

# 2024 Sharing Information on Progress **(SIP) Report**

Business School Lausanne

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## About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



### Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



### Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



### Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



### Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



### Practice

We adopt responsible and accountable management principles in our own governance and operations.



### Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

## The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





# Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

## Letter of Commitment

Business School Lausanne demonstrates its commitment to PRME's Principles through the following letter from senior leadership.



Business School Lausanne has been a member of the United Nations Global Compact since 2006 and joined PRME in November 2010. We chose these two affiliations, amongst 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 sustainable and responsible approach to business has been our central focus for many years. Nevertheless, in 2020, the new Acting Dean, Dr David Claivaz, and I felt that it was necessary to redefine our Vision and Mission by focusing on the current mega-trends (big data, AI, etc.) too. So, students were given the concrete tools and skills necessary to be able to have a positive impact on their companies, on society and on the environment. In that way, we enhanced our commitment to sustainability by moving from a clear definition of the targets to reach to a focus on how to reach them.

Our doctoral school, for instance, is clearly focused on business transformation and entrepreneurship and helps doctoral candidates to identify the means to obtain measurable results in favor of a more sustainable world.

Our strong commitment to sustainability and responsible management is illustrated in different ways:

- Specific courses in all our programs
- Membership of UN Global Compact
- The selection of guest speakers in our different courses and special events, as well as the selection of Doctor Honoris Causa degrees awarded during our Graduations Ceremonies. Degrees were awarded by BSL, among others, to Dr Luc Hoffmann (for his exceptional contribution to the global conservation of nature and biodiversity), Paul Polman (for his exceptional contribution to putting sustainability at the core of the corporate world) and Mary Robinson (for her continuous support in favor of the human rights and a better world for everybody).

We are determined to continue promoting business as a contributing factor for a better world, and I am pleased to thank everybody at BSL, Acting Dean, faculty, staff members and students for their active involvement in that challenging task.

Philippe Du Pasquier

President

BSL – SHARING INFORMATION ON PROGRESS (SIP) PRME REPORT/ V1 17.06.2024  
Author: Philippe du Pasquier / President

## Institutional Mission, Vision, and Strategy

The following outlines Business School Lausanne's institutional mission, vision, and strategic approach to responsible management education.

### **BSL Mission, Vision, Strategy or Purpose**

#### **Relevant Stakeholders**

Public

#### **Purpose**

Education for a Global Impact

Object 2. Statement\_ Mission, Vision, Strategy,  
Purpose (1)

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# Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

## RME Leadership Accountability

At Business School Lausanne, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

### Contact details of responsible and accountable person for RME

#### Relevant Stakeholders

Public

#### Purpose

Education for a Global Impact

Narrative 1. Question 1&2

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## Organizational Structure for RME

The following organizational entities at Business School Lausanne are responsible for RME:

- ❖ No Entity Yet



# Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

## RME Elements in Degree Programs

Business School Lausanne integrates responsible management education into its degree programs through 4 different approaches:

### Guest Speakers and Showcase Events

#### Examples of guest speakers and showcase events

**Date**

January, 2024 - July, 2024

**Location**

Business School Lausanne

**Speakers**

Business professionals

Speeches and seminars, Business Innovation Week

Object 1. Guest speakers

[View document](#)  [Download document](#) 

### Course-Level RME Learning Goals

#### Examples of course descriptions in courses

**Department**

School

**Learning Object Subject**

Responsible Business

**Educational Level**

Higher education

**Learning Outcome**

Students acquire skills, mindset and understanding of the mega-trends to transform a specific business


**Interactivity Type**


Interactive teaching and personalized approach

**Learning Object Description**

## Description of several courses

Object 2. Examples of topics in courses

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The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

## Description of BSL's pedagogical approach, which involves RME in all degree program design and pedagogical innovations

### Pedagogical approach at Business School Lausanne

We want all our students to have the capacity to understand and address today's and tomorrow's challenges in business and society. Our graduates are doers who can change the way business is done, whenever it is needed, to have a more significant impact on their future professional roles.

To achieve this goal, our teaching is built around three main pillars :

- The transfer of the most up-to-date business knowledge, adapted to the evolutions of business operations and strategy in a globalized and digitalized world.
- The understanding of the implications on all businesses of the two major global megatrends, shaping business transformation today: Sustainability and Digitalization.
- The development of our students' entrepreneurial mindset and skills, which they will need to become doers and be able to take action to have the most significant possible impact in their future roles in business.

The complete description of the BSL pedagogical approach is explained in more detail on our website: <https://www.bsl-lausanne.ch/personalized-education-for-global-impact/>

We have recently proposed a model for teaching sustainability at the higher education level, which comprises three different dimensions (Bourqui & Claivaz, 2024)

1. Sustainability as a concept
2. Commitment to sustainability

### 3. Making of sustainability

In our paper (Bourqui & Claivaz, 2024), we introduce a simple typology to differentiate (1) the discussion and definition of sustainability, sustainable development, and sustainability related concepts, from (2) the commitment to sustainability, and from (3) the “making of sustainability”, as possible dimensions of sustainability teaching. Considering these three dimensions related to sustainability education leads to understanding that a change, taking the form of a pivot, is needed to teach the third dimension. We explain the pivot operated by Business School Lausanne (BSL) and why BSL has chosen to operate this pivot by associating sustainability and Entrepreneurship education. We then describe three concrete initiatives that have been taken, for which BSL has pivoted its educational approach:

(1) Learning through real-life projects in sustainability: Consulting week for an association “Les Paniers de la Mule”

(2) Sustainability in residence: MyBluePlanet

(3) The Academic Citizens’ Assembly. Business School Lausanne (BSL) is a private Swiss business school.

