

THE B CORP CERTIFICATION MODEL APPLIED TO ISCTE EXECUTIVE
EDUCATION

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“You ought to look at these B Corporations.... We’ve got to get back to a stakeholder society that doesn’t give one class of stakeholders an inordinate advantage over others.

Bill Clinton, former president of the United States

(Honeyman, 2014)

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Abstract

In this master thesis of company-project type, the B Corp certification model was applied to the ISCTE Executive Education organization, to provide a diagnosis on its level of contribution to the sustainable development of the planet and to identify the improvement actions that can be implemented.

The score obtained is 65.6, below the minimum eligible for certification. Customers is the impact area where ISCTE Executive Education's sustainable performance is better. Workers is the second contributor to the final score but presents low score in most of the topics. The chapters that poorly scored are Governance and Environment, followed by Community.

A comparison to other organizations that have applied the same model was performed. The total scores were also compared to certified organizations of the same industry and a similar trend was identified. Comparatively, Workers is the impact area where ISCTE Executive Education presents the worst performance followed by Environment. The impact areas where ISCTE Executive Education is performing better than others are Customers, followed by Governance and Community.

The recommended actions to improve this score were prioritized and organized in clusters. A TO BE scenario was presented and quantified.

Key-words: certification, sustainability, B Corp, school.

Resumo

Nesta tese de mestrado do tipo projeto-empresa, o modelo de certificação *B Corp* foi aplicado ao *ISCTE Executive Education*, para efetuar um diagnóstico da sua contribuição para o desenvolvimento sustentável do planeta e identificar as ações de melhoria que podem ser implementadas.

A pontuação obtida é de 65,6, abaixo do mínimo elegível para certificação. Clientes é a área de impacto em que o desempenho sustentável do *ISCTE Executive Education* é melhor. Trabalhadores é o segundo contribuidor para a pontuação final, mas a pontuação é baixa na maioria dos tópicos. Os capítulos com pontuação mais baixa são Governança e Meio Ambiente, seguidos por Comunidade.

Efetuiu-se uma comparação com outras organizações que aplicaram o mesmo modelo. As pontuações totais também foram comparadas com organizações certificadas do mesmo setor, tendo-se observado uma tendência semelhante. Comparativamente, Trabalhadores é a área de impacto que o *ISCTE Executive Education* apresenta o pior desempenho, seguida de Meio Ambiente. As áreas de impacto em que o *ISCTE Executive Education* tem um desempenho melhor do que outras são os Clientes, seguidas pela Governança e pela Comunidade.

As ações recomendadas para melhorar essa pontuação foram priorizadas e organizadas em *clusters*. O cenário posterior à sua implementação (*TO BE*) foi quantificado.

Palavras- chave: certificação, sustentabilidade, B Corp, escola.

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1. Executive Summary

Climate change has been one of the hot topics in the last years and a Sustainable Development is the solution for the planet survival. Similarly to other crisis, we realise that we must act together and that collaboration is key.

In September 2015, the United Nations adopted a Resolution defining the 2030 Agenda for Sustainable Development which require that “*All countries and all stakeholders, acting in collaborative partnership, will implement this plan*” (United Nations, 2015).

The 17 Sustainable Development Goals that are included in this Agenda are the world ambition to improve the way we all live and the availability of the natural resources. These global goals are applicable to all and all countries and all organizations must review their models and set up strategies to provide their contribution.

Countries and organizations are made of and made by people and people are trained by the organizations of the education sector. This make it a huge responsibility for organizations like schools and universities.

In Lisbon, ISCTE Executive Education, the school for executives of the ISCTE - Instituto Universitário de Lisboa, has been debating and is interested in understanding their role in the above-mentioned Agenda.

The application of the B Corp model to ISCTE Executive Education provided a diagnosis on the ISCTE Executive Education’s level of sustainability performance and a guide on the recommendations for improvements to become more sustainable.

The B Impact Assessment (BIA) questionnaire includes 5 impact areas: Governance, Workers, Community, Environment and Customers. It was applied to ISCTE Executive Education and a score of 65.6 was achieved. This score is not considered eligible for certification as it does not meet the criteria of 80 points as the minimum. Nevertheless, and because ISCTE Executive Education is not a for-profit organization, certification would not be possible.

Customers and Workers are the impact areas that mostly contributed to the final score of ISCTE Executive Education. These are the areas where ISCTE Executive Education's sustainable performance is better.

The chapters that poorly scored are Governance and Environment, followed by Community. These are the areas where ISCTE Executive Education has lower sustainable performance. The reasons for this may be related to the lack of focus or the non-recognition of the importance of the impact that ISCTE Executive Education has in it.

Using the scores available on the platform (BIA platform, 2020) and on the webpage (B Corp webpage, 2019), a comparative analysis was performed. Using the scores for impact topics of 1906 ordinary businesses that also have 10-49 employees, the gap values to ISCTE Executive Education were calculated.

Workers is the chapter with the most negative gap, followed by Environment. Customers, Governance and Community have positive gaps which means that, on average, ISCTE Executive Education is performing better than others.

The total scores were compared to ten organizations of the same industry (Education & Training services) that got the B Corp certification. The impact areas where ISCTE Executive Education got higher and lower score are aligned to the other organizations, namely Customers. This topic is the one that is more often the highest scored and Governance and Environment are in the bottom of the score list.

Workers is the impact area presenting the worst performance of ISCTE Executive Education when compared to others, followed by the Environment chapter. The chapter where ISCTE Executive Education is performing better than others is Customers, followed by Governance and Community.

Based on this model, a list of recommendations for improvement is presented, grouped in clusters, and prioritized for strategic implementation.

The TO BE scenario was developed and shows that the recommended actions on Governance, Customers and Workers need to be implemented to achieve the minimum score eligible for certification.

2. Introduction

The sustainability of our planet and the need to assure a sustainable development has been in the agenda for most of the last decade. In September 2015, the United Nations adopted a Resolution defining the 2030 Agenda for Sustainable Development which require that *“All countries and all stakeholders, acting in collaborative partnership, will implement this plan”* (United Nations, 2015).

The 17 Sustainable Development Goals that are included in this Agenda are the world ambition to implement the human rights, gender equality, access to health services and to quality education for all, among other Goals. These Goals have 169 targets which are integrated in the three dimensions of sustainable development: the economic, social, and environmental. The Goals and targets are part of the plan that is expected to be guiding all over the next 15 years.

This is challenging all organizations to review their strategy to consider the impact of their activities on the environment and on the society. And the education sector, as the one producing managers of the current and future companies is on the front line to take this challenge and this opportunity to definitively impact on a better world.

ISCTE Executive Education, the school for executives of the ISCTE - Instituto Universitário de Lisboa (ISCTE-IUL), a public institute of university education located in Lisbon, Portugal (*ISCTE-IUL Webpage*, 2019) has agreed in doing a sustainability diagnosis to understand: *“where is ISCTE Executive Education in terms of sustainability performance?”* and *“what can ISCTE Executive Education do to become more sustainable?”* These are the two questions that this Thesis will try to answer.

The B Corp model is a sustainability certification scheme with one *“unifying goal: to redefine success in business so that one day all companies will compete not just to be the best in the world but also to be the best for the world”* (Honeyman, 2014), applicable to for-profit organizations that also focus on improving their social and environmental impacts. This model was developed by the B Lab, a non-profit organization founded in 2006 in the United States of America. Currently, there are more than 2500 organizations worldwide certified as B Corp.

Although ISCTE Executive Education, not being a for-profit organization, is not eligible for certification, by applying the B Corp model to ISCTE Executive Education, the author should be able to answer the questions mentioned above, and use the model to provide a list of recommendations so that the organization become more sustainable.

The objectives of this Thesis, aligned to the Research Problem presented above, are as follows:

- To update on the B Corp model;
- To perform a sustainable diagnosis of ISCTE Executive Education;
- To prepare a list of recommendations to improve ISCTE Executive Education's performance.

By applying the B Corp model, ISCTE Executive Education will be seen by the stakeholders as an organization that is contributing to the sustainable development of our planet.

This work is being done during a quarantine period due to the COVID-19 in Portugal. The world has stopped as no one was ever supposed to predict or agree and the impact of this is still to be known. What is already accepted is the new financial and economic crisis that is being installed that will certainly impact on the future development of all organizations.

3. Literature Review

This chapter describes what the author believes are the main academic studies retrieved as an output of the literature research phase. It also refers to some of the main books on this theme.

3.1. Corporate Social Responsibility and Sustainability

Several approaches to Corporate Social Responsibility (CSR) were found (Jamali & Karam, 2018; Jamali, Karam, Yin, & Soundararajan, 2017; Shah, Arjoon, & Rambocas, 2016), being the oldest from 1931 (Aguinis & Glavas, 2012). After a review and discussion, these authors adopted the definition of CSR as the *“context-specific organizational actions and policies that take into account stakeholders’ expectations and the triple bottom line of economic, social, and environmental performance”*.

In 1987, the World Commission on Environment and Development, created by the United Nations to formulate a “global agenda for change”, completed their report (known as the Brundtland Report as Gro Brundtland was appointed as the Chairperson of the Commission) (Keeble, 1988) and included the definition of sustainability that is the most adopted and most quoted one (Carter & Rogers, 2008): *“the development that meets the needs of the present without compromising the ability of future generations to meet their needs.”*

A social enterprise integrates both a social and a commercial purpose (Wry & York, 2017). It can be defined as *“an enterprise that contributes to society in some way and attempts to make profit or at least avoid a loss for its owners”* (Chen & Kelly, 2015). These authors summarized this definition based on inputs from the Nobel Laureate Muhammad Yunus (Kickul, Terjesen, Bacq, & Griffiths, 2012) and from other authors that participated in the special issue of this same publication (Academy of Management Learning and Education) in September 2012.

Although a lot has been written about CSR and sustainability, it was the impact of the financial crisis initiated in 2008 that increased the focus on social values (Gazzola, Grechi, Ossola, & Pavione, 2019) and on the way the organizations impact the environment. Several authors ((Chen & Kelly, 2015), (Stubbs, 2017), (Gazzola et al., 2019)) dedicated his studies to understanding how organizations with social purpose were performing, namely financial performance and productivity.

Organizations are facing this as a challenge where they need to re-think the business model in order to become more sustainable, replacing the shareholders' approach with short-term results by the stakeholders' approach that foresee long-term results. *"Business models that align profit and societal impact is a key challenge for corporate leaders in 21st century"* (Stubbs, 2017). In the United States of America, business schools realized the relevance of this and created special centers and courses dedicated to social entrepreneurship (Chen & Kelly, 2015)

Corporate Social Performance (CSP) is also a focus of scholars studies and can be defined as *"the measurement of organizational outcomes in the environmental, social, and governance (ESG) domains, with respect to multiple stakeholders, such as employees, local communities, or shareholders"* (Orlitzky, Louche, Gond, & Chapple, 2017). Other authors (Helmig, Spraul, & Inghoff, 2016) tested the link between the stakeholder pressure to the implementation of CSR activities and the market performance and found out that stakeholders influence CSR implementation. Employees are the stakeholders that influence more and can exert their power as a competitive advantage by, for example, word of mouth. Customers and Investors are the stakeholders applying the second largest pressure.

3.2. Shareholders versus Stakeholders perspective

In the world of corporate management and although it is not formalized in the law, the Shareholders Primacy Norm considers that managers and directors owe fiduciary duties to shareholders and must make decisions that are in their best interests (Smith & Rönnegard, 2016). These authors defend that this is not a legal Norm but a social Norm that is enforced by the fact that only the shareholders have the right to vote. This theory has been considered dominant in business management, where profit maximization was seen as the only factor to consider for company success (Chu, 2012). It was also used to solve disputes between shareholders of different categories and sizes (Eding & Scholtens, 2017).

CSR, as described above in this text, does not accept this theory but defends ethical principles in corporate management where the social and environmental impact in all stakeholders must be taken into consideration (Gazzola et al., 2019). To comply with this, managers developed an approach that combined ways of creating a positive impact on society and on business (Grayson, 2017).

3.3. Link between profit and Corporate Social Responsibility

It is possible to find studies in the literature with opposite conclusions in what regards to the link between CSR and financial performance (Gazzola et al., 2019): either some conclude there is a nonsignificant relationship or others affirm there is a significant link. It is not clear, however, if the latter is influenced by the fact that companies with a better financial performance have more resources to implement CSR activities or if the implementation of a CSR policy contribute to the development of the business.

“Despite more than 30 years of research and more than 100 empirical studies on the issue, the results are still mixed” (Garcia-Castro, Ariño, & Canela, 2010). These authors introduced the endogeneity as a factor that changes the output of previous studies. They used data from 658 organizations from 1991 to 2005 and concluded that not considering this factor may biases the results. *“The positive relationship found in most of the previous research on the link between social performance and financial performance becomes a non-significant or even a negative relationship when endogeneity is properly taken into account”* (Garcia-Castro et al., 2010).

Other authors defend that the market for socially and environmentally conscious products and services grew and so are growing the organizations in this sector (Haigh, Walker, Bacq, & Kickul, 2015).

3.4. Hybrid and Benefit Corporations

Hybrid organizations are those that follow business models that address social and environmental issues while look for profit. They are neither fully governmental nor fully private nor non-profit but combine characteristics of all these sectors. They are a new form of corporation and a good example belonging to a sustainability-oriented movement emerged in the United States is the Benefit Corporation and B Corps. They represent *“alternative models of enterprise that bridge the for-profit and not-for-profit model”* by pursuing a CSR mission and profit (Del Baldo, 2019).

Benefit Corporations are *“for-profit companies that integrate some instances of the stakeholder theory with the shared value approach and the shareholder approach”* (Gazzola et al., 2019). Benefit Corporations (also called B Corporations) are legally ruled in some countries, started by United States of America in 2010. Four years later, B Lab (a nonprofit

organization) created the Model of Benefit Corporate Legislation. As per the information available in the official website (“Benefit Corporation webpage,” 2019), United States of America, Hawaii, Puerto Rico and Italy have this Benefit Corporations legislation in force and Australia, Argentina, Chile, Colombia and Canada were, in 2016, in the process of approval.

B Corporations do not operate under the Shareholder Primacy Norm (Green, 2018) but consider all stakeholders that are impacted by the company’s operations. B Corporations differ from traditional corporations. They present their social and environmental commitments in their corporate governing documents so that all potential investors can assess (Rawhouser, Cummings, & Crane, 2015).

The core attributes of Benefit Corporations are: “1) a corporate purpose to create a material positive impact on society and the environment; 2) an expansion of the duties of directors to require consideration of non-financial stakeholders as well as the financial interests of shareholders; and 3) an obligation to report on its overall social and environmental performance using a comprehensive, credible, independent and transparent third-party standard” (Del Baldo, 2019).

3.5. B Corp movement

B Lab was founded in 2006 by Gilbert, Houlahan and Kasso as a “nonprofit organization dedicated to harnessing the power of business to solve social and environmental problems (Honeyman, 2014). The founders had a bad experience in selling their previous venture of basketball shoes and apparel. AND 1 was a socially responsible firm also successful financially. It had a basketball court at the office, on-site yoga classes, great parental leave benefits and a policy that gave 5% of their profits to local charities. After the sale, all these practices were eliminated in few months. After several open discussions with several business entrepreneurs aiming at doing good, they decided to embrace a legal change to help social enterprises’ growth.

B Lab team worked to create a tool that can assess the performance of companies and supports a certification scheme. This comprises the verification of objective evidence of a set of rigorous standards of social and environmental performance, accountability and transparency.

A Certified B Corporation, also referred to as a B Corp, is not the same as a Benefit Corporation. A Benefit Corporation only exists in countries that have approved legislation for it. A Certified B Corporation can be a corporation that is not operating under the legal framework of the a Benefit Corporation because it does not exist in that specific country, but have been verified to the complete the set of standards defined by the B Lab. “A B-Corp refers to a business of any legal form that has obtained a certification as to its level of responsible business conduct” (Del Baldo, 2019). Table 1 summarizes the differences between a Certified B Corp and a Benefit Company.

Elements	B Corp Certified	Benefit Corporation
Accountability	The directors must take into account the effects of their decisions on both shareholders and stakeholders	Equal to the B Corp Certified
Transparency	The company must make public a report that evaluates its overall impact, drawn up according to an independent standard	Equal to the B Corp Certified
Performance	The performance of the different five areas are evaluated using the BIA. The minimum level is 80 points out of 200 to be classified as a Certified B Corporation.	Self-declared
Permanent checks	It must renew the certification every 3 years.	Over time there is only a verification related to the transparency requirements
Assistance and use of the ‘Certified B Corp®’ Brand	Access to a range of services and support from B Lab Certified B Corps can use the “Certified B Corp” brand and logo on their products and in all their communications. No formal support from B Lab.	B Corp® brand cannot be used

Table 1 – Differences between B Corp and Benefit Corporation

Source: (Gazzola et al., 2019) quoting (Honeyman, 2014; Roth & Winkler, 2018) updated (“B Corp webpage,” 2019);

Until 2015, little had been written in the academic literature about B Corp certification model except for a Harvard Business School case on B Lab published in 2010 (Chen & Kelly, 2015). However, it has been of particular scholarly interest to understand how organizations focused on social impact organize their way of work. These organizations, and in particular B Corps, have been studied with evidence of an increase in sustainability performance over time (Sharma, Beveridge, & Haigh, 2018). The relation between B Corps and economic performance has also received a lot of attention and guided academic studies.

A comparative study on B Corps performance versus their public firms competitors on revenue and productivity generation supported “a significant and positive difference in revenue generation in favor of the B Corps but shows no significant difference in changes in

productivity between B Corps and their public firm competitors". This study was conducted on a sample of 130 B Corps during 2005-2011 and the results on productivity were biased due to the 2008 financial crisis mainly due to the layoffs (Chen & Kelly, 2015). The growth rate of the revenue of the B Corps was found to be "*quite notable during the years of this study*". The authors convey that the efforts these B Corps did on social and environmental activities contributed to this revenue generation as they used their certification in their marketing strategy.

A study conducted based on interviews with 14 Australian companies, analysed the B Corp model in order to present a better understanding of the characteristics of business models that align profit and societal impact and, therefore, can be considered sustainable (Stubbs, 2017). In this study, the author concluded that the B Corp model has a socially and environmentally embedded mission and purpose, with a dominant objective of creating positive societal impacts for its stakeholders. And this happens instead of maximizing profit, with a mission of providing leadership in a new way of doing business.

A much broader study with enterprises that submitted the B Impact Assessment in the United States of America (346 enterprises between 2008 and 2011 and 723 enterprises between 2011 and 2013), including 24 interviews with leaders from certified B Corps, venture capital fund managers, and a B Lab staff member, concluded that B Corps reorganized their practices as they moved on the assessments (Sharma et al., 2018). This study also provided "*preliminary evidence of an increase in sustainability performance*".

Another study with a sample of 89 B Corps listed by B Lab in 2011 aimed at assessing whether the commitment of B Corps to social issues impacts on financial performance, measured as employee productivity and sales growth. The results suggest that B Corps have a greater sales growth than non-B Corps, although they present similar levels of employee productivity (Romi, Cook, & Dixon-Fowler, 2018). From the analysis of 71 certified Benefit Corporations in Italy until 2011, it was found that the scores achieved by these organizations have positive relationship with the net present value and that it is "*coherent with the findings in the literature*" (Gazzola, Pavione, Ossola, & Grechi, 2018).

3.6. B Impact Assessment

To become a Certified B Corporation, companies need to take a questionnaire. The B Impact assessment (BIA) comprises five dimensions of sustainability: governance, environment, workers, community and customers. *“Collectively, these criteria are commonly referred to as environmental, social, and governance performance”* (Etzion & Ferraro, 2010; Gehman & Grimes, 2017).

Each chapter assesses specific questions, as detailed below (Cao, Gehman, & Grimes, 2017):

- Environment: *“assessment of environmentally friendly products and services such as renewable energy use and recycling, as well as practices that negatively affect the environment such as energy use, emissions, water use, and transportation”*.
- Workers: *“assessment of compensation and wages, worker benefits, training and education, worker ownership, management and worker communication, job flexibility, and corporate culture, as well as worker health and safety practices”*.
- Customers: *“evaluates whether and how the products and services contribute to public benefits, such as promoting public health or caring for marginalized groups”*.
- Community: *“assessment of suppliers and distributors, local involvement, diversity, job creation, civic engagement and giving, community products and services, and community practices. the governance chapter assesses a company’s mission, stakeholder engagement, and the overall transparency of its policies and practices”*.

The assessment has a maximum score of 200 points. This BIA score has a minimum required for certification which is 80 points.

In a study presented above, conducted to 71 certified Benefit Corporations in Italy until 2011, it was also concluded that there is no relation between the BIA scores and the economic results of the entire sample of firms but that relation partially exists within specific firm categories (Gazzola et al., 2018).

In another study based on 526 B Corps located in the United States of America that were certified as of December 2013, the authors were able to develop a theoretical model supporting that B Corp certification provides some sort of distinction and provides a reputational benefit. In the interviews conducted, B Corp entrepreneurs and executives attested *“becoming certified helped them to resolve many of the perceived tensions associated*

with trying to employ commercial methods to solve social and environmental problems” (Gehman & Grimes, 2017).

