



**BUSINESS SCHOOL LAUSANNE**

## SUSTAINABILITY UPDATE REPORT

### **Report on Progress UN Principles for Responsible Management Education**

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*November 2012 to October 2014*

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# AT A GLANCE

*Business School Lausanne*



Business School Lausanne (BSL) is a leading innovator in business education and ranks 3rd in Switzerland (QS 2013-14 Top 200 Global Business Schools).

The school's ACBSP accredited degree programs include BBA, Masters, full-time modular MBA, Executive MBA and DBA programs. BSL also provides Executive Training in General Management, Corporate Finance (with preparation for the CFA Level I examination), and Sustainable Business (in collaboration with the University of St. Gallen). BSL takes a pragmatic approach to learning by applying theory to practice and is backed by a multidisciplinary faculty of business professionals. BSL attracts students from around the world, creating a multicultural environment of more than 60 nationalities. Established in 1987, BSL is the co-founder of the 50+20 initiative on Management Education for the World ([www.50plus20.org](http://www.50plus20.org)) in partnership with the Globally Responsible Leadership Initiative ([www.grli.org](http://www.grli.org)) and the Principles of Responsible Management Education (U.N. backed PRME).

“The school is a perfect example of producing world-class graduates. Unlike many universities, BSL is an enriching experience not only in terms of generating knowledge, but also in shaping who you become and how you build your future.” -

**Rishab Thakrar,  
Master's Student  
2012**



# HISTORY

*of Business School Lausanne*



- 1987: Foundation by Dr. John Hobbs
- 1996: Award of accreditation by ACBSP (Accreditation Council for Business Schools and Programs) for BBA and MBA programs
- 1996: Launch of the Executive MBA program
- 1997: BSL becomes member of the Lemania Group of Schools
- 2004: ISO 9001 Certification
- 2006: Reaffirmation of ACBSP accreditation for BBA, MBA and DBA
- 2006: Commitment to UN Global Compact ten principles
- 2008: Appointment of Dr. Katrin Muff as Dean
- 2008: Membership of Delta Mu Delta
- 2009: BSL restructures the MBA programs, begins online collaboration with Harvard Business Publishing, offers seminars for business professionals
- 2009: BSL's MBA program is ranked 40 among top European Business Schools
- 2010: BSL becomes a member of EFMD (European Foundation for Management Development)
- 2010: BSL launches new Master's programs
- 2010: BSL joins PRME
- 2011: In collaboration with the University of St. Gallen, BSL launches a post-graduate Diploma program in Sustainable Business
- 2012: Restructuring of the BBA program to include sustainability in each module
- 2012: BSL is elected to the Swiss business school in the exclusive business school network of the Kofi Annan Business School Foundation
- 2012: Award of accreditation by ACBSP for Master's programs
- 2014: BSL goes through the evaluation process of Gemeinwohlökonomie (Economy for the Common Good)
- 2014: BSL becomes B-Corp representative for Switzerland.

Business School Lausanne became the first business school in Europe to have its programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in 1996.

# COMMITMENT

*to the principles for responsible  
management education*



Business School Lausanne is a member of the United Nations Global Compact since 2006 and joined PRME in November 2010. These two affiliations were chosen, among others, because BSL has always been aware of the important role education can and should play in developing future responsible leaders, in helping businesses to become more sustainable and in engaging in the public social debate.

A lot of concrete actions related to the six principles of PRME, have been already accomplished – they are explained in detail in this report. Nevertheless, it is more important to look to the challenges we are still facing than to be proud of what has been done in the past, and we are perfectly aware that much more can and must be done in the future. We present in this report our goals for the years to come. We will put all the effort our resources allow us to make our contribution to a better world more and more significant.

Our vision, mission and values have been recently redefined to better fit our commitment to helping the development of a world where everybody can enjoy a decent living, where shared values replace the too often still prevalent focus on shareholder value and where the impact on the resources of our planet is dramatically reduced to create a sustainable environment, where future generations can thrive.

I am grateful to all the people (Dean, Associate Dean, members of the staff, faculty and students) who provided their input and collaborated in the preparation of this report.



Our vision is to  
provide a learning  
platform that  
enables individuals  
& organizations to  
thrive by co-creating  
viable business  
solutions for our  
planet and its people.

Philippe Du Pasquier

President & Managing Director



“

**BSL OFFERS A RELATIVELY SMALL, HIGHLY DIVERSE COMMUNITY, WHERE THE MAJORITY OF PROFESSORS HAVE CAREERS IN BUSINESS AND THUS THEIR LECTURES ARE ENRICHED WITH PERSONAL EXPERIENCES AND EXAMPLES THAT ARE RELEVANT TO TODAY'S BUSINESS OPERATIONS.**

SOFIA NAKHMANOVICH,  
MASTER'S STUDENT 2014

”

# PRINCIPLE 1 / PURPOSE

*We will develop the capabilities of our students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.*



**In this area, BSL has focused on the following themes:**

1. Development of a new vision
2. Development of a new mission

## 1. DEVELOPMENT OF A NEW VISION

BSL's purpose is to become a role model for business schools according to the vision developed by 50+20 ([www.50plus20.org](http://www.50plus20.org)).

**Here is our vision:**

"Over the past decade, claims that business is increasingly focused on maximizing profits for its shareholders at the expense of society and our planet have ignited a debate about the purpose of business in the global context. At the same time, it has become increasingly clear that business innovation can and should become a key driver to build the kind of a world we envision for our grandchildren. For this, globally responsible leaders are not only needed in business, but in organizations of any kind. For this, we need a visionary and transformative business education.

As a leading innovator in business education, we continuously re-invent and transform ourselves to embrace our commitment to provide management education for the world. Educating globally responsible leaders, enabling companies to serve the common good, and engaging in the transformation of business and the economy, are the three key roles of "management education for the world" ([www.50plus20.org](http://www.50plus20.org)). The business school thus becomes an open space – a collaboratory – where students, researchers and stakeholders work side-by-side on resolving obstacles towards a socially just and environmentally sustainable world."

**As a leading  
innovator in business  
education, we  
continuously re-  
invent and transform  
ourselves**

# PRINCIPLE 1 / PURPOSE *continued*

## 2. DEVELOPMENT OF A NEW MISSION

To better integrate the concern for sustainability at the core of all our activities, we felt we had to redefine our mission, which is now better aligned and reflect our purpose in a consistent way. This work was done in a collaborative way, implying most stakeholders of BSL: administrative staff, faculty, students and partners.

