

Shaping Sustainable Stakeholder Relationships



ICBE, S. Anselmo, April 5, 2016

What are we going to do?

Develop a strategy for a Benedictine School:

- Applying a specific approach
- Exchange experiences

Tuesday afternoon:

Strategy formulation

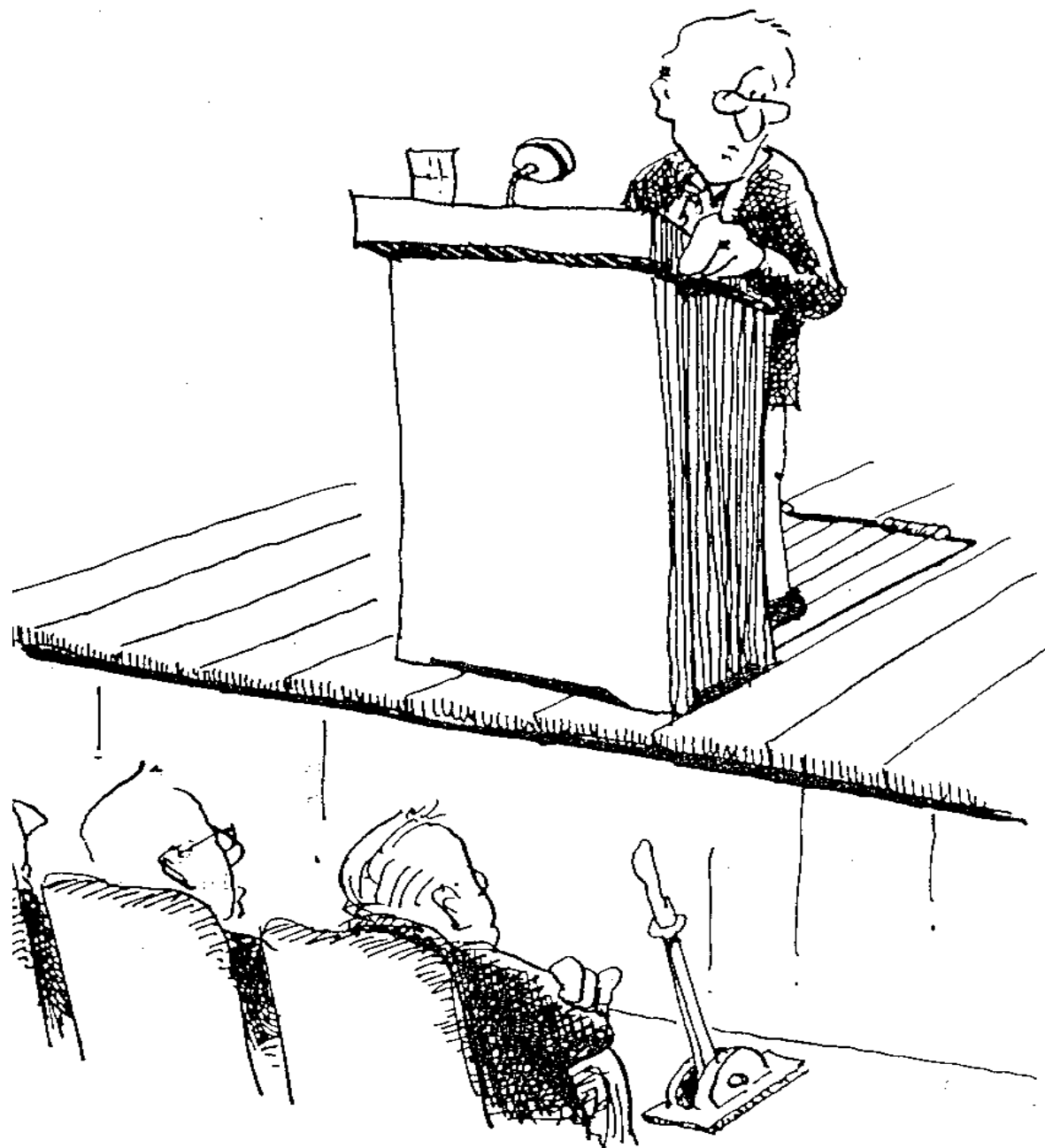
“Shaping sustainable stakeholder relationships”

Wednesday morning:

Strategy implementation

“Execute, what you have promised”





Thomas Piasmann

Why are we developing a strategy?

