

# Phase 2 Final Report



Prepared for:



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## 1 Executive summary

### 1.1 What is the Supply Chain Sustainability School?

Launched in June 2012 the Supply Chain Sustainability School (the School) is an award-winning initiative, and represents a common and collaborative approach to addressing sustainability within the supply chain. It is a free, virtual learning environment that aims to help construction suppliers and sub-contractors develop their organisations' sustainability knowledge and competence. Backed by 25 major contractors, client and industry partners, the School provides free practical support in the form of e-learning modules, tailored self-assessment and action plans, sustainability training and networking opportunities

**In just 2.5 years the School has gone from the inspired thinking of a group of seven major contractors, to the UK's leading, multi award winning supply chain sustainability initiative with 6,500+ members and 25 partners.**

Current partners are Aggregate Industries, Balfour Beatty, BAM, BRE, Carillion, CITB, CEEQUAL, Cofely UK, Covance, EMCOR, Galliford Try, Grosvenor, Interserve, ISG, Kier, Lafarge Tarmac, Laing O'Rourke, Lend Lease, Morgan Sindall, National Grid, Skanska, Sir Robert McAlpine, Taylor Woodrow, Wates and Willmott Dixon.

The School is delivered by Action Sustainability, who has day to day operational responsibility for the School with the support of Responsible Solutions Ltd, the School's training partner.

By developing the skills of the supply chain it is hoped that the industry will be better able to meet increasing client and legislative sustainability demands and more importantly will allow employers to access the many opportunities that will come through this green growth. The School promotes sustainable business through long-term thinking, environmental consciousness and social responsibility as a means to counter what is seen to be a market failure in this industry.

### 1.2 CITB funding

In August 2013 the School was successful in securing funding via the Growth Fund, from the Construction Industry Training Board (CITB) for 'Phase 2' of the School's development. This funding period ran from September 2013 to December 2014, the overarching aim of which was to raise the sustainability skills of suppliers to the construction industry, resulting in the following outcomes:

- **Build on the momentum** and success of phase one, to drive further collaboration and take-up of the School.
- **Expand the breadth of sustainability training and resources** provided.
- **Consolidate e-learning sustainability training** for the construction industry, accessed from one recognised portal.
- **Produce measurable improvements** in sustainability competence.
- **Achieve cost reductions** from increased resource efficiency.
- **Improve access** to emerging sustainability markets.
- **Improve the industry's reputation** with wider corporate and community stakeholders.
- **Develop a model that, over time, can be self-supporting** for the industry.

A clear objective was to focus on new developments within the School, such as the production of new e-learning modules, development of new sustainability benchmarking tools, increasing the number of School partners to 12, running 45 training workshops and expanding the reach of the School to 5,000 employees.

**The School has achieved or exceeded each of these outcomes and objectives**, and has moved from a position in 2014 where the School was funded 60% from CITB and 40% from supply chain partners to a position where for 2015 the School has secured sufficient income from partner contributions to cover the day to running costs of the School at the current level of activity.

### 1.3 Key achievements of the School in its second year

After a successful Phase 1, Phase 2 saw the School set more challenging targets for improving its impact, scope and scale. Below is a summary of the key achievements of the School for Phase 2.

- **An average increase of 4.29% in the assessment scores** of suppliers' competence in sustainability (compared to 3.51% in August 2013).
- School members are reporting to have **won business as a result of the School**. Case studies highlight benefits of School membership to include increased competitive advantage, winning new business, reduced costs, client recognition and enhanced reputation.
- The School has attracted 14 new partners in Phase 2 and is now **supported by 25 major contractors, clients and industry bodies**. This includes 18 of the top 20 UK contractors and two major clients, National Grid and Grosvenor.
- **789 delegates have increased their knowledge on specific sustainability related issues** by participating in training workshops (against a target of 700).
- **The School has 6,796 members** (against a target of 5,000) from 3,430 unique companies, of which 68% are SMEs.
- **10 new e-learning modules have been developed** resulting in 20 e-learning modules now available which have been **downloaded 3,388 times** since September 1<sup>st</sup> 2013, against a target of 1,500, and compared to 1,781 in Phase 1.
- **Successful launch of the supplier progress and benchmarking dashboard**. This enables suppliers to monitor and record their progress, and understand how their knowledge compares to other School members from their specific trade.
- **862 unique companies have completed a self-assessment** against a target of 750, compared to 582 unique companies in *Phase 1*, of which **67% are actively using their Action Plans**.
- **1,407 delegates have attended Supplier Days**.
- **The launch of the Gold/Silver/Bronze reward and recognition scheme** has been a success with 127 School members being awarded badges.
- **318 re-assessments have been completed** in *Phase 2* (a 48% increase compared to *Phase 1*).
- Launch of the **Strategic Supplier dashboard** for School partners which enables partners to monitor the progress of their suppliers, understand their supply chain's strengths and

weaknesses, and benchmark them against other School members. Partners consider to be a valuable asset.

- **Development of two sub-groups** in Infrastructure and Facilities Management which have developed content and diagnostics in preparation for the launch of Infrastructure and FM Schools in early 2015.
- **Development of the ‘Horizon Group’** which facilitates a link between the UK Supply Chain and the UK R&D knowledge base which will enable the School to understand more about upcoming sustainability issues and challenges, so as to ensure the content of the School is leading-edge and reflective of best practice.
- **The success of the School has been acknowledged independently through a range of European industry and sustainability award schemes.** The School was overall winner in the CIPS Supply Management awards, Silver in the Green Apple Environment Awards, and shortlisted for the following: European Supply Chain Excellence Awards, Construction News Awards, Guardian Sustainable Business Awards, Ethical Corporation Awards, ENDS Green Economy Awards and the Sustainability Leaders Awards.
- **The School has been replicated in Australia,** due to launch in February 2015.
- **A mixed funding model has been successful** with 60% of funding from CITB and 40% from partner contributions. The School has also **secured funding from the UK Commission for Education and Skills (UKCES)** which will fund the development and launches of the Infrastructure and FM Schools in January and February 2015.
- The School has received **positive media coverage** in a range of publications including The Times, Supply Management, New Civil Engineer, Building4Change, FM World, Environmental News and Building Magazine.
- The School has **improved its social media presence** and now has 1,200 Twitter followers.
- **Web pages showcasing resources relevant to Scotland** have been developed and will launch in January 2015. Business based in Scotland, or looking to sell into the Scottish market will be able to search for relevant resources in a dedicated ‘Scottish’ section of the website.