Besides the certification, all Certified B Corps are subject to an internal competition that awards the top-performing B Corps. In 2019, the Best for the World categories were:

- Best for the world: Overall
- Best for the world: Workers
- Best for the world: Environment
- Best for the world: Customers
- Best for the world: Community
- Best for the world: Governance
- Best for the world: Changemakers

The awarding criteria is based on the scoring in the top 10% of the BIA. *“These businesses are proving that competing not only to be best in the world but best for the world”* (“B Corp webpage,” 2019).

3.7. The growth of the movement

The B Corp movement have been growing significantly. In 2007 (one year after B Lab was founded), 19 organizations were certified as B Corp and more than 2500 in the first quarter of 2018. Figure 1 shows the number the increment of Certified B Corps per year. More than 50 nations have at least one B Corp if we take into account both Benefit Corporations and Certified Benefit Corporations. Figure 2 shows the geographic distribution of the Certified B Corps, where North America has a strong predominance (Gazzola et al., 2019).

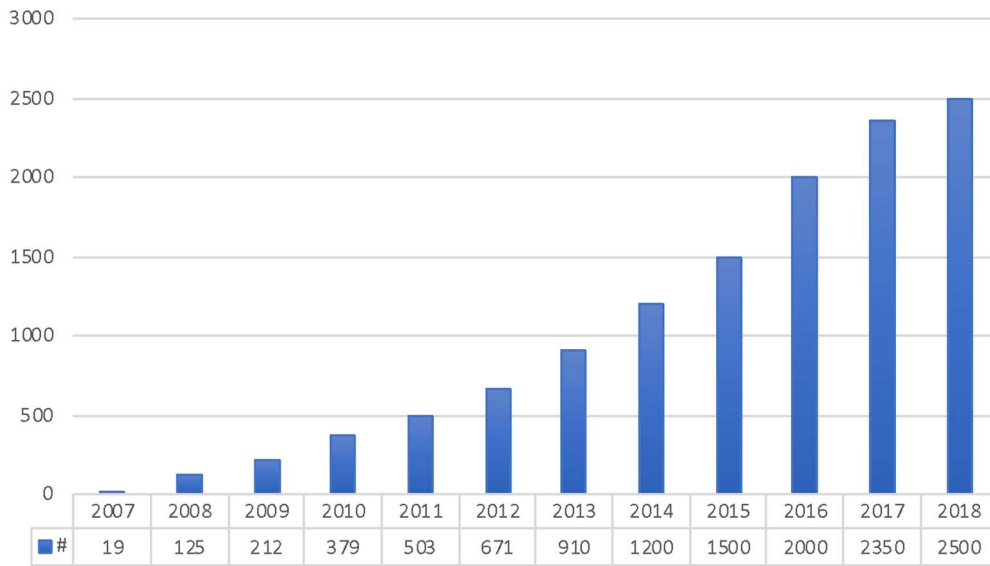


Figure 1 - Number of Certified B Corp in the world

Source: (Gazzola et al., 2019) quoted (“B Corp webpage,” 2019);

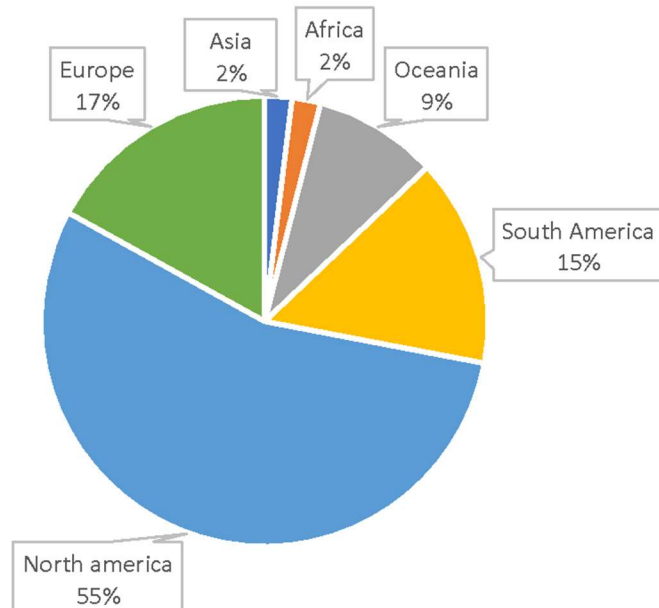


Figure 2 – Geographic distribution of Certified B Corps

Source: (Gazzola et al., 2019) quoted (“B Corp webpage,” 2019);

4. Methodology

The methodology used in this Thesis is the application of the B Impact Assessment (BIA), a questionnaire provided by the B Lab in an online platform (BIA platform, 2020). This platform is confidential and free.

The questions on each organization's BIA "*are determined by company size, sector, and market, with around 200 questions total*" (B Corp webpage, 2019). The objective of the BIA is to evaluate how a company interacts with the Workers, Customers, Community, and the Environment. To complete and submit the BIA is a performance requirement of certification.

The BIA is also seen as a strong tool for a sustainability diagnosis to support the development of an organization. The platform provides access to best practice guides, goal-setting features, and to a comparison to the scores of other organizations that have previously filled in the same type of BIA. An assessment of these differences is a benchmarking tool that provides relevant insights for ISCTE Executive Education to become more sustainable, therefore more adapted to challenges of the future.

The steps taken follow the methodology proposed by B Lab and are summarized below (B Corp webpage, 2019):

Step 1: Assessment

The Assessment walks through a series of questions that aims at understanding what is relevant to build a better business. There is a quick version available that can take thirty minutes to fill in if the person doing the task is aware of the policies and performance data. The full questionnaire requires two to three hours to fill in if all data is readily available.

To meet the objectives of the thesis, the quick version available was not used. The information required to answer the full questionnaire was collected with the collaboration of the ISCTE Executive Education managers.

Step 2: Comparison

The points earned can be compared to the points available, to the points earned by other companies that have submitted the BIA (of same size) and to the points earned by other certified organizations of same industry.

This analysis provides the basis for the identification of area for improvement to meet the objectives of the organization and increase its contribution to a sustainable development.

Step 3: Improvement

Using the data mentioned above, a list of customized recommendations for implementation is prepared to develop the areas with lowest score and linked to the objectives of the organization.

The BIA platform has been used, since ever, by more than fifty thousand businesses including over 3,000 Certified B Corporations (B Corp webpage, 2019), and some examples are highlighted below:

- *“The B Impact Assessment added a new twist to our initiatives - it helped us understand where we are in comparison to other companies.”*, said Rob Michalak, Ben & Jerry's, United States
- *“The Assessment provided a mechanism for Patagonia to conduct a comprehensive assessment of our current social and environmental programs.”*, said Elissa Loughman, Patagonia, United States
- *“The experience of taking the Assessment really dug deep into what our company does and how effective it can be.”*, said Rasuli Webster, Prem Group, United States

4.1. Assessment

The BIA questionnaire is composed by 6 Impact Areas (or chapters): Governance, Workers, Environment, Community, Customers and Disclosure Questionnaire. Each Impact Area is composed by several Impact Topics (or sections), with a different number of questions. The 27 sections had 198 questions in total.

This questionnaire is dynamic and some of the questions are driven by the answers provided to previous questions. Similarly, the points earned are not exactly the sum of the points earned by each question as the points of the questions that are not applicable are then added to the chapters.

Eight of the sections have more than 10 points available, eight with 3 to 10 points available and seven with 3 or less points available. No other relevant pattern was identified.

The chapters with questions falling in the higher valued zone are Customers (with 3 sections), followed by Workers and Community (with 2 each).

The Disclosure Questionnaire is used to qualify the organization for the assessment and has no points available. Therefore, it will not be described in the document but is available as annex.

4.1.1. Governance

In the Governance chapter, the questions were designed to assess how good the organization is for the long term and if it is designed to survive to changes in management and ownership. To help understanding how the organization is positioned for the long-term success, the BIA focuses on three main areas:

- Mission and Engagement;
- Ethics & Transparency;
- Governance Metrics;
- Mission locked – Impact Business Model

The following sections detail the importance of these areas for the sustainability of an organization.

The section Mission and Engagement covers the integration of a commitment to sustainability into the mission statement of the organization, the training to employees about the social and environmental mission, the evaluation of the employees and management on their performance with regard to the social and environmental goals and targets of the organization, the feedback requested to the stakeholders on the social and environmental performance of the organization and the identification and management of material social and environmental issues.

Having a commitment to sustainability embedded in the mission of the organization gives a strong message to all stakeholders and helps the business to stay aligned to it. Providing formal training to employees on the social and environmental commitment of the organization helps motivating them and increases their engagement. Employees will feel connected to the commitment and will prefer this organization to other employment. The evaluation against pre-agreed goals on social and environmental performance can also increase employee engagement in the sustainability initiatives. The implementation of a system that requests feedback from the stakeholders is also rewarded in this questionnaire because stakeholders are generally impacted by the organization's performance but typically are not heard or considered in the decision-making process. The identification of the social and environmental issues that are relevant to organization and the definition of the performance targets are also rewarded as they indicate a good effort for its achievement.

The section Ethics and Transparency assess the regular review of the social and environmental performance of the organization by a board of directors that has at least one independent member, the implementation of a Code of Ethics, the sharing of financial information with employees, the production of an annual report and how the organizations are working with other organizations of same area of activity to develop social and environmental standards.

This questionnaire also rewards organizations that have the board of directors with at least one independent member, reviewing the social and environmental performance regularly. Governing bodies that include representatives of employees, community members and/or environmental experts are also rewarded as their contribution can make the decision-making process to be more inclusive and environmentally friendly. Sharing the financial information builds an image of trust and reputation, which contribute to the overall success of the organization. Similarly, publishing a annual report shows the progress and supports the

transparency. Taking the initiative to meet other organizations from the same area of activity is a good measure as changes initiated by organizations increase the rate of adoption.

The Mission Locked recognizes corporate forms and amendments that preserve mission and/or considers stakeholders regardless of company ownership. This is also a way of making sure the mission is locked and not impacted by future changes. Stakeholders will, therefore, understand the message that is given and feel the organization has the necessary structure to be good for the society and good for the environment.

The unique question of this section aims at recognizing what has the company done to legally ensure its social and environmental performance is a part of its decision-making over time: The options available to be scored include the amendment of the governing documents or the adoption of a legally binding form that assures the company's commitment. This last option is still not available in Portugal.

In fact, this questionnaire rewards practices that evidence the organization considers all parties that impact and are impacted by their activities. This needs to be highlighted as the way the world can move forward and assure a sustainable future for all. It represents a radical shift in the evolution from the shareholders theory to the stakeholders' theory.

4.1.2. Workers

This chapter of the BIA assesses whether the organization have the policies and methods in place to attract and retain the best talented people.

The questions of this chapter aim at verifying if the organization is good for the workers. Although to be good for workers may mean different things to different organizations depending on the size, area of activity and location, many of the subjects are common to any business.

It covers the following sections:

- Workers Impact Area Introduction
- Financial Security;
- Health, Wellness, & Safety
- Career Development
- Engagement & Satisfaction.

The section Workers Impact Area Introduction has no score available. The nine questions of this section are for collection of data that will influence the future questions in this assessment. The ratio between hourly and salaried workers and the number of full-time, part-time and temporary workers are asked. Moreover, the use of contracted labour and the evaluation if the company is structured to benefit its employees, are one of the most important questions (based on the points available) of this BIA as it shows how focused the impact model of the organization is in being good for the workers.

The comparison of the compensation to the market values and the payment of a living wage are evaluated in the Financial Security section. The living wage is different from the minimum wage. The minimum wage is considered insufficient to meet many of the employees' basic needs, such as food, housing, child care, and medical care. While realizing this, many of the employers are paying a "living wage" in order to help their workers to climb out of a poverty situation that is commonly cyclic. This may have a tremendous impact in the talent attraction and retention. BIA recognizes this effect and rewards the organizations that proactively do so, especially if it applies to their entire workforce.

In this Financial Security section, BIA also rewards organizations that have participated in any leadership initiatives or agreements to increase wages or benefits to workers. The rationale behind is that paying more to the employees is more beneficial to the organization than the money saved by paying them less. In the same line, it is considered positive if the organization is offering additional financial benefits to non-executive employees or retirement programs.

The coverage of the health care plan is highly scored in the BIA, proportionally to the percentage of employees. Similarly, the insurance benefits to full-time tenured workers and the supplementary benefits offered to part-time workers are highly rewarded. Organizations are also assessed in terms of the health and wellness initiatives offered beyond insurer-provided programs such as incentives to healthy behaviors.

Training opportunities, performance feedback and internal promotions are assessed in the Career Development section, as these are the tools linked to the primary drives for the motivation of employees. Providing educational and/or development opportunities to workers helps them to feel autonomy, to become a master in some field and to identify a purpose which will challenge them.

In the Engagement & Satisfaction section, the BIA questionnaire addresses several policies that are relevant to create a positive environment for the workers. Policies such as non-discrimination, anti-harassment, work hours, pay and performance issues, benefits, training and leave, grievance resolution, disciplinary procedures, right to bargain collectively and freedom of association, prohibition of child labor and forced and compulsory labor should be included in an Employee Handbook. This is seen as an important tool for communication between the organization and the workers as it clarifies the expectations and obligations, as well as the workers' rights.

Supplementary benefits such as on-site childcare and paid secondary caregiver leave supports the sense of purpose that is in the core of the B Corp certification. These questions are not highly scored maybe due the possibility of alternative ways to implement it.

Workers are one of the stakeholders that needs to be considered. They may also be the group that apply more pressure on the implementation of Corporate Social Responsibility activities. So, assessing the way the organization engage and empower workers is also relevant and covered in this chapter of the BIA, as well as the procedures in place for the evaluation of worker satisfaction and engagement.

In this Workers chapter, BIA distinguishes policies in place applicable to hourly and salaried workers, namely for Career Development and Engagement & Satisfaction. The number of paid days off and of primary parental leave are assessed only for salaried workers and scored even if ruled by law, which is the case of Portugal. Time flexibility options, including telecommuting are assessed for most workers and for managers or executives in separate questions with separate scores.

4.1.3. Community

The Community chapter of the BIA aims at assessing whether the business model of the organization is oriented to the local, national and global community, namely if it creates a positive benefit for stakeholders such as charitable partners, vendors, or local community.

To measure the community impact, this chapter covers the following sections:

- Community Impact Area Introduction
- Diversity, Equity & Inclusion;
- Economic Impact;

- Civic Engagement & Giving;
- Supply Chain Management.

To identify specific ways that a company's business model may be designed to deliver a specific, material, positive impact for their community is the aim of the Community Impact Area Introduction.

Diversity is assessed in terms of the ownership and leadership. Organizations led or majority owned by women, by individuals from a racial or ethnic minority or by another underrepresented individual (veterans, LGBT, etc) are positively scored. Good practices on managing inclusive work environments such as including a statement in the job postings with a commitment to diversity, equity and inclusion and writing job descriptions in an inclusive and equitable way are relevant signals of socially oriented policies. The percentage of women workers is rewarded if above 10%. Age diversity, presence of underrepresented populations in the management of the organization and supplier diversity are also assessed. A controversial metric that is evaluated in this questionnaire is the ratio between the highest compensated individual paid, inclusive of bonus, and the lowest paid worker. Although the score for this question is scored similarly to other questions of this chapter, the score is null only if the ratio is higher than 20, meaning that figures close to it are still rewarded which is not acceptable for a business with a social purpose.

The economic impact is assessed in terms of growth in the number of jobs created, in terms of local ownership and in terms of local purchasing and hiring policies.

Financial or in-kind donations, partnerships with charitable organizations, free use of company facilities and cooperative initiatives on relevant social and environmental standards are included in the Civic Engagement & Giving section. Implementing such policies will have much more impact if the organization involves the workers in the selection of the organizations from the local community.

The section of Supply Chain Management is quite broad, although the principles are the same mentioned above. BIA rewards the organizations that buy from owned by women, ethnic minorities, veterans or from companies located in low-income communities. The questions are selected based on the type of organization under assessment and on the identification of the significant suppliers.

4.1.4. Environment

To be good for the environment is also good for the company performance. This chapter evaluates the impact of the activities of the organization on the environment. A good environmental performance attracts top talented people, create more durable relationships with the suppliers and increase customer trust.

The sections covered in this chapter are the following:

- Environmental Impact Area Introduction
- Environmental Management;
- Air & Climate;
- Water;
- Land & Life.

To allow the company to provide data on its energy use, carbon footprint and waste is the objective of the Environmental Impact Area Introduction.

The assessment of the environmental management is highly rewarded in the BIA when the organization has policies and practices to encourage good environmental stewardship in how employees manage their virtual offices. This includes having a written policy encouraging environmentally preferred products and practices in employee virtual offices, sharing resources with employees regarding environmental stewardship in home offices (e.g. energy efficiency), assuring the safe disposal of e-waste and other hazardous materials purchased for employees home offices and providing employees with a list of environmentally-preferred vendors for office supplies.

Not so rewarded are the assessment of the percentage of the company facilities that is certified to meet the requirements of an accredited green building program, the energy and water efficiency and the waste reduction programs. Having an Environmental Management System documented and implemented is similarly scored.

On the Air & Climate section, energy usage and greenhouse gas emissions are assessed. The most rewarded questions are the percentage of low impact renewable energy use and of greenhouse gas emissions reduced. Then, BIA scores the monitoring of energy usage namely if it is recorded, if it has reduction targets or if it has intensity targets or absolute reduction targets regardless of company growth.

With similar score, BIA classifies the measures taken on energy conservation or efficiency for most of the corporate facilities. This covers equipment such as energy star appliances, automatic sleep modes or after-hour timers, lighting such as natural light, occupancy sensors or daylight dimmers and ventilation and air conditioning systems with adequate software controls in place.

The monitoring of greenhouse gas emissions is at the same level of importance for the BIA score. The focus is on scope 1 and scope 2 only and rewards the recording of emissions, the implementation and compliance of specific relative reduction targets or science-based targets necessary to achieve global goals to address climate change. Having programs or policies in place to reduce the environmental footprint caused by travel and commuting is also a practice that is rewarded based in the impact on the environment. Finally, in this section, BIA assess and rewards the purchasing of certified carbon credits.

Like the energy assessment, in the Water section, the monitoring and recording of water use, the approval of relative or absolute reduction targets and the compliance to it is rewarded, although with higher scoring than the one assigned to energy. The water conservation practices are evaluated in terms of what has been implemented at most of the corporate offices or facilities, namely low-flow faucets, grey-water usage for irrigation and harvest rainwater.

For the Land & Life section, and similarly to the Energy and Water sections, the monitoring and recording of waste production, the approval of relative or absolute reduction targets and the compliance to it is rewarded, as well as the implementation of company-wide recovery and recycling programs that cover paper, cardboard, plastic, glass, metal and composting.

Likewise, having verified that the hazardous waste is always disposed of responsibly is scored. This applies to batteries, paint and electronic equipment, for example.

Finally, in this chapter, the BIA rewards companies that have purchasing policies aligned to reduce chemicals by acquiring environmentally preferred products such as non-toxic janitorial products, unbleached or chlorine free paper products, soy-based inks or recycled office supplies.

4.1.5. Customers

This impact area aims at assessing whether and how the services provided contribute to a public benefit. It also focus on the impact to those in need or underrepresented populations.

The chapter dedicated to Customers comprises the following sections:

- Customers Impact Area Introduction;
- Business Model and Engagement;
- Quality and Continuous Improvement;
- Customer Stewardship;
- Educational Outcomes;
- Educational Transparency;
- Privacy and Consumer Protection.

The section of Customers Impact Area Introduction identifies the ways that a company's products or services may be designed to deliver a specific impact for its customers. It is expected that this impact be material, positive and beyond the value normally provided from the products or services. The impact on underserve populations is also evaluated, either directly or by supporting organizations that directly serve them.

Likewise, the section of Business Model and Engagement includes questions on the company's products and services and identifies whether the company serves in need or underrepresented populations. It also requests data on user demographics related to White, Asian, Black, Hispanic, native American or Alaska native.

Underserved or In Need Populations include demographic groups that may not traditionally have access to education or traditionally have barriers to success. Examples of special interest populations include underrepresented ethnic minorities (Hispanic/Latino, African American, Native American), low income learners, special needs learners (students with mental and physical disabilities), English as second language learners (non-native English speakers in English speaking countries), students enrolled in remedial and developmental education, first-generation college students, learners attempting to re-engage in formal education after a period away, active military and military veterans, underserved geographic areas (e.g. rural or urban), underrepresented genders in specific community/school/subject area/industry, LGBTQ, etc. Data about school demographics can also be used, for instance

the percentage of schools that are based in and serving low income areas. (BIA platform, 2020)

The questions in these two sections are not scored and are used to select the questions in the following sections.

The Quality and Continuous Improvement's section assesses the best practices in the development, maintenance and improvement of the company's products and services. The aim is to ensure the highest quality and most impactful products for addressing educational needs.

The incorporation of specific user needs into the development of the company's product and services is rewarded. The assessment of the quality, effectiveness and/or impact of the product or service delivery is highly rewarded, namely if measured against industry benchmarks, in comparison to customers with similar characteristics, hiring an independent, third party entity to assess product or service, soliciting and evaluating customer feedback or satisfaction or by measuring outcomes against company-established benchmarks and/or goals.

