



BUSINESS SCHOOL LAUSANNE

COMMUNICATION ON ENGAGEMENT

UN Global Compact

March 2022

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AT A GLANCE

Business School Lausanne



Established in 1987, Business School Lausanne (BSL) is a private business school located in western Switzerland and is part of the Lemania Group of Swiss Private Schools. BSL was the first European business school to receive ACBSP accreditation in 1996. Today, BSL's ACBSP-accredited degree programs include BBA, Master, MBA, Executive MBA, and DBA programs. At BSL, students of sixty nationalities and diverse backgrounds join our experienced and practice-oriented faculty.

BSL ranked #2 for its Master in International Business and #4 for its MBA in the QS Global Business Masters and MBA Rankings 2019. BSL's DBA program also ranked #2 in the Global DBA Euro Rankings in 2019 and was shortlisted by CEO Magazine as part of their premier programs. BSL is a member of EFMD and a champion of the Principles of Responsible Management Education (U.N. backed PRME) and is a member of the esteemed AACSB Business Education Alliance.

"BSL is an international community of like minded teachers and students. There's a big focus on sustainability, which is what drew me to do my MBA here."

**Anna
CHILTON**
*EMBA Sustainable
Business 2021*



HISTORY

of Business School Lausanne



- 1987: Foundation by Dr. John Hobbs
- 1993: Appointment of Dr. Trevor J. Johnson as Dean
- 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 Swiss 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

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.

HISTORY

of Business School Lausanne



- 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 partner of Swiss Sustainable Finance
- 2015: BSL adopts Holacracy as an advanced organizational form of distributed power and self-organization
- 2016: BSL introduces the GAPFRAME innovation weeks (four times a year)
- 2017: Reaffirmation of ACBSP accreditation for all programs
- 2018: Appointment of Dr. David Claivaz as Acting Dean
- 2018: BSL moves from Holacracy to an entrepreneurial-oriented management structure
- 2018: End of the collaboration with the University of St. Gallen
- 2019: Development of BSL Doctoral School
- 2020: BSL starts a collaboration with Incub&Co
- 2021: Launch of Academic Citizen Assembly in collaboration with EPFL
- 2022: BSL starts a collaboration with UBITS

COMMITMENT

*to the ten principles of
the UN Global Compact*



Philippe Du Pasquier
President of the Board

In 2006, Business School Lausanne decided to join the UN Global Compact. The UN Global Compact aims to promote through ten principles the respect for human rights, fair labor regulations, the preservation of the environment and the fight against bribery worldwide. I strongly felt that such a program deserved our support.

In November 2010, BSL decided to become a member of PRME (Principles of Responsible Management Education), which was a logical step for us.

BSL chose these two affiliations 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.

Obviously, as an educational institution, the biggest impact we can have is in educating future responsible leaders who are able to understand the key challenges faced by our planet and its people and are able to implement through their leadership and communication skills the necessary changes to create a sustainable environment, where future generations can thrive. We will give a few examples further in this report to illustrate such an impact.

To reach that purpose, we have revised our programs: we have integrated the SDGs in the curriculum by dedicating two courses on that specific topic. We have developed courses on the current mega-trends (big data, AI, etc.). This allows us to give students 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.

COMMITMENT

*to the ten principles of
the UN Global Compact*



As an example, our doctoral school is now clearly focused on business transformation and entrepreneurship and helps doctoral candidates to identify the means to obtain measurable results in favour of a more sustainable world.

Two recent important developments at BSL are:

- The launch in 2021 of the Academic Citizen Assembly in collaboration with EPFL, to enhance our impact on the civil society and the politicians
- The collaboration with UBITS, started in 2022, which allows us through this partnership to make learning units largely available in Latin America for free.

For all these reasons, this report mainly focuses on our research and teaching activities.

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.

MISSION AND BUSINESS EDUCATION PHILOSOPHY



As we mentioned it in our previous Communication on Engagement issued in March 2020, we have been working to redefine our Mission.