- (1) Giving direction and sharing priorities!**
- (2) Operating economically with our limited resources.**



Our strategy making journey ...

... to provide you with more time for your professional and spiritual life

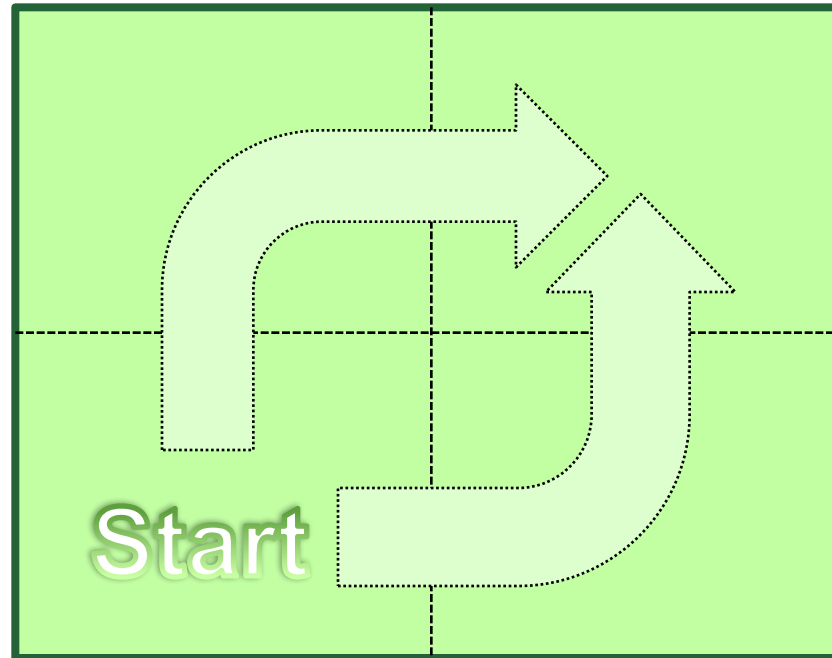


Explicit/
formal

*Make it
transparent,
formal, and
«enforceable»*



Implicit/
informal



Individual
level



Collective
level

*Create a shared understanding and
sense of purpose in the community
to get the momentum and buy-in for change*



What is special in our setting?



The perspective of the monastery

The duty to develop the community and stay open.

«Communities owe their existence former generations and are obligated to the future generations.»

Abbot Maximilian Neulinger, OSB

«Gemeinschaften verdanken sich vergangenen Generationen und wissen sich künftigen Generationen verpflichtet.»



*Abbey Saint-Maurice d'Agaune
in Switzerland*

Founded in the year 515:
1500 years ongoing active!



What makes it special/difficult?

Two sides of monastic life?

The core
and «raison d'être» ...

... and the other side

Spiritual
side

Economic
side



The Rule of
Saint Benedict
and the Gospel



Ora et labora et lege:
Independent because
of economic activities

How to cope with it?
Harmonia mundi
ut in omnibus glorificetur deus

The Rules of
the market

Purpose: Priority have the services ...

... in terms of altruism and not the own well-being

The monastery and its oeuvre

(«Mission to the outside»)

Pastoral care/Parish/Diocese
Visitors/Pilgrims/Homeless
Education (School etc.)
Culture
(Library, museum, etc.)
Public administration
Benefactors
etc.



The monastic community

(First priority: «Seeking god»)

Abbot
Members of the community
Employees
(kitchen, laundrette, etc.)
Abbot Primate,
etc.

The monastery and its services/businesses

(«Ora et labora»)

Agriculture
Forestry
Industrial units
(Hotels, carpenter, etc.)
Renting & leasing
Investments
Banks
etc.