In this section, the definition of performance targets and the percentage of user satisfaction is also scored. Additionally, the support services that a company offers, directly or through partnerships, to ensure impactful implementation of the product or service are scored considerably high. The face-to-face user training or professional development and the free ongoing, individualized customer support and training are listed as options rewarded in this topic.

The Customer Stewardship section focuses on the management of the impact and value created for customers. The existence of third-party quality certifications or accreditations, of formal quality control mechanisms, of customer service feedback or complaint mechanisms, of customer satisfaction monitoring, of written policies for ethical marketing, advertisement or customer engagement and of policies for the management of the privacy and security of client data are listed and score when implemented.

The monitoring of Customer Satisfaction and of Customer Retention are good practices that, when implemented, have positive impact and evidence that the organization is customer focused. Similarly, the management of the impact that the product or service has on

customers or beneficiaries is recommended and scored. It includes monitoring regularly the customer outcomes and well-being, formal programs to incorporate customer testing and feedback into product design and formal programs to continuously improve outcomes produced for customers, including reducing negative effects or increasing positive effects.

Finally, in this same section, BIA rewards the definition and implementation of measures to address data usage and privacy issues.

The section Educational Outcomes assesses the methods and results of outcomes measurements both for intermediary beneficiaries and/or students. The creation of material positive outcome on learner performance is highly scored in this questionnaire. With a lower score potential, the BIA asks about the tracking or measurement of successful outcome of the company's product or service by in-dept case studies, self-conducted outcomes studies across all users and independently-verified outcomes studies across all users. The long-term outcomes is also covered by this questionnaire, rewarding tracking and measurement outcomes of users after they complete the company's product or service to ensure continued success.

The Educational Transparency is considered also relevant and assessed in a section dedicated to it. The way that customer satisfaction is assessed and the public disclosure of information about marketing claims as well as the existence of a written and distributed plan to address any discrepancies found between user expectations and performance and marketing claims is scored as medium level in this section.

Likewise, the transparency of the performance or outcome of the company's product or service is positively assessed. Examples are practices like providing testimonials or references from current users, making case studies or outcomes available upon request, to prospective clients and publicly available.

The section Privacy and Consumer Protection focuses on issues and best practices around the use and collection of private data. The objective is to ensure the protection and ethical practice of the companies where individual data is being collected.

The question on the different methods for the protection of personal information is not highly scored, similarly to the question on the plans and policies in place to protect data in case of breach or company sale. Conducting an inventory of all data that require privacy protection

and security, monitoring regularly and performing third-party audits of data security, including record maintenance and destruction and utilizing appropriate methods to insure data are confidential are examples of good practices on personal information protection.

Having written policy consistent with the principles of the Student Privacy Pledge is also covered in this BIA section of the Customers chapter. Making sure that data and information is not sold or used outside the boundaries of for purposes not previously authorized is scored as well as the transparency on the way data is collected and used.

The Privacy and Data Use Disclosure and the Physical Safety finalize this chapter. The way a company discloses the privacy and data usage clauses receives a higher score than the protection measures a company has in place to ensure the physical safety of users, being the latter applicable to, as an example, background checks to the employees as part of the hiring process.

4.2.Comparison

The main purpose of this step is to answer to the first question raised in the beginning of this Thesis, which is “Where is ISCTE Executive Education in terms of sustainability performance?”. Based on the answers given and the points earned by ISCTE Executive Education, three types of comparison are performed and presented. The points earned on the BIA questionnaire by ISCTE Executive Education are compared to:

- the points available for each question and chapter;
- the points earned by other 1858 Ordinary Businesses that also have 10-49 employees and have filled in the BIA but not necessarily certified as B Corp;
- the points earned by 10 organizations of the same industry (Education & Training Services) that are already certified as B Corp.

The analysis of the difference between the points earned and the points available, ie, the points lost, is measured in terms of the percentage of points available that were earned. This provides a clear picture on the intensity of the commitment that ISCTE Executive Education has on such topic. It also guides on the identification of suggestions for improvement, which is the step forward.

“Ordinary Businesses are companies that are focused on delivering a great product or service, but may not have an explicit social or environmental purpose. This benchmark group represents how most businesses in our economy operate” (BIA platform, 2020).

The comparison to other companies is very important in terms of identifying the topics in which ISCTE Executive Education is far from a best practice and, therefore, including as a recommendation for improvement.

The assessment of the feedback is also supported in a broader comparison such as, the impact topic that contributed the most (or the less) to the points achieved by each chapter and the questions that scored less than half of the points available.

The identification of the low scoring topics is also compared to the objectives of the ISCTE Executive Education. The aim is to learn how to improve those objectives and perform better in the related impact areas.

4.3.Improvement

While the comparison aims at answering to the first question raised in the beginning of this Thesis (“where is ISCTE Executive Education in terms of sustainability performance?”), this step aims at answering to the second question, which is “What can ISCTE Executive Education do to become more sustainable?”. This can be done by implementing the measures recommended to:

- develop the areas with lower score when compared to others;
- improve the score of the topics related to the objectives of ISCTE Executive Education.

B Lab has updated the platform and, in the version launched in 2019, the full version of the improvement report is considered a service and requires a payment of some thousands of euros.

A small version (called B Impact Report) that compares some of the questions is still available in the free version. Being so, the improvement report has been prepared based on:

- The data available in the small version report;

- The learning tips and recommendations for implementation included in the BIA platform;
- The suggestions for implementation of the B Corp Handbook (Honeyman, 2014).

The improvement report includes a list of recommendations that can be used as a guide for ISCTE Executive Education to effectively improve its social and environmental impact and, therefore, its BIA score. The implementation of these recommendations can be phased out and prioritized.

As an exercise to document the impact of the recommendations suggested, the BIA questionnaire was updated, and the new scores and points earned per topic are presented.

The recommended actions are also grouped in clusters that represent with global strategic impact that can be phase-out. The score to be obtained after each phase of implementation is also presented.

5. Results

The BIA final score of ISCTE Executive Education is 65.6. In this scale, the higher is the better and measures how good is the organization for the planet and for the people.

The BIA scale has a maximum of 200 points and a minimum of 80 for the certification. This score of ISCTE Executive Education is not eligible for certification.

Table 2 details the results of the BIA questionnaire for ISCTE Executive Education.

Impact Area	Number of questions	Points earned (Score)	% score	% Points earned .vs. Points available	GAP to Others
Governance	22	4.6	7	23	1.4
Workers	39	19.0	29	35	-7.2
Community	28	11.1	17	35	0.5
Environment	24	4.6	7	23	-0.7
Customers	47	26.1	40	56	2.9
Disclosure	38	-	-	-	-
Questionnaire					
Total	198	65.6	100	-	-

Table 2 – Structure and scores of the BIA applied to ISCTE Executive Education

The chapter contributing the most to the final score is Customers, followed by Workers. These are also the chapters with highest number of questions. As mentioned before, this BIA questionnaire is dynamic, and the questions presented are selected based on some of the answers previously provided. This may explain the different number of questions from chapter to chapter and higher number of questions in the highest scored chapters.

The percentage of points earned when compared to the total of points available in each chapter is higher for the Customers chapter and relatively low for the other chapters.

A quite important comparison is the difference (gap) between the score obtained in each chapter and the score obtained by other companies of same size that have filled in the BIA questionnaire. As presented in the Table 2, a positive gap means that the score obtained by

ISCTE Executive Education is higher (and better) than a negative gap which means that, on average, the others perform better.

The Workers chapter is the one presenting the worst performance of ISCTE Executive Education when compared to others, followed by the Environment chapter. The chapter where ISCTE Executive Education is performing better than others is Customers, followed by Governance and Community.

Table 3 details the points earned per each section (impact topic) of the chapters (impact area).

Impact Area	Impact Topic	Number of questions	Points Available	Points Earned	% Points Earned	Points earned by others	gap
Governance	Mission & Engagement	6	3.00	0.55	18%	0.5	0.1
Governance	Ethics & Transparency	9	7.31	4.10	56%	2.8	1.3
Governance	Governance Metrics	6	0.00	0.00	-		
Governance	Mission Locked	1	10.00	0.00	0%		
Workers	Workers Impact Area Introduction	9	0.00	0.00	-		
Workers	Financial Security	9	14.06	2.49	18%	7.5	-5.0
Workers	Health, Wellness, & Safety	5	12.00	7.20	60%	5.7	1.5
Workers	Career Development	4	5.00	1.03	21%	2.9	-1.9
Workers	Career Development (Salaried)	3	1.00	0.19	19%		
Workers	Engagement & Satisfaction	5	4.77	1.61	34%	3.4	-1.8
Workers	Engagement & Satisfaction (Salaried)	4	2.80	1.16	41%		
Community	Community Impact Area Introduction	1	0.00	0.00	-		
Community	Diversity, Equity, & Inclusion	12	11.85	5.10	43%	2.2	2.9
Community	Economic Impact	8	13.00	4.00	31%	5.3	-1.3
Community	Civic Engagement & Giving	3	2.07	0.54	26%	1.6	-1.1
Community	Supply Chain Management	4	1.00	0.00	0%		
Environment	Environmental Impact Area Introduction	2	0.00	0.00	-		
Environment	Environmental Management	4	7.00	0.00	0%	1.2	-1.2
Environment	Air & Climate	11	5.55	0.75	14%	0.8	-0.1
Environment	Water	3	2.00	0.83	42%	0.3	0.5
Environment	Land & Life	4	4.00	2.75	69%		
Customers	Customers Impact area Introduction	10	0.00	0.00	-		
Customers	Business Model and Engagement	11	10.00	1.00	10%		
Customers	Quality and Continuous Improvement	6	11.99	10.88	91%		
Customers	Customer Stewardship	4	5.00	5.00	100%	2.1	2.9
Customers	Educational Outcomes	8	10.00	1.25	13%		
Customers	Educational Transparency	2	3.00	2.75	92%		
Customers	Privacy and Consumer Protection	6	4.99	4.33	87%		

Table 3 – Details of the BIA questionnaire scoring and comparison

The results of each chapter and section are detailed in the following paragraphs.

5.1.Governance

The chapter Governance was scored with 4,6 points, which represent 7% of the total score achieved. Table 4 describes the sections and the scores of each section.

Section	Number of questions	Points available	Points earned
Mission & Engagement	6	3.00	0.55
Ethics & Transparency	9	7.31	4.10
Governance Metrics	6	0.00	0.00
Mission Locked – Impact Business Model	1	10.00	0.00

Table 4 – Sections, number of questions and score of the chapter Governance.

From the six questions in the section Mission & Engagement, only four were scored. The scored questions were as follows:

- Mission Statement Characteristics: ISCTE Executive Education has a mission statement that doesn't include a social or environmental commitment, so only 0,10 points were earned of the 0,50 points available;
- Social and Environmental Decision-Making: ISCTE Executive Education doesn't apply any of the available options for the integration of the social and environmental performance into decision-making, so no points were earned of the 1,00 points available;
- Stakeholder Engagement: from the several ways presented to engage stakeholders, ISCTE Executive Education has only one in place which is having an advisory board that includes stakeholder representation, so only 0,25 points were earned of the 0,50 available;
- Management of Material Social and Environmental Issues: ISCTE Executive Education tracks impact metrics based on the mission or executive decision and this answer provided only 0,2 points of the 1,0 available.

All the nine questions in the section Ethics & Transparency were scored. The questions where ISCTE Executive Education earned points were as follows:

- Governance Structures: from the four options available, ISCTE Executive Education has selected the one related to having a Board of Directors, with at least one member who is not an executive or owner of the company and with this answer ISCTE Executive Education earned the maximum points available of 0,86;
- Internal Good Governance: from the three options available, ISCTE Executive Education has selected two which are related to having organizational charts and team meetings to plan strategy or make operational decisions and earned 0,57 points of the 0,86 points available;
- Governing Body Characteristics: ISCTE Executive Education earned the maximum available points to this question by selecting the rules applicable to the Board of Directors;
- Governing Body Stakeholder Representation: ISCTE Executive Education has only community expertise (e.g. local university representative) as stakeholders' representatives with voting seats in the Board of Directors so only 0,11 points were earned of 0,43 points available;
- Ethics Policies and Practices: from the four options listed as practices in place to promote ethical decision-making and to prevent corruption, ISCTE Executive Education has confirmed two of them, which are the written Code of Ethics and internal financial controls. 0,43 points were earned, half of the points available;
- Instruction on Code of Ethics: ISCTE Executive Education earned only 0,29 points from the 0,86 points available to reward the ways used to instruct employees regarding the Code of Ethics on behavioural expectations, bribery and corruption;
- Reviewed / Audited Financials: ISCTE Executive Education produce financials that are verified annually by an independent source through a review and not an audit, therefore only 0,43 points, out of 0,86 points, were assigned;
- Financial Controls: ISCTE Executive Education selected two of the six financial controls available and got 0,34 points of the 0,86 available;
- Company Transparency: ISCTE Executive Education makes publicly available and transparent the membership of the Board of Directors and this answer was rewarded with 0,21 of 0,86 points available.

The Governance Metrics section asked for company's important financial information to be referenced later in the assessment, but no points were available. This is the reason why this section will not be analysed in detail in this thesis.

The section Mission Locked is the one with highest score in this BIA. ISCTE Executive Education didn't score in this section because no legal form was adopted or is available in Portugal.

5.2.Workers

The chapter Workers was scored with 19,0 points, which represent 29% of the total score achieved. The table below describes the sections and the scores of each section.

Section	Number of questions	Points available	Points earned
Workers Impact Area	9	0.00	0.00
Introduction			
Financial Security	9	14.06	2.49
Health, Wellness, & Safety	5	12.00	7.20
Career Development	4	5.00	1.03
Career Development (Salaried)	3	1.00	0.19
Engagement & Satisfaction	5	4.77	1.61
Engagement & Satisfaction (Salaried)	4	2.80	1.16

Table 5 – Sections, number of questions and score of the chapter Workers.

The section Workers Impact Area Introduction is not scored. The answer provided to the question on if the company is structured to benefit its employees did not select any of the options presented. Although no score was available, this answer may be considered as a strong indication of the lack of focus in being good for the workers.

On the Financial Security section, ISCTE Executive Education earned only 2.49 points out of the 14.06 points available. The questions were as follows:

- Lowest Paid Wage: no points were available to this question, the objective was to understand if it is tracked;
- % of Employees Paid Individual / Family Living Wage: this was answered as Not Applicable and 5.92 points were lost;
- % Above the Minimum Wage: this answer provided 60% of the points available;

- Initiatives to Increase Wages and Benefits and % Participation in Employee Ownership were both not scored to ISCTE Executive Education;
- Compensation Policies and Practices: one benefit was selected by ISCTE Executive Education out of the 3 benefits proposed and 33% of the points available were earned;
- Retirement Programs: the option selected gave 75% of the points available;
- Financial Services for Employees: no option was selected by ISCTE Executive Education and, therefore, no points were earned.

Only four of the five questions of the section Health, Wellness, & Safety have points available. ISCTE Executive Education got the maximum score in two of them:

- Healthcare Coverage: more than 95% of employees are eligible for health care benefits either through ISCTE Executive Education or government plan;
- Supplementary Health Benefits: disability coverage or accident insurance, private dental insurance and private supplemental health insurance are in place in ISCTE Executive Education;

Nevertheless, none of these supplementary benefits are in force at ISCTE Executive Education to the part-time workers and 3.00 points were not earned.

On the Health and Wellness Initiatives, ISCTE Executive Education got 40% of the points available. 2 out of 7 initiatives or policies are in force, namely the encouragement of workers to participate in health and wellness activities during the workweek and the access to behavioural counselling services, web resources or employee assistance programs by spouses, partners or children of employees.

In the Career Development section, ISCTE Executive Education scored less than on third of the points available. From the 7 options presented as professional development policies and practices, only 2 are in force at ISCTE Executive Education. Same applies to the employee review process where only 1 of the 7 possible measures presented in the questionnaire are in force. Only 1-5% of employees have been internally promoted in the last 12 months so only 33% of the total score was achieved in this question. In the last question of this section related to the intern hiring practices, ISCTE Executive Education didn't score. For the Career Development of Salaried employees, ISCTE Executive Education scored also less than one

third of the points available. This covered skills-based training participation, external professional development participation and career development policies.

Again, in the Engagement & Satisfaction section, ISCTE Executive Education scored approximately one third since as there is no written employee handbook, the policy to support breastfeeding mothers is the unique supplementary benefit provided to non-managerial workers and there is no action to monitor and evaluate the worker satisfaction and engagement. In the worker empowerment question, ISCTE Executive Education selected only 1 out of 6 options and got approximately 25% of the points available. The section on the same subject for the Salaried employees also got a low score. This is mainly due to the annual number of paid days off including full-time employees being 22 days and the paid primary caregiver leave for salary workers being 12-18 week, ie, according to the Portuguese law. The worker flexibility options and the workplace flexibility in practice are also low scored.

5.3.Community

The chapter Community was scored with 11,1 points, which represent 17% of the total score achieved. The table below describes the sections and the scores of each section.

Section	Number of questions	Points available	Points earned
Community Impact Area Introduction	1	0.00	0.00
Diversity, Equity, & Inclusion	12	11.85	5.10
Economic Impact	8	13.00	4.00
Civic Engagement & Giving	3	2.07	0.54
Supply Chain Management	4	1.00	0.00

Table 6 – Sections, number of questions and score of the chapter Community.

In the Diversity, Equity & Inclusion impact topic, 11 out of 12 question have 1.03 points available each and ISCTE Executive Education scored as follows:

- **Diverse Ownership and Leadership:** no points earned as ISCTE Executive Education is not majority-owned or -led by women, by an individual from a racial or ethnic minority or by another underrepresented individual (veterans, LGBT, etc);

- Creating and Managing Inclusive Work Environments: only 0.10 points earned as only one option out of the 6 available, was selected;
- Measurement of Diversity: ISCTE Executive Education tracks gender and age but does not track socioeconomic status , race or ethnicity;
- Women Workers: ISCTE Executive Education got the maximum points available, with more that 50% of the workers of gender female;
- Age Diversity in Workforce: half of the points available were earned as ISCTE Executive Education has 10-19% of the workforce under the age of twenty-four or over the age of fifty;
- High to Low Pay Ratio: in this question, ISCTE Executive Education got the maximum points available with the answer 1-5x;
- Female Management: ISCTE Executive Education has 25-39% women as managers and therefore ISCTE Executive Education earned 70% of the points available;
- Directors from Underrepresented Populations: no points were earned because ISCTE Executive Education has no one from an underrepresented social group in the Board of Directors;
- Supplier Diversity Policies or Programs: this question had only 0.52 points available and ISCTE Executive Education did not score;
- Supplier Ownership Diversity: ISCTE Executive Education does not know the percentage of the purchases to suppliers that are majority-owned by women or individuals from underrepresented populations, so no points were earned in this question.

The Economic Impact section is on the Top 30% of the highly scored questions. This section has 8 questions and ISCTE Executive Education lost 4.00 of the 13.00 points available. Individually there are question with 4.00 points available and ISCTE Executive Education scored as follows:

- Job Growth Rate: no full-time and part-time jobs were newly created over the last twelve months, so no points were earned;
- Non-accredited Investor Ownership: the 2.00 points available were not earned as ISCTE Executive Education is not owned by individuals qualified as non-accredited investors;

- Local Ownership: more than 50% of the ISCTE Executive Education's ownership is located locally so all points available were earned;
- Local Purchasing and Hiring Policies: there are no written purchasing or hiring policies in place so 1.00 points were lost in this question;
- Spending on Local Suppliers: more than 60% of the ISCTE Executive Education's expenses (excluding labor) are spent with independent suppliers local (ie, located in Lisbon) so 2.00 points (total amount available) were earned;
- Impactful Banking Services: none of the 6 type of credentials for the banks apply so 2.00 points were lost.

The Civic Engagement & Giving section is quite small and totals a very low figure. It has only 3 questions:

- Corporate Citizenship Program: about 40% of the 0.83 points available were earned because ISCTE Executive Education has partnerships with charitable organizations and allow the free use of the facilities to host community events;
- Charitable Giving and Community Investment Policies and Practices: from the 5 formal practices regarding donations or community investments listed, none is practiced by ISCTE Executive Education, so no score was earned;
- Advancing Social and Environmental Performance: ISCTE Executive Education has worked with other players of same area of activity on a cooperative initiative on relevant social and environmental standards so half of the points available were earned.

The section Supply Chain Management is slightly punctuated. Only 1 out of the 4 questions has points available. That is regarding the practices and policies applicable to the independent contractors that do not work for ISCTE Executive Education greater than 20 hours per week for longer than a 6-month period. ISCTE Executive Education haven't used independent contractors so ISCTE Executive Education didn't score in this section.

5.4.Environment

4.6 is the score of the impact area Environment. This represents 7% of the total score achieved, the same as Governance. Table 7 details the sections and respective scores.

Section	Number of questions	Points available	Points earned
Environmental Impact Area Introduction	2	0.00	0.00
Environmental Management	4	7.00	0.00
Air & Climate	11	5.55	0.75
Water	3	2.00	0.83
Land & Life	4	4.00	2.75

Table 7 - Sections, number of questions and score of the chapter Environment

The impact topic Environmental Impact Area Introduction has 2 unscored questions only and no points available. The impact topic Environmental Management has 4 questions, in which 3 have the 1.40 points available in each and 1 have the double. This is the question on Virtual Office Stewardship. ISCTE Executive Education didn't score in any of these 4 questions that include Green Building Standards and Environmental Management Systems.