We have expanded beyond education to help organizations to become more sustainable: This is reflected in our new mission: “To provide a learning platform that enables individuals and organizations to thrive by co-creating viable business solutions for our planet and its people”. This mission has emerged as a result of many planted seeds at BSL over the past years and continues to develop and evolve in new commitments and projects that each and every stakeholder of BSL generates, contributes to and engages in. As the story of our vision continues to grow, so will additional elements contribute to reshaping BSL. The intention, behavior and actions of all of us represent the emerging story of who we are becoming as a BSL community.

Enabling business to become a powerful driving force to create a world where everybody “lives well and within the limits of the planet” (WBCSD) is the single biggest educational challenge for business schools in the coming decades. At Business School Lausanne, we

take on this transformational challenge to develop the capabilities of our students to be future generators of sustainable value for business and society by building our multi-dimensional approach to education on three cornerstones: responsibility, sustainability and entrepreneurship.

**RESPONSIBILITY:** We reflect on and embrace our responsibility as individuals for both society and the business community we serve, which includes questioning the way business has been considered traditionally so that we may achieve our collective societal mission.

**SUSTAINABILITY:** We explore all reasonable means by which organizations not only profitably reverse their footprint, reduce societal distress and avoid the depletion of our planet’s resources, but indeed provide a positive contribution to the environment and society, now and in future.

**ENTREPRENEURSHIP:** We take courage in enterprising new and provocative ideas that, small or large, lead us closer to achieving our mission. As such, we engage in replacing the quest of maximizing monetary value with a balanced view of creating social, environmental and economic value that matters.

GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
	↑	New vision and mission developed	



“

**BSL HAS ENCOURAGED ME TO LOOK AT EVERYTHING FROM A  
VERY DIFFERENT PERSPECTIVE.**

ALEXEY IVASHCHUK,  
MASTER'S STUDENT 2014

”

## 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.*



**In this domain, BSL focused its efforts on:**

1. Alignment of our values
2. Integrating the values into our daily practices with students and faculty

### 1. ALIGNMENT OF OUR VALUES

BSL has amended its existing six values to better fit our engagement. Our six values support our three cornerstones and allow us to measure our intentions, behavior and actions.

These commonly developed values have been guiding the collaboration among all our stakeholders – from students to professors and administrative staff, as well as our business partners, parents and friends of our students, our suppliers and partners in society. Our new students are exposed to these values in an interactive and engaging way during the Welcome Days in September and in February (which are our two entry dates).

A newly developed two-hour seminar is specifically dedicated to the explanation and discussion of these values. At the end of the session, the students and faculty sign a document where they commit themselves to respect and live these values. These documents are posted in the building, in an area where everybody can see them.

BSL has amended its existing six values to better fit our engagement. Our six values support our three cornerstones and allow us to measure our intentions, behavior and actions.

## PRINCIPLE 2 / VALUES *continued*

### 2. INTEGRATING THE VALUES INTO OUR DAILY PRACTICES WITH STUDENTS AND FACULTY

In our Faculty Meetings, taking place at the beginning of each term (four times a year), we regularly talk about our values and the way to implement them in our teaching and in our other daily activities.

Here are our values, as they appear in our website and in all our communication:

#### PROFESSIONAL ENGAGEMENT

We are prepared and on time. We honor our agreements. We deliver high quality work. We pursue highest ethical standards in everything we do. We inspire others to do the same.

#### SOLUTION-ORIENTED PARTNERSHIP

We create an environment of trust and respect. We are flexible. We listen and respond with solution-oriented ideas and actions. No matter what happens, we ask: what is my role in this and what can I do now?

#### A FORCE FOR GOOD

We care for the world we live in. We are free-thinking and authentic. We recognize business as force for a sustainable and socially just world. We seek to balance economic, societal and environmental concerns.

#### LIFELONG LEARNING

We welcome discovery and change. We help each other grow. We are willing to change our thinking and behavior. We transform differences of opinion into a source for growth.

#### COLLABORATIVE INNOVATION

We collaborate to make new things happen. We build on diversity of thought, culture and approach. We shape the future by asking why, what for and why not. We overcome difficulties and challenges.

#### COURAGEOUS LEADERSHIP

We dare to do what we believe is right. Together, we work towards common goals. We highlight the contribution of others. We encourage each other to think differently and take the risk of making mistakes.

To become a role model for our stakeholders, we have improved recycling in the school in the last two years: paper, glass, aluminum and tin are now collected separately. We distribute re-usable bottles to all the new students, staff and faculty members and don't use plastic cups anymore. We also have upgraded lighting in the school.

To sensitize students and other stakeholders to the limits of the planet we have started last year to ask all our stakeholders to measure their carbon footprint on an annual basis.

GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
BSL as a business also wants to become a model for its students and participants, by enhancing all processes in place.	↑	We have improved recycling and have upgraded our lighting We have replaced plastic cups with re-usable bottles offered to all stakeholders We have introduced values-based Welcome Days for new students We measure the student and all school footprint once a year	Continue to measure carbon footprint and report on this



“

AS I'VE ALREADY STUDIED IN A MUCH LARGER UNIVERSITY, I CAN TELL THAT THERE IS A LOT MORE OF COMMUNITY ENGAGEMENT. AS THE CLASSROOMS ARE SMALLER, THERE IS A MUCH MORE PERSONALIZED CONNECTION BETWEEN PROFESSORS AND STUDENTS, WHICH MAKES THE LEARNING EXPERIENCE A LOT MORE VIBRANT.

LAURA ZSAKY, BACHELOR STUDENT, 2014

”

## PRINCIPLE 3 / METHOD

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



In principle 3, BSL has focused on the following areas:

1. Integration of Sustainability and Responsibility into all of our business programs
2. Faculty development
3. Academic rigor assuring an ethical and values-based education
4. Introducing the collaboratory methodology

### 1. INTEGRATION OF SUSTAINABILITY AND RESPONSIBILITY INTO ALL OF OUR BUSINESS PROGRAMS

The future responsible leaders we want our graduates to become need to develop a variety of skills and competencies to be able to bring the required changes in the way of doing business. These include a global, holistic, long-term and visionary perspective, which will allow students to question the current dominant business paradigm, such as the exclusive focus on shareholder value. As important as this ability to see the big picture is, the capacity to drive change, to motivate people and to align all efforts of a company towards new goals, is a result of awareness among students and future leaders of the skills they will need. These are mostly soft skills that can only be developed if they are regularly practiced during the students' studies. They are necessary to enable our students to implement what they learned in their future companies and thus become change leaders.

To achieve this goal, we have:

- Introduced new modules at BSL like Effective Self-Management or Solving Big Problems in the BBA program, Strategic and Systemic Thinking in the Master's program or Solving Big Sustainability Challenges in the MBA program
- Completed the restructuring of all our programs, with the integration of an element of sustainability in each module. Sustainability and Responsibility are now an integral part of each single syllabus
- Hired 50 new part-time based professors sharing our values and our deep concern for sustainability in the last two years.