We call it now Mission and Business Education Philosophy. Please see below how it appears currently on BSL's website:

MISSION

We provide Business Education up to Swiss standards to Swiss and International Future or Proven Business Professionals in Switzerland and abroad.

We foster Research-and-Practice-Informed Judgement and Ethical Behavior in Future and Proven Business Professionals.

We train Future and Proven Business Professionals as Life-Long Learners and Principled Researchers.

BUSINESS EDUCATION PHILOSOPHY

Our Philosophy of Business Education is centered on our Graduates. Our four-dimensional project for them is crafted on Unique Talent Advantage, Expertise, Learnings and Impact.

Unique Talent Advantage.

BSL Graduates are principled doers, with a unique ability in Business Transformation.

Expertise.

BSL Graduates excel in:

- Business Transformation
- Sustainable Business
- Entrepreneurship

“The MBA at Business School of Lausanne is the perfect bridge to step into the business world, combining academic learning with real-life scenarios narrated by its experienced faculty.”

**Yannick
BOUYIDOU**

*Part time MBA
in Business
Transformation &
Entrepreneurship*

MISSION AND BUSINESS EDUCATION PHILOSOPHY



Learnings.

BSL Graduates display:

- Proven and Innovative Business Hard Skills
- A thorough knowledge of the Megatrends in Business that shape the world today
- A strong and developed Entrepreneurial Mindset

Impact.

BSL Graduates are on a four-level learning journey to impact:

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.

“I decided to pursue an Executive Education to enhance my knowledge in areas such as leadership, digital transformation, entrepreneurship and sustainability. As I am committed to achieving excellence as an entrepreneur and leader, I believe the E/MBA BSL is the next logical step to move forward with my career...”

**Sezen
ABTIHODZHEVA**
*Part time MBA in
Sustainable Business*

RECENT EVOLUTION OF OUR BUSINESS PROGRAMS



We have explained in our previous report how we have restructured our programs in 2018 and 2019 to educate the future responsible leaders we want our graduates to become by developing the skills needed for that purpose:

1. A global, holistic, long-term and visionary perspective.
2. The ability to communicate, to motivate people and to align all efforts of a company towards new goals.
3. The hard skills necessary to lead in business and a deep understanding of the new mega-trends (AI, big data, etc.), which radically change the world nowadays.

The COVID 19 pandemic had a huge impact on the recent evolution of the school.

It accelerated the digitalization of the teaching: in the spring of 2020, we had to teach exclusively online for approximately two months. Then, we developed a dual mode of teaching with students in class and other students following the course online. It was quite challenging at the beginning, but it allows us to face the frequent changes in the Swiss regulations and deliver our programs according to the schedule. It allows also students in quarantine or unable to travel to follow the class with their classmates and participate actively. We had to invest in equipment for the classrooms to make this working.

COVID 19 had a strong economic impact on many people and we awarded many more scholarships than usual: in 2020 and 2021, we awarded 57 partial scholarships to students from 30 different nationalities among which five in Africa, four in the Americas and six in Asia.

Thanks to the know how acquired during the pandemic, we have started a collaboration with UBITS (www.ubits.com), a distance learning platform in Mexico, which allows us to provide part of our educational material to employees in Latin America for free.

“At BSL I get to put theory into practice immediately through Business Innovation Week, Guest speakers, Student Initiatives and through constant collaborations within the BSL network.”

**Khulan
AMARSAIKHAN**
*Bachelor of Business
Administration*

RECENT EVOLUTION OF OUR BUSINESS PROGRAMS



Here-below is a description of our current approach to business education:

PERSONALIZED EDUCATION FOR GLOBAL IMPACT

For every degree that we offer at BSL, we focus on personalized education for global impact.

Personalized education has, at BSL, a double bottom-line. We have a personalized approach to what we are teaching and to how we are teaching it.

Our education also aims for global impact.

