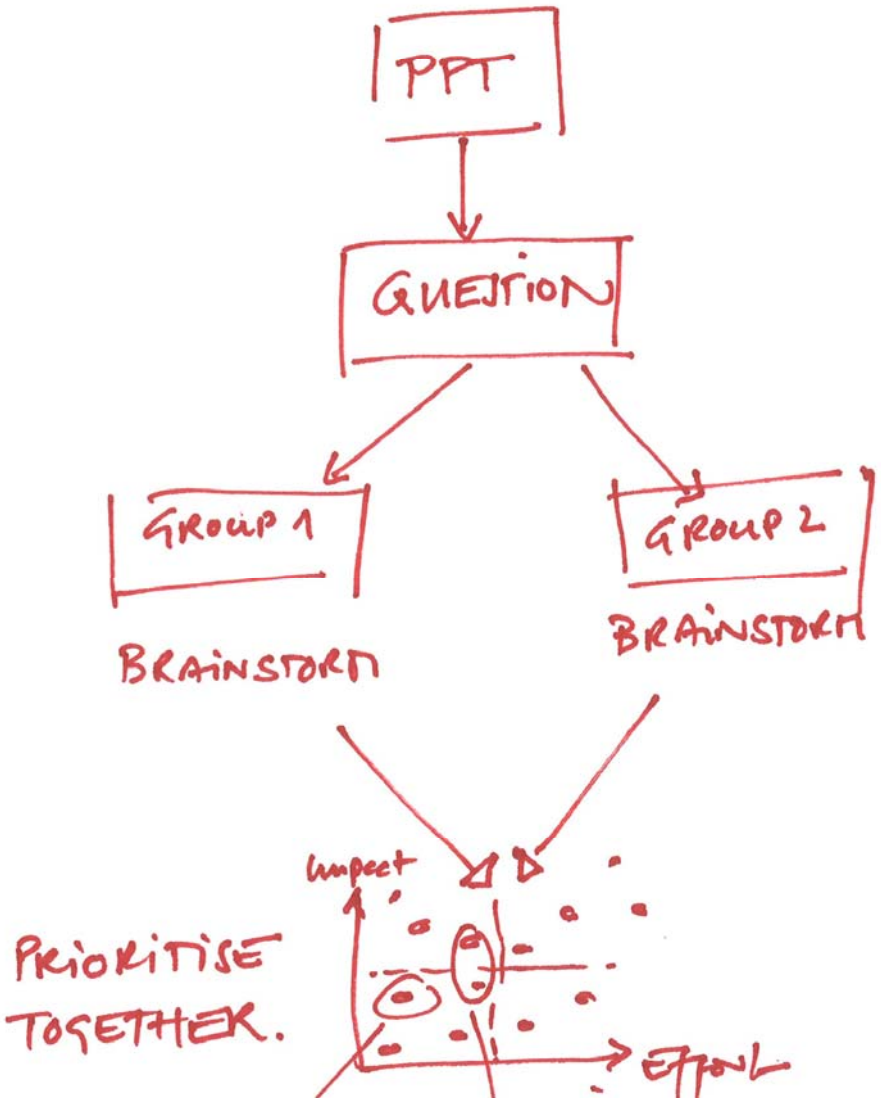
Evaluation of BSL relating to the common good matrix

Identify and prioritise suggestions for improvement

Select ideas and identify BSL-Champions for implementation

LEARNING FROM THE ECONOMY OF COMMON GOOD.