The Manila Priory



Missionary Benedictine Sisters Of Tutzing

Educational Apostolate:

St. Scholastica's College Manila

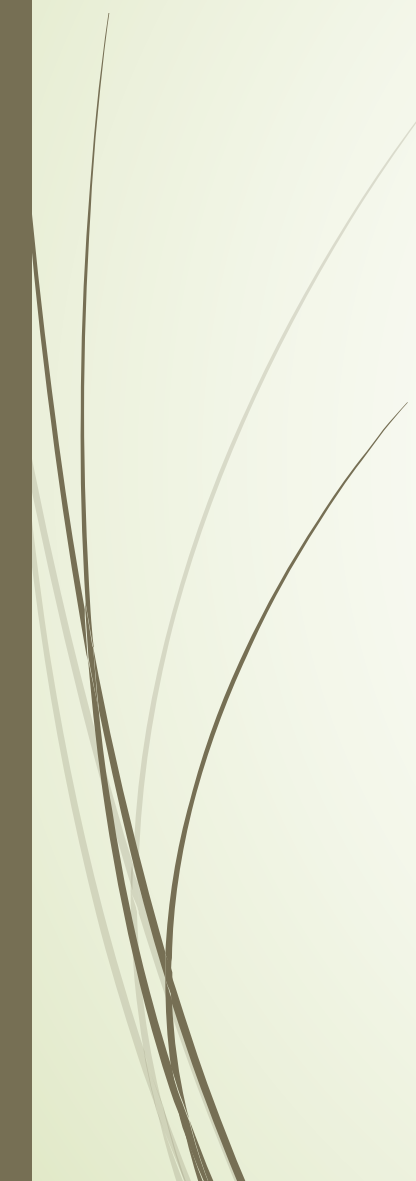
*"We aim to provide an education
which will aid the Filipino to
arrive at his final goal,
Christ. "*


(Manila Priory Chapter 1976)





TEN HALLMARKS OF BENEDICTINE EDUCATION

- 1. **Love of Christ and neighbor:** Love of learning and desire for God; imagination, courage, compassion
 - 2. **Prayer: A life marked by lectio, liturgy and mindfulness**
 - 3. **Stability: commitment to the daily life of this place**
 - 4. **Conversatio: the way of formation and transformation:** conversatio requires stability, discipline, faithfulness and resilience
 - 5. **Obedience: a commitment to listening and consequent action**
- 

- 
- **6. Discipline: a way toward learning and freedom:** a fundamental discipline of prayer, work and relationships
 - **7. Humility: acceptance of the demand for realism and accountability**
 - **8. Stewardship: respect for the beauty and goodness of creation as a sacrament of God**
 - **9. Hospitality: call to openness**
 - **10. Community: call for service to the common good and respect for the individual**

Which approach will we use?