Global Impact

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:

“For my master studies I was looking for an international and multicultural school that favors one to one interactions and where classes are given by highly recognized professionals. After visiting the school and having a direct and honest discussion with the head of enrollment, I was convinced that BSL was the right choice for me to continue building my professional path.”

**Hiba
ELKETROUSSI**
*Master of International
Business*

RECENT EVOLUTION OF OUR BUSINESS PROGRAMS



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.

For every degree that we offer at BSL, we focus on personalized education for global impact.

For more details on our pedagogical approach:

<https://www.bsl-lausanne.ch/personalized-education-for-global-impact/>

PRINCIPLES 1 & 2:

HUMAN RIGHTS



Business should support and respect the protection of internationally proclaimed human rights; and make sure that they are not complicit in human rights abuses.

Our students come from the four corners of the world, from countries where human rights are largely respected as well as from countries where there are often violated. In today's globalized world, everybody can face human rights issues, particularly in relation to complex global supply chains.

That is the reason why we have integrated the topic of human rights in our curricula at every level.

Courses such as SDG Explorer or Supply Chain and Operations Management at the BBA level, SDG Accelerator at the MIB level, and Business Ethics and Compliance Management at the MBA level have a strong focus on human rights.

In our DAS in Sustainable Business program, we have a module Creating Sustainable Value/Supply Chain Focus.

We will teach a full course on Diversity and Inclusion for the first time in our BBA program during the academic year 2021-22. Until now, we have dealt with this important topic through the participation of guest speakers, such as Valerie Guertler-Doyle, Head of Diversity and Inclusion at Novartis.

We have recently published a blog on Diversity and Inclusion on our website: <https://www.bsl-lausanne.ch/blog/diversity-inclusion/>

"I chose BSL because of the millennial program and the versatility that comes with it. I had looked at several schools in the region, and BSL stuck out to me because it had many features that I liked in my previous schools, such as an international community, small classes, and innovative learning. I am looking forward to continuing my studies here!"

**Espen
OLSEN**

*Bachelor of Business
Administration*

PRINCIPLES 1 & 2:

HUMAN RIGHTS



Another important aspect of human rights is present at BSL: Gender Equality (SDG 5).

BSL hosts regularly seminars organized by the “Cercle Suisse Des Administratrices”, whose aim is to enhance the role of women in Boards of Directors.

During one of these sessions, Dr. David Claivaz, the Acting Dean of BSL, interviewed Dominique Faesch, the President of CSDA.

Discover more about CSDA following this link: <https://www.bsl-lausanne.ch/blog/the-action-of-women-in-todays-boards-of-directors/>

Important issues related to human rights can also be at the center of projects presented by MBA students, which are an integral part of their program, such as the following examples:

PRINCIPLES 1 & 2:

HUMAN RIGHTS



ASTEER – ALLTogether

Developed by: Esther Houti (EMBA 2021 Graduate)

"Asteer is a nonprofit organization dedicated to education and training for children (the very young generation) and youth in rural areas in Morocco. The country has more than a million children, teenagers, and youth out of school. Poverty is the primary cause for dropping out of school. In addition, in the rural, the absence of infrastructure, local conditions, and distance between school and residence emphasize this phenomenon, leading to severe consequences, such as child labor. Asteer designed and developed its concept to meet these regions' needs by offering multi-disciplinary programs that serve children, youth, and the entire community.



Asteer will raise awareness around education importance, provide pre-schooling for very young people, craft and catering training to youth and their realization will be sold. This program is unique in the region. The competitive intelligence has shown that Asteer's offering is unique in the country. We envision becoming the partner in rural education and training by reaching all Moroccan children to achieve their fullest potential..."

We regularly share such projects with other students as a source of inspiration:

<https://www.bsl-lausanne.ch/blog/students-and-researchers-from-all-the-bsl-programs-discuss-societal-changes/>

PRINCIPLES 1 & 2: HUMAN RIGHTS



The Universal Declaration of Human Rights states in its article 25:

“Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.”