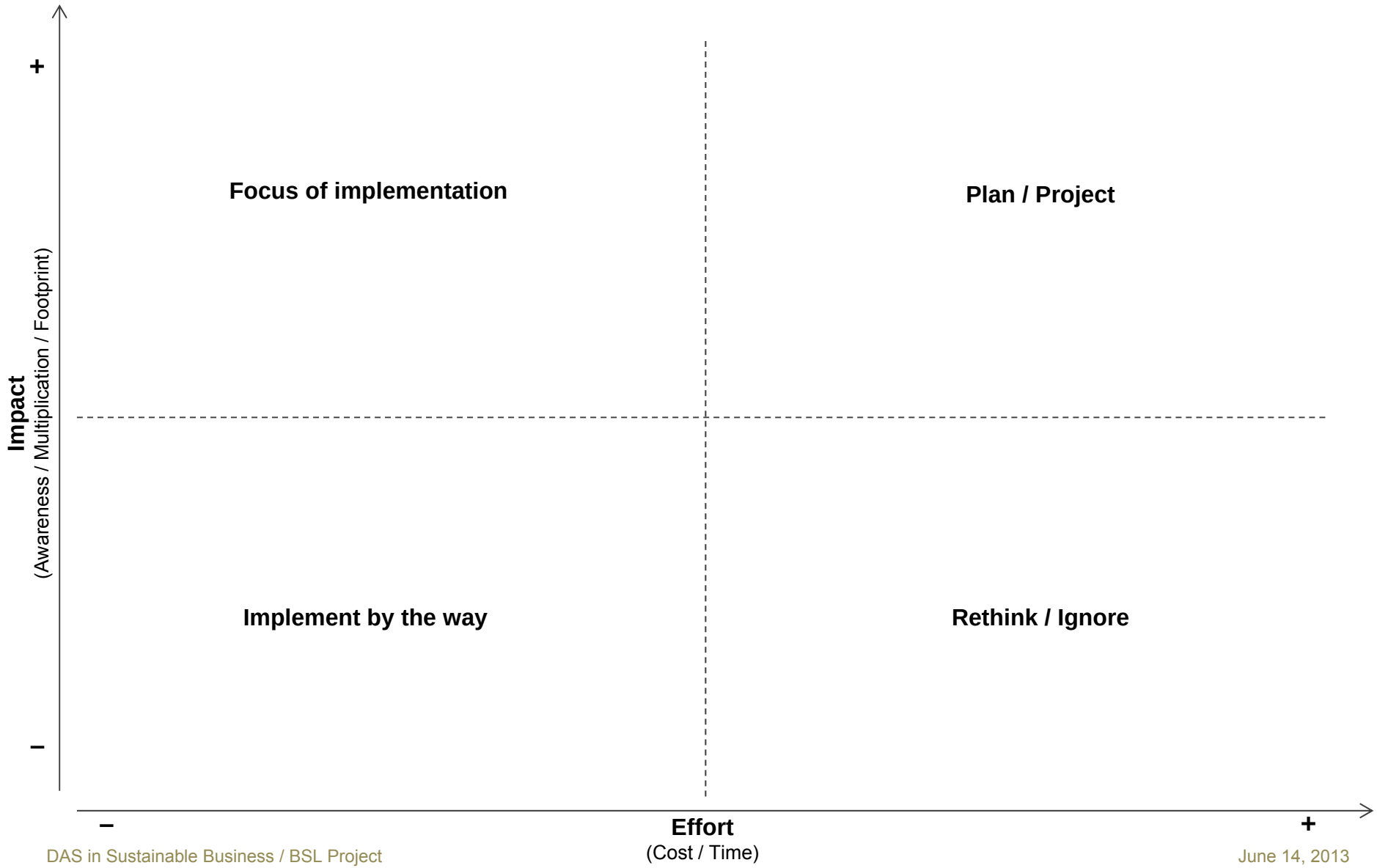
WORKSHOP@ BSL
21.2.2013



SUGGESTION IDEAS ON POST IT / CARDS.

Workshop Results

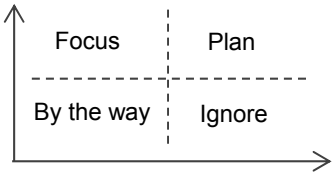
Ideas for improvement



IMPACT
EFFORT
Communication
MOTION CENSUR LIGHT
GIVE MONEY FROM PARKING TO FREE PUBLIC TRA
PROVIDING HEALTHY NUTRITION
MAKE RECYCLING EASIER
RECYCLING BINS
OFFERING LOCAL BUSINESSES FREE SUST EDUCATION
Car park permit funding. TL subscription
MAX TEMP REGULATOR
e-LEARNING
Kwh meter in Entrance
Carbon off set
Carbon neutral business education
Local SME sustainability training
Home office
Publish Lemania history/story
CALCULATE CARBON FOOT PRINT
DEBATE
SUBSIDISED PUBLIC TRANSPORT
PROCUREMENT POLICY
STORY TELLING
• LEMANIA
• BSL
• OUR JOURNEY
VISION
MISSION
CRACK THE SWISS CLOSENESS OPEN US
VISIBLE THERMOSTATS THERMOMETER & kW METER
Stakeholder Board of Overseers
ADVISORY Board
MEASURING OUR ECO IMPACT AT BSL
ENGAGE WITH ELEMENTARY SCHOOL (STUDENTS)
OFFER BSL
CHOOSE - PUBLISHERS - PAPER (FSC certified)

Workshop Results

Ideas for improvement



Low hanging fruits

Impact (Awareness / Multiplication / Footprint)

+

–

- Subsidise public transport (e.g. charge parking, use as incentive for public transport)
- Establish a green team (sustainability advisory board driving change)
- Offering sustainability training to local business (free, low cost)
- Install motion-sensor light, Regulator of Max temperature
- Communication billboard, newsletters
- Visible thermostats or KWh meter at the entrance
- Separate recycling facilities in all rooms
- Offering different types of volunteering (e.g. for scholarship), or social day
- Providing healthy nutrition
- Run carbon conversation for all
- Measure footprint (calculate everybody's / BSL's carbon footprint)
- Provide transparency on working hours, working models, overtime compensation
- Increase number of professors attending training and education in the field of sustainability

- Integrate sustainability in vision and a mission
- Clearly position for sustainability and integrate Sustainability in all classes
- Integrate the faculty into monthly mgmt meetings
- Measuring the ECO-impact at BSL and install monitoring system
- Carbon offsetting and carbon-neutral business education
- Improve reporting, work towards a certification (e.g. ISO 14001)
- Framework that connects reporting on different levels (globally, community, in school)
- Stakeholder board of overseers (advisory board)
- Run "IDEO" style community change labs
- BSL to offer hosting and facilitations for meetings of the community
- Exchange languages/learn from the community/share with the community
- Open conversation with local teachers, primary/secondary schools
- Students to engage with elementary school
- Install internal or external audits
- Increase sustainable research