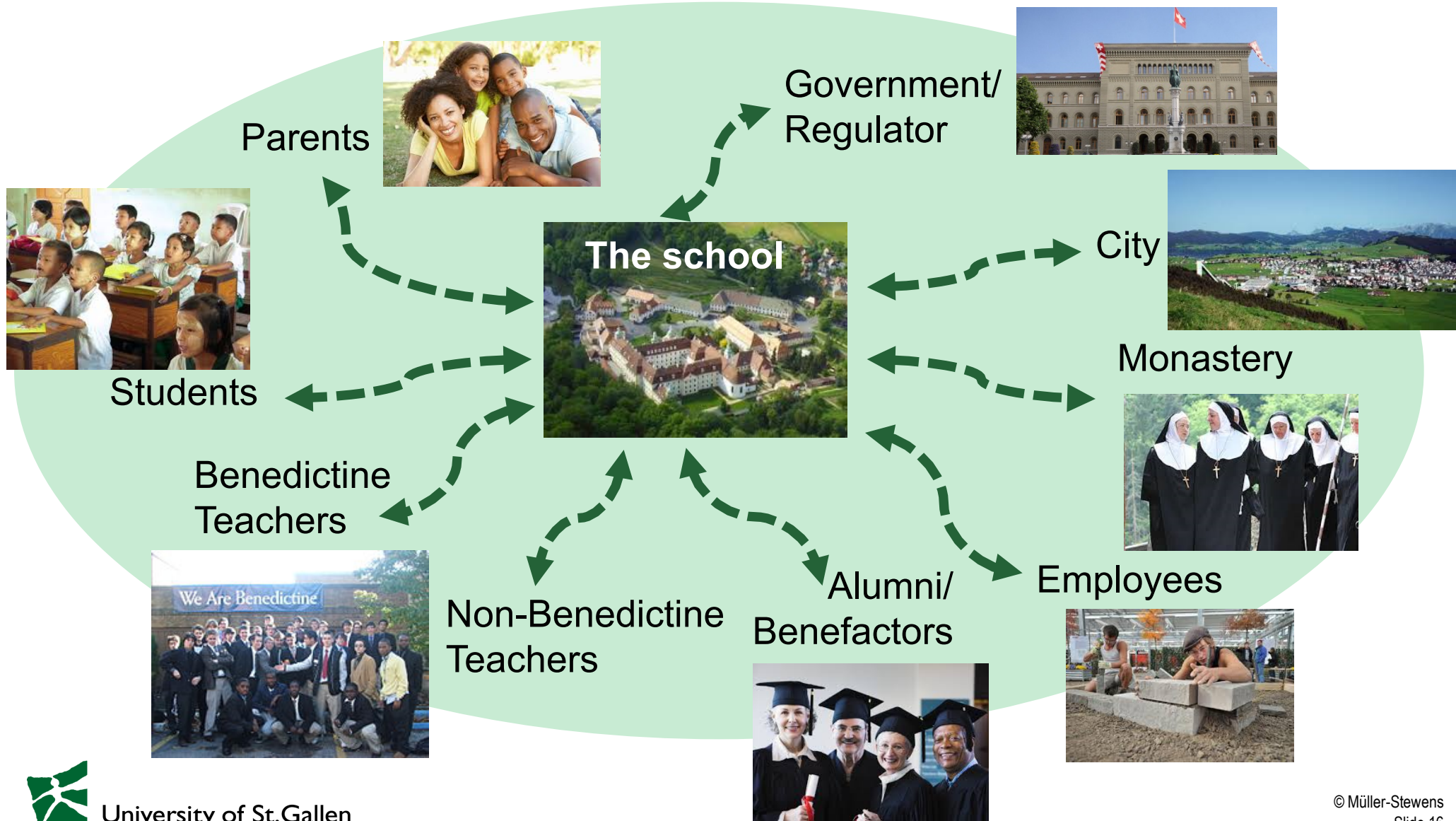
The school as a stakeholder network

- ☀ The school is embedded in a system of stakeholders.
- ☀ A stakeholder is any group who can affect or is affected by a organization's operations in achieving its objectives.



Shaping the ecoystem of a Benedictine school

Examples of horizontal relationships in- and outside of the school



The school as a stakeholder network

- ☀ The school is embedded in a system of stakeholders.
- ☀ A stakeholder is any group who can affect or is affected by a organization's operations in achieving its objectives.
- ☀ The longterm survival of the school is based on “healthy”, sustainable relationships to its stakeholders.
It depends on the ability to fulfill its economic and social purpose, which is to create and distribute value sufficient to ensure that each stakeholder group continues as part of the system.
- ☀ Decision makers have to take the expectations and needs of the different stakeholders into account in their strategizing and manage these relationships accordingly.



SHAPING
RELATIONS
INSIDE AND OUTSIDE
YOUR SCHOOL

Determining who the people who have **expectations** on us are

those who have/hold a **stake** in relation to us (hence stakeholders)

have some **involvement** with us or we are involved with

those who can **influence** us or be influenced by us

Sustainable competitive advantage

Sustainable healthy relations

Sustainable i.e.

that last

not only in time

but also qualitatively





“Listen, o my son, to the
precepts of your master”

RB, Prologue



Let us hear with awestruck ears what the divine voice says to us, crying out and admonishing us daily (RB Prologue)

The brethren must obey not only to the
Abbot, but they must thus also obey
one another