#### 1.4 The Supply Chain Sustainability School - The big picture

After a successful first phase, the School set more challenging targets for improving its impact, scope and scale. Below is a breakdown of the School in numbers as of December 2014;



 **6,796**  
members to date

 **3,430**  
unique companies to date

 **13,254**  
resources viewed


 **530**  
online resources

 **1194**  
delegates attending training

 **2,561**  
delegates attending supplier days

 **2,232**  
Action Plans created

 **1,734**  
Self assessments completed since launch

 **532**  
Re-assessments completed since launch

 **275**  
Average number of registrations per month since September 1st.

★★★★★★★★★★ **10 out of 10**

**e-Modules**

The 10 most popular resources are e-learning

 **4,586**  
e-Learning modules have been accessed



**e-Modules** **Web Link** **Video** **Tool** **Document**

Web links and e-Learning modules continue to be the most popular resource types the School offers

 **4.29%**  
Average increase in score

The average increase in assessment scores has risen to 4.29% from 3.5% in March 2014. This is nearing our target of a 5% average increase in assessment scores across the School



Assessed

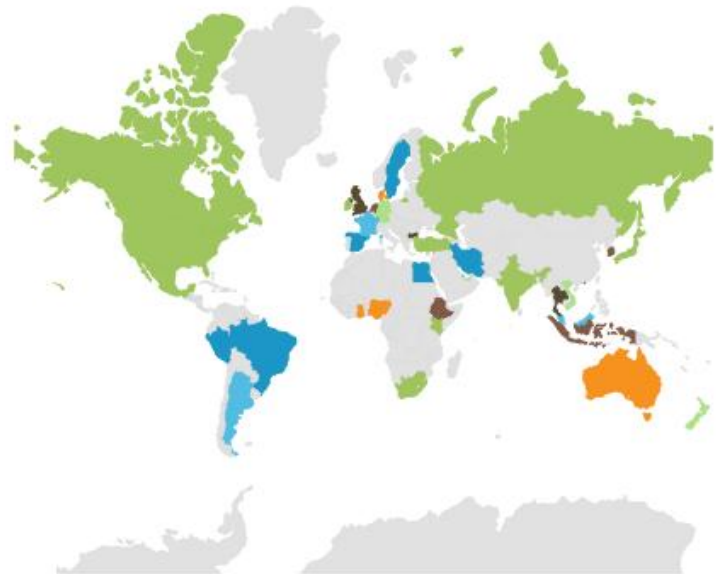


Reassessed

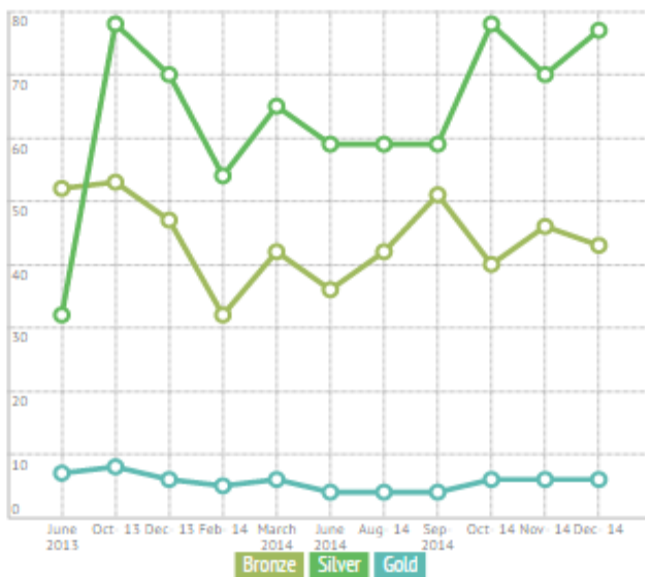


Using Action Plans

47% of all registered companies have completed an assessment. 10% of all registered companies have completed a re-assessment. Of these registered companies 67% are actively using their action plans



The School has been viewed in 160 countries, and has been viewed most in the UK, the USA, Australia, Germany, France, India, Sweden, Ireland and Brazil.



Active members being rewarded with a Bronze, Silver or Gold badge has steadily increased in recent months



The School website continues to be accessed by new and returning unique visitors. Those accessing the School spend an average of 9 minutes on the site per visit, (once bounces are removed).



## Key lessons learned

- The use of **procurement leverage** continues to motivate suppliers to change behaviour and has a powerful impact on the supply chains engagement in the sustainability agenda. The addition of client partners to the School has helped motivate members to assess and maintain their level of engagement.
- The general level of sustainability knowledge in the industry remains relatively low (an average of 2.2 out of 5 according to the self-assessments completed, and the beginner e-learning modules continue to be the most downloaded resource), with most suppliers admitting to having pockets of expertise, but acknowledging that **sustainability is not yet embedded into every day decisions**. This is changing, albeit gradually.
- **There is much work still to be done.** With 3,430 unique company members, the task ahead is still significant if the School is to reach the 10,000 + larger suppliers to the main contractors and the 200,000 + businesses in the wider construction sector.
- There is a desire for **more industry-specific resources and learning** – the School has developed a generic base for sustainability in the industry, and is now developing specific web content and diagnostics for key areas such as Infrastructure and Facilities Management. Other sectors of the market will require a similar approach; for example Homes or Public Buildings.
- Ensuring **suppliers actively engage in the School after initial registration remains a challenge**. At the time of writing, the School has 1,833 inactive company members, representing 53% of all School members. More effort needs to be focused on developing active School members.
- The **reward and recognition** programme (Bronze, Silver and Gold), and **benchmarking dashboard** for each member is an effective way to keep members engaged and completing regular assessments. However, a third of polled members indicated they were not aware of the reward and recognition programme; therefore more awareness campaigns are required.
- The **average time between completion of assessments and future assessments is six months**, which is longer than initially estimated.
- Access to the **Strategic Supplier dashboard is a key attraction for potential partners** and an invaluable resource for existing partners. This enables partners to monitor the progress of their suppliers and understand industry strengths and weaknesses.
- **E-learning modules continue to be the most popular resources** in the School.
- **Investment in PR has been fruitful** with the School having featured in a range of industry publications, as well as mentions in broadsheets such as The Times.
- It is important to ensure that new **School partners share the same values and are committed** to the ultimate aim of the School, and that they are not joining the School solely to enhance their reputation.
- **The value of social media as a route to market should not be underestimated.** Twitter is now an effective mechanism for the promotion of School training workshops and Supplier Days.