Switzerland has one of the highest GDP per capita in the world. Nevertheless, a significant part of the population (mainly but not exclusively immigrants) live in poverty. This became particularly obvious during the pandemic and everyone could see on TV people queuing for food in Geneva. We decided to sensitize our students to this concrete human rights issue in Switzerland and bring our contribution to help people in difficult situations by collecting food in November for Cartons du Coeur and different items in December for women and children victims of domestic violence.

More info on these two operations is available here:

<https://www.bsl-lausanne.ch/blog/giving-back/>

PRINCIPLES 3, 4, 5 & 6: LABOUR STANDARDS



Business should uphold the freedom of association and the effective recognition of the right to collective bargaining; the elimination of all forms of forced and compulsory labour; the effective abolition of child labour; and the elimination of discrimination in respect of employment and occupation.

As a member of AVDEP (Association Vaudoise des Ecoles Privées), BSL complies with a collective contract (Convention Collective de Travail) valid for all BSL professors. In this way, it is compliant with Principle 3. All BSL employees enjoy good working conditions and salaries, according to the standards of an SME in Canton de Vaud. They have the possibility to work from home one day a week if they want, or even more when the circumstances require it.

Principles 4 and 5 are not real issues in the Swiss labour market. As most of our suppliers are Swiss or European companies, it is not a major issue for us as an employer, even indirectly.

Regarding principle 6, BSL refrains from any discrimination with respect to employment and occupation and pays equal salaries to male and female employees and faculty members. Even if not certified by an external organization, due to the small size of the school, BSL strictly respect gender equality in terms of salary, promotion opportunities, etc.

More than 30 % of our faculty members are women, as well as the Academic Director and the two Deputy Academic Directors.

“I completed a degree in Business Administration, and now I am doing my MIB. They provide me with practical knowledge and, at the same time, give me a head start and prospects for growth in the world of business. Classes are very entertaining and include many case studies, which has made it easier to assimilate all of the lessons. The instructors are friendly. They are always willing to help and are very flexible in meeting to help students.”

**Amin
RIAZIAT**
*Master of International
Business*

PRINCIPLES 3, 4, 5 & 6: LABOUR STANDARDS



A crucial responsibility for a business school is the employability of its graduates. We have worked in four different ways to enhance our support to our students in this matter:

1. CREATION OF A CAREER CENTER

Launched in 2016, the Career Center managed by Daniele Ticli has strongly increased its activities and provided individual counselling sessions with many students, published regularly tips in our website and coordinated internships to many students of different programs in SMEs, multinational corporations or NGOs.

Here is a description of the career support offered by BSL:

<https://www.bsl-lausanne.ch/program/the-millennial-bba/career-support-employability/>

Here are two examples of internship experiences, one of a BBA student and one of an MIB student:

<https://www.bsl-lausanne.ch/blog/2nd-year-bsl-student-natali-topolska-invests-in-success-at-top-swiss-bank/>

<https://www.bsl-lausanne.ch/blog/bsl-alumnus-josephine-bengtsson-bags-prestigious-working-opportunity-at-cern-geneva/>

The following document shows the companies and NGOs in which BSL students did internships:

<https://www.bsl-lausanne.ch/wp-content/uploads/2021/12/BSL-Poster-Internships-scaled.jpg>

More than 30 % of
our faculty members
are women.

PRINCIPLES 3, 4, 5 & 6: LABOUR STANDARDS



2. CREATION OF THE BSL ALUMNI MENTORING PROGRAM

This program was launched in 2017 by Daniele Ticli to allow current students to benefit from experience sharing with alumni of BSL on an individual basis. Here is one example of such a relation, which was very positive for the student:

<https://www.bsl-lausanne.ch/blog/success-stories-adriaan-trampe-knut-einar-wold/>

3. 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.

For more details visit: www.incub.co.