RB 68

Thus they should anticipate one another in honor;
most patiently endure one another's infirmities,
whether of body or of character; no one should follow
what he considers useful for himself, but rather what
benefits another

RB 72

But let the brethren so help each other to what is needed for eating and drinking, that no one need ask for anything

RB 38

If the community is large, let assistants be given him, that, with their help, he too may fulfil the office entrusted to him with an even temper. Let the things that are to be given be distributed, and the things that are to be gotten asked for at the proper times, so that nobody may be sad in the house of God

RB 31

It is written, "Distribution was made to everyone according as he had need" (Acts 4:35). We do not say by this that respect should be had for persons (God forbid), but regard for infirmities. Let him who hath need of less thank God and not give way to sadness, but let him who hath need of more, humble himself for his infirmity, and not be elated for the indulgence shown him; and thus all the members will be at peace. Above all, let not the evil of murmuring appear in the least word or sign for any reason whatever.

RB 34







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www.disney.co.uk

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Amatores Dei,
fratrum
et loci

Maximization of profit



*Sustainable competitive
advantage*

Sustainable healthy relations
that last
not only in time
but also qualitatively







Stakeholder Management from a School Perspective

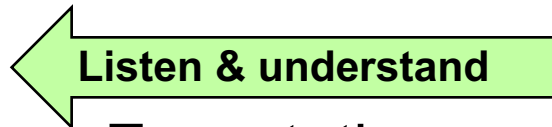


THIS IS A PLACE
TO THINK + DREAM +
MAKE + DO.

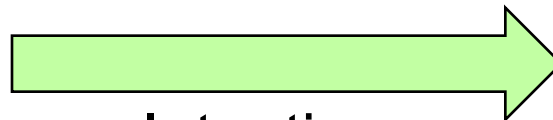


It is like negotiations: Get «healthy» relationships

Stakeholder relationships are based on expectations and strategic intentions



Expectations



Intentions

The stakeholder



The **value proposition** of the school to the stakeholder



Step 1: Which are your most relevant stakeholders?

Please rank the five most relevant stakeholders of your school!



2nd

3rd

4th

5th

In which country is your school located?



Step 1: Which are your most relevant stakeholders?

Please rank the five most relevant stakeholders of your school!



Students

2nd

Teachers

3rd

Parents

4th

Monastery

5th

Benefactors

Example

In which country is your school located?

Switzerland



Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder «students»?
The Monastery	<ol style="list-style-type: none"> 1. Spread of the Benedictine mission 2. Income stream 3. New blood 	<ul style="list-style-type: none"> • Christian education • Academic excellence • Peaceful atmosphere • Preparation for the job market
The Teachers	<ol style="list-style-type: none"> 1. Job security 2. Academic freedom 3. Community based on shared values 	
The Students	<ol style="list-style-type: none"> 1. Efficient learning 2. Inspiration 3. Graduation 	<p>(c) What are weaknesses or deficits regarding your value proposition?</p> <ul style="list-style-type: none"> • Lack of spiritual knowledge in the faculty • Not enough connections into the job market •

Example

If you want, you can choose one of the schools in your group to make the exercise more concrete!



Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder?
The Monastery	1. 2. 3.	
The Teachers	1. 2. 3.	
The Students	1. 2. 3.	(c) What are weaknesses or deficits regarding your value proposition?