### 1.5 Recommendations for the development of the School – short term

- **Expansion of the School into more sectors of the built environment** through the development of sub-groups:
  - **Launch the FM School and the Infrastructure School** in January and February 2015.
  - **Develop sub-groups in 'Homes' and 'Commercial and Public Buildings'** who will research content and produce diagnostics with a view to launching a Homes School and a Commercial and Public Buildings School.
- **Engagement of a wider variety of contractor partners** to ensure the speciality markets referenced above will have effective sub-groups to help develop and drive the content of the new Schools.
- **Target of 40 School partners** by March 2016. This will strengthen the business case for the supply chain to engage in the School, and should benefit all current partners in helping to develop a more competent supply chain.
- **Recruitment of new client partners** who share the School's vision of developing a more sustainable supply chain. These clients could include customers such as commercial developers, Highways Agency, Network Rail, Defence Estates, NHS and other public bodies.
- **Efforts to be focused on increasing the percentage of active members** in the School by:
  - Raising awareness of the reward and recognition scheme.
  - Promoting the business benefits of the School through the sharing of cases studies.
  - Running more events aimed at existing members with a view to encouraging them to become active in the School.
  - Working with the School's partners to:
    - Review the voluntary, advisory and mandatory spectrum of the School
    - Take a more proactive approach in encouraging strategic suppliers to engage in the School, maximising their procurement leverage over the supply chain.
    - Understand how contractors can link sustainability competence development with performance measurement.
    - Ensure the model PQQ questions are included in their tender processes
- **Formal agreement of the new Governance structure of the School.** The current governance structure needs to adapt to reflect the ambition of the School and the wide range of new partners, allowing new partners to become involved in the School, and influence the direction of the School in their key markets and sectors.
- **The School needs to continually evolve and ensure its content is updated and relevant.** Over time the level of resource required by the School will be increasingly advanced. It is imperative that the resources available meet these changes in demand. Links to knowledge led organisations and universities will have a role to play in meeting this demand.
- **A broader pool of stakeholders need to be engaged in the School** – as the School expands through development of sub-groups, it will become increasingly important to build relationships.

- **Upgrading of the partner dashboard** in February 2015. This will provide a more functional dashboard with a range of new features, including the ability for partners to categorise strategic suppliers by business unit.
- **Continue to increase the regional reach of the School** - regional specific resources for both Scotland and Wales have been developed. Dedicated Scottish webpages will be launched in January 2015 and Welsh pages will be launched by August 2015.
- **Strengthening and building relationships with key trade bodies** – the School must continue to build and develop relationships with trade associations and other industry bodies. These relationships are important to help inform the development of resources for the sub-groups, and to broaden the awareness of the School.
- **Development of the mixed funding model** – the School should receive income from multiple funding streams such as partner contributions, international license fees, and external funding from organisations such as UKCES, CITB and other public bodies.
- **Launch the first satellite School in Australia.** In partnership with Net Balance, the Supply Chain School will launch in Australia in February 2015. The Australian Supply Chain School will feature the same types of resources offered by the UK School, but will cover the sustainability issues faced by the Australian construction sector. This will provide an income stream to the UK School that is expected to represent between 5% and 10% of the UK School's running costs.
- **Continuation of the close relationship with UK Contractors Group.**
- **Investment (time) in developing the School's social media presence** with a view to achieving 2,000 Twitter followers by March 2015.
- **Implementation of a successful media strategy** ensuring high quality coverage of the School on a regular basis.
- **The School should conduct more member surveys** with a view to understanding more about the needs of its members, and also to gain feedback on the School. These should include online surveys as well as live surveys at events using voting buttons.

## 1.6 Recommendations for the development of the School – medium term

- The School has a vision **“To be recognised globally as the exemplar of sustainable supply chain development”**. This will be measured by:
  - **Engagement of 80% of the supply chain who account for 80% of the spend of the top contractors** in the industry.
  - **Recognition both within and from outside of the industry** for the quality of collaboration in the supply and efforts to build sustainability through the achievement of national and international awards.
  - Recognised as **the ‘go to’ resource for sustainability competence** in the UK construction industry.
  - **UKCG to continue to recommend the School** as common approach to developing supply chain sustainability competence for all its member contractors
- To develop better methodologies to measure and **quantify the link between sustainability competence development and performance** measurement.
- To **develop the range of content** to grow with the knowledge required by suppliers as they become more knowledgeable about the sustainability agenda.

## 2 Performance against contractual KPIs

Detailed below in *Figures 1* and *2* are the School's contractual obligations to CITB, broken down into programme outputs, and employer outcomes. **All outputs and outcomes have been met or exceeded with the exception of two**, the re-assessment target and the target to engage 20 trade associations. At the time of writing 318 re-assessments have been completed against a target of 400, and 12 trade associations engaged, with two weeks to go until the end of the funding period.

**Figure 1: Performance against programme outputs**

Key performance indicator	Achieved?	Notes
<b>Increase membership of the School to 5,000 members (350 Scottish, 250 Welsh)</b>	Yes	6,796 members (349 Scottish, 304 Welsh)
<b>Increase the partners to 12</b>	Yes	25 partners (20 contractors, 2 clients, 3 industry bodies)
<b>Develop app based access to School resources</b>	Yes	This has been downloaded more than 750 times
<b>10 new e-learning modules</b>	Yes	10 new e-learning modules launched
<b>Supplier benchmarking dashboards</b>	Yes	Launched in March 2014
<b>Learning Management System created for partners</b>	Yes	Made available to all School partners
<b>10 case studies</b>	Yes	10 case studies developed and published on School website
<b>Interim and final reports</b>	Yes	2 reports submitted
<b>2 dissemination meetings</b>	Yes	Presentations to share learning and progress of the School have been made at 1 x UK Contractors Group meeting and 1 x CIRIA (The Construction Industry Research and Information Association)

**Figure 2: Employer outputs**

Key performance indicator	Achieved?	Notes
<b>1,200 employees receive sustainability advice at 15 Supplier Days held</b>	Yes	<b>Target met</b> 1,407 employees attended 15 Supplier Days held
<b>750 sustainability assessments and action plans created</b>	Yes	<b>Target exceeded</b> 862 self-assessments and action plans created by unique companies
<b>400 reassessments undertaken</b>	No	<b>Target not met</b> 319 reassessments have been submitted
<b>45 training sessions held, attended by 700 employees</b>	Yes	<b>Target exceeded</b> 60 training sessions held attended by 776 employees
<b>1,500 downloads of e-learning modules</b>	Yes	<b>Target exceeded</b> 3388 downloads
<b>90% of attendees rating the organisation of Supplier Days as excellent or good</b>	Yes	<b>Target exceeded</b> 97.07% of attendees rated the organisation of Supplier Days as excellent or good (50%/47.07%)
<b>20 trade associations and federations engaged</b>	No	<b>Target not met</b> 12 engaged to date

It is clear from the School's performance that the **uptake in the School continues to be strong** and that there is an evident need for sustainability skills training in the construction sector with all targets linking to training and e-learning having been exceeded.

However effort needs to be focused on **encouraging existing School members to become more active**, and to use the Action Planning tool as a mechanism to develop continuous improvement – an issue which is explored in more detail in this report.

### 3 Partners to the School

The Supply Chain Sustainability School has attracted 14 new partners in Phase 2 and now has 25 contractor, client and industry body partners: Aggregate Industries, Balfour Beatty, BAM, BRE, Carillion, CEEQUAL, CITB, Cofely UK, Covance, EMCOR UK, Galliford Try, Grosvenor, Interserve, ISG, Kier, Lafarge Tarmac, Laing O'Rourke, Lend Lease, Morgan Sindall, National Grid, Skanska, Sir Robert McAlpine, Taylor Woodrow, Wates and Willmott Dixon.

The development of sector specific sub-groups and the plans to launch Infrastructure and FM Schools in 2015 have been partly responsible for the increase in the number of new partners. As the School continues to expand into all sectors of the built environment it is expected that the number of partners will continue to grow, with **an aspiration to secure 40 partners by March 2016**.