*“Studying at BSL makes you feel that you belong to a community that aims for a better change, rather than being just another student”*

**Grace Tan,  
MBA student,  
2014**

## PRINCIPLE 3 / METHOD *continued*

### 2. FACULTY DEVELOPMENT

Faculty development at BSL is conceived to respond to three needs: quality of education, integration of sustainability, responsibility and ethics in every course. As in all education, one of the major challenges is to assure that a school's ambition for quality education and its value for a sustainable future are actually translated into the classroom. The path to follow here is threefold:

First, by helping members of the faculty to familiarize themselves with pedagogical innovations and different ways of facilitating learning, as well as academically sound and transparent ways of assessing student performance. At BSL, we introduce new or simply different approaches to teaching and grading in each faculty meeting and we offer one-on-one support to our faculty members so they can better facilitate a rich learning environment in their classrooms.

Second, once a school has announced its intention to develop a focus on ethics, responsibility and sustainability (ERS), as BSL has done a number of years

ago, then to help the faculty develop the necessary skills and know-how becomes critically important. What makes this a special challenge is - like with improving teaching pedagogy - that professors do not easily find teaching methods and course content in their own discipline that lend themselves to integrating ERS effectively. At BSL, we strive to help our professors overcoming this challenge by making available to them an external expert on sustainable education, and providing them with relevant literature.

Finally, faculty development is as much an institutional support for the professors as it is peer learning. All professionals can learn as much or more from each other than they will in formal seminars or faculty meetings. This is why at BSL we offer professors to observe each other's classes so they can discover how their peers and colleagues manage to improve their pedagogical style and thereby incorporate ERS in meaningful ways into their courses.



## PRINCIPLE 3 / METHOD *continued*

### 3. ACADEMIC RIGOR ASSURING AN ETHICAL AND VALUES-BASED EDUCATION

Academic rigor is a crucial aspect in quality education, but relevant mostly in education at the university level. It implies at once that, (1) all teaching is up-to-date and relevant in the world as it is today (so that students learn about what makes sense in the professional context); (2) that the content of all courses is based on verifiable knowledge and data; (3) that all research carried out in support of teaching as well as by the student is valid; and finally (4), that all assessment of student work and grading by the professors is commensurate with the academic validity of the work done, transparent and fair. At BSL, we strive with every new school year to support our professors with tools and methods so they can better evaluate the work by their students. We strongly believe that as part of the ethics of education, student assessment must be as objective, open and clear as possible so that students can truly learn where their personal challenges merit attention or successes deserve recognition.

### 4. INTRODUCING THE COLLABORATORY METHODOLOGY

In the last two years, BSL has introduced the collaboratory methodology to its students and faculty by organizing different events:

A conference with Christian Felber (Gemeinwohlökonomie / Economy for the Common Good) was followed by a discussion conducted by Dr. Muff according the collaboratory format (<http://www.bsl-lausanne.ch/news/school-news/events-and-conferences/bsl-hosts-event-on-the-common-welfare-economy>).

A similar collaboratory was run on the 8th of April 2014 on the topic: Corruption and Business (<http://www.bsl-lausanne.ch/news/school-news/events-and-conferences/bsl-to-host-a-conference-on-corruption-business>).

A collaboratory session on Reducing Consumer Food Waste in Switzerland took place on 6 May 2014. This event was organized by BSL students (see more detail on this session below in Principle 6 section).

GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
BSL wants to implement the recommendations of 50+20 vision at its own school	↑	Collaboratory events organized at BSL with active participation of students	Further integration of the collaboratory in regular classes
BSL wants to continue its efforts in embedding sustainability in all its programs	↑	Sustainability and Responsibility are now present in all the modules of all of our programs	Creation of a Master's in Sustainable Finance

**HOLISTIC  
PERSPECTIVE**



**CULTURAL  
MILIEU**



**Enriching**



**Tailored to  
students'  
interests**



**REAL-LIFE  
EXPERIENCE**



**RELEVANT TO  
TODAY'S  
BUSINESS  
WORLD**



“

MY BSL EXPERIENCE SO FAR HAS BEEN ENGAGING, INTERACTIVE,  
PRACTICAL, AND ENRICHING.

UNMUKT GOEL, MASTERS STUDENT 2014

”

## 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.*



Research activities as related to principle 4 are conducted at BSL in different ways:

1. Doctoral research
2. Research done by faculty members, and
3. The Leadership for Transition (LiFT) project

### 1. DOCTORAL RESEARCH

Our long-distance Doctorate of Business Administration (DBA) program is a three-year part-time program for experienced business professionals or teaching scholars. We offer an exciting cohort-based approach with a facilitated action-learning and research approach. It is focused on supporting organizations in the sustainability journey by providing historical analysis and relevant transformational support. The program is unique world-wide as it combines research that counts in the interdisciplinary field of sustainability with a deeper understanding in the practice of responsible leadership.

The BSL DBA program takes a different approach to research. We build on the traditional model of exploring the current state of business as a starting base for incremental change by looking into what a

truly sustainable organization of the future would look like and exploring the paths to get there.

The project includes a range of research approaches that are distinguishable also by the participatory engagement of stakeholders. These engagements are often associated with large system change science, engaged scholarship and action research.

To make this research more accessible to a larger audience and to give our DBA candidates the opportunity to publish parts of their research, BSL has launched in collaboration with Greenleaf Publishing a journal entitled “Building Sustainable Legacies”. An electronic version of “Building Sustainable Legacies” is regularly sent to our stakeholders, including CEOs and HR Directors.

*“The DBA program enables me to reflect on a specific business question I have not found a satisfactory answer to. The fact that it is a structured thought-process enables me to uncover many unexpected aspects to my research question which is something I would not have had the time to do in my day-to-day work given the time constraints.”*

**Frédéric Narbel, Sales Manager Europe and Africa  
at Davisco Foods International**

# PRINCIPLE 4 / RESEARCH *continued*

## 1. DOCTORAL RESEARCH (CONTINUED)

The following articles have been published to date:

### UNDERSTANDING THE CHALLENGE

- **The Role of Culture in Implementing Sustainable Business Practices**, BSL #1, p 8-23, *Steve Shore, Texas Woman's University, USA*
- **Corporate Sustainability: An Unprecedented Journey: Based on a Four-Stage Model of Economic Injustice and Peace**, BSL #2, p 9-36, *Syeda Nazish Zahra Bukhari, Institute of Business and Information Technology (IBIT), Pakistan*
- **Corporate Sustainability: An Emerging Paradigm to Gain Competitive Advantage**, BSL #3, p 8-34, *Shamaila Gull, University of the Punjab, Pakistan*