Selected Showcases

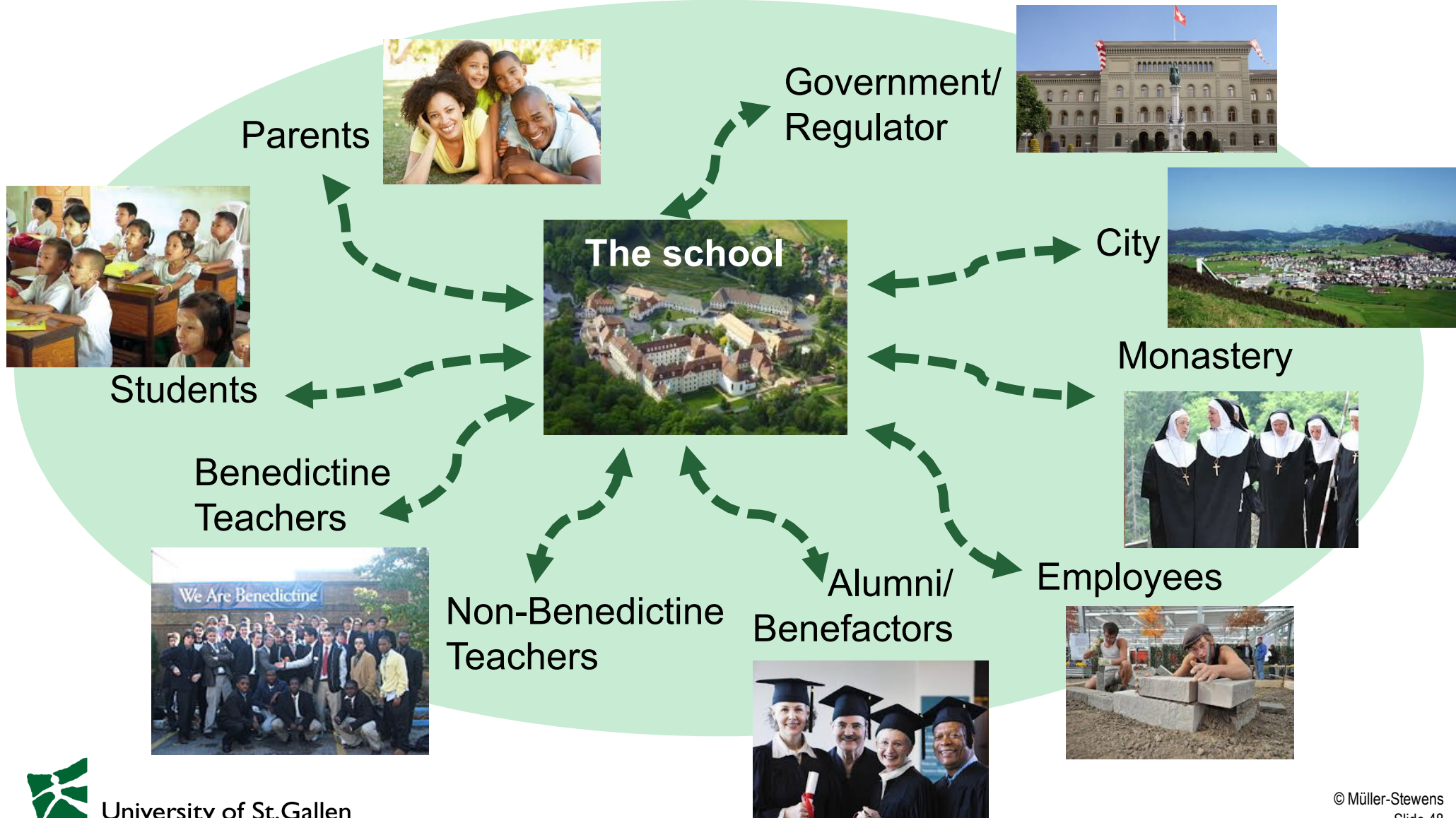


Wrap up and final remarks



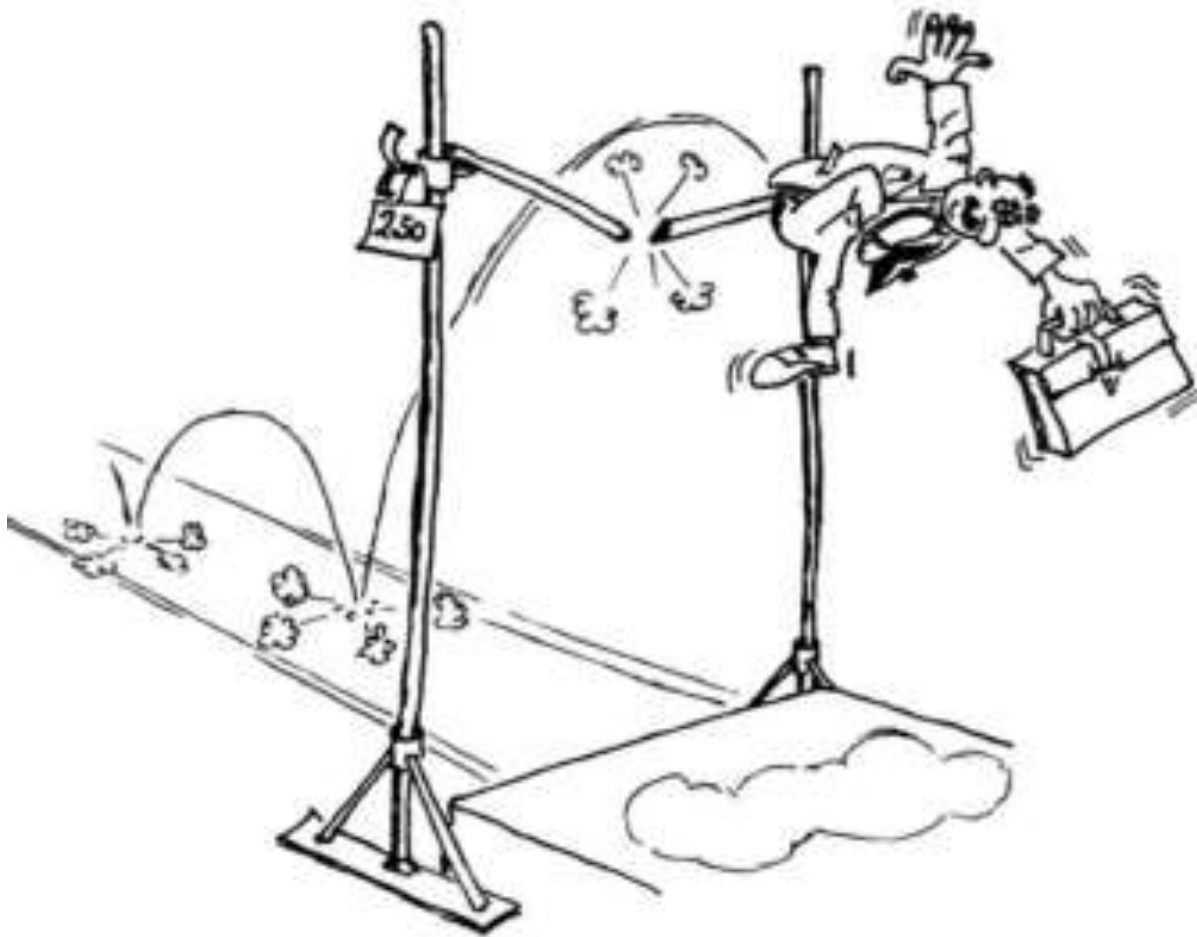
Shaping the ecosystem of a Benedictine school

Examples of horizontal relationships in- and outside of the school



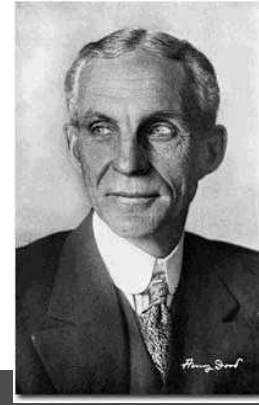


Vision as ambition level



The vision defines the future ambition level of an organization.

How high do you want to jump?



***“I will build a motor car for the great multitude...
It will be so low in price that no man making a good salary
will be unable to own one...and enjoy with the family the
blessing of hours of pleasure in God’s great open spaces...
When I’m through, everyone will be able to afford one, and
everyone will have one.
The horse will disappear from the highways, the automobile
will be taken for granted...[and we will] give a large number
of men employment at good wages.” ”***

Henry Ford (early 1900s)