All partners to the School commit to:

- Help co-fund the School with cash and in-kind contributions.
- Promote the School as a consistent approach for developing the sustainability skills of the construction supply chain.
- Engage and recommend their supply chain to become members of the School (not applicable for industry partners BRE, CITB and CEEQUAL).
- Sign a Code of Ethics.
- Sign a School Constitution that sets out the governance and aims of the School.

#### 3.1 Main contractor partners

Since September 2013 the School has experienced unprecedented growth which is reflected in the increase in the number of partners to the School. With 21 main contractor partners already committed to the School, and on-going discussions with other major contractors such as Seddon Group and Marshalls, it is clear that a growing number of contractors recognise the benefits School partnership has to offer.

The key drivers and benefits for partners to sign up to the School are:

- **Access to the partner 'dashboard'** which provides contractors with the ability to monitor and measure the sustainability competence of strategic suppliers, understand where the strengths and weaknesses lie in their supply chain, and benchmark the competence of their strategic suppliers against other suppliers in the School. More information about the features of the dashboard can be found in section 5.
- **Recognition of the potential impact of a collaborative approach in driving change in the construction supply chain.** With a combined annual spending power in excess of £20bn contractors recognise the significant opportunity to stimulate the construction supply chain to embrace the sustainability agenda, and help ensure the delivery of client objectives.
- **The School is seen as a mechanism to help deliver the targets set out in the UK Construction Strategy**, as well as helping to address increasingly stringent legislation and building regulations.
- **The School is recognised globally as an exemplar of best practice in the industry** and has won a series of high profile awards since its launch and received a significant amount of



press coverage. Contractors recognise the reputational benefits of being linked to such an initiative.

With the plans in 2015 to launch Schools in FM, Infrastructure, Homes and Buildings, it is expected that the pool of contractor partners will continue to grow to reflect the expanding marketplace.

### 3.2 Client partners

Phase 2 has seen the School attract its first client partners to the School, **National Grid and Grosvenor**. Securing client support for the School is critical to its long term success – just one new client joining the School can have a considerable impact through the cascade effect within their broad reaching supply chain.

Discussions with potential new client partners who share the School's vision of developing a more sustainable supply chain, such as Network Rail, the Highways Agency and Anglian Water are on-going, and the ambition is to secure at least 6 new client partners in 2015. These clients could include customer such as commercial developers, housing associations, Defence Estates, NHS and other Public Bodies.

### 3.3 Governance

Effective governance of the School was considered when the School first launched, and the following documentation was put in place.

- **Code of Conduct** – new partners are required to sign this Code of Ethics which sets out the way partners would conduct themselves in their dealings with the School and members of the School. This is available on the School website.
- **Constitution** – was signed by all partners setting out how the School was to be governed, together with the terms of reference for the School and the Leadership Group.
- **Grant agreement between Skanska** (the CITB grant recipient) and CITB
- **Service level agreements** with Action Sustainability as delivery partner, Responsible Solutions as training partner and BE Group as events partner
- **Payments to delivery partners** were structured upon achievement of outputs that would also trigger grant draw down from CITB.

Since launch, the School partners have acted as a "Board of Directors" for the School, agreeing its annual business plan and the five year vision for the School. This group is called the Leadership Group and consists of the seven founding partners, five other partners, CITB and the delivery and training partners.

**The Leadership Group have played a pivotal role in the success of the School to date.** As well as setting the direction and objectives of the School, the Leadership Group have been active in promoting the School through their own supply chains. They have also been key to raising awareness of the School outside of their own supply chains, and have spoken at a range of high profile external industry forums about the School including the UK Contractors Group (UKCG), the Chartered

Institute of Building ARCOM Group and the Civil Engineering Contractors Association training and development board (CECA).

Whilst this approach to governance has proved effective to date, with the evolving model and ambition of the School for 2015 and beyond, it has been necessary to review this structure and explore possible models that allow new Partners to become involved in the School, and influence the direction of the School in their key markets and sectors.

### 3.3.1 School constitution – 2015 and beyond

The Leadership Group has reached consensus on a new constitution, and it is expected that this will be accepted at a School AGM in early 2015, and will come into effect in April 2015.

#### Key features of this new constitution include:

- **A School Board** consisting of an elected group of people empowered to represent the partners and to provide governance, strategy, future direction and senior industry level positioning of the School.
- **An Operations Group** that meets bi-monthly, consisting of Partners who wish to advise the School Director on operational matters such as supply chain engagement and performance, Supplier Days, web/ dashboard functionality, training, joining up cross sector activity etc.
- **Sector Leadership Groups** that will include partners from across the value chain including clients, contractors, suppliers and manufacturers. These Sector Leadership Groups will focus on the future content of the School in a way that engages appropriately with specific sub-sectors who are interested in driving improved sustainability outcomes in the built environment

#### The aim of the revised structure is to:

- Enable “bottom up” content from the supply chain
- Allow clients to input into sustainability issues within their sectors
- Preserve the successful leadership structure of small, but knowledgeable groups that can drive change in the industry
- Allow us to decrease reliance on CITB funding by attracting more revenue from other sources
- Enable more quality assurance over content
- Enable a future focus for School content and links with academia
- Enable international licensees to participate

### 3.4 Sector Groups

**A successful bid to the UK Commission for Employment and Skills (UKCES)** has provided sufficient funding to enable the **development and launch of two School "departments" for Infrastructure and Facilities Management**. The Schools will link directly to the existing School website with members being directed to the School most appropriate to their industry, where they will be able to complete tailored self-assessments and search for resources relevant to their sector. A Horizon Group has also been developed which aims to facilitate a link between the UK Supply Chain and the UK R&D knowledge base.

### 3.4.1 Facilities Management Sector Group

The FM sector group was developed in 2013 and is made up of senior procurement and sustainability representatives from EMCOR UK, Vinci Facilities, Cofely, Covance, Grosvenor, Skanska, Interserve FM, Kier, EIC and BAM. The British Institute for Facilities Management are also represented on this Group.

The Group meet bi-monthly and have been developing specific content, diagnostics and terminology to meet the needs of the FM market in preparation for the **launch of the FM School on 28<sup>th</sup> January in London.**

### 3.4.2 Infrastructure Sector Group

The Infrastructure Group was also developed in 2013 and consists of senior procurement and sustainability representatives from National Grid, Lafarge Tarmac, BAM Nuttall, Galliford Try, Laing O'Rourke, Carillion, Skanska, Taylor Woodrow, Kier, Aggregate Industries, Balfour Beatty, Morgan Sindall and Sir Robert McAlpine. The Group is also supported by CEEQUAL and the Building Research Establishment (BRE). The terms of reference for the Group can be found in *Appendix 1*.