4. PROGRAMS

In the VUCA world we live in, new skills are necessary, such as analytical skills, big data management or systemic thinking.

All these skills are trained either in specific courses among our different programs or through our pedagogical approach (see above).

Entrepreneurial skills are crucial too either to help companies adapt to a rapidly changing environment or if a graduate wants to start his/her own company.

That is the reason why we have launched the Millennial BBA program (2 years of studies and 1 year of chosen experience). We teach Entrepreneurship in all BBA programs, Entrepreneurial Context and Venture Funding in the MIB program, and Social Entrepreneurship and Finance for Entrepreneurs in the MBA program.

“Education to me is about freely exploring, stretching boundaries, going beyond what is comfortable, and making change possible. At BSL, I’m strengthening my business knowledge and constantly challenging myself on my academic journey while developing to become a future leader.”

**Giang
DO**

*Bachelor of Business
Administration*

PRINCIPLES 3, 4, 5 & 6: LABOUR STANDARDS



We recently introduced new courses related to sustainability, among which From Social to Regenerative Entrepreneurship whose description is the following one:

“Regenerative entrepreneurs don’t just build enterprises, they create net positive impacts for people, planet and place. This course explores the emerging theories, cases, and tools of regenerative entrepreneurship – approaches that facilitate the shift towards a future in which people and nature can thrive together, and which make good business sense. It explores regenerative entrepreneurship through the lens of traditional and social entrepreneurship, but investigates what motivates a new generation of entrepreneurs to go beyond net zero approaches, to restore and regenerate systems, and help re-embed organizations in local bio-cultural regions.

The course asks a series of core questions: who are the regenerative entrepreneurs – what are their mindsets and values? How do they use systems perspectives and nature’s design principles to innovate and make strategic choices? How do they engage communities and build partnerships to co-create solutions at the local level? How do they design and develop business models for regenerative organizations, both for-profit and non-profit? What are the building blocks for successful regenerative enterprises? The course features a range of entrepreneurs and case studies from diverse countries, and investigates some of the contexts in which regenerative enterprise is having an impact (such as: agriculture, manufacturing, hospitality, tourism, ecosystem regeneration, urban development).

“BSL felt like family from the first moment I sent my application, through the process of doing my application, finding accommodation, buying the materials I need and of course the students. They were from over 30 different nationalities! Now I have friends all around the world who I can go visit or they can even help me in my career of import and export. ”

**Alexandra
SOMMER**
*Master of International
Business 2019*

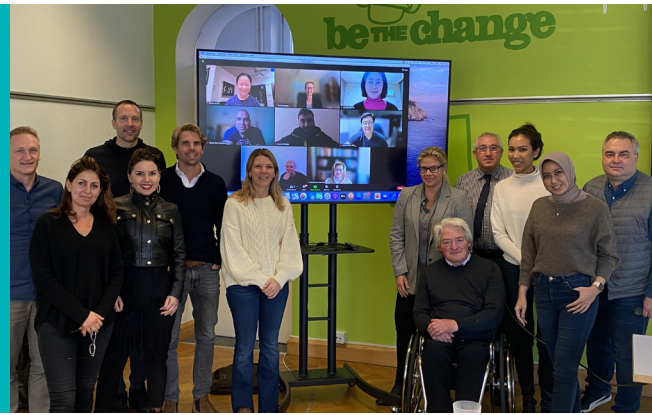
PRINCIPLES 3, 4, 5 & 6: LABOUR STANDARDS



The course aims to create a powerful and safe learning environment, which leverages students' own insights and creativity, and encourages critical and constructive thinking. It will employ individual, group, and experiential learning pedagogies, involving: generative dialogue, role-play, mindfulness practices, and a business model workshop. It draws on case studies and guest speakers from a range of different sectors and countries."