Air & Climate is one of the most populated impact topics, with 11 questions. This covers the monitorization of the energy and of the Greenhouse Gas Emissions, as well as the reduction as a result of efficiency improvements, with ISCTE Executive Education not scoring on any of these. There were also no points earned due to policies in place to reduce the environmental footprint caused by travel/commuting.

The impact topic Water includes 3 questions on monitoring and managing the water use. ISCTE Executive Education monitors and records water usage and has set specific reduction targets relative to previous performance and this earned approximately 40% of the points available.

Similar questions were included in the Land & Life impact topic, related to Non-hazardous Waste, Recycling programs and to Hazardous Waste Disposal. ISCTE Executive Education didn't score on the first but showed a good performance on the two last questions by scoring the total available points.

5.5. Customers

With 26.1 points and 47 questions, Customers is the impact topic with highest score, which represents 40% of the total score. This chapter has the most scored section but also the lowest scored section. The detailed data per section is in Table 8.

Section	Number of questions	Points available	Points earned
Customers Impact Area Introduction	10	0.00	0.00
Business Model and Engagement	11	10.00	1.00
Quality and Continuous Improvement	6	11.99	10.88
Customer Stewardship	4	5.00	5.00
Educational Outcomes	8	10.00	1.25
Educational Transparency	2	3.00	2.75
Privacy and Consumer Protection	6	4.99	4.33

Table 8 - Sections, number of questions and score of the chapter Customers

The section Customers Impact Area Introduction has no points available. It aims at understanding the impact that ISCTE Executive Education has on its Customers, namely if it addresses a social or economic problem for or through the Customers. The impact on underserved populations and the number of Customers (as organizations and as individuals) is also covered.

Once the type of product/service is identified as “Improved education or skills development”, then the focus of the questions is the learners. The percentage of learners impact that belong to an underrepresented or in need population is one question with 10 points available but ISCTE Executive Education scored only 1. Six further questions covered the User Demographics, with no points available.

The following section, Quality and continuous Improvement, is one of the sections with higher percentage of points earned. The question on how the specific needs of users are incorporated into the development of the services was totally scored by ISCTE Executive

Education. Also, 100% of the points available were earned on the questions on the definition of Performance Targets and on the support services offered to ensure impactful implementation of the service. The questions on Quality Assessment and on User Satisfaction were partially scored.

Customer Stewardship is the unique section in the whole BIA that was totally scored. These 4 questions covered the management of the impact and value created, the management of Customer Satisfaction and Retention, the management of the potential impact of the services on Customers and the implementation of Data Usage and Privacy policies.

Only 13% of the points available at the section Educational Outcomes were earned by ISCTE Executive Education. This is the lowest scored section of the whole BIA questionnaire. This section has 8 questions, half of them had no points available and were answered only to impact on the selection of further questions. Measuring the methods and results of outcomes measurements is the objective of this section. It covers both the intermediary beneficiaries and/or students, with an emphasis on positive outcomes for special interest populations.

ISCTE Executive Education does not track the initial (non-learner performance) outcome of service nor the impact on learner performance because of the service. This impacted in losing 6.66 points. Similarly, the longer-term outcomes for users after they complete the courses is not tracked and 1.67 points were lost.

With only 2 questions, the Educational Transparency section focuses on the methods in which the ISCTE Executive Education transparently shares information about the services impact and its marketing tactics. 75% of the points available on the management of marketing claims were earned. 100% (2.00 points available) were earned on the transparency of the testimonials and case studies.

Privacy and Consumer Protection is the last section of the BIA questionnaire. 4.99 points were available with focus on issues and best practices around the use and collection of private data, ensuring the protection and ethical practices of individual data, when applicable.

ISCTE Executive Education earned 87% of the points available in this section. Only the question on the physical safety of users was not totally scored, but this is a non-material topic.

5.6. Other certified organizations

The B Corp Directory (B Corp webpage, 2019) provides information on the organizations certified as B Corp, namely the type of industry and the scores obtained (overall and per chapter).

From the same industry (Education & Training Services), a set of 10 organizations from United Kingdom and United States of America were selected and compared. The criteria for selection was the similarity to the ISCTE Executive Education namely in terms of type of service provided (education services on leadership, on business, on corporate roles, industry-aligned, higher education, and university degrees).

The access to this database is not very user friendly and is limited to a set of two filters. Nevertheless, it supports the comparison of the scores of ISCTE Executive Education to the scores of the selected organizations, either for the overall score and per impact area, as shown in Table 9 and Figure 3.

Organization	Country	Governance	Workers	Community	Environment	Customers	Overall
ISCTE Executive Education	Portugal	4,6	19	11,1	4,6	26,1	65,6
Where there be dragons	USA	9,6	22,6	14,4	3	31	80,6
Alliant International University	USA	19,2	16,5	11,8	8,1	27,8	83,4
Forward Institute	UK	10,6	36,9	18,4	3,1	18,3	87,4
American College of Education	USA	16,8	25,3	17,4	4,6	24,5	88,6
Singularity University	USA	20,3	26,3	16	9,6	21,9	94,2
Meteor Learning	USA	8,1	27,1	13	1,8	44,9	95,1
Limited Resource	UK	17	19,2	10,9	2,3	51	100,6
Laureate Education	USA	21	25,3	24	10	23,7	104,2
American College of Healthcare Services	USA	15,9	33,8	32,2	12,6	21,9	116,4
Becoming X	UK	18,7	28,2	53,7	16,8	33	150,6

Table 9 – Benchmarking to other education organizations

The B Corp Certification model applied to ISCTE Executive Education

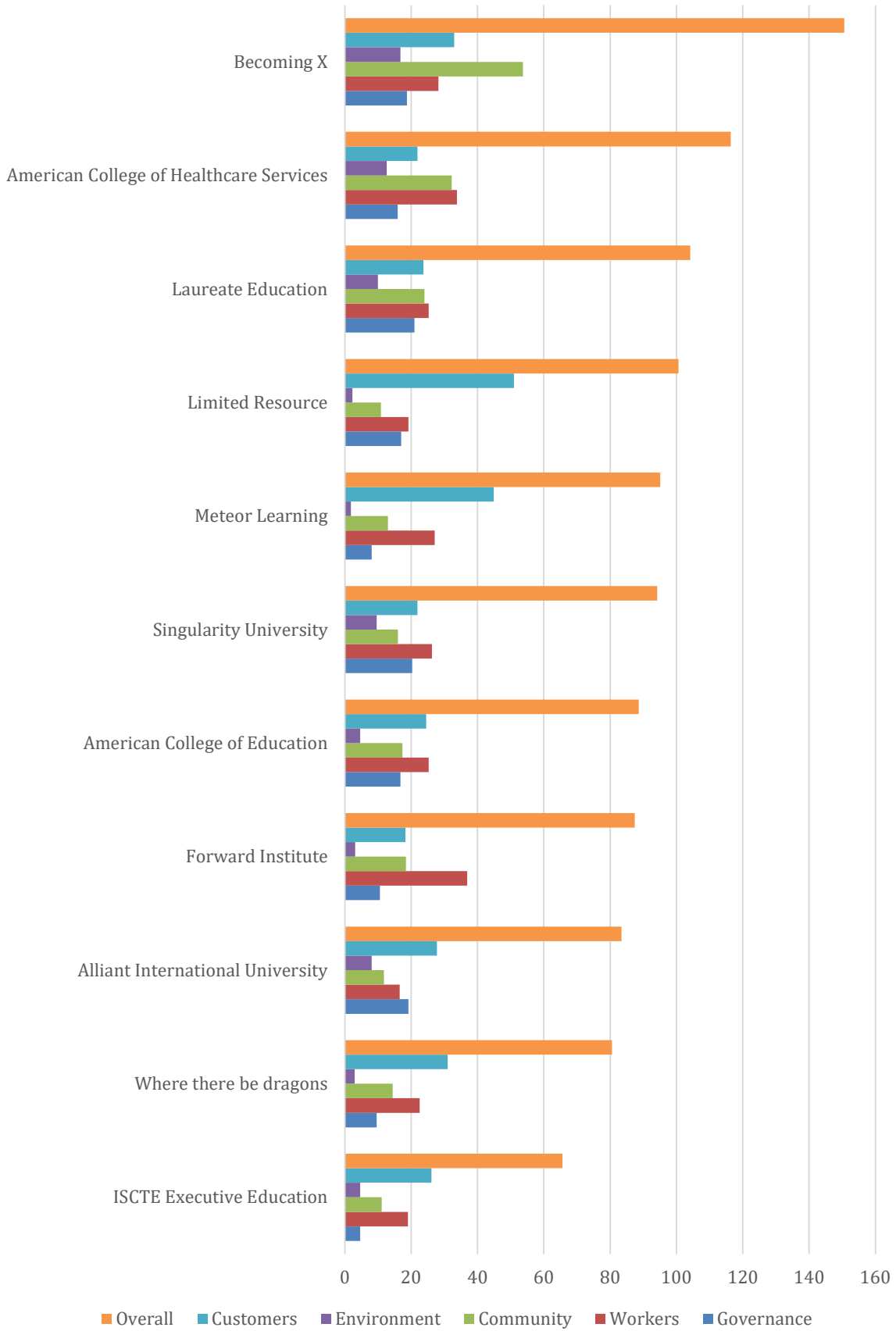


Figure 3 – Comparison of the score of ISCTE Executive Education to other education organizations

6. Discussion of Results

6.1. Understanding the scores

The score achieved by ISCTE Executive Education is the quantification of the answer to the first question raised in this Thesis, which is “where is ISCTE Executive Education in terms of sustainability performance?”.

The BIA final score of ISCTE Executive Education is 65.6, below the 80 points required for certification and below the initial expectations. This means that, even if ISCTE Executive Education could be certified, it would not be possible. ISCTE Executive Education’s sustainable performance is below the minimum acceptable to become a B Corp certified organization. In the next paragraphs, the author explains in further detail, what can be considered the main reasons for this.

The contribution of each impact area is presented in Figure 4.

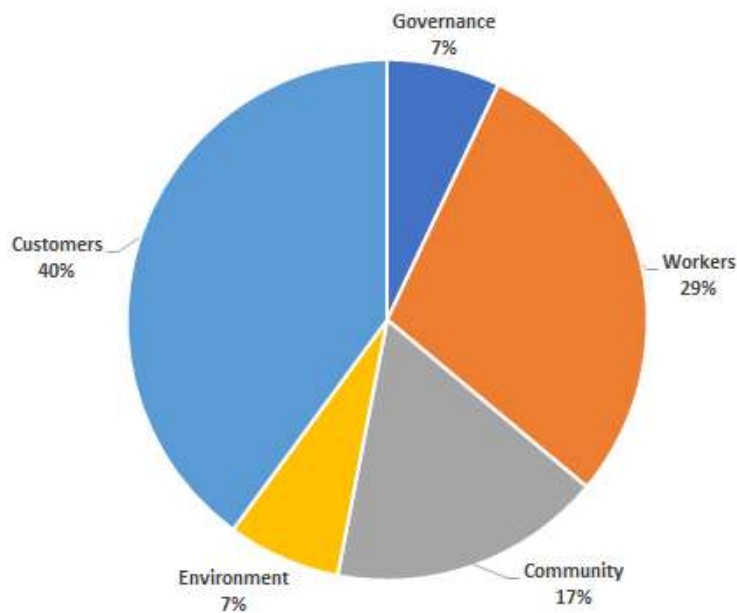


Figure 4 – Contribution to the final score of ISCTE Executive Education

Customers and Workers are the impact areas that mostly contributed to the final score of ISCTE Executive Education. These are the areas where ISCTE Executive Education’s sustainable performance is better. The reason for this comes mainly from:

- The high contribution of the chapter Customers comes mainly from the Quality and Continuous Improvement and are related to the practices in the development, maintenance and improvement of ISCTE Executive Education's services;
- The second highest contribution of the Workers impact area comes from the section Health, Wellness, & Safety, because of the measures in force to ISCTE Executive Education's workers.

The chapters that poorly scored are Governance and Environment, followed by Community. These are the areas where ISCTE Executive Education has lower sustainable performance. The reasons for this may be related to the lack of focus or the non-recognition of the importance of the impact that ISCTE Executive Education has in it.

Understanding this in detail:

- The low score in the impact topic Governance is mainly related to the fact that ISCTE Executive Education has no social or environmental commitment in its Mission. This led to the absence of a Materiality Assessment and is linked to the lack of focus on stakeholder's engagement and to the weak representation of the stakeholders in the governing bodies.
- The impact area Environment has a low score mainly since ISCTE Executive Education has no Environmental Management Systems and the building is not engaged in any of the requirements of a green building program. The consumption of energy and of residues is not monitored so there are no reduction targets defined.
- Community is the third chapter scoring low and this is mainly due to the fact that ISCTE Executive Education hasn't any formal statement on the intended social and environmental impact of its philanthropy or a formal donations commitment allowing the workers or customers to select charities to receive donations.

Besides the detail given above on the chapters scoring higher and lower and the reasons why, it is worthwhile highlighting that:

- only 5% of learners impacted by ISCTE Executive Education belong to an underrepresented or in need population;
- ISCTE Executive Education does not track the impact on learner performance;

- the wages and benefits of the ISCTE Executive Education workers are not assessed in terms of living costs.

Figure 5 shows the ranking of scores per impact area and topic. As mentioned above, one can conclude that the topic Quality and Continuous Improvement from the area Customers and the topic Health, Wellness, & Safety from the topic Workers were the two topics that scored the most and, therefore, increased the total scoring of the impact areas Customers and Workers.

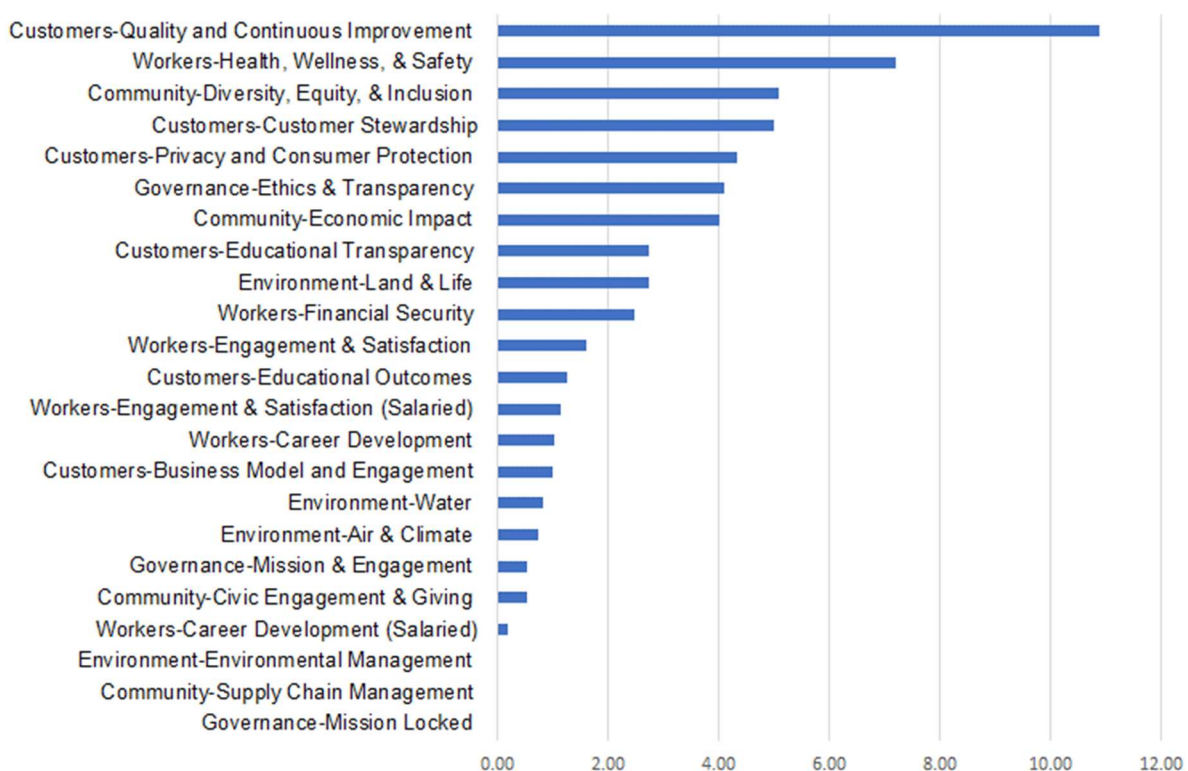


Figure 5 – Points earned per impact topic

These two chapters are the areas where ISCTE Executive Education is performing better. Nevertheless, there are 2 topics within the chapter Customers that earned only 10% and 13% of the points available, respectively, Business Model and Engagement and Educational Outcomes. There is no benchmarking information available to understand if these 2 topics are below the average practice but the score is, in fact, relatively low.

Likewise, in the chapter Workers, only the topic Health, Wellness, & Safety scored more than 50% which is a relevant information to be considered as a flag for improvement. In fact, 3 of the topics scoring lower than 50% present a negative gap to other businesses.

In absolute terms, the topics with lower score are the Supply Chain Management (within the chapter Community) and the topic Environmental Management (within the chapter Environment), both with 0 points earned. While the first had only 1.00 point available, the later had 7.00 points available and the justification for the score is presented above.

Table 10 shows another visual presentation of the scores per impact topic. In this table, it is easier to understand that:

- Governance has fewer impact topics and does not score high;
- Workers is not scoring very high but also not very low;
- Community is the impact topic with lowest score range;
- Environment has one impact topic scoring high but other scoring low;
- Customers is the impact area scoring higher but also scoring lower.

Impact Topic	Governance	Workers	Community	Environment	Customers	% Points Earned
Customer Stewardship					█	100%
Educational Transparency					█	92%
Quality and Continuous Improvement					█	91%
Privacy and Consumer Protection					█	87%
Land & Life				█		69%
Health, Wellness, & Safety		█				60%
Ethics & Transparency	█					56%
Diversity, Equity, & Inclusion			█	█		43%
Water				█		42%
Engagement & Satisfaction (Salaried)		█				41%
Engagement & Satisfaction		█				34%
Economic Impact			█			31%
Civic Engagement & Giving			█			26%
Career Development		█				21%
Career Development (Salaried)		█				19%
Mission & Engagement	█					18%
Financial Security		█				18%
Air & Climate				█		14%
Educational Outcomes					█	13%
Business Model and Engagement					█	10%
Mission Locked	█					0%
Supply Chain Management			█			0%
Environmental Management				█		0%

Table 10 – Percentage of points earned per impact area and topic

If an organization should perform high on all impact topics or focus only on those related to its objectives is a good discussion point. Maybe the best position is not one or another but a good mix of both.

6.2. Comparison to other organizations

The comparison to other businesses is also a contribution to answer to the first question raised in this Thesis, which is “where is ISCTE Executive Education in terms of sustainability performance?”. This can be done using the gaps and using the scores obtained by other organizations of the same industry that have submitted the BIA questionnaire.

6.2.1. Using gaps to compare

The gap values were calculated with the scores of the impact topics available for 1906 ordinary businesses that also have 10-49 employees. These values were provided on the platform (BIA platform, 2020). The gap value is calculated by subtracting the points earned by others to the points earned by ISCTE Executive Education. A negative value means that ISCTE Executive Education has earned less points than the others.

The gap values are a good source of assessment. These values are only available for 11 (out of 28) sections, as shown in Table 3.

Workers is the chapter with the most negative gap, followed by Environment. Customers, Governance and Community have positive gaps which means that, on average, ISCTE Executive Education is performing better than others.

Table 3 also details the gaps per impact topic. Workers has three negative gaps and one positive. Governance has no negative gap, but Community and Environment have two negative gaps in each. One should highlight that not all topics have a known gap.

The three most negative gaps are concentrated in the impact area Workers. The topic with the most negative gap is the Financial Security. ISCTE Executive Education scored approximately one third of the average of other businesses. This is one of the lowest performances of ISCTE Executive Education in the whole BIA when compared to others, as flagged out already in the Chapter 6.1.

ISCTE Executive Education is paying above the minimum wage but with no concern in understanding if that amount is really above the living wage (the amount necessary to live and pay basic things like housing, food, and other basic necessities). In Portugal, there is no living wage law and even the definition is a new concept but that does not stop any company

from doing it. In fact, BIA rewards considerably those companies that have this type of concern and focus on the workers.

Moreover, no significant compensation policies and practices or financial services for employees are in place besides the government-sponsored pension or superannuation plans in force by law.

The second highest negative gap is the Career Development topic, also with the chapter Workers. Again, ISCTE Executive Education scored approximately one third of the average of other businesses. This should be related to:

- the low number of training opportunities;
- the way the process of performance feedback is conducted;
- the low percentage of internal promotions and/or,
- the absence of interns.

The third most negative gap is also within the impact area Workers. It is the impact topic Engagement & Satisfaction. In this case, ISCTE Executive Education earned also one third of the points available. The lack of employee handbook, of supplementary benefits and of worker engagement and empowerment actions are certainly in the core of this.

Diversity, Equity, & Inclusion is the topic with the highest positive gap, when comparing to others. This should be related to the high percentage of women workers and to the low pay ratio. This last factor may be positively impacted by the nature of the ISCTE Executive Education's business where the workforce is composed by a high and not broad level of competences.