The Infrastructure Group has been developing content, diagnostics and terminology to meet the needs of this market in the same way as the FM group, with a view to **launching the Infrastructure School on the 26<sup>th</sup> February in Birmingham.**

### 3.4.3 The Horizon Group

A 'Horizon Group' was set up in June 2014 which aims to facilitate a link between the UK Supply Chain and the UK R&D knowledge base which will in turn:

- Enable the School to understand more about the upcoming sustainability issues and challenges so as to ensure the content of the School is leading-edge and reflective of best practice.
- Provide a mechanism to feed the knowledge base of the School back into academia and research institutions.

The Group meet bi-monthly and consists of representatives from:

- Academic institutions: Loughborough, Royal Holloway, Nottingham, Bath, Portsmouth, Cambridge, Wales, and Leeds.
- Research institutions: CITB, BRE, CIRIA
- Main contractor partners: Morgan Sindhall, Skanska, Aggregate Industries, Lend Lease, Sir Rober McAlpine, Willmott Dixon, Responsible Solutions, Carillion, Balfour Beatty, Galliford Try, Lafarge Tarmac, Action Sustainability, EMCOR, Laing O'Rourke.

A copy of the Group's terms of reference can be found in *Appendix 2*.

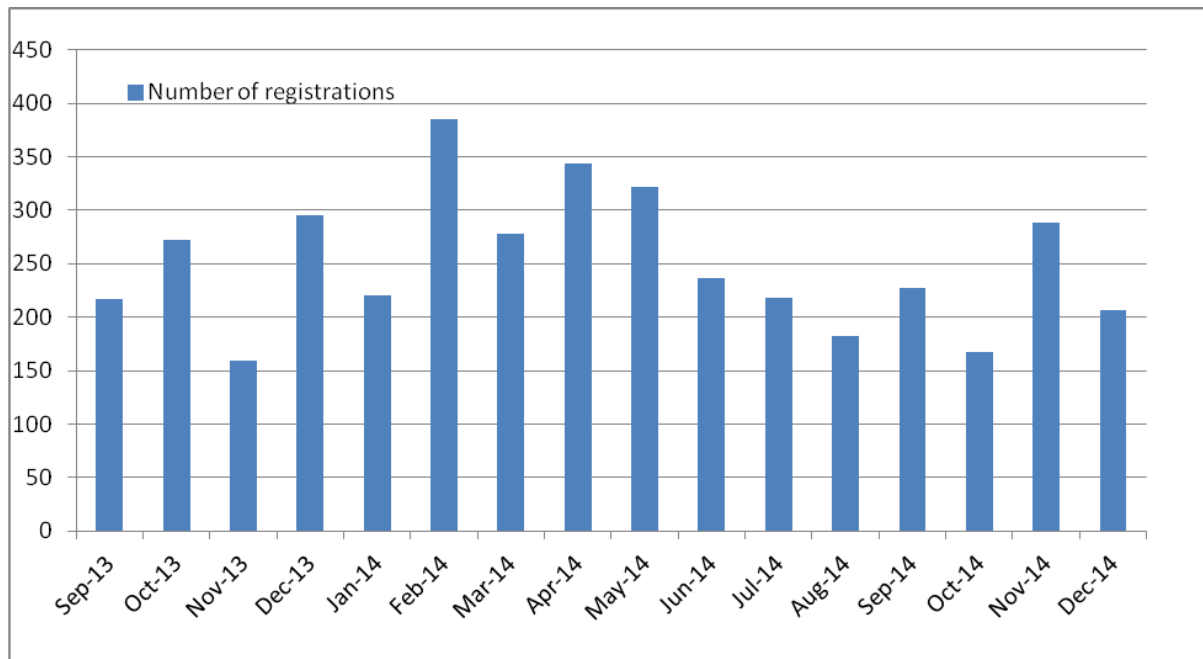
### 3.4.4 Other Sector Groups

The ambition for the School for 2015 and beyond is to replicate this model and continue to launch **new sector groups for departments in 'Homes' and 'Public and Commercial buildings'** and others as driven by the market needs.

## 4 School membership

A total of **6,796 employees from 3,430 unique companies** are now registered with the School, which represents an increase of 140% from August 2013, with an **average of 275 new members** each month as detailed below in *Figure 3*. The Supplier Days continue to be successful in attracting new companies to join the School with new registrations peaking in the run up to Supplier Days.

**Figure 3: Average number of registrations per month since September 2014**



### 4.1 The School membership – a snapshot view

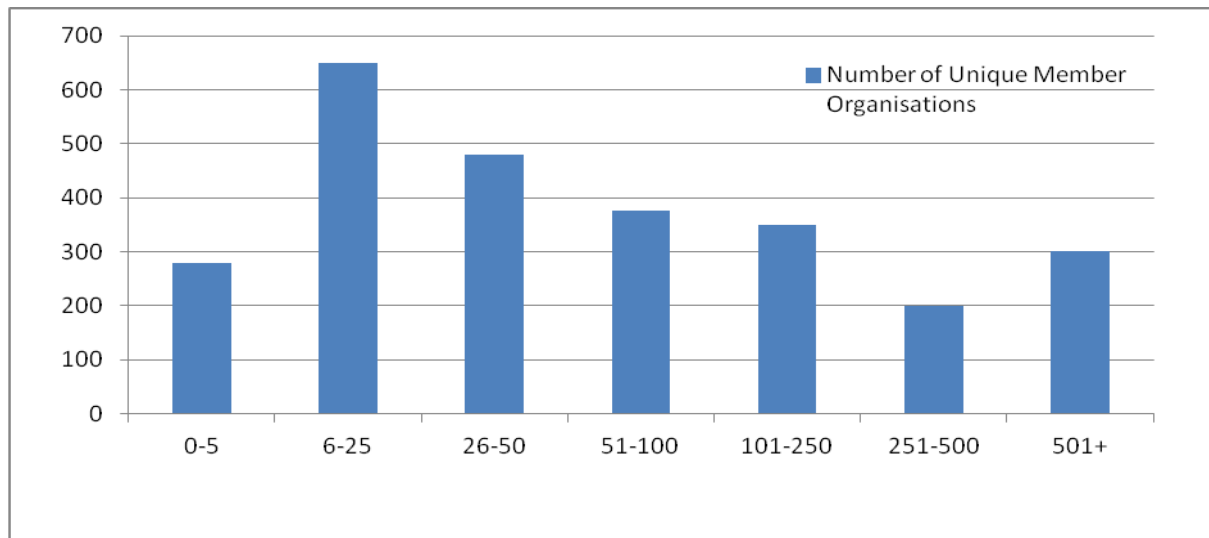
Since September 2013 the School has received an average of 275 new members each month.

The majority of the School's 6,796 members are Directors, Business Owners, HSE (Health Safety and Environment) professionals and Account Managers / Sales representatives. These 6,796 members are made up from 3,430 unique companies, of which **68% of these companies are small to medium sized businesses**.