BSL’s engagement towards sustainability dates back more than a decade ago, when BSL committed in 2006 to the UN Global Compact Ten Principles and became in 2010 a Principles for Responsible Management Education (PRME) member.

Bourqui, D., & Claivaz, D. (2024). Pivoting Higher Education to teach Sustainability. *International Transitions*, 1(1), 14–30. <https://journaleska.com/index.php/rit/article/view/8938>

#### Program-Level RME Integration

##### **Description of degree programs with RME in the program-level learning goals and assessment rubrics**

Personalized education for global impact

We have largely integrated the values promoted by PRME in our different curricula, as it appears from the examples of courses given in the attached documents (Object 2 and Object 3 / Principle Teach).

We have several degree programs at Business School Lausanne. Here is a short description of the objectives of each program level:

**Bachelor of Business Administration (BBA) level** Students acquire the Skills, Mindset and Understanding of the Megatrends to contribute an impact in business.

**Master's in International Business (MIB) level** Students deepen Skills, Mindset and Understanding of the Megatrends to initiate an impact in business.

**Master of Business Administration (E/MBA) level** As experienced professionals, students improve and use their Skills, Mindset and Understanding of the Megatrends to transform a specific business.

**Doctor of Business Administration (DBA) level** As senior professionals, students create new Business Knowledge as well as Frameworks, Methods or Tools to transform an industry.

For each course delivered at Business School Lausanne, a set of assessments called "Measuring Learning Outcomes (MLO)" is established. The results of these assessments are analyzed and corrective actions are taken if necessary.



# Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



## RME Elements in Research

Business School Lausanne incorporates responsible management education into its research endeavors through 2 different methods:

Regular Research Seminars

### Examples of responsibility-related regular research seminars

**Date**

May, 2024 - May, 2024

**Location**

Business School Lausanne

**Speakers**

Business professionals, faculty and DBA candidates

Doctorate Acceleration Week

Doctorate Acceleration Week

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Required Research Reporting

### Responsibility-related Research

Sharing knowledge and Creating Impact

Academic research can contribute to the making of sustainability by, on the one hand, developing in the researchers' business transformation skills aimed at sustainable business and by, on the other hand, leading to the emergence of new business models that can accelerate the pace of change and the shift of an entire industry towards sustainability (Bourqui, D., & Claivaz, D. (2024)).

Our Faculty and DBA researchers regularly publish articles related to responsible and sustainable practices. The reference to these articles can be found on our website:

<https://www.bsl-lausanne.ch/bsl-academic-research-updates-2023/>

<https://www.bsl-lausanne.ch/bsl-academic-research-updates-2022/>

Example of recent publication:

07.11.2023

## Plausible futures for the Norwegian offshore energy sector: Business as usual, harvest or rebuild?

*Espen Stoknes, Iulie Aslaksen, Ulrich Golüke, Jorgen Randers, Arild Garnåsjordet. (2023)*



*Professor Ulrich Golüke*

### Abstract

The global energy transition from fossil to low-carbon energy challenges the future of the Norwegian petroleum sector, a major factor in the country's economy, now facing financial climate risk and long-term declining demand, particularly for gas to the EU. What energy policies can assist transition into a low-carbon society? We explore three investment scenarios for the Norwegian offshore energy sector from 2020 to 2070: 1) Business as usual, 2) Increasing cash-flow by harvesting existing petroleum fields and cutting investments (Harvest-and- Exit), or 3) Rebuilding with green offshore energy investments. In a new economic model, we compare impacts on key macro- and sector-economic variables. We find that rebuilding by investing moderately in green offshore energy production could reverse the extra job decline that a quicker phase-out of petroleum investments would incur. The impacts on the Norwegian sovereign wealth fund – Government Pension Fund Global – and on gross domestic product (GDP) per capita are insignificant to 2050 and positive by 2070. The simulated investments and economic results can be compared with observations to constitute forward-looking indicators for energy transitioning in producer countries.

[https://authors.elsevier.com/sd/article/S0301-4215\(23\)00472-X](https://authors.elsevier.com/sd/article/S0301-4215(23)00472-X)

<https://www.bsl-lausanne.ch/bsl-authors/>



# Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

## Partnership Approaches for RME

Business School Lausanne partners with external stakeholders to advance responsible management education through 2 different approaches:

### External Community Dialogue

#### **Description of partnering activities that involve dialoguing**

Disseminating knowledge and enable action

The Academic Citizens' Assembly was launched some years ago as a partnership between EPFL (Ecole Polytechnique Fédérale de Lausanne) and Business School Lausanne.