- Formalise Supply Chain Mgmt. (e.g. Code of Conduct, create procurement policy, choose publishers, paper with FSC certif.)
- Focus on school's energy efficiency (green), Source renewable energies
- Minimise personal fuel consumption
- Organise debate between Bernard Nicod and Cornelius on Sust. Development
- Allow home office working
- Re-evaluate financial service provider to assure pro-social investments
- Story telling/ Lemania, BSL, our journey

- E-learning
- Improve accessibility
- Provide transparency of financials and shareholdings
- Experiential learning journeys (e.g. rural Indonesia or Romania)
- Sabbaticals for a semester (e.g. relief work and development work)
- Exercise - physical activity with students, faculty
- Crack the Swiss closeness/ open up

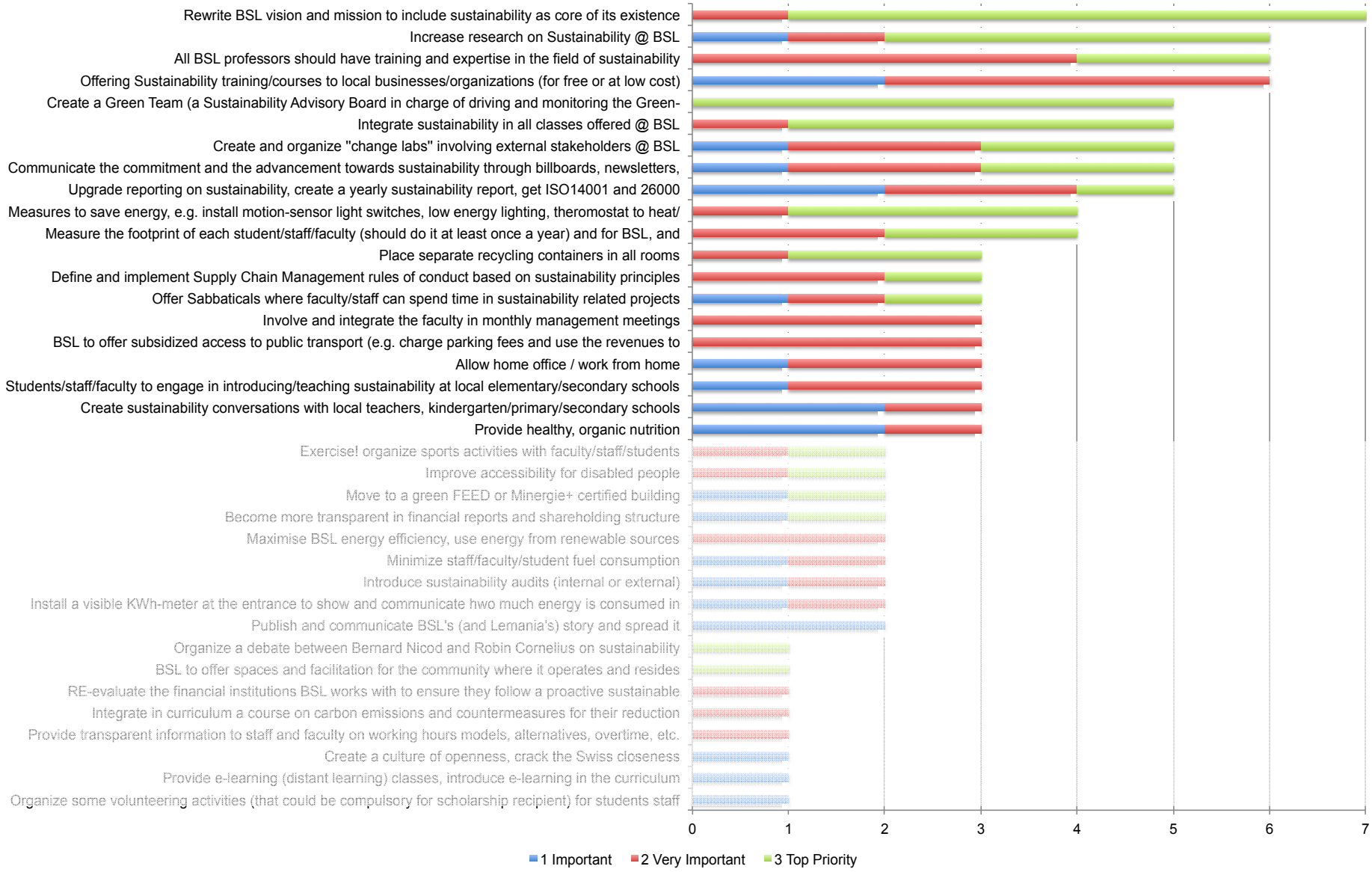
– +

Effort
(Cost / Time)