6.2.2. Using scores to compare

The B Corp Directory (B Corp webpage, 2019) provides information on the scores (overall and per chapter) obtained by each organization certified as B Corp, per industry and country. From the same industry (Education & Training Services), a set of 10 organizations were selected and compared.

From Table 9 and Figure 3, one can conclude that the scores obtained by ISCTE Executive Education are aligned to these 10 organizations. This is based on the following detail:

- Customers is the impact area that is more often the highest scored (in 6 out of 10 organizations), and the same applies to ISCTE Executive Education;
- Workers is the chapter that appears as the first or second highest score in 9 out of 10 organizations, and the same applies to ISCTE Executive Education;
- Community is one of the three most scored areas in 7 out of 10 organizations, and the same applies to ISCTE Executive Education;
- Governance and Environment are the areas in the bottom of the scores in 7 out of 10 organizations), and the same applies to ISCTE Executive Education.

The range of overall scores of these 10 organizations is 80.6 to 150.6 (see Table 9) but ISCTE Executive Education is scoring lower. The fact that these organizations score above 80 points is not a surprise because only those that got the certification are included in this database. The organization with 150.6 has an exceptional.

“BecomingX is an EdTech company set up to help create a world where everyone can realise their potential, no matter what their starting point in life. It aims to deliver its mission by focusing on three things:

1) Insightful films: BecomingX creates films with the world’s most inspiring and iconic people to help ‘demystify’ what it really takes to succeed and makes these available for free to inspire and equip people with the confidence and skills to succeed.

2) Education programme: BecomingX creates education content for schools and universities and learning and development sessions for companies. Informed by significant research and its interviews with high performers, BecomingX focuses on the skills, knowledge, attitudes and relationships needed to help people succeed.

3) BecomingX Foundation: BecomingX has set up a charitable foundation to deliver its mission in lower income countries and underserved communities. BecomingX provides all of its educational content and 10% of its education revenue to help the Foundation support people at scale.

BecomingX was established in 2019 and aims to impact hundreds of millions of people around the world in the next 5 years.” (B Corp webpage, 2019)

6.3. Recommendations for improvement

As mentioned previously, this chapter supports answering to the second question raised in this Thesis, which is “What can ISCTE Executive Education do to become more sustainable?”. And the answer is: To become more sustainable, ISCTE Executive Education should implement the recommendations listed in this chapter.

The recommendations for improvement are selected based on:

- The small version of the B Impact Report available at the BIA platform (with the list of gaps);
- The learning tips and recommendations included in the different sections of the BIA platform;
- The suggestion available in the B Corp Handbook (Honeyman, 2014);

for the topics:

- Scoring below the other businesses, or,
- Scoring below 50% of the points available.

Table 11 presents the topics selected as per the above criteria.

Impact Area	Impact Topic	Points Available	% Points Earned	Points earned by others	gap
Workers	Financial Security	14.06	18%	7.50	-5.01
Workers	Career Development	5.00	21%	2.90	-1.87
Workers	Engagement & Satisfaction	4.77	34%	3.40	-1.79
Community	Economic Impact	13.00	31%	5.30	-1.30
Environment	Environmental Management	7.00	0%	1.20	-1.20
Community	Civic Engagement & Giving	2.07	26%	1.60	-1.06
Environment	Air & Climate	5.55	14%	0.80	-0.05
Customers	Business Model and Engagement	10.00	10%	0.00	0.00
Customers	Educational Outcomes	10.00	13%	0.00	0.00
Workers	Career Development (Salaried)	1.00	19%	0.00	0.00
Governance	Mission & Engagement	3.00	18%	0.50	0.05

Table 11 – List of impact topics to be improved

6.3.1. List of actions recommended

Impact Area: Workers

Financial Security:

- To promote and participate in initiatives with other organizations of the same area of activity to increase Wages and Benefits to the workers.

Career Development:

- To implement a formal on boarding process for new employees;
- To define a policy to encourage internal promotions and hiring for advanced positions (e.g. posting job openings internally first);
- To provide cross-skills training for career advancements or transitions (e.g. management training for non-managers);
- To provide non-career-specific life-skill training (e.g. financial literacy, English as a Second Language);
- To define a regular schedule for the formal process for providing performance feedback to employees;
- To include peer and subordinate input in the employee performance feedback process;
- To have a written guidance for career development;
- To include social and environmental goals in the employee performance feedback process;
- To include social and environmental goals in the formal process for providing performance feedback to employees;
- To formalize a policy or program outlining the objectives of internships
- To provide internship opportunities or work-study programs.

Career Development (Salaried):

- To increase the percentage of full-time workers participating in external professional development or lifelong learning opportunities;
- To include the possibility of employees to make lateral moves or change career direction or pace when possible;

Engagement & Satisfaction:

- To create an employee handbook with:
 - A non-discrimination statement;
 - An anti-harassment policy with reporting mechanisms, processes, and disciplinary procedures;
 - A statement on work hours;
 - Policies on pay and performance issues;
 - Policies on benefits, training and leave;
 - Grievance resolution process;
 - Disciplinary procedures and possible sanctions;
 - A neutrality statement regarding workers' right to bargain collectively and freedom of association;
 - Prohibition of child labour and forced or compulsory labour;
- To implement formalized feedback and complaint mechanisms beyond direct reporting lines to address concerns and improve company practices;
- To regularly (at least once a year) conduct employee satisfaction or engagement surveys;

Impact Area: Community

Economic Impact:

- To have a written purchasing preference to purchase from local suppliers;

Civic Engagement & Giving:

- To have financial or in-kind donations (excluding political causes);
- To have community or pro-bono service;
- To have a formal statement on the intended social or environmental impact of the ISCTE Executive Education's philanthropy;
- To allow the workers or customers to select charities to receive the ISCTE Executive Education's donations;
- To participate in panel presentations or other public forums on social or environmental topics.

Impact Area: Environment

Environmental Management:

- To have a written policy encouraging environmentally preferred products and practices in employee virtual offices (e.g. recycling);
- To have a policy in place for the safe disposal of e-waste and other hazardous materials purchased for employee home offices;
- To approve a policy statement documenting the organization's commitment to the environment.

Air & Climate:

- To record energy usage, set intensity targets and monitor them;
- To incentivize employees for use of public transportation, carpooling, or biking to work;
- To encourage employees to use virtual meeting technology to reduce in person meetings.

Impact Area: Customers

Business Model and Engagement

- To monitor the percentage of learners impacted that belong to an underrepresented or in need population.

Educational Outcomes

- To monitor the impact on learner performance as a result of the learning courses;

Impact Area: Governance

Business Mission & Engagement

- To include, in the mission statement:

- A general commitment to social or environmental responsibility (e.g. to conserve the environment);
- A commitment to a specific positive social impact (e.g. poverty alleviation, sustainable economic development);
- A commitment to a specific positive environmental impact (e.g. reducing waste sent to landfills through upcycled products).

6.3.2. Scenario TO BE

To understand the impact of the implementation of these recommendations for improvement, the BIA questionnaire was updated. Table 12 presents the AS IS and the TO BE scenarios.

Impact Area	Impact Topic	AS IS				TO BE		
		Points Available	% Points Earned	Points earned by others	gap	Points added	% Points Earned	gap
Workers	Financial Security	14.06	18%	7.50	-5.01	1.48	28%	-3.53
Workers	Career Development	5.00	21%	2.90	-1.87	2.80	77%	0.93
Workers	Engagement & Satisfaction	4.77	34%	3.40	-1.79	1.08	56%	-0.71
Community	Economic Impact	13.00	31%	5.30	-1.30	0.50	35%	-0.80
Environment	Environmental Management	7.00	0%	1.20	-1.20	2.38	34%	1.18
Community	Civic Engagement & Giving	2.07	26%	1.60	-1.06	1.12	80%	0.06
Environment	Air & Climate	5.55	14%	0.80	-0.05	0.88	29%	0.83
Customers	Business Model and Engagement	10.00	10%	0.00	0.00	3.00	40%	4.00
Customers	Educational Outcomes	10.00	13%	0.00	0.00	2.67	39%	3.92
Workers	Career Development (Salaried)	1.00	19%	0.00	0.00	0.20	39%	0.39
Governance	Mission & Engagement	3.00	18%	0.50	0.05	0.40	32%	0.45

Table 12 – Detailed information on the AS IS and TO BE scenarios

Considering that all listed recommendations are implemented in the TO BE scenario, ISCTE Executive Education would improve the BIA score mainly in the chapter Customers and Workers and would have a slight increase in the chapter Governance, Community and Environment.

ISCTE Executive Education’s performance would score 86.2, and would be eligible for certification.

Following some of the authors mentioned in the Literature Review, in the TO BE scenario ISCTE Executive Education would present a sales growth (Gazzola et al., 2018) and a reputational benefit (Gehman & Grimes, 2017).

Impact Area	AS IS Points earned (Score)	TO BE Points earned (Score)	Improvement
Governance	4.6	5.0	0.4
Workers	19.0	25.7	6.7
Community	11.1	12.6	1.5
Environment	4.6	7.7	3.1
Customers	26.1	35	8.9
Total	65.6	86.2	20.6

Table 13 - Summarized information on the AS IS and TO BE scenarios

There are still some negative gaps, but this does not mean that ISCTE Executive Education is not performing well, this means that ISCTE Executive Education is performing differently and will have the opportunity to improve in the future.

6.3.3. Clusters of actions

The recommendations for improvement can be grouped in clusters and prioritized according to their impact.

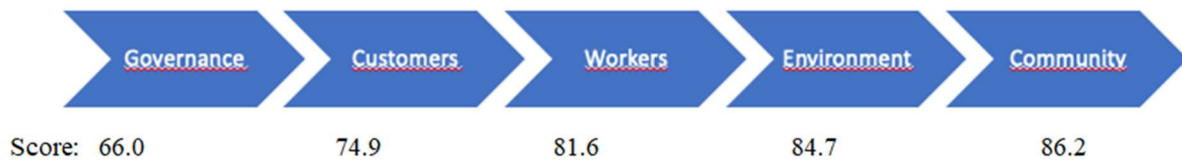


Figure 6 – Priority for implementation of Clusters and scores after each phase

The first cluster to be implemented should be Governance, where the mission statement is revised to include a social and environmental commitment of ISCTE Executive Education.

The second cluster is Customers. This includes monitoring the diversity of the learners and the impact of the learning courses.

Workers is the third cluster to be implemented. A set of policies need to be defined (or put in written), from the recruitment to the employee satisfaction, including career development, wages, benefits and employee performance feedback. This is clearly the area with more room for improvement.

Once these three clusters are implemented, the BIA score of ISCTE Executive Education will improve to 81.6 which would be eligible for certification.

Additionally, the proposed actions related to Environment and to Community will promote the sustainable performance of the organization. Its implementation can be postponed to a second stage.

7. Conclusions

7.1. Main conclusions

The aim of this thesis was to answer the following questions:

- where is ISCTE Executive Education in terms of sustainability performance?
- what can ISCTE Executive Education do to become more sustainable?

The answers are:

- 65.6 (in a scale from 0 to 200, where 80 is the minimum);
- the actions listed in chapter 6.3.

ISCTE Executive Education has not enough systems in place to contribute to the sustainable development. The score obtained for the Governance impact area supports the conclusion that this organization is not good for the long term as it may not be designed to survive to changes in management and ownership. The revision of the mission statement to include a social and environmental commitment should be the first step as an example from the top management.

We live in a world where we must manage for impact and ISCTE Executive Education had never really assessed the impact of their activities in the learners performance. This is another big step for the organization to take.

The impact area Workers has, apparently, a good contribution to the final score but, in fact, it is hiding bad scores in most of the topics. Only Health, Wellness & Safety has a positive gap while all the other 5 topics scored quite low. This means that ISCTE Executive Education

does not have the policies and the methods in place to attract and retain the best talented people and that it is not good for workers.

As soon as the actions identified to improve the performance related to Workers are implemented, ISCTE Executive Education will be setting the example and providing a huge impact on talent retention and customer attraction.

The impact on Community is not high and focus mainly on diversity, while the civic engagement is not evident. ISCTE Executive Education is not oriented to the local, national or global community and does not create a positive benefit for stakeholders such as charitable partners, vendors or local community. With such a high number and high level of skills available, ISCTE Executive Education may easily promote pro-bono support that will leverage the community on a regular basis.

Finally and because the impact of the ISCTE Executive Education on Environment is not very high, the low score in this area is not a surprise. Nevertheless, the implementation of measures related to energy savings and environmentally friendly ways of transport are strongly recommended and expected for a location in the centre of Lisbon city.

ISCTE Executive Education is not a hybrid organization because it does not, formally, look for profit (Del Baldo, 2019) but even if it did, it could not be considered like that as it is not pursuing a CSR mission. The core attributes of a B Corporation are not, yet, present in ISCTE Executive Education but, with this work, it can harness *“the power of business to solve social and environmental problems”* (Honeyman, 2014) and, therefore, contribute the sustainable development of the planet.

7.2.Limitations

The main limitation of this work was the limited access to analytics that were previously available in the BIA platform and are considered a paid service. Also, the access to the list of recommendations for improvement was limited.

7.3.Further investigation

During COVID-19 quarantine period, there are a lot of organizations developing their social behaviour. An interesting aspect that is recommended for further investigation is to

understand the long term impact of this crisis in the CSR policies of the organizations, as happened in the financial crisis in 2008 (Gazzola et al., 2019).

To study the relationship between the impact topics and the BIA questions to the United Nations Sustainable Development Goals (SDGs) is another topic for further investigation. This should try to answer to the question on how the BIA score relates to the level of improvement of the SDGs.

The B Corp certification does not apply to the non-profit sector. It would be interesting to investigate on the impact of applying it to this sector, identifying the advantages and disadvantages mainly in terms of impact to the sustainable development.

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9. Annexes

- B Impact Assessment – Governance (10 pages)
- B Impact Assessment – Workers (12 pages)
- B Impact Assessment – Community (9 pages)
- B Impact Assessment – Environment (7 pages)
- B Impact Assessment – Customers (14 pages)

B Impact Assessment

Governance

Mission & Engagement

OPERATIONS

0.5

Level of Impact Focus

Describe your company's approach to creating positive impact.

This is an unweighted question that will not impact your score and is asked only for research/benchmarking purposes.

- Creating positive social or environmental impact is not a focus for our business
- We occasionally think about the social and environmental impact of some aspects of our business, but not frequently.
- We frequently consider our social and environmental impact, but it isn't a high priority in decision-making.
- We consistently incorporate social and environmental impact into decision-making because we consider it important to the success and profitability of our business.
- We treat our social and environmental impact as a primary measure of success for our business and prioritize it even in cases where it may not drive profitability.

Points Available: 0.00

Mission Statement Characteristics

Does your company's formal, written corporate mission statement include any of the following?

A formal written corporate mission statement is one that is either publicly facing or formally shared with the employees of the company. Please check all that apply.

- No social or environmental commitment
- A general commitment to social or environmental responsibility (e.g. to conserve the environment)
- A commitment to a specific positive social impact (e.g. poverty alleviation, sustainable economic development)
- A commitment to a specific positive environmental impact (e.g. reducing waste sent to landfills through upcycled products)
- A commitment to serve a target beneficiary group in need (e.g. low-income customers, smallholder farmers)
- We have no written mission statement

Points Earned: 0.10 of 0.50

Mission Statement

Please share the text of your formal mission statement here.

Please share the text of your formal mission statement here.

Points Available: 0.00

Social and Environmental Decision-Making

How does your company integrate social and environmental performance into decision-making?

Your answers determine which future questions in the assessment are applicable to your company.

- Employee training that includes social or environmental issues material to our company or its mission
- Manager roles with job descriptions that explicitly incorporate social and environmental performance
- Performance reviews that formally incorporate social and environmental issues
- Compensation and job descriptions of executive team members that include social and environmental performance
- Board of Directors review of social and environmental performance
- We measure our externalities in monetary terms and incorporate them into our financial balances
- Other - please describe
- None of the above

Points Available: 1.00

Stakeholder Engagement

Has your company done any of the following to engage stakeholders about your social and environmental performance?

- We have an advisory board that includes stakeholder representation
- We have a formal stakeholder engagement plan or policy that includes identification of relevant stakeholder groups
- We have created mechanisms to identify and engage traditionally underrepresented stakeholder groups or demographics
- We have formal and regular processes in place to gather information from stakeholders (focus groups, surveys, community meetings, etc.)
- We have formal procedures to address results from stakeholder engagement, with a designated individual or team responsible for appropriate follow ups.
- We report the results of stakeholder engagement on social and environmental performance to the highest level of oversight in the company, such as the Board
- We publicly report on stakeholder engagement mechanisms and results
- Other - please describe
- No formal stakeholder engagement

Points Earned: 0.25 of 0.50

Management of Material Social and Environmental Issues

How does your company identify, measure, and manage the most material social and environmental issues relevant to your operations and business model?

- We track impact metrics that we've chosen based on company mission or executive decision
- We have conducted a materiality assessment of our company using stakeholder engagement mechanisms or research
- We have identified and measure metrics based on the results of the materiality assessment we conducted for the company
- We have set performance targets for all identified material issues and measurements
- We measure the material social and environmental outcomes produced by our performance on our KPIs over time
- None of the above

Points Earned: 0.20 of 1.00

Identification of Material Issues

Based on the processes you have highlighted, what are the material issues that have been identified?

Based on the processes you have highlighted, what are the material issues that have been identified?

Points Available: 0.00

Ethics & Transparency

OPERATIONS

3.5

Governance Structures

What is the company's highest level of corporate oversight?

- Owner or Manager Governed (including Board of Directors with only owners/ executives)
- Management, Executive Committee, or Democratic Governance
- Non-Fiduciary Advisory Board
- Board of Directors (with at least one member who is not an executive or owner of the company)

Points Earned: 0.86 of 0.86

Internal Good Governance

How does your company support internal management and good governance?

- We have a formal organizational chart outlining the management and reporting structure of the company
- We have written job descriptions for all employees outlining responsibilities and decision-making authority
- We have management team meetings to plan strategy or make operational decisions
- Other - please describe
- None of the above

Points Earned: 0.29 of 0.86

Governing Body Characteristics

Which of the following apply to your company's Board of Directors?

Please check all that apply.

- Meets at least twice annually
- Meets at least quarterly
- Includes at least one independent member
- Includes at least 50% independent members
- Oversees executive compensation
- Has an Audit Committee with at least one independent member
- Has a Compensation Committee with at least one independent member
- Company is a cooperative and elects Board from membership
- None of the above
- N/A - no Board of Directors

Points Earned: 0.86 of 0.86

Governing Body Stakeholder Representation

Does your company's Board of Directors have voting seats representing:

Select all that apply.

- Executive employees
- Non-executive employees
- Community expertise (e.g. local university representative)
- Environmental expertise (e.g. environmental nonprofits)
- Customers
- None of the above
- N/A - no Board of Directors

Points Earned: 0.11 of 0.43

Ethics Policies and Practices

What practices does your company have in place to promote ethical decision-making and prevent corruption?

- A written Code of Ethics
- A written whistleblower policy
- We have created internal financial controls
- We have conducted an ethics-focused risk assessment in the last two years
- Other (please describe)
- None of the above

Points Earned: 0.21 of 0.86

Instruction on Code of Ethics

How does your company instruct employees regarding your Code of Ethics on behavioral expectations, bribery, and corruption?

Please check all that apply.

- We instruct the Board of Directors on the Code at least annually
- We instruct all newly hired workers on the Code
- We instruct managers on the Code on an ongoing basis
- We instruct all non-managerial workers on the Code on an ongoing basis
- We communicate changes to the Code whenever it is updated
- Other - please describe
- No Code of Ethics or equivalent, or no training on the Code

Points Earned: 0.29 of 0.86

Reviewed / Audited Financials

Does the company produce financials that are verified annually by an independent source through an Audit or Review?

- No
- Yes, through a review
- Yes, through an audit

Points Earned: 0.43 of 0.86

Financial Controls

Does your company maintain any of the following financial controls?

Please check all that apply.

- Segregation of Accounts Receivable and Accounts Payable duties
- Segregation of payment authorization, execution, and/or record keeping
- Access to accounting software systems is limited to appropriate personnel
- Access to credit or ATM cards is limited to appropriate personnel
- Routine management or third-party reviews of inventory management system
- IT systems have different password protection systems that are changed periodically with different access levels according to the position of the staff member accessing the data
- None of the above

Points Earned: 0.34 of 0.86

Company Transparency

What information does the company make publicly available and transparent?

Your answers determine which future questions in the assessment are applicable to your company.

- Beneficial ownership of the company
- Financial performance (must be transparent to employees at minimum)
- Social and environmental performance (e.g. impact reports)
- Membership of the Board of Directors
- None of the above

Points Earned: 0.21 of 0.86

Governance Metrics

This section asks for your company to provide important financial information that will be referenced later in the assessment.

OPERATIONS

0.0

Last Fiscal Year

On what date did your last fiscal year end?

On what date did your last fiscal year end?