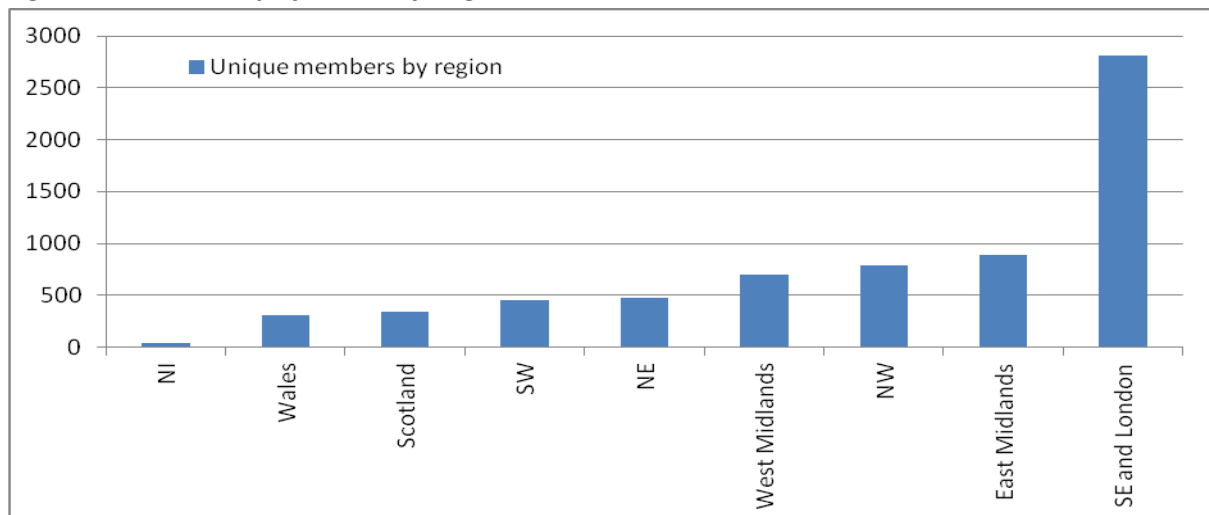
*Figures 4, 5 6 and 7* below illustrate the breakdown of these members by business size, location, contractor they work for and business type. It is interesting to note that the most common type of business engaged in the School is Building Finishing works, Construction Products & Materials, and M & E Services.

The majority of School members are located in the South East and London; as such the School will look to increase its membership in other regions of the UK in 2015 with a view to addressing this imbalance.

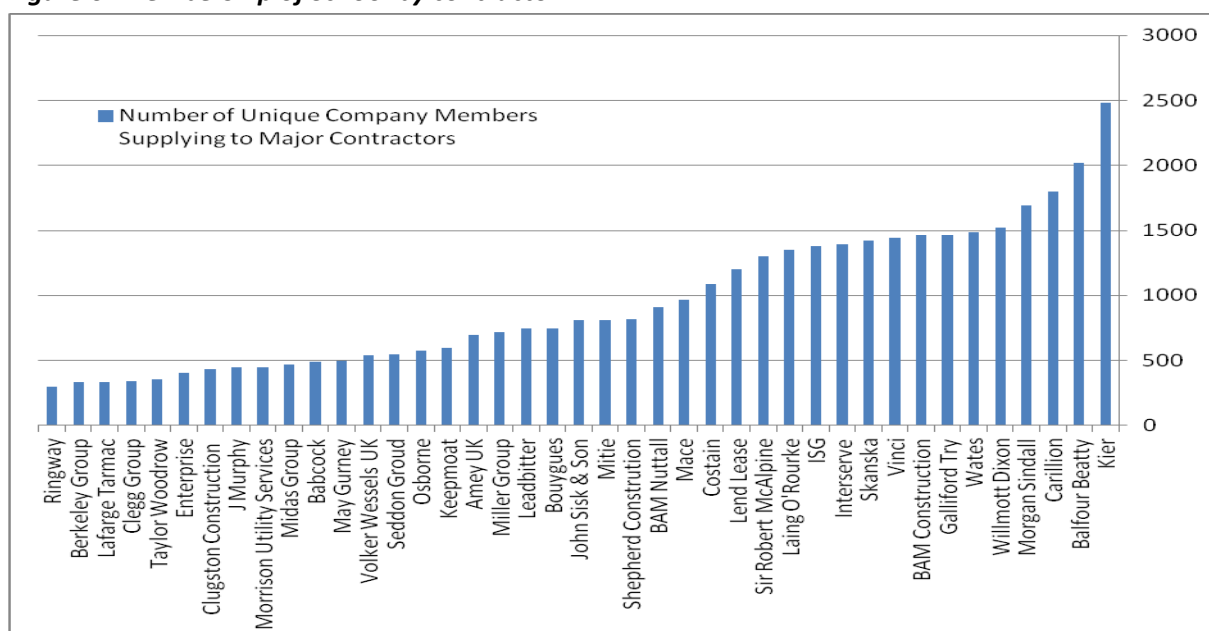
**Figure 4: Membership of School by business size**



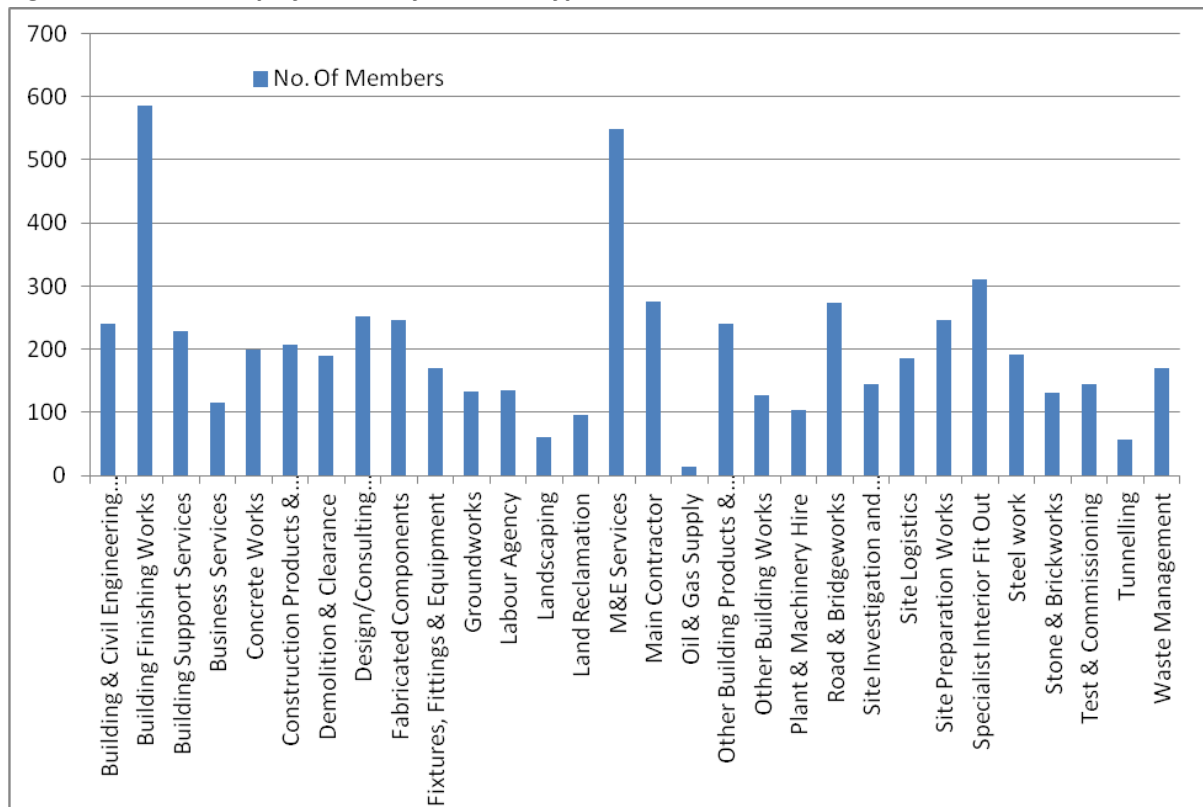
**Figure 5: Membership of School by Region**