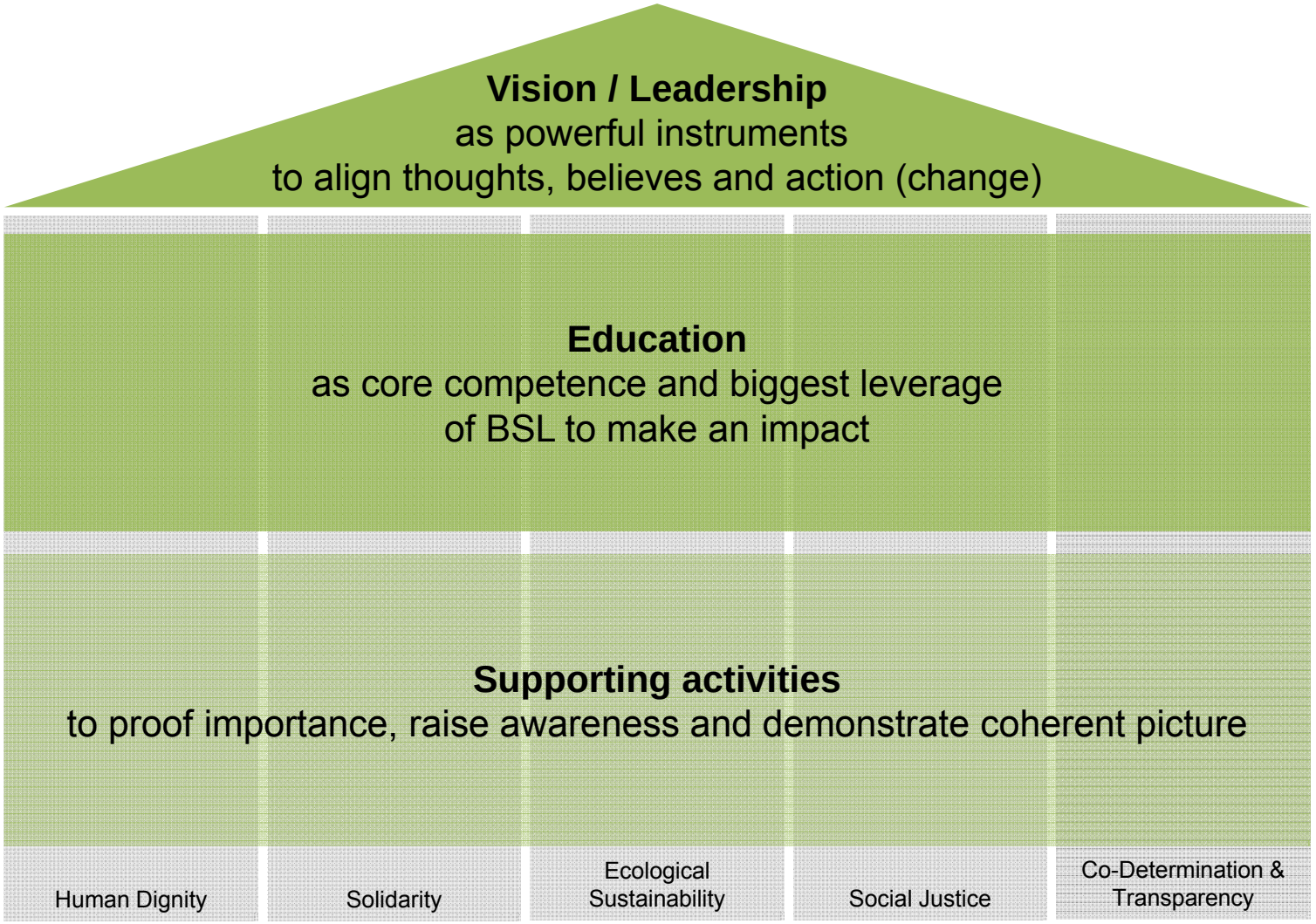
Post-Survey

Prioritisation of ideas for improvement

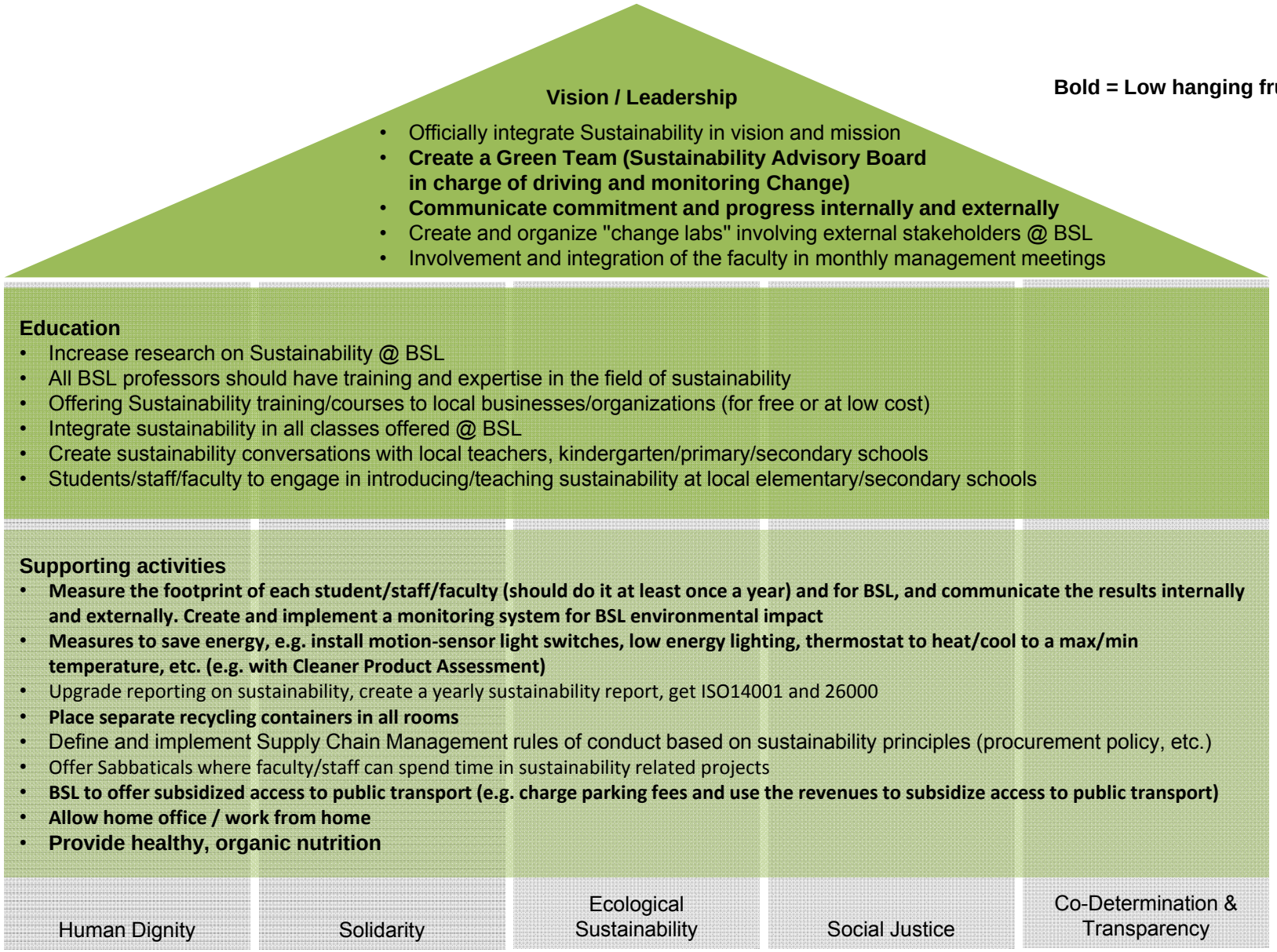
N=7
Question: Please pick the 10 of the 37 "ideas of improvement" that are most relevant for you and rank them in terms of their importance.
Remark: all 37 "ideas of improvement“ were at least picked once



Levels of change @ BSL



CHANGE @ BSL


Bold = Low hanging fruits
Vision / Leadership
• Officially integrate Sustainability in vision and mission
• Create a Green Team (Sustainability Advisory Board in charge of driving and monitoring Change)
• Communicate commitment and progress internally and externally
• Create and organize "change labs" involving external stakeholders @ BSL
• Involvement and integration of the faculty in monthly management meetings
Education
• Increase research on Sustainability @ BSL
• All BSL professors should have training and expertise in the field of sustainability
• Offering Sustainability training/courses to local businesses/organizations (for free or at low cost)
• Integrate sustainability in all classes offered @ BSL
• Create sustainability conversations with local teachers, kindergarten/primary/secondary schools
• Students/staff/faculty to engage in introducing/teaching sustainability at local elementary/secondary schools
Supporting activities
• Measure the footprint of each student/staff/faculty (should do it at least once a year) and for BSL, and communicate the results internally and externally. Create and implement a monitoring system for BSL environmental impact
• Measures to save energy, e.g. install motion-sensor light switches, low energy lighting, thermostat to heat/cool to a max/min temperature, etc. (e.g. with Cleaner Product Assessment)
• Upgrade reporting on sustainability, create a yearly sustainability report, get ISO14001 and 26000
• Place separate recycling containers in all rooms
• Define and implement Supply Chain Management rules of conduct based on sustainability principles (procurement policy, etc.)
• Offer Sabbaticals where faculty/staff can spend time in sustainability related projects
• BSL to offer subsidized access to public transport (e.g. charge parking fees and use the revenues to subsidize access to public transport)
• Allow home office / work from home
• Provide healthy, organic nutrition
Human Dignity
Solidarity
Ecological Sustainability
Social Justice
Co-Determination & Transparency