PRINCIPLES 7, 8 & 9: ENVIRONMENT



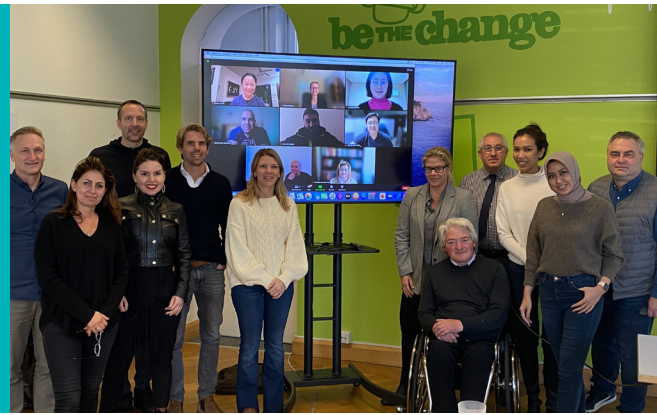
Business should support a precautionary approach to environmental challenges; undertake initiatives to promote greater environmental responsibility; and encourage the development and diffusion of environmentally friendly technologies.

As an educational institution, BSL has to be a role model for all its stakeholders by reducing as much as possible its impact on the environment. Our responsible environmental behaviour 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 “grey” energy consumption);
- Separation and recycling of different materials: paper, glass, aluminium, toners, etc.;
- CFF half-price ticket is offered for management and employees for travelling, encouraging them to use public transportation;
- Use of FSC labelled paper for stationary and photocopies;
- Shift to electronic treatment of enquiries, reducing the number of brochures printed and suppressing 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.

Sustainable development and responsible environmental behaviour has always been a concern for BSL and we have embedded this in different ways.

PRINCIPLES 7, 8 & 9: ENVIRONMENT



The Lemanica Swiss Group of Schools (<https://www.lemania.ch/en/lemania-swiss-group-schools>), of which BSL is a member school, has taken recently an important decision: The group will build a new campus that will host Lemanica College, Ecole Bilingue de la Suisse Romande and Business School Lausanne. This new campus, which should be in operation from 2026, will strongly decrease the environmental impact of the different schools thanks to its eco-friendly conception.

All these measures represent a positive diminution of our environmental impact. Nevertheless, as a small-sized business school, most of our positive impact results from the awareness we create among our students. For that reason, environmental concerns are at the heart of many courses throughout all our programs.

Many student projects for the MBA or DAS in Sustainable Business programs are dealing with environmental issues, such as climate change.

Here is an example:

ClimateActions 4 Companies

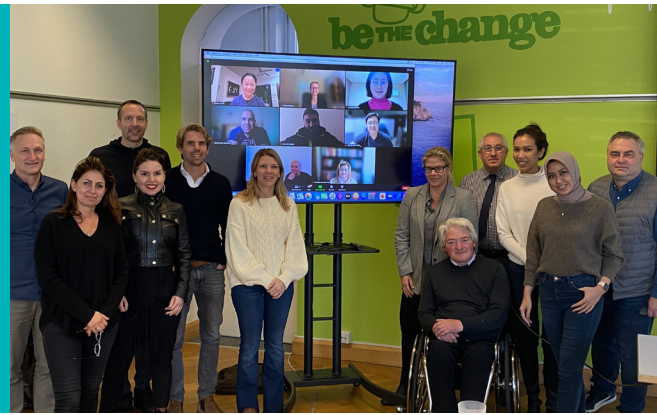
Developed by Daniel Lüscher (DAS 2021 Graduate)

"I am going to launch and implement the ClimateActions 4 Companies programme under the umbrella of the NPO MYBLUEPLANET. In the first phase, the concept will be tested and adapted with five companies. Later, I will scale ClimateActions 4 Companies to apply it to businesses all over Switzerland by 2022. As early as 2023, the programme should become self-supporting without relying on any subsidies. Participating SMEs should amount to 30 companies. The programme should become profitable from 2024 onwards.