### CONSIDERING DIFFERENT DIMENSIONS

- **Integrating a Corporate Sustainability Strategy in the Financial Sector – A Framework for Success**, BSL #1, p 24-45, *Maryann Umoren Selfe, Credit Suisse, Switzerland*
- **Penetration of Sustainability in Corporate Agendas and its Potential for Expansion**, BSL #2, p 37-66, *Paula Freire-Suarez, Business School Lausanne, Switzerland*
- **Refocusing for Corporate Sustainability: Aligning for a Common Goal**, BSL #3, p 35-59, *Olufunke Iroegbunam, Business School Lausanne, Switzerland*

### EXCITING NEW SOLUTIONS

- **Driving Sustainable Business Implementation through Tripartite Guardianship**, BSL #1, p 46-65 *Frédéric Narbel and Katrin Muff, Business School Lausanne, Switzerland*
- **Rethinking Corporate Sustainability within the 'Well-Being' Context: The 'COGWHEEL' Sustainability Framework**, BSL #2, p 67-96 *Z. Gülen Hashmi and Katrin Muff, Business School Lausanne, Switzerland*
- **Re-orientation of Corporate Strategy to Enable Business Sustainability**, BSL #3, p 60-88 *Munif Mohammed and Katrin Muff, Business School Lausanne, Switzerland*

Issues of “**Building Sustainable Legacies**” (published by Greenleaf Publishing UK) can be found following the links:

- <http://www.bsl-lausanne.ch/research-and-publications/bsl-launches-new-quarterly-journal-for-practitioners-in-sustainability>
- <http://www.bsl-lausanne.ch/news/school-news/building-sustainable-legacies-journal-issue-2>
- <http://www.bsl-lausanne.ch/news/school-news/building-sustainable-legacies-journal-issue-3>

The editorial board of the Journal consists of highly recognized experts in the domain of business sustainability:

*Editorial Board:*

Dr. Tima Bansal, Ivey Business School (Canada)

Dr. Thomas Dyllick, University of St. Gallen (Switzerland)

Jonathan Gosling, Exeter University (United Kingdom)

Dr. Kathy Miller, Miller Consulting (United States)

Dr. Sandra Waddock, Boston College (United States)

Editor: Dr. Katrin Muff, Business School Lausanne (Switzerland)



# PRINCIPLE 4 / RESEARCH *continued*

## 2. RESEARCH BY FACULTY MEMBERS

Here are three examples of recent publications of our faculty members:

### Designing Value-Oriented Service Systems by Value Map (Aug 08, 2014)

BSL Professor [Dr. Arash Golnam](#) and BSL graduate Christa Moser (Master in International Business) are contributing authors of the paper publication [Designing Value-Oriented Service Systems by Value Map](#) presented at the 3rd International Symposium, BMSD 2013 Noordwijkerhout, the Netherlands.

#### Abstract

In this paper, we introduce a problem structuring method (PSM) called “Value Map”. Value Map is an extension to the Supplier Adopter Relationship Diagram in the Systemic Enterprise Architecture Method (SEAM). Value Map assists in understanding, analysis and design of value creation and capture in service systems. We illustrate the applicability of the Value Map by modeling value creation and capture in the service system of a social networking company called Webdoc. To validate the usefulness of the Value Map, we conducted an empirical study in which we also compared the Value Map to Business Model Canvas, one of the most established methods in business model design. The results of the study show that the Value Map helps business practitioners in understanding and analyzing customer value, customer value creation, and the value capture processes. We conducted an empirical study in which we assessed the usefulness of Value Map and compared it with Business Model Canvas, one of the most established methods in business model design. The results of the study show that the Value Map helps business practitioners to understand and analyze customer value, customer value creation, and the value capture processes.

### The Business Sustainability Typology

(Mar 31, 2014)

[Download The Business Sustainability Typology paper via the Social Science Research Network](#)

Authors:

Dr. Thomas Dyllick, University of St. Gallen

Dr. Katrin Muff, Business School Lausanne

#### Abstract:

The Business Sustainability Typology (Dyllick & Muff 2013) offers a practical approach to evaluate different levels of integration of sustainability in business. As such, it provides an answer to the difficult question of what business sustainability actually means and how to differentiate between beginning, intermediate and advanced levels in business practice. This article serves as a summary and extract of the full-length article which is currently submitted for publication. The intention is for this summary to provide a starting base for organizational leaders and academic scholars alike to consider challenges and opportunities for business to successfully advance in their transformative sustainability journey.

We have created a special webspace for the ongoing development of this typology and examples in business: [www.truebusinesssustainability.org](http://www.truebusinesssustainability.org).

The complete list of our publications can be found here: <http://www.bsl-lausanne.ch/faculty-and-research/research-and-publications>.

BUSINESS SUSTAINABILITY TYPOLOGY	Concerns	Organizational perspective	Values created
	(What?)	(How?)	(What for?)
Business-as-usual	Economic concerns	Inside-out	Shareholder value
Business Sustainability 1.0	Three-dimensional concerns	Inside-out	Refined shareholder value
Business Sustainability 2.0	Three-dimensional concerns	Inside-out	Triple bottom line
Business Sustainability 3.0	Starting with sustainability challenges	Outside-in	Creating value for the common good
The key shifts involved:	1st shift: broadening the business concern	3rd shift: changing the perspective	2nd shift: expanding the value created

## PRINCIPLE 4 / RESEARCH *continued*

### 2. RESEARCH BY FACULTY MEMBERS (CONTINUED)

#### **The Collaboratory: A Co-creative Stakeholder Engagement Process for Solving Complex Problems**

Jul 15, 2014

A new book co-written and edited by BSL's Dean Dr. Katrin Muff empowers ordinary people to make a difference in the world. The book, entitled "The Collaboratory: A Co-creative Stakeholder Engagement Process for Solving Complex Problems" (Greenleaf Publishing, July 2014), explores the transformation that emerges when groups spread around the world working on similar issues, discover synchronicities, often cross-pollenating, and collaborate rather than compete. A collaboratory is a facilitated space where stakeholders meet to discuss burning societal issues. Each collaboratory is different and needs to be carefully designed to fit the context, ambition, purpose, stakeholders, culture, and space.

Offering practical recommendations and benefits, and bringing together insights from a range of experienced academics, practitioners and facilitators, The Collaboratory is a handbook for experienced or aspiring practitioners in all fields of change: in society, in organizations of all kind and in the field of education.

The book is co-written by twenty-four contributing authors. Contributors include Thomas Dyllick, Mark Drewell, John North, Paul Shrivastava, Ronald Fry, Caroline Rennie, Claire Maxwell and Jonas Haertle.