IMPLEMENTATION OF PROJECTS

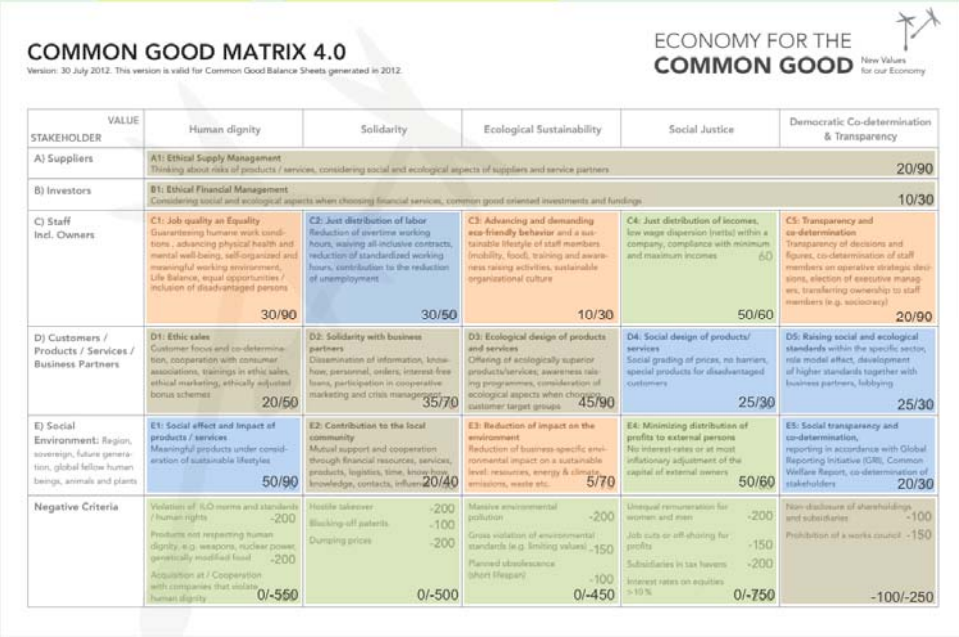
9 GREEN TEAMS OF «LOW HANGING FRUIT» AROUND ECG BLIND SPOTS

Projects “the low hanging fruits”

	Project	Lead	Team
A	Writing a new BSL **vision and mission statement** that truly reflects our ambition.	Katrin	Leadership Team
B	Developing a **concrete and highly visual communication plan** where we share our progress in all critical areas compared to our vision (with a big regularly updated board at the entrance as well as in other medias)	Denitsa Edgar Mark	Lei Juan Mischa Almendra Jon Katrin
C	Developing a **concrete strategy** for offering **sustainability, responsibility and entrepreneurship courses to our region** (commune, businesses, NGOs, civil society etc.)	Natalie Mark	Veronique Alkis Denitsa Olivier Mary Kartin
D	**Measuring the footprint of BSL** (company students, faculty, staff, key suppliers and stakeholders) and communication of the results	Veronique Massimo	Alkis
E	**Saving energy at BSL** (e.g. install motion-sensor light switches, low energy lighting, thermostat to heat/cool to a max/min temperature, etc. (e.g. with Cleaner Product Assessment)	Nick Alkis	Arjun
F	Improve **recycling** at BSL (add. recycling bins, new solutions for water cups, etc.)	Donna Domenica Arjun	
G	Developing and introducing an easy-to-manage way to **subsidize public transportation** by charging parking lot spaces	Monica Nick	
H	Developing a feasible solution for our staff to partially **work at home** (where possible and highlighting how we can thus improve our service level)	Olivier Monica	
I	Evaluating options to **provide healthy and organic nutrition** at BSL (understand need and come up with a feasible solution)	Veronique Natalie Donna	

Evaluation of the effect on the Common Good Matrix

Project		CGM
A	New BSL vision and mission statement	+ C1 + D1
B	Highly visual communication plan to share the progress	+ C3
C	Strategy for sustainability, responsibility courses to region	+ E2
D	Measuring the footprint of BSL	+ C3 + E3
E	Saving energy at BSL	+ C3 + E3
F	Improve recycling at BSL	+ C3 + E3
G	Subsidize public transportation	+ C3
H	Home office	+ C1
I	Healthy and organic nutrition	+ C3



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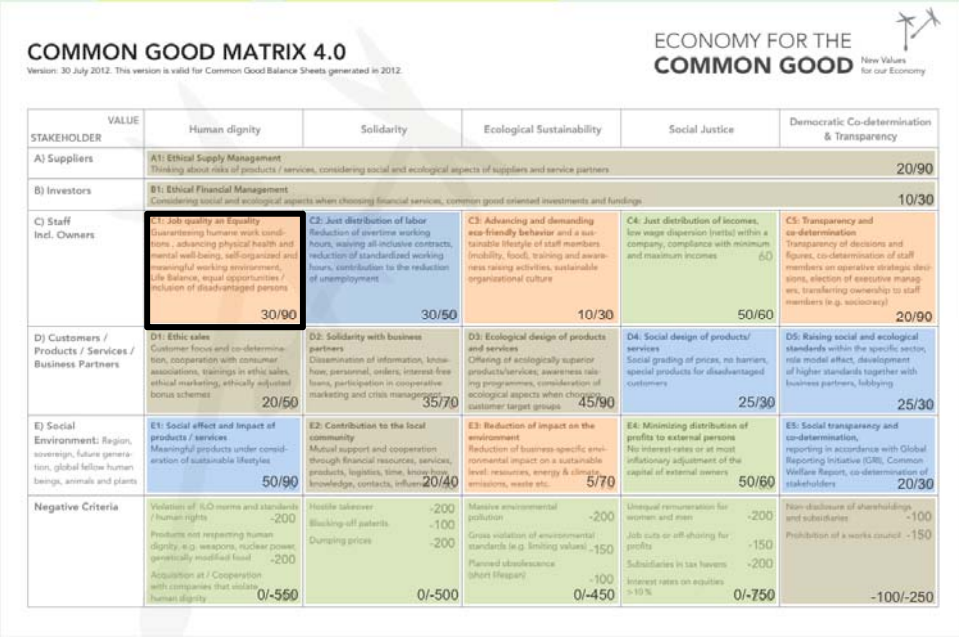
F	Improve recycling at BSL	+ C3 + E3
G	Subsidize public transportation	+ C3
H	Home office	+ C1
I	Healthy and organic nutrition	+ C3