Here is the vision of the ACA: "The Academic Citizens' Assembly is a governance process, improving direct democracy and complementary to representative democracy (Parliament), focusing on the most pressing issues, building awareness, knowledge, and empathy.

Some of the most recent events organized by ACA were:

"Climate Action, the way forward. Building a Societal Consensus for 1.5° took place in Lausanne on April 2, 2022.

The Swiss Forum Healthcare was organized in Bern on June 8, 2023.

On April 25, 2024, an event organized in collaboration with "My Blue Planet" took place in Lausanne. The topic was "How can democracy empower employees to implement real climate change?"

More details on these events (and others) can be found under the following link: <https://www.academiccitizensassembly.ch/>

### Collaborative Change Action

#### **Description of partnering activities that involve acting**

Entrepreneurship and Impact

**Examples of partnering activities hosted by Business School Lausanne:**

## Collaboration with My Blue Planet

“My Blue Planet”, a non-profit organization founded by Daniel Lüscher, an EMBA alumnus of Business School Lausanne, has an antenna in Western (french-speaking) Switzerland, which is hosted in the top floor of BSL’s building. The Head of “My Blue Planet” office for Western Switzerland is also a former student of BSL, Khulan Berger. Several students of BSL are given the opportunity to do an internship in this NPO and gain an enhanced awareness of sustainability.

The vision of “My Blue Planet” is “Working together for a climate-friendly tomorrow” and their mission is “We encourage people in Switzerland to lead their lives in a climate-friendly way using our innovative solutions”

For more detail, see <https://www.myblueplanet.ch/en/about-us/>

BSL’s Dean, Dr. David Claivaz and Khulan Berger wrote an article titled “Homing in on Impact” in Business Impact, the magazine of the Business Graduates Association (BGA) (issue 3, 2023, volume 17 on pages 34-35), explaining this partnership in detail.

<https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&edid=7cac6459-d57e-4156-81b1-6f66c8998d39>

## Collaboration with Incub&Co

In 2020, BSL started a collaboration with Incub&Co, an incubator founded by Dana Dementyeva, a former BSL student, and other BSL alumni. Incub&Co is hosted in the top floor of the BSL building and helps start-ups in their development. Among the companies developed under the umbrella of incub&co, we can mention Hercules Watches, created by Adriaan Trampe, a Dutch watchmaker and former student of BSL, and KOMA, co-founded by Petr Kolesnikov, another alumnus of BSL. These two companies are very successful. For more details visit:

[www.incub.co](http://www.incub.co).

For more detail on the two companies: <https://herculeswatches.com> and <https://www.koma.swiss>



# Practice

We adopt responsible and accountable management principles in our own governance and operations.

## RME Policy Implementation

Business School Lausanne has implemented 1 policy to support its commitment to responsible management education:

No, but RME is stimulated organically rather than through policies (a narrative explaining why will be prompted with this option)

### **RME stimulated organically**

Instilling Responsible Behavior in our Students

#### **RME stimulated organically**

Business School Lausanne is currently a very small pedagogical institution, with an administrative staff of approximately 10 FTE, a faculty of 50 professors teaching exclusively part-time and a total of less than 200 students.

Business School Lausanne has always been very diverse, with a high percentage of foreign students (up to 60 different nationalities in the school). The faculty is highly international too, with a significant number of female professors.

Diversity and integration have always flown from sources in the BSL community.

Consequently, Business School Lausanne has never felt the need to elaborate policies on such matters.

Nevertheless, we felt the need to be a role model for all our stakeholders by reducing as much as possible our impact on the environment. Our responsible environmental behavior has always been a concern for us and we have embedded this in different ways during the last decade:

- Preference is given to local suppliers (and thus decreasing the “gray” energy consumption);
- Separation and recycling of different materials: paper, glass, aluminum, toners, etc.;
- CFF half-price ticket is offered for management and employees,, encouraging them to use public transportation;
- Use of FSC labeled paper for stationary and photocopies;
- Shift to electronic treatment of enquiries, reducing the number of brochures printed and reducing their postage;
- Installation of water fountains, eliminating the usage of bottled mineral water;
- Distribution of individual bottles to students and other stakeholders, eliminating the usage of plastic cups.

Another important aspect in our opinion is the behavior of students during their education at BSL. Strict regulations regarding the attendance in class, punctuality and participation are regularly updated. Plagiarism is monitored in all papers and management reports, and more recently the correct usage of AI has been explained in detail in the Student Policy Manual.

Developing responsible future leaders does not depend only on the courses taught (see section 3. Teach), but also, and maybe more importantly on the “professional” behavior of students during their studies.

## Institutional Aspiration Targets

Business School Lausanne has set aspiration targets in 1 different area:

- ❖ Building and Real Estate Targets





# Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



## **Performance Disclosure and Transparency**

Regarding transparency in RME performance disclosure, Business School Lausanne operates with the following approach:

No Performance Disclosure

SIGNATORY

# Business School Lausanne

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Switzerland



## Website

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