The book was recommended by Peter Senge, MIT and the Society for Organizational Learning: "More and more people today recognize that the problems we face will require an order-of-magnitude increase in our capacity to collaborate across all manner of institutional, national, sectoral, and cultural borders. But I fear the gap between rhetoric and reality will sink this ship before it ever gets out of port – unless the emerging insights from master practitioners like those in The Collaboratory spread quickly."

The authors of the book have created an online space for the global change community and invite everyone to contribute comments and ideas at <http://collaboratorybook.wordpress.com/>.

Copies of the book can be purchased online on the publisher's website: [click here](#).



## PRINCIPLE 4 / RESEARCH *continued*

### 3. THE LEADERSHIP FOR TRANSITION (LiFT) PROJECT

BSL is the Swiss partner of an international learning and development project called LiFT (Leadership for Transition) supported by the European Commission Grundtvig Lifelong Learning Programme.

The project involves the following international collaboration partners:

- Institute for Integral Studies, Germany
- Zentrum für Integrale Führung, Austria
- Initiative Samutveckling, Sweden
- NO-NTNU Department of Adult Learning & Counselling, Norway
- Business School Lausanne, Switzerland

The purpose of the project is to create effective environments for new types of collaborative learning for leaders of all kind. The project has oriented itself around the “Collaboratory” (<http://collaboratorybook.wordpress.com>) methodology which was developed in the context of the 50+20 Initiative ([www.50plus20.org](http://www.50plus20.org)). In 4-day sessions, the group of European facilitators explores the application, benefits and opportunities around the Collaboratory method as follows:

- Day 1 is dedicated to the preparation of the Collaboratory event the next day
- Day 2-3 are live in-society Collaboratory sessions dedicated to burning issues
- Day 4 is a reflection day for the facilitators, evaluating Day 2-3 and deciding on next sessions.

So far, the LiFT team has committed to organizing the following Collaboratories:

- February 27 – March 2, 2014: “Co-creating Collective Intelligence for Complex Challenges”, in Trondheim, Norway
- August 22-25, 2014: “Why School – resolving the Swedish educational crisis”, in Stockholm, Sweden
- November 20-23, 2014: “Organizational forms of the future”, in Vienna, Austria

GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
	↑	Both conceptual and empirical research by DBA students, Faculty, and through participatory collaboratory engagement	Facilitate more student-based collaboratory engagement so as to build the link from their immediate social & business concerns to conceptual research in favor of sustainability and responsible leadership.



“

**THE EASY ACCESS TO PROFESSORS AT BSL ALLOWS FOR STRONGER INTELLECTUAL GROWTH AND THE PRACTICAL APPROACH TO BUSINESS EDUCATION CONTRIBUTES TOWARDS OUR PROFESSIONAL DEVELOPMENT.**

ANDILE DYONASE, MASTER'S STUDENT, 2014

”

## 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.*



### Partnerships are developed in different ways at BSL:

1. Collaboration with companies
2. Partnership with the Kofi Annan Business School Foundation
3. BSL Consulting to help business to become sustainable
4. Participation in the Innovation Cohort of GRI
5. Local engagement – Switzerland as a Global Sustainability Hub
6. Partnerships through DBA candidates and participants in the Diploma of Sustainable Business

At BSL, we learn from business managers what their challenges are to meet social and environmental responsibilities and we explore approaches to tackle these together. We do this through various means and partnerships. For example, through collaboration directly with organizations and businesses, but also through the MBA, Sustainable Business Diploma, and the DBA program where candidates and participants conduct research and consultancy projects with companies. In addition, we jointly explore effective approaches to meet the challenges through our association with other businesses and schools at the GRI where the 50+20 values and objectives are promoted. These three measures are explained below in greater detail:

### 1. COLLABORATION WITH COMPANIES

Our MBA program was completely restructured in 2009, following many interviews with CEOs and HR Directors of companies active in Switzerland. In these meetings, the CEOs and HR Directors were asked about the skills and competences they considered the most important for business development and about what they expected from business schools. The results of these interviews have been analyzed in detail and our new MBA program has been designed accordingly.

A summary of the results was published.



# PRINCIPLE 5 / PARTNERSHIP *continued*

## 1. COLLABORATION WITH COMPANIES (CONTINUED)

**Dr. Katrin Muff, Dean of BSL: Are business schools doing their job? – JMD 2012, issue 7**

*Apr 04, 2011*

[Dr. Katrin Muff](#), Dean of BSL

The purpose of this research paper is to further the debate on relevance in business education by sharing one business school's experiences. A qualitative survey was carried out, reviewed by two independent collaborators. Conclusions drawn from interviews with more than 30 CEOs and HR Directors, from across all industries, provide findings on how business leaders think about higher education in business. The results highlight their perspective regarding: how academic programs can add real value in business; what business schools should teach more; and what they should teach less in their MBA programs. The research is used as a part of a case study being conducted about Business School Lausanne by [Prof. Dr J.B.M. Kassarian](#), Professor in Management at Babson College, Boston, USA.

[Read the full article here](#)

These contacts have been maintained and extended during 2013 and 2014, and new interviews have been organized. They resulted in new publications on this topic:

**The Importance of Experiential Learning in the Education and Development of Responsible Leaders**

*Mar 21, 2014*

Authors:

[Mary Mayenfisch-Tobin](#), Business School Lausanne, Lausanne Switzerland

[Katrin Muff](#), Business School Lausanne, Lausanne Switzerland

[Download Full Paper on the Social Science Research Network \(SSRN\)](#)

### Introduction

In a 2013 organizational outreach research study aimed at advancing our understanding of how we could work better with our stakeholders and educate future leaders, Business School Lausanne (BSL) conducted 27 interviews within 25 multinational corporations, international organizations, and government and non-government organizations located in Switzerland. For this study, we interviewed

CEOs (26%), Senior Executives (18%), Human Resource Directors (26%), and Management Executives (30%) and asked them their views on internships and experiential learning. They were specifically asked, "Do you have an internship program in your company?"

This article reviews the insights provided by the above stakeholders and highlights the need and potential for guided internship programs for both organizations and student interns.

### Abstract

Internships form an integral part of experiential learning and can play an important role in shaping future managers and leaders. This article looks at the practices of 25 international organizations across six different industries all located in Switzerland. It evaluates strengths, weaknesses and opportunities in making internships more relevant and powerful for organizations and students. In particular, it suggests an experiential learning model that has been tested and implemented in such an international organization, highlighting the need and opportunity for business schools to frame, accompany and administer structures that enable both students and organizations to maximize their benefits.

# PRINCIPLE 5 / PARTNERSHIP *continued*

## 1. COLLABORATION WITH COMPANIES (CONTINUED)

### Hiring Criteria for Graduate Students in Switzerland – The Importance of the Right Attitude

Jun 27, 2014

BSL's Dean, Dr. Katrin Muff, and Mary-Mayenfisch-Tobin, Stakeholder Relations at BSL, have published a new paper – “Hiring Criteria for Graduate Students in Switzerland – The Importance of the Right Attitude.” The paper follows an organizational research study conducted by BSL in 2013.