Points Available: 0.00

Reporting Currency

Select your reporting currency

- US Dollar - USD
- Euro - EUR
- Australian Dollar - AUD
- Canadian Dollar - CAD
- Danish Krone - DKK
- Hong Kong Dollar - HKD
- Iceland Krona - ISK
- New Israeli Sheqel - ILS
- New Zealand Dollar - NZD
- Norwegian Krone - NOK
- British Pound - GBP
- Singapore Dollar - SGD
- Swedish Krona - SEK
- Swiss Franc - CHF
- Yen - JPY
- Zloty - PLN
- Afghani - AFN
- Algerian Dinar - DZD
- Argentine Peso - ARS
- Armenian Dram - AMD
- Aruban Guilder - AWG
- Azerbaijanian Manat - AZN
- Bahamian Dollar - BSD
- Bahraini Dinar - BHD
- Baht - THB
- Balboa - PAB
- Barbados Dollar - BBD
- Belarussian Ruble - BYR
- Belize Dollar - BZD
- Bermudian Dollar - BMD
- Bolivar Fuerte - VEF
- Boliviano - BOB
- Brazilian Real- BRL
- Brunei Dollar - BND
- Bulgarian Lev - BGN
- Burundi Franc - BIF
- Cape Verde Escudo - CVE
- Cayman Islands Dollar - KYD
- Cedi - GHS
- CFA Franc BCEAO - XOF
- CFA Franc BEAC - XAF
- CFP Franc - XPF
- Chilean Peso - CLP
- Colombian Peso - COP
- Comoro Franc - KMF
- Congolese Franc - CDF
- Convertible Marks - BAM
- Nicaraguan Cordoba - NIO
- Costa Rican Colon - CRC
- Croatian Kuna - HRK
- Cuban Peso - CUP
- Czech Koruna - CZK
- Dalasi - GMD
- Denar - MKD
- Djibouti Franc - DJF
- Dobra - STD
- Dominican Peso - DOP

- East Caribbean Dollar - XCD
- Egyptian Pound - EGP
- El Salvador Colon - SVC
- Ethiopian Birr - ETB
- Falkland Islands Pound - FKP
- Fiji Dollar - FJD
- Forint - HUF
- Gibraltar Pound - GIP
- Gourde - HTG
- Guarani - PYG
- Guinea Franc - GNF
- Guyana Dollar - GYD
- Hryvnia - UAH
- Indian Rupee - INR
- Iranian Rial - IRR
- Iraqi Dinar - IQD
- Jamaican Dollar - JMD
- Jordanian Dinar - JOD
- Kenyan Shilling - KES
- Kina - PGK
- Kip - LAK
- Kroon - EEK
- Kuwaiti Dinar - KWD
- Kwacha - MWK
- Kwanza - AOA
- Kyat - MMK
- Lari - GEL
- Latvian Lats - LVL
- Lebanese Pound - LBP
- Lek - ALL
- Lempira - HNL
- Leone - SLL
- Liberian Dollar - LRD
- Libyan Dinar - LYD
- Lilangeni - SZL
- Lithuanian Litas - LTL
- Loti - LSL
- Malagasy Ariary - MGA
- Malaysian Ringgit - MYR
- Manat - TMT
- Mauritius Rupee - MUR
- Metical - MZN
- Mexican Peso - MXN
- Moldovan Leu - MDL
- Moroccan Dirham - MAD
- Mvdol - BOV
- Naira - NGN
- Nakfa - ERN
- Namibia Dollar - NAD
- Nepalese Rupee - NPR
- Netherlands Antillian Guilder - ANG
- New Leu - RON
- New Taiwan Dollar - TWD
- Ngultrum - BTN
- North Korean Won - KPW
- Nuevo Sol - PEN
- Ouguiya - MRO

- Pa'anga - TOP
- Pakistan Rupee - PKR
- Pataca - MOP
- Peso Uruguayo - UYU
- Philippine Peso - PHP
- Pula - BWP
- Qatari Rial - QAR
- Quetzal - GTQ
- Rufiyaa - MVR
- Rupiah - IDR
- Russian Ruble - RUB
- Rwanda Franc - RWF
- Saint Helena Pound - SHP
- Saudi Riyal - SAR
- Serbian Dinar - RSD
- Seychelles Rupee - SCR
- Solomon Islands Dollar - SBD
- Som - KGS
- Somali Shilling - SOS
- Somoni - TJS
- Sri Lanka Rupee - LKR
- Sudanese Pound - SDG
- Surinam Dollar - SRD
- Syrian Pound - SYP
- Taka - BDT
- Tala - WST
- Tanzanian Shilling - TZS
- Tenge - KZT
- Trinidad and Tobago Dollar - TTD
- Tugrik - MNT
- Tunisian Dinar - TND
- Turkish Lira - TRY
- UAE Dirham - AED
- Uganda Shilling - UGX
- Uzbekistan Sum - UZS
- Vatu - VUV
- Viet Nam Dong - VND
- Yuan Renminbi - CNY
- Rand - ZAR
- Rial Omani - OMR
- Riel- KHR
- Yemeni Rial - YER
- Won - KRW
- Zambian Kwacha - ZMW
- Zimbabwe Dollar - ZWL

Points Available: 0.00

Revenue Year Before Last

Total Earned Revenue

From the fiscal year before last

From the fiscal year before last

We do not track this

Points Available: 0.00

Revenue Last Year

Total Earned Revenue

From the last fiscal year

This question will be used for scored calculation questions later in the assessment. Please complete for accurate scoring.

From the last fiscal year

We do not track this

Points Available: 0.00

Net Income Last Year

Net Income

From the last fiscal year

From the last fiscal year

We do not track this

Points Available: 0.00

Net Income Year Before Last

Net Income

From the fiscal year before last

From the fiscal year before last

We do not track this

Points Available: 0.00

Mission Locked - Impact Business Model

Recognizes corporate forms and amendments that preserve mission and/or considers stakeholders regardless of company ownership

IMPACT BUSINESS MODELS

0.0

Mission Lock

Separate from a mission statement, what has your company done to legally ensure that its social or environmental performance is a part of its decision-making over time, regardless of company ownership?

- Signed a contract or Board resolution committing to adopting a legal form that requires consideration of all stakeholders (e.g. signed B Corp Agreement)
- Adopted a specific legal entity or governance structure that preserves mission over time, but does not require consideration of all stakeholders in its decision-making (e.g. cooperative)
- As a subsidiary of another company that has not done so, amended corporate governing documents or adopted a legal entity or governance structure that requires consideration of all stakeholders in its decision-making (e.g. benefit corporation)
- As an independent or publicly-owned business, amended corporate governing documents or adopted a legal entity or governance structure that requires consideration of all stakeholders in its decision-making (e.g. benefit corporation)
- None of the above

Points Available: 10.00

B Impact Assessment

Workers

Workers Impact Area Introduction

This section gives you a chance to articulate the qualifications for being considered a worker in the company before answering related questions.

OPERATIONS

0.0

Majority Hourly vs. Salaried Workers

Are the majority (greater than 50%) of your employees paid on a fixed salary or a daily or hourly wage?

This is a REQUIRED question that determines the set of additional questions your company will respond to regarding your employee impact.

- Fixed Salary
 Daily or hourly wage

Points Available: 0.00

Use Of Contracted Labor

Is any of your company's labor performed by subcontracted organizations or individuals, such as outsourced staffing services or independent contractors?

Your answers determine which future questions in the assessment are applicable to your company.

- Yes, some of our labor is contracted to third party subcontractors that manage staff on our behalf
 Yes, we hire individual independent contractors who are contracted to work 20+ hours per week for the company indefinitely, or for longer than a 6 month period
 While we utilize independent contractors, they do not work exclusively for the company and do not work for us greater than 20 hours per week for longer than a 6 month period
 None of the above

Points Available: 0.00

Workers Impact Business Model Introduction

Is your company structured to benefit its employees in either of the following ways?

Your answers determine which future questions in the assessment are applicable to your company.

- Ownership structures that provide significant equity (>40%) and empowerment to all employees (e.g. employee-owned companies, cooperatives)
 Providing high quality jobs or professional development for individuals with chronic barriers to employment (workforce development programs)
 None of the above

Points Available: 0.00

Support

of Full Time Workers

Number of Total Full-Time Workers

Current Total Full-Time Workers

Current Total Full-Time Workers

We do not track this

Points Available: 0.00

of Full Time Workers Last Year

Number of Total Full-Time Workers

Total full-time workers twelve months ago

Total full-time workers twelve months ago

We do not track this

Points Available: 0.00

of Part Time Workers

Number of Total Part-Time Workers

Current Total Part-Time Workers

Current Total Part-Time Workers

We do not track this

Points Available: 0.00

of Part Time Workers Last Year

Number of Total Part-Time Workers

Total part-time workers twelve months ago

Total part-time workers twelve months ago

We do not track this

Points Available: 0.00

of Temporary Workers

Number of Total Temporary Workers

Current Total Temporary Workers

Current Total Temporary Workers

We do not track this

Points Available: 0.00

of Temporary Workers Last Year

Number of Total Temporary Workers

Total temporary workers twelve months ago

Total temporary workers twelve months ago

We do not track this

Points Available: 0.00

Financial Security

OPERATIONS

0.0

Lowest Paid Wage

What is the company's lowest wage as calculated on an hourly basis?

Please exclude students and interns in this calculation.

What is the company's lowest wage as calculated on an hourly basis?

We do not track this

Points Available: 0.00

% of Employees Paid Individual Living Wage

What percentage of employees on an FTE (Full Time Equivalent) basis are paid at least the equivalent of a living wage for an individual?

- <75%
- 75-89%
- 90-99%
- 100%
- N/A

Points Available: 2.96

% of Employees Paid Family Living Wage

What percentage of employees on an FTE (Full Time Equivalent) basis are paid at least the equivalent of a living wage for a family?

- <75%
- 75-89%
- 90-99%
- 100%
- N/A

Points Available: 2.96

% Above the Minimum Wage

What percentage above the legal minimum wage does your lowest-paid hourly employee earn?

- 0% - Lowest wage is equivalent to minimum wage
- 1-9%
- 10-29%
- 30-49%
- 50-75%
- 75%+
- N/A - We do not employ hourly workers

Points Available: 1.48

Initiatives To Increase Wages and Benefits

If it is not possible to verify a living wage in your country, has your company participated in any leadership initiatives/agreements to increase wages or benefits to workers provided in your country or industry?

Examples include commissioning a living wage calculation. Select N/A if living wage already exists.

- Yes
- No
- N/A - Living wage already exists

Points Available: 1.48

Compensation Policies and Practices

What additional financial benefits does your company offer to non-executive employees?

Your answers determine which future questions in the assessment are applicable to your company.

- Cost of living adjustments that match inflation rates of the country
- Bonuses or profit-sharing
- Employee ownership opportunities
- None of the above

Points Available: 1.48

% Participation in Employee Ownership

What percentage of all full-time employees have been granted stock, stock options, or stock equivalents (including participation in an ESOP or other qualified ownership plans) in the company?

Select N/A if your company is a consumer/shared services cooperative, a producer cooperative or a nonprofit.

- 0%
- 1-24%
- 25-49%
- 50-74%
- 75-99%
- 100%
- N/A

Points Available: 1.48

Retirement Programs

Do employees have access to any of the following savings programs for retirement?

- Government-sponsored pension or superannuation plans
- Private Pension or Provident Funds
- Plan that specifically includes Socially-Responsible Investing option
- None of the above

Points Available: 1.48

Financial Services for Employees

What financial products, programs, or services does your company provide that help to meet financial health needs of hourly employees?

Check all that apply.

- Direct deposit
- Access to free or affordable banking services or payroll cards (e.g. free ATM debit card)
- Financial management tools or coaching
- Emergency or short-term savings programs
- Low-interest or interest-free loans
- Debt management, refinancing, or loan payment contributions
- Employer match for deposits into savings accounts
- Paychecks issued off-schedule on a need basis
- Tax preparation services
- Other - please describe
- None of the above
- N/A - We do not employ hourly workers

Points Available: 0.74

Health, Wellness, & Safety

OPERATIONS

5.5

Government Provision Of Healthcare

How is healthcare provided in the country where the majority of employees reside?

- Universal Provision of Basic Healthcare Services (e.g. United Kingdom)
- Government-mandated or -provided health insurance programs (e.g. Switzerland)
- None of the Above

Points Available: 0.00

Healthcare Coverage

What percentage of employees is eligible for health care benefits either through company or government plan?

- <75%
- 75-84%
- 85-94%
- 95%+

Points Earned: 3.00 of 3.00

Supplementary Health Benefits

What benefits does your company provide to all full-time tenured workers to supplement government programs?

- Disability coverage or accident insurance
- Life insurance
- Private dental insurance
- Private supplemental health insurance
- Other - please describe
- None of the above

Points Earned: 0.75 of 3.00

Supplementary Benefits Eligibility for Part-Time Workers

When do part-time workers become eligible to participate in the supplementary benefits offered by your company?

- Part-time workers are not eligible at time of hire, but become eligible to participate within their first 6 months of employment
- Part-time workers are eligible to participate at time of hire
- Part-time workers are only eligible if they work more than 20 hours a week
- Part-time workers are eligible even if they work less than 20 hours a week
- Part-time workers are not eligible to participate in company-sponsored benefits
- N/A - We don't have part-time employees

Points Available: 3.00

Health and Wellness Initiatives

What health and wellness initiatives or policies does your company offer beyond insurer-provided programs?

Check all that apply.

- We sponsor and encourage workers to participate in health and wellness activities during the workweek (e.g. walking or steps programs)
- We offer incentives for workers to complete health risk assessments or participate in health and wellness activities (e.g., a fund for exercise equipment, subsidized gym membership)
- Employees have access to behavioral health counseling services, web resources, or Employee Assistance Programs
- Spouses, partners, or children of employees are provided access to behavioral health counseling services, web resources, or Employee Assistance Programs
- We have policies and programs in place to prevent ergonomic-related injuries in the workspace
- Over 25% of workers have completed a health risk assessment in the last twelve months
- Management receives reports on aggregate participation in worker wellness programs
- Other - please describe
- Company does not offer any formal health and wellness initiatives

Points Earned: 1.80 of 3.00

Career Development

OPERATIONS

0.6

Professional Development Policies and Practices

How does your company provide training opportunities to employees for professional development?

Your answers determine which future questions in the assessment are applicable to your company.

- We have a formal onboarding process for new employees
- We offered ongoing training on core job responsibilities to employees within the last year
- We have a policy to encourage internal promotions and hiring for advanced positions (e.g. posting job openings internally first)
- We provide cross-skills training for career advancements or transitions (e.g. management training for non-managers)
- We provide non-career-specific life-skill training (e.g. financial literacy, English as a Second Language)
- We facilitate or have an allocated budget for external professional development opportunities, (e.g. conference attendance, online trainings)
- We provide reimbursements or programs for intensive continuing education credentials (e.g. college degrees, professional licensures)
- None of the above

Points Earned: 0.20 of 1.00

Employee Review Process

Which of the following is included or applies to your company's formal process for providing performance feedback to employees?

Check all that apply.

- Process has a regular schedule and is conducted at least annually
- Peer and subordinate input
- Written guidance for career development
- Social and environmental goals
- Clearly-identified and achievable goals
- A 360-degree feedback process
- All tenured employees receive feedback
- None of the above

Points Earned: 0.40 of 2.00

Internal Promotions

What percentage of employees has been internally promoted within the last 12 months?

Exclude material owners in your calculation.

- 0%
- 1-5%
- 6-15%
- 15%+

Points Available: 1.00

Intern Hiring Practices

How does your company manage the hiring and treatment of interns?

Check all that apply. If there is no third party living wage calculated for your country of operations, please do not select "payment of a living wage."

- We have a formalized policy or program outlining the objectives of internships or internship programs for participants
- We partner with education institutions to provide internship opportunities or work-study programs
- We pay interns a living wage
- Our interns receive formal performance reviews
- Our interns have a formal opportunity to provide feedback on experience
- We have hired interns on as full-time permanent employees in the past two years
- Intern tenures are restricted to not exceed one year if interns are not currently enrolled in school
- None of the above
- N/A - Our company does not employ interns

Points Available: 1.00

Career Development (Salaried)

External Professional Development Participation

What percentage of full-time workers has participated in external professional development or lifelong learning opportunities in the past fiscal year?

Professional development should be paid for in advance, reimbursed or subsidized by the company.

- 0%
- 1-24%
- 25-49%
- 50-74%
- 75%+

Points Available: 0.50

Career Development Policies

What are your company's policies and practices around career development and promotion?

- Employees who seek to take a short-term leave or sabbatical will have their jobs guaranteed upon return
- Our company will make an effort to find a place for employees who seek to take a long-term leave or sabbatical upon their return
- Employees are able to make lateral moves or change career direction or pace when possible
- None of the above

Points Available: 0.25

Engagement & Satisfaction

OPERATIONS

1.3

Employee Handbook Information

What is included in your company's written and accessible employee handbook?

- A non-discrimination statement
- An anti-harassment policy with reporting mechanisms, processes, and disciplinary procedures
- A statement on work hours
- Policies on pay and performance issues
- Policies on benefits, training and leave
- Grievance resolution process
- Disciplinary procedures and possible sanctions
- A neutrality statement regarding workers' right to bargain collectively and freedom of association
- Prohibition of child labor and forced or compulsory labor
- We have no written employee handbook

Points Available: 0.43

Paid Secondary Caregiver Leave

What secondary parental leave policies are available to your workers, either through your company or a government program?

- Workers receive unpaid time off for secondary parental leave
- Workers receive up to 2 weeks (or full pay equivalent) paid leave
- Workers receive between 2 to 5 weeks (or full pay equivalent) paid leave
- Workers receive greater than 5 weeks (or full pay equivalent) paid leave
- Policy does not distinguish between primary and secondary caregiving, or provides equivalent time and pay to both
- No secondary caregiver leave is offered to employees

Points Earned: 0.52 of 0.87

Supplementary Benefits

What supplementary benefits are provided to a majority of non-managerial workers?

Including full time and part time employees. Please check all that apply.

- On-site childcare
- Off-site subsidized childcare
- Free or subsidized meals
- Policy to support breastfeeding mothers
- Other - please describe
- None of the above

Points Earned: 0.87 of 1.73

Worker Empowerment

How does your company engage and empower workers?

- We have formalized feedback and complaint mechanisms beyond direct reporting lines to address concerns and improve company practices
- We have processes in place to provide input from employees prior to operational and/or strategic policy or practice changes
- Employee complaint / input mechanisms are reviewed at least every other year, with input from employees themselves into the process
- Company tracks usage of input/ feedback / complaint mechanisms and resolution / implementation rates
- We have adopted open book management or self-management principles within the workplace
- Workers have opportunity to elect member(s) to the Board of Directors
- Other - please describe
- None of the above

Points Available: 0.87

Surveying and Benchmarking Engagement and Attrition

How does your company monitor and evaluate your worker satisfaction and engagement?

Your answers determine which future questions in the assessment are applicable to your company.

- We calculate employee attrition rate
- We benchmark employee attrition rate to relevant benchmarks
- We regularly (at least once a year) conduct employee satisfaction or engagement surveys
- We benchmark employee satisfaction to relevant industry benchmarks
- We disaggregate calculations based on different demographic groups to identify trends
- We outperform industry benchmarks on attrition
- We outperform industry benchmarks on satisfaction
- None of the above

Points Available: 0.87

Engagement & Satisfaction (Salaried)

OPERATIONS

0.6

Number of Paid Days Off

What is the annual minimum number of paid days off (including holidays) for full-time employees?

- 0-15 work days
- 16-22 work days
- 23-29 work days
- 30-35 work days
- 36+ work days

Points Earned: 0.35 of 0.70

Paid Primary Caregiver Leave for Salary Workers

Which of the following describe the primary parental leave policies for salaried workers, either through the company or government program?

If applicable, please select one answer indicating total time off (answers 1-3), and one answer indicating fully paid time off (answers 4-7).

- Primary caregivers receive 4-12 weeks of time off for parental leave (including unpaid and paid leave)
- Primary caregivers receive 12 weeks to 6 months of time off for parental leave (including unpaid and paid leave)
- Primary caregivers receive 6 months or more of time off for parental leave (including unpaid and paid leave)
- 5-12 weeks of primary parental leave (or equivalent) is fully paid
- 12-18 weeks of primary parental leave (or equivalent) is fully paid
- 18-24 weeks of primary parental leave (or equivalent) is fully paid
- 24+ weeks of primary parental leave (or equivalent) is fully paid
- Primary caregivers receive no time off for parental leave

Points Earned: 0.28 of 0.70

Worker Flexibility Options

What job flexibility options does the company provide, whenever feasible, in writing and in practice for the majority of workers?

Please check all that apply.

- Part-time work schedules at the request of workers
- Flex-time work schedules allowing freedom to vary start and stop times
- Telecommuting (e.g. working from home one or more days per week)
- Job-sharing
- None of the above

Points Available: 0.70

Workplace Flexibility in Practice

Which of the following flexible workplace practices have been used in the past 12 months?

Please check all that apply.

- Managers or executives worked part-time or in a job-share
- Managers or executives are in a telecommuting position
- We hired new people into permanent positions that are telecommuting
- We hired new people into permanent positions that are part-time or job-share
- We have transitioned staff into part-time, job-share, or telecommuting positions
- Other - please describe
- None of the above

Points Available: 0.70

B Impact Assessment

Community

Community Impact Area Introduction

This section of the assessment identifies specific ways that a company's business model may be designed to deliver a specific, material, positive impact for their community.