"What I experienced during the program has been much more than initially expected. It was not only an educational experience but excellent leadership training, personal growth and great professional development experience as well. BSL created an environment where professors, as business professionals, and specially selected fellow students with different backgrounds, contributed to my development of not only business knowledge per se but also of social and ethical awareness."

**Ramona
RUNCAN**
*EMBA in Sustainable
Business*

PRINCIPLES 7, 8 & 9: ENVIRONMENT



The three-year participatory programme ClimateActions 4 Companies accompanies businesses on their path towards attaining net zero. It starts with an assessment of the company's CO2 emissions, consumption of resources, and the measures that are already implemented. This is followed by an analysis and the preparation for action planning. Throughout all phases of the programme, the focus will be put on employee engagement. This acts as a long-term driver until targets are attained.

The programme provides toolboxes, workshops, and a ClimateActions app ensuring measurable results for climate protection. The app in particular makes employee engagement visible and acts as a bonding element. Gamification elements encourage employees to protect the climate on a daily basis - even outside the workplace..."

In 2020, the Student Council decided to create Clubs. Here is the description of the Sustainability Club:



Founded by students in 2020, The BSL Sustainability Club's (BSL SC) goal is to bring together the BSL community through discussion and collective intelligence on areas such as Economy, Society and the Environment. The BSLSC is actively engaged in local initiatives, partners with local universities, and hosts a variety of gatherings to discuss pressing issues in today's world, providing insight and tips on how each of us can make small changes, which in turn, collectively, can make great societal differences. The students who have joined this club are believers that we, the people, must take action and bring policies to governments, rather than wait for the inverse.

PRINCIPLES 7, 8 & 9: ENVIRONMENT



The BSL SC brings together like-minded people and encourages open dialogue to review, analyze, debunk and validate all sorts of information regarding sustainability and social reform activities. Their biggest successes to date include formal and informal events such as guest speaker events, panel discussions, and workshops.

Featuring:

- Sascha Nick their club advisor also a professor at BSL and EPFL
- Vincenzo Pellegrino and Lena Koropey both Alumni of BSL working in the field of sustainability
- Other professionals in the field such as Huub Savelkoul, Former Chief Sustainability Officer, Philip Morris International, Gopal RajGuru, Managing Director at Innovate+ and Grow Group sàrl, Daniel Lüscher, President and program manager at My BluePlanet.

Their motto is: 'Educate the students of today to construct the world of tomorrow'."

"I came from China to Switzerland a few months ago to study the MBA at BSL. I choose BSL because I appreciate its culture and professional background of teachers and students. I also like its family atmosphere here."

**Xuehan
XU**

*Part time MBA
in Business
Transformation &
Entrepreneurship*

PRINCIPLE 10: ANTI-CORRUPTION



Business should work against corruption in all its forms, including extortion and bribery.

Principle 10 is not a major issue in Switzerland; nevertheless, BSL upholds a strict set of values and measures in management of its students to ensure just treatment and avoidance of any corruptive behavior.

To bring more clarity in the relationships between faculty and students, we have recently issued a Code of Conduct.



INCREASING OUR IMPACT



As we explained it in this report, our main purpose is to educate the future responsible leaders who will be able to contribute to the common good.

We want nevertheless to increase our impact in a shorter timeframe, and to reach this goal, we have launched a new initiative in collaboration with EPFL: the Academic Citizens' Assembly.

We organized a first seminar in June 2021.

Here is the vision of the Academic Citizens' Assembly:

"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.

It is suitable for all levels of government: communal, cantonal, and national.

The process and duration depends on the issues to be decided, and could last several days, allowing time for learning in seminars and workshops (awareness and education), deliberation with like- and opposite-minded people (consolidating knowledge, building empathy), and the final anonymous vote."

We plan to organize an annual event to have an impact on political decisions locally and nationally.

More information on the Academic Citizens' Assembly is available at: <https://www.academiccitizensassembly.ch>

"2 years ago I moved to Switzerland and after a careful research I found BSL resonated with my values and after a few months here, I can say that was the best decision I took. The small number of students per class and the positive environment is highly energizing. I can say that the colleagues I found here are already friends and we have already shared some awesome experiences."