The aim of the research project was to enhance the school's practical learning approach in educating future leaders through understanding the needs of the real business. The study includes 27 interviews within 25 multinational corporations, international organizations, and government and non-government organizations located in Switzerland. CEOs (26%), Senior Executives (18%), Human Resource Directors (26%), and Management Executives (30%) were asked about their views on internships and experiential learning.

About the paper

#### Authors:

[Mary Mayenfisch-Tobin](#), Business School Lausanne, Lausanne Switzerland

[Katrin Muff](#), Business School Lausanne, Lausanne Switzerland

[Download Full Paper on the Social Science Research Network \(SSRN\)](#)

#### Abstract

What do employers expect from recent business graduates or interns? And how do they think business schools should prepare students for their new positions? This practitioner-oriented article reviews these two questions which were addressed to a sample of executives in various job functions and across a wide range of industries. The answers are as surprising as they are enlightening: above all else, employers want new interns or entry-level employees to have “the right attitude”, outstanding communication skills and the ability to adapt and be flexible.

The authors frame the responses in a three-level personal attributes framework which has been developed based on current literature in professional learning and development. This connects the attributes to the five stages of professional mastery. They also discuss the impact of these findings for business schools and close with suggestions for further research to deepen this discussion.



## PRINCIPLE 5 / PARTNERSHIP *continued*

### 2. PARTNERSHIP WITH THE KOFI ANNAN BUSINESS SCHOOL FOUNDATION

True to its dedication to responsible leadership, BSL was appointed in 2012 part of the Kofi Annan Business School Foundation (KABS) – a network of leading European Business Schools that provide practice-oriented study programs to talented and motivated students from developing countries (More information is available on <http://www.kofiannanbusinessschool.org>)

Three students have benefitted to date of this full scholarship, one from Kenya, one from South Africa and one from Zimbabwe. You can discover the story of one of them here: <http://www.bsl-lausanne.ch/student-stories/andile-dyonase-story>.

### 3. BSL CONSULTING TO HELP BUSINESS TO BECOME SUSTAINABLE

A dedicated team of BSL faculty and administrators has developed an approach to help companies becoming more sustainable. The approach consists of an initial cultural assessment of the company to understand its current status in order to then jointly identify the next challenges in the organizations journey towards true sustainability. The consulting method is based on the Business Sustainability Typology developed by Dyllick/Muff (publication pending), more information under [www.truebusinesssustainability.org](http://www.truebusinesssustainability.org).



*Kofi Annan scholarship recipients Angus Goliath (left) and Andile Dyonase (right)*

## PRINCIPLE 5 / PARTNERSHIP *continued*

### 4. PARTICIPATION IN THE INNOVATION COHORT OF GRLI

To develop our joint exploration to meet the challenges of social and environmental responsibility, BSL associates with other businesses and schools through the GRLI where the 50+20 values and objectives are promoted. Through this venue, and in an effort to raise awareness about social, environmental and ethical responsibilities, Business School Lausanne (BSL) joined the GRLI a few years ago and helped create the 50+20 vision on business education.

Building bridges can hardly be conceived, today, without appropriate international engagements with other schools, teachers and professors, as well as with business managers and stakeholders. What is more, BSL's participation in the 50+20 "Innovation Cohort" between October 2013 and June 2014 offered an innovative venue through which we could deepen not only collaboration through peer learning, but also partnerships with the GRLI community of schools and businesses.

With the globalization of higher education in the shadow of global industry, the education of future business managers has become inconceivable without partnerships. Participating in the Innovation Cohort allowed us to learn from peers how they develop their partnerships and use these to enhance their academic programs, support their faculty, or respond to new student and employment needs. In addition, the linkage with the GRLI and the 50+20 initiative has given us insight into the deeper and often more hidden questions (a), challenges (b), and dilemmas (c) that business schools and university departments face when embarking on a path of change towards educating for social and environmental responsibility.

Among the dilemmas (a) are, for example, the issue of the need for resources to develop student awareness about social and environmental problems against resources needed to respond to more traditional

pressures for curriculum adaptation to the demands of the market. Among the challenges (b) we can enumerate many that affect higher education, but one stands out, namely the integration of new learning about social responsibility and sustainable business management into every course at the school. Finally, among the hidden questions (c), we can mention one: how can one best bring about the necessary change in the classroom where students and professors interact?

Change in the classroom is a "hidden" issue because it is usually only seen by those who are in the courses. It becomes a question when, from the outside, a school wants to change the content of all courses and therefore also the manner in which professors teach. Business School Lausanne adheres to the values of social and environmental sustainability and responsible management, and therefore, we require from all professors to incorporate these values into their courses. The question about how these values are actually taught and handled in the classroom remains hidden so long as partnerships are not developed between teachers, students and external stakeholders that help to unlock the potential which these values hold for higher education.



## PRINCIPLE 5 / PARTNERSHIP *continued*

### 4. PARTICIPATION IN THE INNOVATION COHORT OF GRLI (CONTINUED)

The “hidden” element of this issue is the difficulty every school has to accompany every professor in their teaching inside the classroom. Each professor has his or her own pedagogical style and specialization which they enjoy to teach. For members of the faculty to incorporate sustainable business and responsible management into their own courses requires that they are first, open to the ideas, second, willing to try combining them into their teaching, and third, begin to live these values themselves. One way to increase the likelihood for this transformation to happen is through partnerships with stakeholders and business managers who already have adopted these same values into their every-day work.

The most interesting part of this question is, therefore, how to capitalize on these partnerships to encourage change inside the classroom. The potential that can be unlocked is through meetings where students, faculty, business managers and stakeholders can learn from each other. Because of our participation in the creation of the 50+20 vision and our participation in the Innovation Cohort, we have learned that some universities leverage the influence from businesses and stakeholders who follow the values to encourage change among professors and students in the same direction.

At BSL, we have begun this effort by engaging with stakeholders and business managers who already adopted the values of social, environmental and ethical responsibility, by creating collaboratory events in which also members of the faculty and students are involved (more information about the collaboratory under principle 6). This interaction with business managers and stakeholders on one side, and students and professors on the other, helps to extend the shared learning about the challenges everyone faces in meeting social and environmental responsibilities, and through this effort, we help all participants to discover ways to meet and overcome challenges.

At BSL, we aim to remain open to question how best to improve our work to raise awareness about social, environmental and managerial responsibilities. We also share with our stakeholders the challenge and the dilemmas that business schools and university departments face when embarking on a path of change towards educating for sustainable management practices and environmental responsibility.