Field affected by improvement:

C1: Job quality and equality (30/90)

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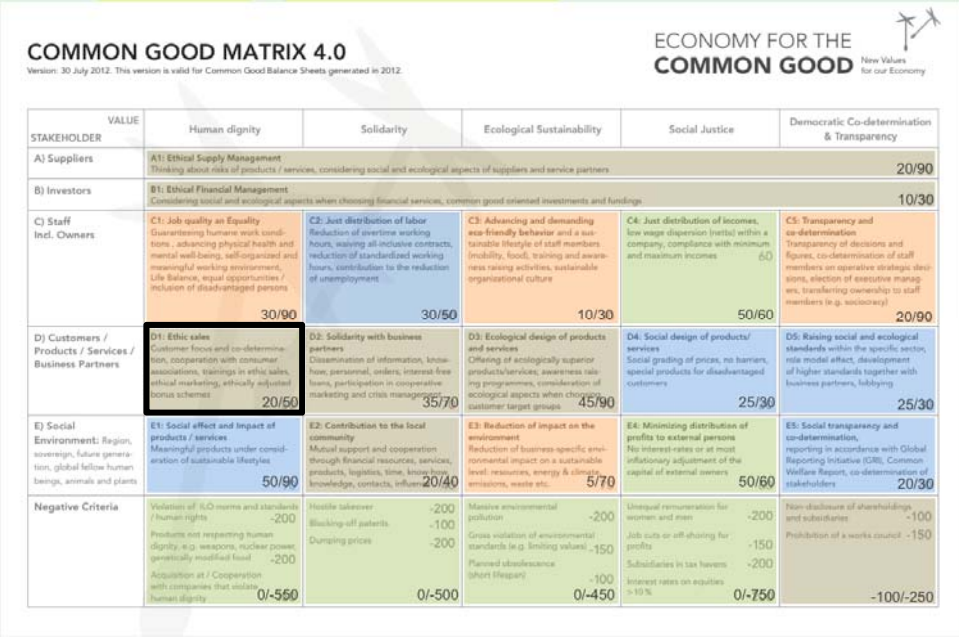

Field affected by improvement:

D1: Ethical sales (20/50)

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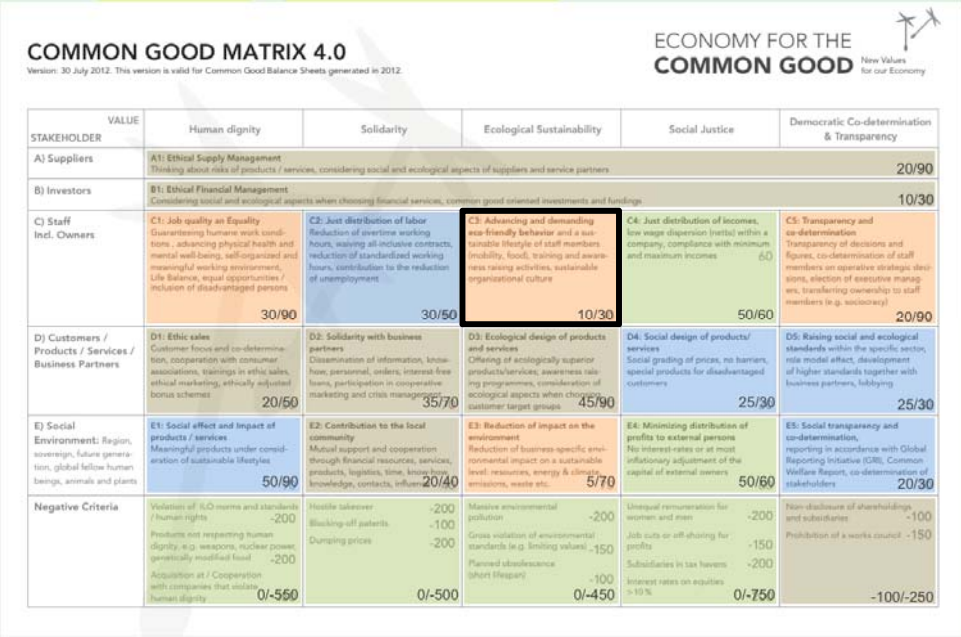

Field affected by improvement:

C3: Eco-friendly behaviour (10/30)