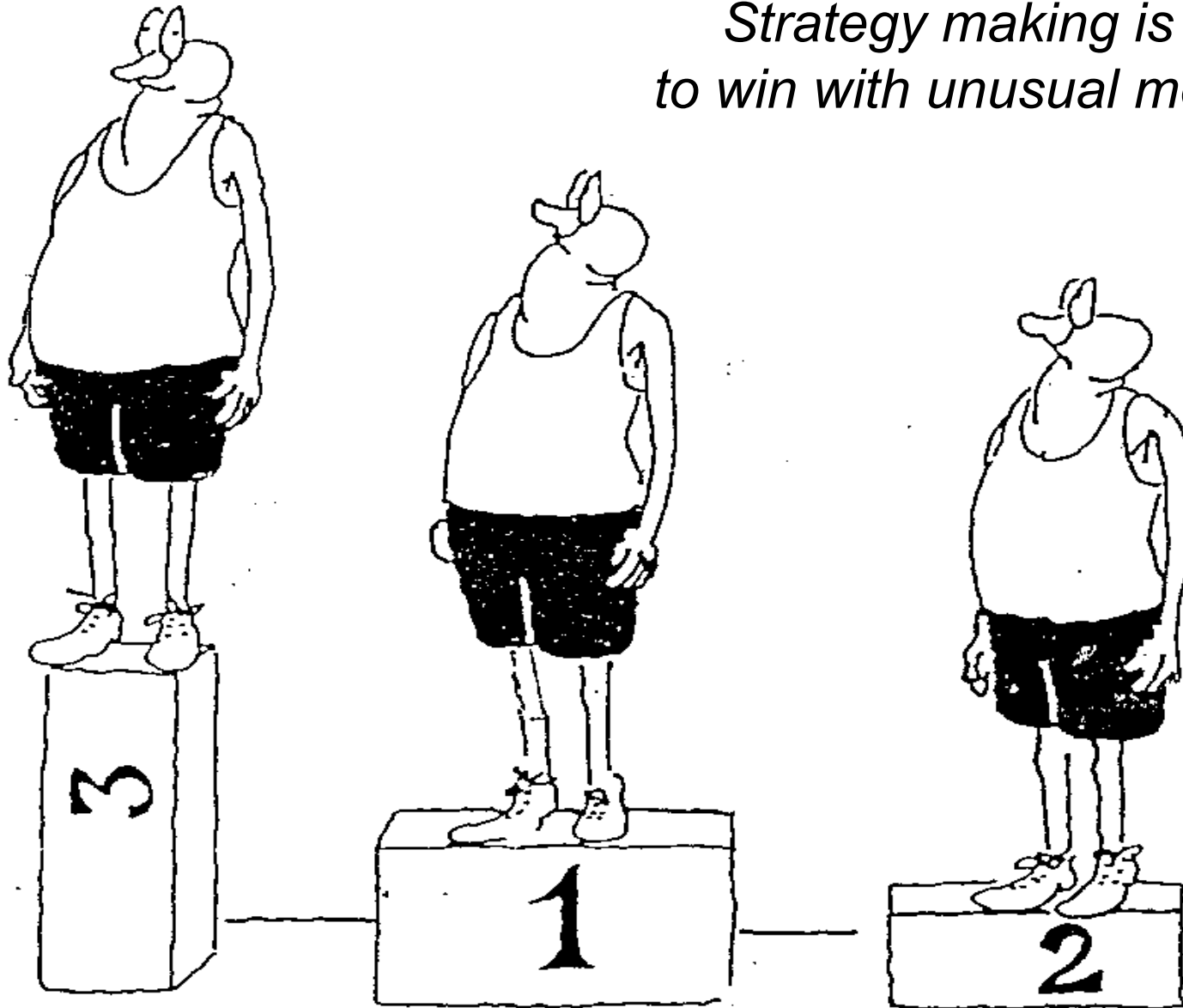




***"... a free encyclopedia
for every single person
on the planet in their
own language."***

Jimmy Wales

*Strategy making is the art
to win with unusual methods*



Contact

- Prof. Dr. Guenter Mueller-Stewens
- Institute of Management
University of St. Gallen
Dufourstrasse 40a
CH 9000 St. Gallen
Schweiz
- Fon ++41 (0) 71 / 224 2357
Fax ++41 (0) 71 / 224 2355
- E-Mail: guenter.mueller-stewens@unisg.ch