## PRINCIPLE 5 / PARTNERSHIP *continued*

### 5. LOCAL ENGAGEMENT – SWITZERLAND AS A GLOBAL SUSTAINABILITY HUB

#### Lausanne as birth place for a new coalition for Switzerland!

During the annual Business-for-Society Forum hosted by Business School Lausanne, representatives of a high-level thought leadership meeting discussed the outcome of their initiative to create a multi-stakeholder coalition for Switzerland's future. The Forum took place on Saturday, 20 September, at the Beau-Rivage Palace in Lausanne with more than 500 stakeholders from more than 40 countries. The Forum provided academia, business, NGO and government representatives an opportunity to voice their hopes and aspirations for the repositioning of Switzerland as a sustainability hotbed for the world. Moderated by Paul Polman, CEO of Unilever, panelists Dr. Katrin Muff, Dean of Business School Lausanne, Nick Beglinger, President of swisscleantech, Jean Laville, Deputy CEO of Swiss Sustainable Finance, and Bruno Oberle, Director of the Federal Office of the Environment (FOEN) shared their vision for Switzerland as a "Global Sustainability Hub".

The forum followed a strategic meeting held earlier the same day in Lausanne where a dozen thought leaders from all disciplines and sectors gathered to discuss perspectives on a new vision for Switzerland and a coalition supporting the idea of a Swiss Sustainability Hub. The premise of the hub, which would function as an inter-institutional space, is that the world and

Switzerland need a step-change. What has been achieved to date is important and impressive but by far not sufficient to get us on track for a world where "all people can live well and within the limits of the planet" (WBCSD). Switzerland, in dire need for a new identity given its current banking crisis, with its deep ecological roots, social values and international reputation, may well have a unique opportunity to re-orient its innovation power around the notion of sustainability – to balance economic, environmental and social needs in such a way that Switzerland would one day be celebrated for contributing to a better world.

#### BSL Graduation Ceremony

Paul Polman and Kate Robertson were awarded an honorary degree (Doctorate Honoris Causa) from BSL at the annual Graduation Ceremony held the same day at the Beau-Rivage Palace. Paul Polman, CEO of Unilever, is selected for the award in recognition of his exceptional contribution to putting sustainability at the core of the corporate world. The honorary award of BSL was also received by Kate Robertson, Co-Global President for Havas Worldwide and Co-Founder of One Young World, who stands out for uniting young responsible leaders worldwide. Both guests addressed BSL's new graduates from bachelor, master, MBA, executive and doctoral programs.



## PRINCIPLE 5 / PARTNERSHIP *continued*

### 6. PARTNERSHIPS THROUGH DBA CANDIDATES AND PARTICIPANTS IN THE DIPLOMA OF SUSTAINABLE BUSINESS PROGRAM

Another way to meeting social and environmental challenges of business corporations is our DBA research: our DBA candidates have to conduct surveys in companies and help them becoming more sustainable. The DBA program is explained above, in Principle 4 / Research part.

In our Diploma in Sustainable Business, organized in collaboration with the University of St. Gallen (IWÖ-HSG), participants have to conduct a project for a company. Nine projects have been done to date, with companies like Unilever, Swiss Post, HP, etc. Here is one example:

Ernst Schweizer AG, Metallbau | Consulting project 2011

Sustainability Consultants in Action: Challenges and Achievements in a company sponsored project at Ernst Schweizer AG, Metallbau

Introduction to the Project

From September 2011 until June 2012 a consulting team within the Diploma in Sustainable Business program worked on the project “Eco Design and Safety in Design” with the objective to systematically integrate aspects of environmental protection and safety in the product development process of the Ernst Schweizer AG, Metallbau (Schweizer). Schweizer offers products in diversified product segments, ranging from mailboxes, solar energy systems, doors and windows to metal/glass facades. An ISO 9001 compliant robust toll gate process existed already internally and early steps were taken to address this issue. Our consulting

team was meant to be an “external enabler” to help move the project further and expand the criteria with eco and safety requirements.

The project in brief

The team was asked to develop and integrate a new sub-process covering eco design and safety in Schweizer’s product development process. The following objectives were set at the beginning:

- take environmental, health & safety aspects systematically into consideration
- represent state-of-the-art knowledge and best practice
- build on the company’s vision, mission, and culture
- consider the company’s policies, structures and competences
- fit to the product portfolio
- secure acceptance from Schweizer staff and allow effective implementation
- Requested deliverables:
  - a summary report on literature search and best practice in eco design and safety design
  - process descriptions and supporting documents (forms, checklists) for the product development process
  - implementation and validation of the process in a test development project

[Download the full Project Report](#)

GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
	↑	<p>BSL started to develop consulting activities through a small team.</p> <p>The DBA program is a partnership-based global program</p> <p>The 1-year executive program in business sustainability is developed and operated in collaboration with the University of St. Gallen</p>	<p>BSL wants to help companies to becoming more sustainable through consulting.</p> <p>BSL wants to use its convening power to enhance the potential for shared learning about how to meet the challenges of social and environmental responsibility</p>

# LIVELY

FEELING OF A TEAM THAT  
STRIVES TO ACHIEVE  
THEIR GOALS

People's  
COMMITMENT



ACTIVE  
FACULTY



APPROACHABLE

RESPECTFUL



“

THE BSL EMBA PROGRAM PROVIDES THE LEARNING ENVIRONMENT THAT IS IDEALLY SUITED TO ADDRESS MY PERSONAL, EDUCATIONAL AND PROFESSIONAL PRIORITIES. BSL HELPS YOU DEVELOP YOUR PERSONAL LEADERSHIP STYLE, IMPROVE YOUR PROBLEM-SOLVING CAPABILITIES, AND APPLY AN ENTREPRENEURIAL APPROACH TO BUSINESS.

ELENI VOGIATZI, BSL EXECUTIVE MBA 2014

”

## PRINCIPLE 6 / DIALOGUE

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



**BSL's dialogue is multi-fold, internal and external. It is conducted through different ways:**

1. Stakeholder dialogue
2. Collaboratories – issue-centered stakeholder engagement processes
3. Blogs
4. Active engagement in conferences and associations

The sixth principle of PRME can be related to the advocacy role of business schools as it is defined in the 50+20 vision and the role of faculty as public intellectuals, in charge of animating the public debate on economic, social and environmental issues.

### 1. STAKEHOLDER DIALOGUE

BSL's dialogue is conducted both internally and externally.

Our internal dialogue is regular: we organize weekly staff meetings, four faculty meetings a year and we are exchanging on a regular basis with the students through the student council.

By hiring Mrs. Mary Mayenfisch for the newly created position of Stakeholder Relation and Student Counseling, BSL wanted to enhance and develop its relationship with different stakeholders, particularly the local businesses, students and alumni.