**Pablo
CELI**

*Part time EMBA in
Sustainable Business*

INCREASING OUR IMPACT



Another way to increase our impact is the publications of BSL Faculty members.

Here are the most recent books they published:
<https://www.bsl-lausanne.ch/bsl-authors>.

Our DBA students have very high profiles. Here are two examples of current DBA candidates:

<https://www.bsl-lausanne.ch/people/corlea-human>

<https://www.bsl-lausanne.ch/people/yanick-latil>

Our DBA candidates write research on many different topics, due to their varied backgrounds and fields of activities, but always using a common approach: proposing new, innovative solutions to a concrete issue.

Here are some articles published by DBA Candidates in 2020-2021:

Kim, Y.; Park, M.J.; Atukeren, E. (2020), 'Healthcare and Welfare Policy Efficiency in 34 Developing Countries in Asia', Int. J. Environ. Res. Public Health 2020, 17(13), 4617. <https://doi.org/10.3390/ijerph17134617>

Jo, HJ.; Connerton, T.; Kim, HJ. (2019), 'Dynamic Outsourcing Development for Sustainable Competitive Advantage in a High-Tech Backend Semiconductor Equipment Firm', Sustainability 2020, 12(1), 155. <https://doi.org/10.3390/su12010155>

Kang, J.; Majer, M.; Kim, HJ. (2019), 'Empirical Study of Omnichannel Purchasing Pattern with Real Customer Data from Health and Lifestyle Company', Sustainability 2019, 11(24), 7185. <https://doi.org/10.3390/su11247185>

“As the Director of a company and with considerable experience in the telecom market, I felt it was time to extend my education, to help me and my career to meet today's challenges in finance, investment, risk-sharing, and technical parts in my day-to-day work.”

Beat FAHRNI
EMBA in Sustainable Business

INCREASING OUR IMPACT



Sehoon Kim, Timothy Paul Connerton, Cheongyeul Park (2021), Exploring the impact of technological disruptions in the automotive retail: A futures studies and systems thinking approach based on causal layered analysis and causal loop diagram, Technological Forecasting and Social Change, Volume 172.
<https://doi.org/10.1016/j.techfore.2021.121024>

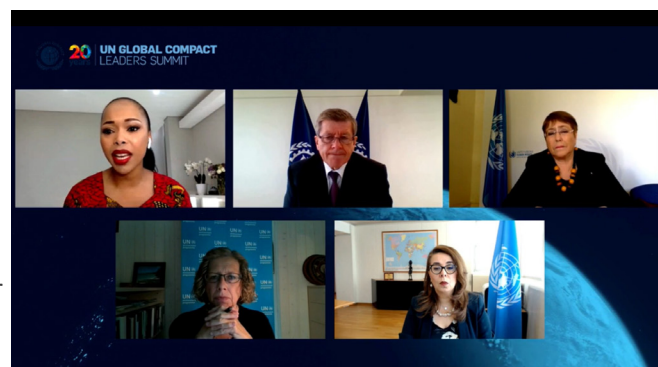
Kim S, Lee H and Timothy Paul Connerton (2020) How Psychological Safety Affects Team Performance: Mediating Role of Efficacy and Learning Behavior. Frontiers in Psychology.
<https://doi.org/10.3389/fpsyg.2020.01581>

Sehoon Kim, How a company's gamification strategy influences corporate learning: A study based on gamified MSLP (Mobile social learning platform), Telematics and Informatics, Volume 57, 2021.
<https://doi.org/10.1016/j.tele.2020.101505>

Closing Remark

We hope to have demonstrated our commitment to the ten principles of the UN Global Compact through our teaching approach and the way we act as a company.

The nature of our activity makes it difficult and possibly not very relevant to give metrics and figures. A report based on examples and stories reflect much better in our opinion who we are and what we do.



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