OPERATIONS

0.0

Community Oriented Impact Business Model

Does your company's business model create a specific positive benefit for stakeholders such as charitable partners, vendors or suppliers in need, or your local community?

Your answers determine which future questions in the assessment are applicable to your company.

- Yes
 No

Points Available: 0.00

Diversity, Equity, & Inclusion

OPERATIONS

0.8

Diverse Ownership and Leadership

Is your company majority-owned or -led by individuals from any of the following groups?

- Led by a woman
 Led by an individual from a racial or ethnic minority
 Led by another underrepresented individual (veterans, LGBT, etc.)
 Majority owned by women
 Majority owned by individuals from racial or ethnic minorities
 Majority owned by other underrepresented individuals (veterans, LGBT, etc.)
 None of the above

Points Available: 1.03

Creating and Managing Inclusive Work Environments

Which of the following practices does your company have in place around diversity, equity, and inclusion?

- We include a statement in all our job postings with a commitment to diversity, equity, and inclusion
- We conduct anonymous or "blind" reviews of applications or resumes without attaching names or identifiable characteristics
- We conduct analyses of our job description language and requirements to ensure they are inclusive and equitable
- We offer trainings for all employees on topics related to diversity, equity, and inclusion
- We have set specific, measurable diversity improvement goals
- We have conducted a pay equity analysis by gender, race/ethnicity, or other demographic factors and, if necessary, implemented equal compensation improvement plans or policies
- None of the above

Points Earned: 0.31 of 1.03

Measurement of Diversity

What attributes of a diverse workforce does your company track, either through anonymous surveys or other methods legal in your jurisdiction?

Note: In some circumstances, collection of this data may be regulated by law. Consult local regulations to determine if collection is possible and do so within the bounds of propriety and the law.

- Socioeconomic status (as determined by low income residence, education level, etc.)
- Race or ethnicity
- Gender
- Age
- Other - please describe
- None of the above

Points Earned: 0.52 of 1.03

Women Workers

How many of your workers identify as women?

- 0%
- 1-9%
- 10-24%
- 25-39%
- 40-49%
- 50%+
- Don't know

Points Available: 1.03

Age Diversity in Workforce

What percentage of your workforce is either under the age of twenty four or over the age of fifty?

- 0%
- 1-9%
- 10-19%
- 20-29%
- 30%+
- Don't Know

Points Available: 1.03

High to Low Pay Ratio

What multiple is the highest compensated individual paid, inclusive of bonus, as compared to the lowest paid full-time worker?

- >20x
- 16-20x
- 11-15x
- 6-10x
- 1-5x

Points Available: 1.03

Female Management

How many of your company managers identify as women?

- 0%
- 1-9%
- 10-24%
- 25-39%
- 40-49%
- 50%+
- Don't know
- N/A

Points Available: 1.03

Management from Underrepresented Populations

How many of your company managers identify as from another underrepresented social group?

If collecting this type of demographic data is not legal in your jurisdiction, select N/A.

- 0%
- 1-9%
- 10-19%
- 20-29%
- 30%+
- Don't know

Points Available: 1.03

Female Directors

How many of your company Board Directors identify as women?

- 0%
- 1-9%
- 10-24%
- 25-39%
- 40-49%
- 50%+
- Don't know
- N/A

Points Available: 1.03

Directors from Underrepresented Populations

How many of your company Board Directors identify as from another underrepresented social group?

If collecting this type of demographic data is not legal in your jurisdiction, select N/A.

- 0%
- 1-9%
- 10-19%
- 20-29%
- 30%+
- Don't know
- N/A

Points Available: 1.03

Supplier Diversity Policies or Programs

Does your company have any of the following policies or programs in place to promote diversity within your supply chain?

- We track diversity of ownership among our suppliers
- We have a policy to give preferences to suppliers with ownership from underrepresented populations
- We have formal targets to make a specific percentage of purchases from suppliers with diverse ownership
- We have a formal program to purchase and provide support to suppliers with diverse ownership
- None of the above
- N/A - Collecting supplier data or having preferential treatment policies is illegal in my country of operations

Points Available: 0.52

Supplier Ownership Diversity

What percentage of your purchases were from companies that are majority-owned by women or individuals from underrepresented populations?

- 0%
- 1-9%
- 10-24%
- 25-39%
- 40-49%
- 50%+
- Don't Know

Points Available: 1.03

Economic Impact

OPERATIONS

2.0

Geographic Structure and Scope

We realize that for companies with more than one office, the definition of local involvement is a more complicated one to answer. Please tell us a bit about the structure of your company geographically.

We realize that for companies with more than one office, the definition of local involvement is a more complicated one to answer. Please tell us a bit about the structure of your company geographically.

Points Available: 0.00

New Jobs Added Last Year

Number of full-time and part-time jobs that have been added to your company's payroll. Enter 0 if none or if your company has no workers.

Last twelve months:

Last twelve months:

We do not track this

Points Available: 0.00

Job Growth Rate

How many of your company's full-time and part-time jobs were newly created over the last twelve months AND pay a living wage?

If there is no living wage data available for your country of operations, include new jobs that pay 10% or more above a minimum wage.

- 0% (no growth on a net basis)
- 1-14%
- 15-24%
- 25%+

Points Available: 4.00

Non-accredited Investor Ownership

What percentage of the company is owned by individuals who would qualify as non-accredited investors?

- 0%
- 1-9%
- 10-24%
- 25-49%
- 50%+
- Don't know

Points Available: 2.00

Local Ownership

Is the majority (over 50%) of the company's ownership located locally to at least two-thirds of the company's workforce?

- Yes
- No
- Don't know

Points Earned: 2.00 of 2.00

Local Purchasing and Hiring Policies

What written local purchasing or hiring policies does your company have in place?

- Written preference at each facility to purchase from local suppliers
- Formal targets or goals for the amount of local purchasing
- Ready-to-use lists of preferred local suppliers and vendors for specific facilities
- Written preference for hiring and recruiting local managers
- Incentives for staff to live within 20 miles of local company facility
- Other (please describe)
- No written local purchasing or hiring policies in place

Points Available: 1.00

Spending on Local Suppliers

What percentage of your company's expenses (excluding labor) was spent with independent suppliers local to the company's headquarters or relevant production facilities in the last fiscal year?

- <20%
- 20-39%
- 40-59%
- 60%+
- Don't know

Points Available: 2.00

Impactful Banking Services

What characteristics apply to the financial institution that provides the majority of your company's banking services?

- Certified CDFI or national equivalent social investment organization
- Certified B Corporation
- Member of the Global Alliance for Banking on Values
- Cooperative bank or credit union
- Local bank committed to serving the community
- Independently owned bank
- None of the above

Points Available: 2.00

Civic Engagement & Giving

OPERATIONS

0.0

Corporate Citizenship Program

How does your company take part in civic engagement?

Your answers determine which future questions in the assessment are applicable to your company.

- Financial or in-kind donations (excluding political causes)
- Community investments
- Community or pro-bono service
- Advocacy for adopting improved social or environmental policies or performance
- Partnerships with charitable organizations or membership with community organizations
- Discounted products or services to qualified underserved groups
- Free use of company facilities to host community events
- Equity or ownership in the company granted to a nonprofit
- Other - please describe
- None of the above

Points Available: 0.83

Charitable Giving and Community Investment Policies and Practices

What are your company's practices regarding donations or community investments?

- We have a formal statement on the intended social or environmental impact of our company's philanthropy
- We have a formal donations commitment (e.g. 1% for the planet)
- We match individual workers' charitable donations
- We allow our workers or customers to select charities to receive our company's donations
- We have screening practices for charitable contributions or impact measurement mechanisms for our community investments
- None of the above

Points Available: 0.83

Advancing Social and Environmental Performance

How has your company worked with its stakeholders (including competitors) to improve behavior or performance on social or environmental issues in the past two years?

- We have worked with other industry players on a cooperative initiative on relevant social and environmental standards for our industry
- We have provided data or contributed to academic research on social or environmental topics
- We participate in panel presentations or other public forums on social or environmental topics
- We provide public resources for other businesses or stakeholders on improving social or environmental performance
- Other - please describe
- None of the above

Points Available: 0.41

Supply Chain Management

OPERATIONS

0.0

Significant Supplier Descriptions

Please select the types of companies that represent your Significant Suppliers:

All companies have significant suppliers, which are defined as the largest suppliers of the company amounting to approximately 80% of non-labor costs. Select all that apply.

- Product Manufacturers
- Professional Service Firms (Consulting, Legal, Accounting)
- Independent Contractors
- Marketing and advertising
- Office Supplies
- Benefits Providers
- Technology
- Raw materials
- Farms
- Other - please describe

Points Available: 0.00

Social or Environmental Screening of Suppliers

Does your company screen or evaluate Significant Suppliers for social and environmental impact?

This question determines the set of supplier-focused questions your company will respond to.

- Yes
 No

Points Available: 0.00

Outsourced Staffing Services

Does your company outsource support services (staffing) essential to the delivery of your services to other individuals or organizations?

Your answers determine which future questions in the assessment are applicable to your company.

- Yes
 No

Points Available: 0.00

Independent Contractor Practices

What are your company's policies regarding independent contractors that do not work for the company greater than 20 hours per week for longer than a 6 month period?

Independent contractors that work for the company 20+ hours per week over a 6+ month period should be considered in the Workers section.

- We have a formal routine process for independent contractors to receive post-project or -contract performance feedback
- We have a formal routine process for independent contractors to communicate post-project or post-contract feedback to the company
- Our independent contractors are verified to either work on a time-bound basis, split their time with work for other clients, or have been offered employment
- Independent contractors are paid a living wage (calculated as hourly wage when living wage data is available)
- We have independent contractors, but have not engaged in any of these practices
- N/A - We haven't used independent contractors in the last year

Points Available: 1.00

B Impact Assessment

Environment

Environment Impact Area Introduction

This section allows your company to provide data on its energy use, carbon footprint and waste management.

OPERATIONS

0.0

Type of Facilities

What kind of facilities does your business primarily operate in?

Your answers determine which future questions in the assessment are applicable to your company.

- Company-owned office space
- Leased office space
- Co-working Space
- Virtual or home offices

Points Available: 0.00

Environmental Business Model

Are your company's products or process structured to restore or preserve the environment in any of the following ways?

Answering affirmatively will opt you into additional sections of the B Impact Assessment with more specific questions about this Impact Business Model.

- Through a manufacturing, wholesale or agriculture process which is designed to significantly reduce environmental impact compared to typical practices for the industry
- Through a product or service that preserves, conserves, or restores the environment or resources
- None of the above

Points Available: 0.00

Environmental Management

OPERATIONS

0.0

Green Building Standards

What percentage of company facilities (by area, both owned by company or leased) is certified to meet the requirements of an accredited green building program?

- <20%
- 20-49%
- 50-79%
- 80%+
- N/A

Points Available: 1.40

Facility Improvement with Landlord

If you lease your facilities, have you worked with your landlord to implement or maintain any of the following?

- Energy efficiency improvements
- Water efficiency improvements
- Waste reduction programs (including recycling)
- None of the above
- N/A - Company does not lease majority of facilities

Points Available: 1.40

Virtual Office Stewardship

How does your company encourage good environmental stewardship in how employees manage their virtual offices?

- We have a written policy encouraging environmentally preferred products and practices in employee virtual offices (e.g. recycling)
- Our company shares resources with employees regarding environmental stewardship in home offices (e.g. energy efficiency)
- We have a policy in place for the safe disposal of e-waste and other hazardous materials purchased for employee home offices
- Employees are provided with a list of environmentally-preferred vendors for office supplies
- None of the above
- N/A

Points Available: 2.80

Environmental Management Systems

Does your company have an environmental management system (EMS) covering waste generation, energy usage, water usage, and carbon emissions that includes any of the following?

Please check all that apply.

- Policy statement documenting our organization's commitment to the environment
- Assessment undertaken of the environmental impact of our organization's business activities
- Stated objectives and quantifiable targets for environmental aspects of our organization's operations
- Programming designed, with allocated resources, to achieve these targets
- Periodic compliance and auditing to evaluate programs conducted
- We have no environmental management system

Points Available: 1.40

Monitoring Energy Usage

Does your company monitor, record, or report its energy usage?

Your answers determine which future questions in the assessment are applicable to your company.

- We do not currently monitor and record usage
- We monitor and record usage but have set no reduction targets
- We monitor usage and have set intensity targets (e.g. relative to dollars of revenue, volume produced, etc.) that are being monitored
- We monitor usage and have set absolute reduction targets regardless of company growth
- We have met specific reduction targets during the reporting period

Points Available: 0.48

Renewable Energy Usage

What percentage of energy use is produced from renewable sources?

Include electricity and other energy consumption from heating, hot water, etc.

- 0%
- 1-24%
- 25-49%
- 50-74%
- 75-99%
- 100%
- Don't Know

Points Available: 0.24

Low Impact Renewable Energy Use

What percentage of energy use is produced from low-impact renewable sources?

Include electricity and other energy consumption from heating, hot water, etc. Please include both purchased and onsite-generated renewable energy.

- 0%
- 1-24%
- 25-49%
- 50-74%
- 75-99%
- 100%
- Don't know

Points Available: 0.97

Facility Energy Efficiency

For what systems has your company used energy conservation or efficiency measures for a majority of your corporate facilities (by square feet) in the past year?

- Equipment: Energy Star appliances, automatic sleep modes, after-hour timers, etc.
- Lighting: natural light, CFL bulbs, occupancy sensors, daylight dimmers, task lighting, etc.
- HVAC: programmable thermostat, timers, occupancy sensors, shade sun-exposed walls, double-paned windows, etc.
- Other - please describe
- None of the above
- N/A - We utilize virtual office

Points Earned: 0.48 of 0.48

Monitoring Greenhouse Gas Emissions

How does your company manage its greenhouse gas emissions for at least Scope 1 and 2?

Your answers determine which future questions in the assessment are applicable to your company.

- We do not currently monitor and record emissions
- We regularly monitor and record emissions but have not set any reduction targets
- We regularly monitor and record emissions and have set specific reduction targets relative to previous performance (e.g. a 5% reduction of GHGs from baseline year)
- We regularly monitor and record emissions and have set specific science-based targets necessary to achieve global goals to address climate change
- We have met the specific reduction targets set during this reporting period
- We have achieved carbon neutrality

Points Available: 0.48

Greenhouse Gas Emissions Reduced

What percentage of Scope 1 and 2 GHG emissions has been saved due to efficiency improvements implemented by your company?

- 0%
- 1-4%
- 5-9%
- 10-14%
- 15-20%
- 20%+
- Don't Know

Points Available: 0.97

Reducing Impact of Travel/Commuting

Does your company have any programs or policies in place to reduce the environmental footprint caused by travel/commuting?

- Employees are subsidized/incentivized for use of public transportation, carpooling, or biking to work
- Facilities are designed to facilitate use of public transportation, biking, or cleaner burning vehicles (e.g. electric chargers)
- Employees are encouraged to use virtual meeting technology to reduce in person meetings
- Company has a written policy limiting corporate travel
- None of the above

Points Available: 0.48

% GHG Emissions Offset

If your company purchased certified carbon credits in the reporting period, what % of GHG emissions were off-set?

- 0%
- 1-24%
- 25-49%
- 50-74%
- 75-99%
- 100%
- Don't know
- N/A - No carbon offsets purchased

Points Available: 0.48

Water

OPERATIONS

0.8

Monitoring and Managing Water Use

Does your company monitor and manage your water usage?

Your answers determine which future questions in the assessment are applicable to your company.

- We do not currently monitor and record water usage
- We regularly monitor and record water usage but have not set any reduction targets
- We monitor and record water usage and have set specific reduction targets relative to previous performance (e.g. a 5% reduction of water usage from baseline year)
- We regularly monitor and record emissions and have set science-based targets necessary to achieve sustainable usage linked to our local watershed
- We have met specific reduction targets set during this reporting period

Points Earned: 0.50 of 1.00

Total Water Use

Total water use (liters) during the last 12 months

Total water use (liters) during the last 12 months

We do not track this

Points Available: 0.00

Water Conservation Practices

What water conservation methods have been implemented at the majority of your corporate offices or plant facilities:

Please check all that apply.

- Low-flow faucets, taps, toilets, urinals, or showerheads
- Grey-water usage for irrigation
- Low-volume irrigation
- Harvest rainwater
- Other - please describe
- None of the above
- N/A - Our company has a virtual office

Points Earned: 0.33 of 1.00

Land & Life

OPERATIONS

2.7

Monitoring and Reporting Non-hazardous Waste

How does your company monitor and manage your waste production?

Your answers determine which future questions in the assessment are applicable to your company.

- We do not currently monitor and record waste production
- We regularly monitor and record waste production but have not set any reduction targets
- We regularly monitor and record waste production and have set specific reduction targets relative to previous performance (e.g. a 5% reduction of waste to landfill from baseline year)
- We regularly monitor and record waste produced and have set a zero waste target
- We have met the specific reduction targets set during this reporting period
- We produce zero waste to landfill / ocean

Points Available: 1.00

Recycling Programs

Does the company have a company-wide recovery and recycling program that includes the following?

Please check all that apply.

- Paper
- Cardboard
- Plastic
- Glass & metal
- Composting
- None of the above

Points Earned: 1.00 of 1.00

Hazardous Waste Disposal

Can your company verify that your hazardous waste is always disposed of responsibly?

This includes batteries, paint, electronic equipment, etc.

- Yes
- No
- N/A - We have eliminated hazardous waste

Points Earned: 1.00 of 1.00

Chemical Reduction Methods

Which of the following environmentally preferred products have been purchased for the majority of your corporate facilities?

- Non-toxic janitorial products
- Unbleached / chlorine free paper products
- Soy-based inks or other low VOC inks
- Recycled/environmentally preferred office supplies (paper, pens, notebooks, etc.)
- Other - please describe
- None of the above

Points Earned: 0.75 of 1.00

B Impact Assessment

Customers

Customers Impact Area Introduction

This section of the assessment identifies specific ways that a company's product may be designed to deliver a specific, material, positive impact for its customers beyond the value normally provided from goods or services.

OPERATIONS
0.0

Customer Impact Business Model Introduction

Does your product/service address a social or economic problem for or through your customers?

Your answers determine which future questions in the assessment are applicable to your company.

- Yes
 No

Points Available: 0.00

Customer Focus of Product or Service

Is this social or economic problem addressed for your customers and/or their beneficiaries?

If you answer "No" here, be sure to revisit the Environment and/or Community sections to ensure your business model impact is appropriately captured.

- Yes
 No, customers support in our ability to produce the impact we described but the primary beneficiaries are other stakeholders (i.e. we donate to charities based on sales to customers, or we use sales to buy fair trade ingredients)

Points Available: 0.00

Positive Impact of Product/Service

How would you describe the positive outcome for customers created by your product/service?

How would you describe the positive outcome for customers created by your product/service?

Points Available: 0.00

Beneficial Product Type

Which of the following most closely matches the outcome and/or problem solved for your customers as defined above?

Only select the ONE most relevant option for each product line. This will guide you to a series of questions specific to the type of impact you indicate you are creating.

- Access to products/services that fulfill basic human needs for individuals without prior access (e.g. providers of electricity or clean drinking water to rural poor communities, affordable housing projects, waste and sanitation systems or disposal)
- Improved or maintained health and wellness (e.g. medical equipment, medical services and medicines, preventative health services or products, healthy living products, exercise and sporting products, prescription eyeglasses)
- Improved education or skills development (e.g. schools, textbooks, tutoring services, career leadership training, education tools, games and software)
- Increased economic opportunity for underserved groups (e.g. financial or insurance services or benefits consulting for the underserved, new mechanisms to connect products to market)
- Increased operational success or capital for purpose driven or underserved enterprises (e.g. impact investing or fundraising platforms, nonprofit accounting services)
- Increased social and/or environmental impact for businesses or other organizations (e.g. sustainability consulting)
- Increased access to arts, media, or culture (e.g. independent media, artisanal crafts, photography, information services)
- Improves market access through physical or technological infrastructure (e.g. mobile telecommunications, business technologies or software, roads, bridges, railways, ports, building and construction materials not previously available)
- None of the above

Points Available: 0.00

Education Product/Service Overview

Please tell us more about how your product or service promotes education or professional development and advancement.

Please tell us more about how your product or service promotes education or professional development and advancement.

We are a business execu

Points Available: 0.00

Product or Service Focus on Education

Is the support of education or knowledge the direct result of your revenue generating products or services?

Your answers determine which future questions in the assessment are applicable to your company.

- Yes, the support of education or knowledge building is a core part of our product / service
- No, we provide or support education in other ways (e.g. through speaking engagements, through marketing and advertising, etc.)

Points Available: 0.00

Product or Service Focus on Environmental Issues

Is your revenue generating educational product or service focused exclusively on environmental issues?

If your educational product or service is specifically focused on environmental issues, be sure to revisit the Environment section to ensure that your impact is captured.

- Yes
 No

Points Available: 0.00

Impact on Underserved Populations

Does your product or service benefit underserved populations, either directly or by supporting organizations that directly serve them?

Answering affirmatively will opt you into additional sections of the B Impact Assessment with more specific questions about this Impact Business Model.