### 2. COLLABORATORIES – ISSUE-CENTERED STAKEHOLDER ENGAGEMENT PROCESSES

A key element of dialogue is the collaboratory (a facilitated space where stakeholders meet to discuss burning societal issues). For details, please refer above to Principle 4 / Research.

BSL has organized several collaboratory sessions in 2013 and 2014 either in the school or outside of the

school. Here is an example of a collaboratory event organized by BSL in collaboration with its student council:

BSL's collaboratory concludes with innovative solutions to reduce consumer food waste

*Jun 12, 2014*

Industry speakers and a diverse group of concerned stakeholders co-create a broad spectrum of solutions to contribute to solving the problem

A one-day event Reducing Consumer Food Waste in Switzerland was organized by a group of students of Business School Lausanne (BSL) on 6 May 2014 at the IUCN Conservation Centre in Gland. Unlike a typical conference, the event was hosted as a "collaboratory" (see [www.50plus20.org](http://www.50plus20.org)) - an open-space method designed to generate innovative solutions to transdisciplinary problems such as food waste. Dr. Katrin Muff, Dean of BSL, enabled the multi-stakeholder dialogue for the group of 40 concerned stakeholders representing the food industry, business, civil society, academia and research.

## PRINCIPLE 6 / DIALOGUE *continued*

### 2. COLLABORATORIES – ISSUE-CENTERED STAKEHOLDER ENGAGEMENT PROCESSES (CONTINUED)

#### The Challenge

The objective was to find solutions to help reduce food waste in Switzerland by 50%, by 2020. But finding a solution is difficult primarily because it is due to a “patchwork of problems” in the supply chain, as well as in the western lifestyle in which food has lost its perceived value. The challenge is in addressing all of these channels where, in total, the food wasted or lost adds up to an enormous quantity.

Together, experts and stakeholder participants developed the following insights into the challenges of reducing food waste:

- There are systems blockages that encourage the destruction of the environment in food production and food waste.
- Food is lost or wasted all along the value chain, both upstream and downstream.
- Collaborative action all along the value chain is key to addressing the challenge.
- There has been a lack of a measurement standard for food waste and “what is not measured, is not managed”. This is currently under development.
- Finishing food on your plate is an old value; food has lost its perceived value.
- 60% of household food waste is due to bad planning; busy lifestyles make planning difficult.
- Changing shopping habits is a challenge; shopping once per week from large supermarkets leads to greater food waste than purchasing small amounts locally, as you need it.
- Food is also a cultural way of expressing love; more food is served than can be eaten.
- Communicating to consumers the economic savings of reducing food waste is important.

The opening session was followed by an array of breakout sessions that served to co-create innovative and practicable ideas that could be prototyped in order to cut food waste.

#### The Outcome: Prototypes of Solutions

A patchwork of problems implies a patchwork of solutions, and what resulted from the day’s workshop was just that, i.e. a variety of ideas that will be tested, implemented or prototyped. The first breakout session identified six core areas to be targeted for innovation:

1. Smartphone applications
2. Portioning and packaging
3. Education
4. Community and meal sharing
5. Transformative communication
6. Personal actions of raising awareness

Stakeholders and experts divided into groups to refine these core areas into the following specific proposals with a value proposition, concrete actions and responsibilities.

We welcome anyone who would be interested in joining any of these initiatives. Please contact [muriel.archer-galibourg@bsl-lausanne.ch](mailto:muriel.archer-galibourg@bsl-lausanne.ch).

[Download the Food Waste Collaboratory Report](#)

Other examples can be found following this link:

<http://www.bsl-lausanne.ch/news/school-news>

## PRINCIPLE 6 / DIALOGUE *continued*

### 3. BLOGS

BSL publishes blogs on a regular basis, most of them focusing on societal or environmental issues, as well as business schools' role in education. Here are some topics covered:

- Sustainable Finance in Switzerland
- The Economic Empowerment of Women in the Post 2015 Agenda
- Palm Oil Production: a Controversial Industry
- Closing the Circle: From Research to Reality
- Human Rights are Inalienable and Indivisible
- Social Impact Assessment, Risk and CSR
- Thinking out of the Box
- The Power of Pledge
- No Society Functions without Trust

The Transatlantic Blog is a dialogue between Dr. Katrin Muff, BSL's Dean, and Kathy Miller on social and environmental issues.

BSL's blogs can be read here: <http://bsl-blog.org/>



## PRINCIPLE 6 / DIALOGUE *continued*

### 4. ACTIVE ENGAGEMENT IN CONFERENCES AND ASSOCIATIONS

Our Dean and our Associate Dean both regularly participate in conferences where burning issues are discussed. They have the opportunity to advocate in this way the vision developed by 50+20 all over the world. Here is one example of these activities:

**BSL's Dean Gives Keynote Speech at Conference on Renewing Business Education in Asia**

*Jul 17, 2014*

BSL's Dean, Dr. Katrin Muff, was the keynote speaker at the 50+20 Renewing Business Education in Asia Conference. The event took place on July 17, 2014 at the Faculty of Business of The Hong Kong Polytechnic University. The conference brought together a total of 200 participants from academia, businesses, professional bodies, and organizations involved in the pursuit of sustainability to explore the role of management education in creating a better world and ways of fulfilling these roles. The event was attended by Mr. Eddie Ng Hak-kim, Secretary for Education, HKSAR government.

"After the Chinese translation of the 50+20 book three weeks ago in Beijing, this is now a next massive step forward to see how Asia can adapt and embrace the 50+20 vision to create a new global leadership in business education quantum-leaping beyond the outdated U.S. model," said Dr. Muff. The conference was hosted as a "collaboratory" – an open-space

method designed to generate innovative solutions to transdisciplinary problems such as the future of education.

50+20 is a collaborative initiative of education providers from around the world who critically question the current thought and practice in the field. The 50+20 Agenda conveys a new vision for management education – to design and lead businesses to build a better and sustainable world. The vision calls on business schools to embed sustainability, ethics, and corporate social responsibility in their curriculum. It was presented for the first time in 2012 at the Rio+20 United Nations Conference on Sustainable Development.

Business School Lausanne is an active participant in the 50+20 initiative – BSL's Dean, Dr. Muff, is a member of the 50+20 Steering Committee and one of the driving forces behind the project.



GOALS IN PREVIOUS REPORT		ACHIEVEMENTS AND PROGRESS	FUTURE GOALS
BSL will dedicate efforts to increase the awareness about 50+20 vision	↑	Publication of "The Collaboratory" book Participation of Dean Katrin Muff in the launch of the Chinese translation of "Management Education for the World" Translation of the summary of "Management Education for the World" into French by BSL President Organization of or participation in several collaboratory sessions in Switzerland and abroad	

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