**Figure 6: Membership of School by contractor**



**Figure 7: Membership of School by business type**



## 4.2 Engaging the supply chain

Detailed below are the mechanisms used to date to engage the supply chain:

**Contractor partner driven** – with a combined spending power in excess of £20bn, the School partners are ideally positioned to influence the behaviour of their supply chains and encourage engagement in the School. Since launch, the Leadership Group and School partners have taken a proactive approach to promoting engagement in the School to their supply chains using email campaigns, distribution of invitations to their strategic suppliers to attend Supplier Days, and referencing the School at key conferences and other supply chain events.

**Member driven** – As highlighted in the case studies in *Appendix 3*, since September 2013 there has been a growing number of School members (suppliers and sub-contractors) who are taking the opportunity to cascade the School through their own supply chains. The website has been designed so as to help facilitate this process and School marketing campaigns continue to encourage members to invite their own supply chains to join.

**Channel marketing via Federations, Trade Associations and industry bodies** – in Phase 2, the School has increased its engagement with trade associations and industry bodies and has forged mutual links with a number of organisations. These organisations have agreed to promote the School to their membership, and to provide the School with, or signpost to any sustainability related resources that have been developed specifically for their trade.



#### 4.2.1 Trade Associations

Trade Associations engaged to date include the Association of Labour Providers (ALP), BM TRADA, the Scottish Building Federation (SBF), the Federation of Master Builders (FMB), the British Association of Landscape Industries (BALI), the Civil Engineering Contractors Association (CECA), the Association of Employment and Learning Providers (AELP) and the SEC Group (Special Engineering Contractors Group). A full list of these organisations is detailed in Appendix 4.

The School has particularly strong links with the Chartered Institute of Building (CIOB) and the Construction Industry Research and Information Association (CIRIA), both of which do regular School e-briefings to their membership. A link to TRADA through BM TRADA has also proven to be highly valuable with BM TRADA having delivered 3 training sessions to School members since September 2013 on Sustainable Timber and Chain of Custody.

Unfortunately the School did not achieve its target of engaging 20 trade associations and federations by December 2014, having forged mutually beneficial links with just 12. However it could be argued that this number is higher when taking into account that trade bodies such as the SEC Group represent several independent trade bodies. A number of other trade organisations and federations have been approached on several occasions such as the National Specialist Contractors Council, CIBSE, the Association of Interior Specialists (AIS), National Federation of Builders (NFB), but with little success.

It is important that existing links with such organisations are fostered and new links are made, especially as the School begins to develop its offering in terms of its future sector focus. However failure to engage certain trade associations is not considered a significant risk when taking into account that new School membership is mainly driven by new School contractor and client partners.

## 5 The activities of the School

The School delivers support through delivery of Supplier Days and Training workshops, e-learning modules, and the School web portal.

### 5.1 Supplier Days

A contractual target for the School in Phase 2 was for 1,200 employees to receive sustainability training across 15 Supplier Days, representing a 50% increase in Supplier Day activity compared to Phase 1. **This target has been exceeded with 1,407 employees having attended 15 Supplier Days** (including a two year anniversary event held in Sheffield) held throughout the UK, with 94% of attendees rating the Supplier Days as excellent or very good, and **95% of attendees saying they will definitely use the School's resources within their business after the event.**

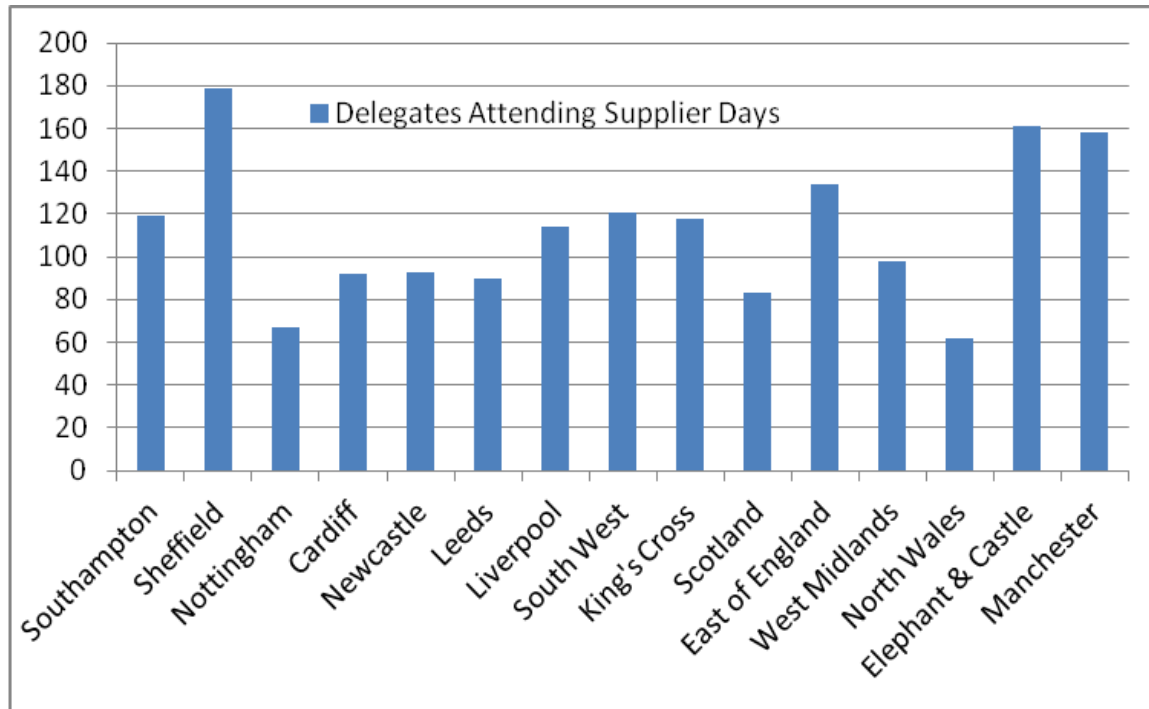
The format of the Supplier Days has undergone significant improvements in Phase 2. Supplier Days now incorporate **a range of interactive sessions and use of innovative technologies such as Twitter Walls and use of voting buttons.** These improvements have been welcomed by both Partners and School members, and it is recommended that the format continues to evolve and innovate in 2015.