- Our products or services directly support underserved populations
 Our products or services support organizations that directly support underserved populations
 Don't know
 None of the above

Points Available: 0.00

Total Customer Organizations

Total Number of Customers

Organizations:

Organizations:

- We do not track this

Points Available: 0.00

Total Customer Individuals

Total Number of Customers

Individuals:

Individuals:

- We do not track this

Points Available: 0.00

Business Model and Engagement - Impact Business Model

This section asks introductory questions about the company's products and services and identifies whether the company is serving in need or underrepresented populations.

IMPACT BUSINESS MODELS

0.0

Target Users

Please indicate the target user(s) of your primary product or service.

Check all that apply.

- Learners
- Instructors or professional personnel
- Administrative personnel
- Parents/guardians of students attending
- Other - please describe

Points Available: 0.00

Educational Level of Users

Please indicate the education level targeted by your primary product or service.

- Pre-K education level/institution
- Primary education level/institution
- Secondary education level/institution
- Postsecondary education level/institution
- Alternative education settings

Points Available: 0.00

Product/Service Description

Please provide a brief description of your product or service, including who the users are, how it is delivered, and how it is paid for and priced.

Please provide a brief description of your product or service, including who the users are, how it is delivered, and how it is paid for and priced.

Points Available: 0.00

Underrepresented / In Need Beneficiaries

If tracked, what percentage of learners impacted belong to an underrepresented or in need population?

This question will factor into weighted questions later in the addendum. See "Help Text" for more information about qualifying special interest populations. Answer only based on specific groups that are tracked and can be verified.

If tracked, what percentage of learners impacted belong to an underrepresented or in need population?

- We do not track this

Points Available: 10.00

Primary In Need Population Served

If applicable, what group would qualify as the primary underrepresented or in need population served?

Your primary underrepresented population served would either be the group that consists of the largest percentage of your users or the group that the product is designed or targeted to serve.

If applicable, what group would qualify as the primary underrepresented or in need population served?

Points Available: 0.00

User Demographics - White

What percentage of your users identify in the following race/ethnicity groups?

White

White

We do not track this

Points Available: 0.00

User Demographics - Asian

What percentage of your users identify in the following race/ethnicity groups?

Asian

Asian

We do not track this

Points Available: 0.00

User Demographics - Black

What percentage of your users identify in the following race/ethnicity groups?

Black

Black

We do not track this

Points Available: 0.00

User Demographics - Hispanic

What percentage of your users identify in the following race/ethnicity groups?

Hispanic

Hispanic

We do not track this

Points Available: 0.00

User Demographics - Native American or Alaska Native

What percentage of your users identify in the following race/ethnicity groups?

Native American or Alaska Native

Native American or Alaska Native

We do not track this

Points Available: 0.00

User Demographics - Other

What percentage of your users identify in the following race/ethnicity groups?

Other

Other

We do not track this

Points Available: 0.00

Quality and Continuous Improvement - Impact Business Model

This section focuses on best practices in the development, maintenance, and improvement of company products and services to ensure the highest quality and most impactful products for addressing educational needs. IMPACT BUSINESS MODELS

10.8

User Needs Based Design

How are the specific needs of users incorporated into the development of your product/service?

Your answer to this unscored question is combined with other answers to automatically calculate your score in this section of the assessment.

- Company employs members of targeted user groups to incorporate needs of users during development
- Subject matter experts or professionals with experience in the field relevant to the purpose of the product or service are consulted
- Company conducts surveys and/or focus groups of potential customers and/or users
- Company pilot tested product or service prior to release
- Research on needs of users or communities is reviewed and integrated into development
- The needs of the local community where the product or service is offered is assessed
- State or national needs (e.g. need for STEM graduates) are assessed
- Specific needs of target special interest populations to inform design of the product are assessed
- Other - please describe
- None of the above

Points Earned: 1.71 of 1.71

Quality Assessment

How does your company assess the quality, effectiveness and/or impact of your product or service delivery?

Your answer to this unscored question is combined with other answers to automatically calculate your score in this section of the assessment.

- Measuring outcomes against industry benchmarks or state or national metrics (e.g. college-going rate)
- Measuring outcomes in comparison to customers with similar characteristics (e.g. socio-economic)
- Hiring an independent, third party entity to assess product or service
- Soliciting and evaluating customer feedback or satisfaction
- Measuring outcomes against company-established benchmarks and/or goals
- Other - please describe
- We do not have a plan in place to assess our product or service

Points Earned: 2.74 of 3.43

Performance Targets

Has your company set specific targets for product performance/outcomes?

- Yes, we have set specific goals for satisfaction or similar targets
- Yes, we have set specific goals for outcomes
- Yes, we have set targets collaboratively with partners or clients
- Other - please describe
- None of the above

Points Earned: 1.71 of 1.71

Improvement Process

How do you use the information gathered during the processes described previously to improve your product or service?

How do you use the information gathered during the processes described previously to improve your product or service?

Points Available: 0.00

User Satisfaction / Net Promoter Score

If user satisfaction or a net promoter score is assessed, what are the satisfaction rates or overall score?

- 0 ; 0 or below
- 1-24%; 1-15
- 25-49%; 16-24
- 50-74%; 25-49
- 75-100%; 50+
- N/A (not tracked)

Points Earned: 1.29 of 1.71

Implementation and Deployment Support

What support services does your company offer (directly or through partnerships) to ensure impactful implementation of your product/service?

Check all that apply.

- Project management for customers throughout implementation and deployment, including assistance to create comprehensive launch strategy
- Set-up and customization support
- Face-to-face user training or professional development
- Free ongoing, individualized customer support and training
- Manage hosting of service
- Ongoing individual customer support and training provided for an additional charge
- Other - please describe
- No additional implementation or deployment services offered
- N/A

Points Earned: 3.43 of 3.43

Managing Customer Stewardship

Does your company do any of the following to manage the impact and value created for your customers or consumers?

- We offer product / service guarantees, warranties, or protection policies
- We have third party quality certifications or accreditations
- We have formal quality control mechanisms
- We have feedback / customer service feedback or complaint mechanisms
- We monitor customer or consumer satisfaction
- We assess the outcomes produced for our customers through the use of our product or service
- We have written policies in place for ethical marketing, advertisement, or customer engagement
- We manage the privacy and security of client / customer data
- None of the above

Points Earned: 1.25 of 1.25

Monitoring Customer Satisfaction and Retention

Which of the following are true of your company with regards to customer or client satisfaction and/or retention?

- Company monitors customer satisfaction
- Company shares customer satisfaction internally within the company
- Company shares customer satisfaction publicly
- Company has specified targets for customer / client satisfaction
- In the last year, company has achieved specified targets for satisfaction
- None of the above

Points Earned: 1.25 of 1.25

Managing Product Impacts

Does the company do any of the following with regards to managing the potential impact their products have on customers / beneficiaries?

- Company regularly monitors customer outcomes and well-being
- Company has formal program to incorporate customer testing and feedback into product design
- Company has formal programs in place to continuously improve outcomes produced for customers (including reducing negative effects or increasing positive effects)
- Other
- None of the above

Points Earned: 1.25 of 1.25

Data Usage and Privacy

Does your company have any of the following to address data usage and privacy issues?

- Company has a formal publicly available data and privacy policy
- Company makes all users aware of information collected, length of time it is preserved, how it's used, and whether and how it is shared with other entities (public or private)
- All customers have option to decide how their data can be used
- Company's all email list building and email marketing strategies are GDPR compliant
- Other
- None of the above
- N/A - Company does not collect sensitive data

Points Earned: 1.25 of 1.25

Educational Outcomes - Impact Business Model

This section measures the methods and results of outcomes measurements both for intermediary beneficiaries and or students, with an emphasis on positive outcomes for special interest populations.

IMPACT BUSINESS MODELS

1.2

Outcomes Description

What are the intended outcomes of your company's product or service, and how does your company measure successful outcomes?

What are the intended outcomes of your company's product or service, and how does your company measure successful outcomes?

Points Available: 0.00

Outcomes Relationship

Which of the following options best describes the outcomes of your product or service?

Your answer to this question will determine which of the following questions should be answered.

- Product or service leads to direct improvement of learner performance, for example: improvement in student performance in traditional educational settings, learning or skill building outside of the classroom, alternative certification, or portability of learning
- Product or service supports users in ways that could indirectly improve learner performance, such as improved efficiency, cost of education, financial aid, instructional or curricular aids, student engagement, improved data or data use (Skip the next question.)

Points Available: 0.00

Initial Outcome Creation

Please indicate the percentage of material positive outcomes and, if known, the percentage of indirect outcomes on learner performance.

Initial (non-learner performance) outcome of product or service, e.g. improved instruction, lower cost, etc.

Your answer to this unscored question is combined with other answers to automatically calculate your score in this section of the assessment.

Initial (non-learner performance) outcome of product or service, e.g. improved instruction, lower cost, etc.

We do not track this

Points Available: 3.33

Outcomes for Learner Performance

Please indicate the percentage of material positive outcomes and, if known, the percentage of indirect outcomes on learner performance.

Impact on learner performance as a result of product or service

Your answer to this unscored question is combined with other answers to automatically calculate your score in this section of the assessment.

Impact on learner performance as a result of product or service

We do not track this

Points Available: 3.33

Outcomes Measurement

Does your company track or measure successful outcomes of your product/service in any of the following ways?

- In-depth case studies
- Self-conducted outcomes studies across all users
- Independently-verified outcomes studies across all users
- Other - please describe
- None of the above

Points Earned: 1.25 of 1.67

Outcomes Verification

If applicable, describe how your outcomes have been independently reviewed and/or validated.

If applicable, describe how your outcomes have been independently reviewed and/or validated.

Points Available: 0.00

Special Interest Populations Outcomes

Are the success rates of your special interest population outperforming the rates of that population as a whole?

Your answer to this unscored question is combined with other answers to automatically calculate your score in this section of the assessment.

- Yes, verified by a third party
- Yes, not verified by a third party
- No
- Not applicable, company does not have those data.

Points Available: 0.00

Long-Term Outcomes

Do you track and measure longer-term outcomes for users after they complete your company's product or service to ensure continued success?

- Yes, company tracks longer term outcomes on its own
- Yes, we have longer term outcomes independently verified
- Yes, longer term outcomes demonstrate that beneficiaries are more likely to continue to successful outcomes compared to non-users.
- Company is too new to have this data/to be able to track data
- Students are not tracked after use of product or service

Points Available: 1.67

Educational Transparency - Impact Business Model

This section focuses on the methods in which the company transparently shares information about their product or services impact and its marketing tactics.

IMPACT BUSINESS MODELS

2.7

Positive Marketing Claims

Which of the following are true with regard to the company's marketing claims?

Check all that apply.

- Product or service does not assess user expectations and performance with respect to marketing claims
- Ongoing satisfaction is assessed at multiple times during engagement with product or service
- An external entity independently verifies marketing claims
- Information about marketing claims satisfaction and/or verification is public and easy to find on company website
- Product or service has a written and distributed plan to address any discrepancies found between user expectations and performance and marketing claims

Points Earned: 0.75 of 1.00

Performance Transparency

Does your company make the performance or outcomes of your product or service available in any of the following ways?

Check all that apply.

- Company provides testimonials or references from current users
- Case studies or outcomes are available upon request
- Case studies or outcomes measures are provided to prospective clients
- Case studies or performance/outcomes are made publicly available
- Company identifies all sources of outcome results, indicating whether third party verified or not
- Other - please describe
- None of the above

Points Earned: 2.00 of 2.00

Privacy and Consumer Protection - Impact Business Model

This section focuses on issues and best practices around the use and collection of private data, ensuring the protection and ethical practice of those companies where individual data is being collected. IMPACT BUSINESS MODELS

4.3

Personal Information Collection

Do you collect personally identifiable information of learners or other user (e.g. academic information, testing results, instructor actions)?

Check all that apply.

- Yes
- No

Points Available: 0.00

Personal Information Protection

How do you protect personal information?

Check all that apply.

- Conducting and updating periodically an inventory of all data that require privacy protection and security
- Regular monitoring and third-party audits of data security, including record maintenance and destruction
- On-site records or technology have physical security control (e.g. locked file rooms)
- Utilize appropriate methods to insure data are confidential (e.g. data suppression or encryption)
- Other - please describe
- None of the above
- N/A - Our company does not collect personal information

Points Earned: 0.83 of 0.83

Data Protection in Case of Breach/Sale

Does the company have plans or policies in place to protect data in case of breach or company sale?

Check all that apply.

- There is a plan in place to address handling of personal data in the event company ceases to exist or is sold or bought by another entity
- Company has written response processes set up in case of data breach, including external communications
- We have practiced our procedures in case of a data breach
- Other - please describe
- None of the above
- N/A - Our company does not collect personal information

Points Earned: 0.83 of 0.83

Student Privacy Pledge Policies

Does your company have a written policy regarding any of the following (consistent with the tenets of the Student Privacy Pledge)?

Check all that apply.

- To not sell information to outside entities
- To not use data to target advertising
- To use data for authorized education purposes only
- To not change or modify privacy policies without notice and opportunity to opt out
- To maintain and enforce limits on data retention
- To support parental access to, and correction of errors in, their children's information
- To provide comprehensive security standards
- To be transparent about the collection and use of data
- Other - please describe
- None of the above
- N/A - Our product or service is not geared to children under 13 or is a nonprofit entity

Points Earned: 0.83 of 0.83

Privacy and Data Use Disclosure

How are your company's privacy clauses and data usage policies disclosed?

Check all that apply.

- Clear and concise user agreement on use of data and disclosures provided to customers separately when signing up for product or service
- Provided to customers as part of overall set of disclosures
- Customers and users (or parents/guardians) are required to acknowledge privacy and data policies
- Customers and users are notified in writing of changes to data usage policies
- Other - please describe
- No disclosures provided
- N/A - Our company does not collect or utilized customer-level data

Points Earned: 1.67 of 1.67

Physical Safety

If you have a physical location and/or in person interaction with users, how do you ensure the physical safety of users?

Check all that apply.

- Employees are subject to background checks as part of hiring process
- Products meet industry-specific safety standards
- Employees undergo regular safety training and/or further background checks
- Safety statistics are made available to all users
- All users are made aware of risks
- Other - please describe
- None of the above
- N/A - Our company does not have physical interaction with users

Points Earned: 0.17 of 0.83

B Impact Assessment

Disclosure Questionnaire

Disclosure Industries

Disclosure questions on specific production and trade.

Gambling

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Gambling

Yes

No

Points Available: 0.00

Disclosure Pornography

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Pornography

Yes

No

Points Available: 0.00

Payday, Short Term, or High Interest Lending

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Payday, short-term, or high-interest lending

Yes

No

Points Available: 0.00

Illegal Products or Subject to Phase Out

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Products or activities that are illegal under country laws or regulations where they have operated, banned in international conventions or agreements, or subject to international phase-out or regulation

- Yes
 No

Points Available: 0.00

Industries at Risk of Human Rights Violations

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Industries reliant upon materials at high risk of human rights infringements (e.g. conflict minerals)

- Yes
 No

Points Available: 0.00

Other

Please indicate if the company is involved in production of or trade in any the following. Select Yes for all options that apply.

Other industries that may cause social or environmental harm or are subject to stakeholder criticism or concern

- Yes
 No

Points Available: 0.00

Company Explanation Of Disclosure Item Flags

If you selected "Yes" previously, please provide a detailed explanation of the company's involvement here.

If this does not apply to you, please enter "Does not apply" in the text area below.

If you selected "Yes" previously, please provide a detailed explanation of the company's involvement here.

Points Available: 0.00

Disclosure Practices

Disclosure questions on sensitive practices.

No formal Registration Under Domestic Regulations

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company is not formally registered in accordance with all relevant regulations and requirements

- Yes
 No

Points Available: 0.00

Tax Reduction Through Corporate Shells

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company uses corporate shells or other structural means, such as establishing multiple corporate entities, to minimize tax payments

- Yes
 No

Points Available: 0.00

Conduct Business in Conflict Zones

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company operates in conflict zones

- Yes
 No

Points Available: 0.00

Sale of Data

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company sells or provides access to consumer or user data

- Yes
 No

Points Available: 0.00

Facilities located in sensitive ecosystems

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company facilities are located adjacent to or in sensitive ecosystems

- Yes
 No

Points Available: 0.00

Company prohibits freedom of association/collective bargaining

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company prohibits workers from freely associating and bargaining collectively for the terms of one's employment

- Yes
 No

Points Available: 0.00

Employs Individuals on Zero-Hour Contracts

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company employs individuals on zero-hour contracts

- Yes
 No

Points Available: 0.00

Company workers are prisoners

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company uses workers who are prisoners

- Yes
 No

Points Available: 0.00

Company/Suppliers Employ Under Age 15 (Or Other ILO Minimum Age)

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Company employs workers under the age of 15 (or other minimum work age covered by the International Labour Organization Convention No. 138) and/or company does not keep personnel records that include evidence of the date of birth of each

- Yes
 No

Points Available: 0.00

Overtime For Hourly Workers Is Compulsory

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Overtime work is compulsory and exceeds 48 hours in a week

- Yes
 No

Points Available: 0.00

Other

Please indicate if the following statements are true regarding whether or not the company engages in the following practices. Check all that apply. If the statement is true, select "Yes." If false, select "No."

Other sensitive practices that may cause social or environmental harm, or are subject to stakeholder concern

- Yes
 No

Points Available: 0.00

Company Explanation Of Disclosure Item Flags

If you selected "Yes" previously, please provide a detailed explanation of the company's engagement in these practices here.

If this does not apply to you, please enter "Does not apply" in the text area below.

If you selected "Yes" previously, please provide a detailed explanation of the company's engagement in these practices here.

Not applicable.

Points Available: 0.00

Disclosure Outcomes & Penalties

Disclosure questions concerning litigation, relocation of communities, accidents, and on-the-job fatality.

On-Site Fatality

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Company has had an operational or on-the-job fatality

Yes

No

Points Available: 0.00

Litigation or Arbitration

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Litigation or arbitration against company either ongoing, settled, or found against the company

Yes

No

Points Available: 0.00

Company has filed for bankruptcy

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Company has filed for bankruptcy

Yes

No

Points Available: 0.00

Bribery, Fraud, or Corruption

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Company has committed, been penalized for, or been accused of bribery, fraud, or corruption

Yes

No

Points Available: 0.00

Anti-Competitive Behavior

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Penalties or allegations of anti-competitive behaviour

- Yes
 No

Points Available: 0.00

Financial Reporting, Taxes, Investments, or Loans

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Penalties regarding financial reporting, tax payments, investments, or loans

- Yes
 No

Points Available: 0.00

Political Contributions or International Affairs

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Penalties regarding political contributions or international affairs

- Yes
 No

Points Available: 0.00

Labor Issues

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Labor penalties, including safety and discrimination

- Yes
 No

Points Available: 0.00

Breaches of Confidential Information

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Breaches of individual privacy and/or losses of individual confidential data

- Yes
 No

Points Available: 0.00

Significant Layoffs

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Company has had layoffs of more than 20% of the workforce

- Yes
 No

Points Available: 0.00

Hazardous Discharges Into Air/Land/Water (Past 5 Yrs)

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Company sites have experienced accidental discharges to air, land or water of hazardous substances

- Yes
 No

Points Available: 0.00

Large Scale Land Conversion, Acquisition, or Relocation

Please indicate if the following statements are true regarding if the company has experienced any of the following in the past 5 years. Check all that apply. If the statement is true, select "Yes" If false, select "No".

Construction or operation of company involved large scale land acquisition, convergence, or degradation (including the construction or refurbishment of dams), or resulted in the resettlement or economic displacement of 5,000 or more people

- Yes
 No

Points Available: 0.00

Penalties Assessed For Environmental Issues

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Environmental management penalties, including animal welfare

- Yes
 No

Points Available: 0.00

Violation of Indigenous Peoples Rights

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Company has had allegations or penalties for infringing on indigenous people's rights, for instance by utilizing lands owned or used by indigenous peoples without full documented consent of such peoples

- Yes
 No

Points Available: 0.00

Other

Please indicate if the company has had any formal complaint to a regulatory agency or been assessed any fine or sanction in the past five years for any of the following practices or policies. Check all that apply.

Other penalties, complaints, or grievances filed or levied against the company for negative impacts on local communities, human rights, or other stakeholder concerns

- Yes
 No

Points Available: 0.00

Company Explanation Of Disclosure Item Flags

If you selected "Yes" previously, please provide a detailed explanation of the company's experience related to the previous statement here.

If this does not apply to you, please enter "Does not apply" in the text area below.

If you selected "Yes" previously, please provide a detailed explanation of the company's experience related to the previous statement here.

Points Available: 0.00

Supply Chain Disclosure

Disclosure questions concerning the significant suppliers of the company

Business in Conflict Zones

Please indicate if any of the following statements are true regarding your company's significant suppliers.

Operation in conflict zones

- Yes
- No
- Don't Know

Points Available: 0.00

Negative Social Impact

Please indicate if any of the following statements are true regarding your company's significant suppliers.

Practices or outcomes that produced substantial negative impacts regarding human rights, labor conditions, or local communities

- Yes
- No
- Don't Know

Points Available: 0.00

Negative Environmental Impact

Please indicate if any of the following statements are true regarding your company's significant suppliers.

Practices or outcomes that produced substantial negative environmental impact

- Yes
- No
- Don't Know

Points Available: 0.00