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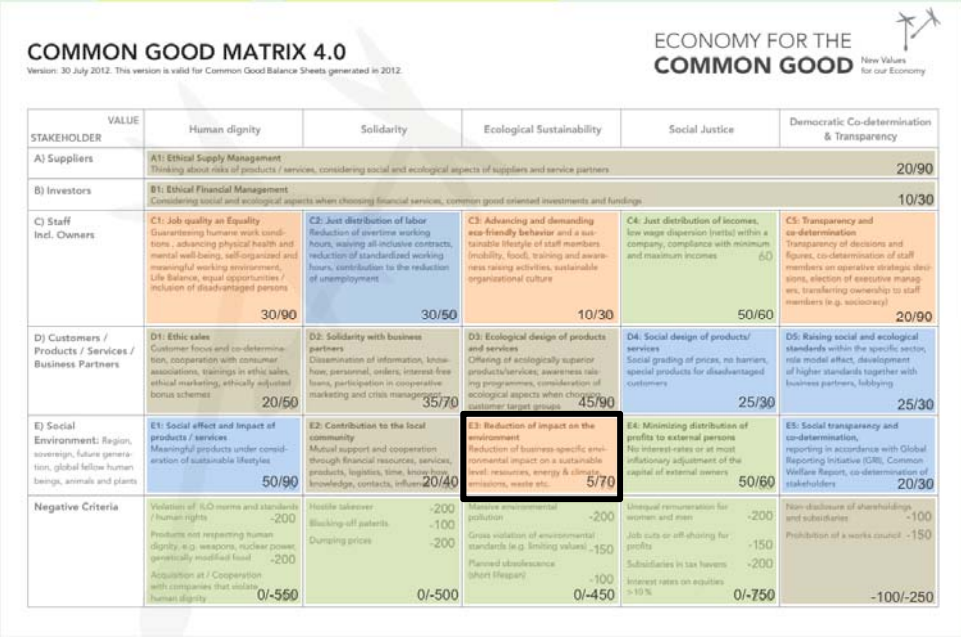
C	Strategy for sustainability, responsibility courses to region	+ E2
D	Measuring the footprint of BSL	+ C3 + E3
E	Saving energy at BSL	+ C3 + E3
F	Improve recycling at BSL	+ C3 + E3
G	Subsidize public transportation	+ C3
H	Home office	+ C1
I	Healthy and organic nutrition	+ C3



Field affected by improvement:

E3: Reduction on impact on environment (5/70)

Evaluation of the effect on the Common Good Matrix

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C	Strategy for sustainability, responsibility courses to region	+ E2
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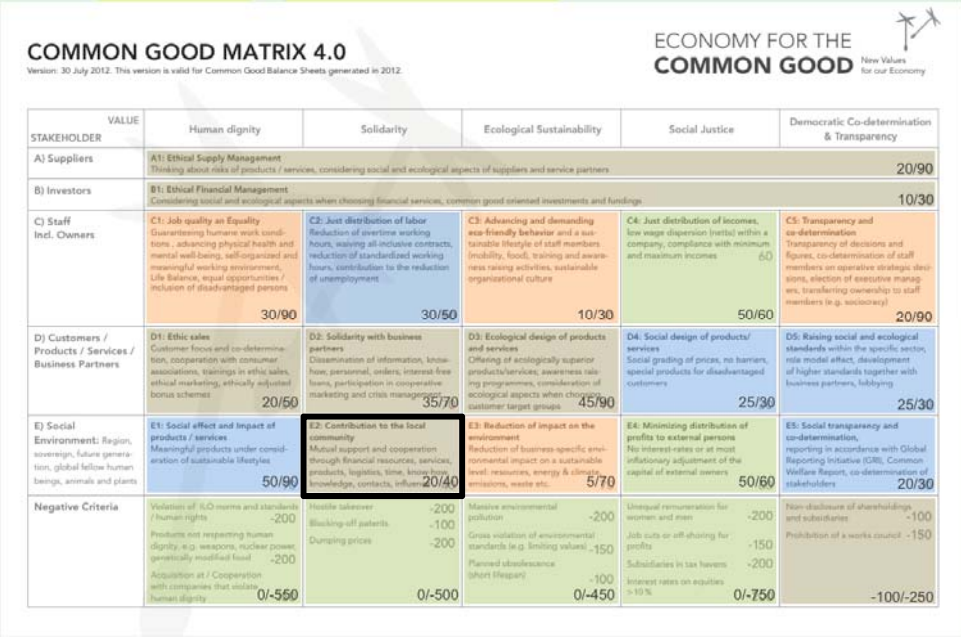

Field affected by improvement:

E2: Contribution to Local Community (20/40)

Implementation Challenges

Motivation

- Motivate green team to participate and engage
- On the long-term
- For a voluntary work

Presence & Communication

- Connect and stay in contact with green team leaders over distance and offer support.
- Our role was not very clear – support or control?

Time

- Ambitious dead-lines
- Besides enough work and other projects
- Creating potential of frustration – as results might lack quality

Recommendations and handing over

The ground has been layed. Now the challenge is to keep the movement going. Further, the movement should become highly visible and bold – intensive internal and external communication to reach top of mind.

1. Keep the motivation level up
2. Control vs. Support – find the right balance
3. Sustainability management system – track BSL's success and make it visible
4. Marketing & Communication strategy – make the new vision and BSL's aspiration to become the leader in sustainability education being heard

New BSL project:
Create a Culture and an Environment @ BSL that support and foster the implementation of the new Mission and Vision statement.

More on: www. bsl-lausanne.ch

“Many seeds have already been planted at BSL. Some of them are starting to emerge and may even start to bear fruits.

As the story of our vision will continue to emerge, so will additional elements contribute to our story thus continuously reshaping our vision.

This is just a start of many stories that exist in our BSL community and that are just waiting to be told.“

BSL vision paper