Supplier Days continue to play an essential role in the successful delivery of the School. Feedback from attendees highlights that they provide an ideal platform on which to:

- **Engage new suppliers and sub-contractors** from throughout the construction supply chain to join the School – in the run up to each Supplier Day there is a clear peak in new registrations to the School.
- **Communicate the business benefits** of sustainability, dispelling the myth that the sustainable option is the more costly. This is communicated through use of face to face case studies and video testimonials.
- **Inspire the supply chain to change the way they do business**, and to use the School self-assessment tool as a mechanism to demonstrate continuous improvement in developing sustainability knowledge and competence within their business.
- **Provide an insight into the sustainability priorities of major contractors and clients** and communicate what they expect from their supply chain. The Q&A panel is a popular feature of the Supplier Days, one that is highly valued by attending suppliers.
- **Showcase case studies** of existing School supplier members which highlight the business benefits of engaging in the School.
- **Underline the senior level commitment** from the School's main contractor and client partners.
- **Start companies on their journey of continuous improvement** through the delivery of beginner level training sessions on issues such as sustainable procurement, sustainable construction and responsible sourcing.

Figure 8 below shows the number of attendees at each regional Supplier Day.

**Figure 8: Number of attendees at each regional Supplier Day**



The impact of attendance at Supplier Days is highlighted below in the comments made by attendees in their event feedback forms:

Garners said the School would eventually *“help us to gain a competitive advantage over rivals as well as make us more financially sustainable.”*

Adey Steel quoted that the school would help them to *“form policies and understanding, sending information to less aware colleagues within the company.”*

Aqua Interiors said *“The event was great and really helped highlight the senior level commitment of the School’s main contractor partners. We look forward to hearing more about the School’s developments over the coming year! Sustainability is overwhelming at first – but completing a self - assessment online has provided me with targeted information and goals for our company in manageable ‘bitesize’ chunks.”*

Seeclear Facilities said that the school will *“support us and provide us with an action plan to improve our company’s stature, future, and positive attitude to succeed.”* They also noted that the school will *“bring the opportunity for more work, and more importantly more profit.”*

Meanwhile Tunnelcraft Ltd said that the school will act as *“an invaluable benchmark from which we can grow and improve.”*

### 5.1.1 Lessons learned and future recommendations

The lessons learned, together with future challenges in relation to Supplier Days are detailed below:

- **Supplier Days need to be interactive and innovative.** The BAM Supplier Day held in December featured a range of interactive sessions as below, resulting in excellent feedback.

- **Use of voting buttons** – these can be used effectively to understand more about the attendees and their existing levels of knowledge, as well as to inform topic discussions and to communicate humour.
- **World cafe style agenda item** – this provided an opportunity for suppliers to discuss and debate issues important to their businesses, and to network with other suppliers and School partners.
- **Use of icebreakers at the beginning of the day** – this helped set the tone of the day, and encourage more open and honest discussions.
- **Use of a Twitter Wall throughout the event**
- **Each Supplier Day should feature a ‘client perspective’.** These are valuable and extremely popular amongst attendees. They help to highlight the business case for sustainability, and also provide a more holistic perspective of the value chain.
- **Good quality, honest case studies help to win hearts and minds** and add real value to the Supplier Days. Feedback highlights the importance of case studies in helping to demonstrate the potential business benefits of joining the School. It is important that case studies highlight how a company has benefitted from engaging in the School, rather than discussing the features of their product /service offering.
- **Engaging the lead partner in afternoon training workshops, and promoting their engagement helps secure good attendee numbers.** Workshops where the lead partner has been involved have a 50% higher attendance rate than those which are just marketed as standalone workshops.
- **‘Making the School work for your business’ workshops should be offered at all future Supplier Days.** These workshops provide tutorials on how to use the self-assessment tool, and ensure that suppliers who have not already completed a self-assessment leave the day with an Action Plan on which they can set to work straight away.
- **Two types of Supplier Days should be run in the future as below:**
  - **Supplier Days aimed at suppliers who are not yet registered,** or who have registered but are inactive. These should follow a similar format to the existing Supplier Day.
  - **Mini Supplier Days aimed at existing School members** with a view to encouraging them to engage more with the School. These would be half day sessions featuring workshops, presentations and discussion groups.
- **An average of 39% of attending companies at Supplier Days in Phase 2 have completed at least one self-assessment.** Effort should be focused on increasing this percentage by ensuring delegates complete self-assessments whilst at the Supplier Days.

## 5.2 Training

One of the contractual targets for the School in Phase 2 was to deliver 45 workshops attended by 700 employees by December 2014. This target has been exceeded with **60 training courses having run, attended by 776 people**. 30 of these workshops were delivered as part of Supplier Days, with 23 having been marketed as standalone workshops, and 7 Action Learning Group Sessions.

**Overall 98 % of delegates rated the training received as either good or excellent.**

*Appendix 5* details the breakdown of the workshops delivered showing attendee numbers, locations and workshop titles.

Workshops on Sustainable Procurement, Sustainable Timber and Chain of Custody (delivered by BM TRADA) and Ethical Business continue to be popular and the demand for these workshops is on-going.

Phase 2 has seen the development of four new workshops as below:

- **Carbon in Infrastructure** – this is a new workshop which has been delivered twice in Phase 2, both times securing excellent feedback. The workshop looks at understanding the carbon landscape for UK Infrastructure (linking in to the Government’s Infrastructure Carbon Review) which includes carbon footprinting, and development of carbon action plans.
- **Action Learning Groups (ALG) on Responsible Sourcing** – this is a new approach to training which has been trialled successfully with nine members of Willmott Dixon’s supply chain. The ALG consists of five full day sessions which enable participants to adapt and learn about Responsible Sourcing in a structured manner over a six month period. It is expected that at least five of the participating companies will be seeking certification to the BES 6001 framework standard for the responsible sourcing of construction products. A second series of ALGs has now begun with 12 members of BAM’s supply chain.
- **Making the School work for your business** – this workshop is aimed at existing School members who have not yet completed a self-assessment, or who have done so, but have not actively used their action plans. The workshop is a facilitated tutorial about how to make the most of the School. Attendees work through live self-assessments and begin to review and discuss their initial action plans.
- **Engaging local supply chains** – This workshop brought together partners, suppliers and local authorities to consider what the industry is trying to achieve through targets (e.g. 10%) of local suppliers, and how this is measured consistently. Feedback from this session was excellent, and the group is due to re-convene in 2015.

### 5.2.1 Lessons learned and future recommendations

The lessons learned, together with future recommendations related to the delivery of training are detailed below.

- **The driver for attending training workshops is still very much client / contractor led.** Registrations for standalone workshops are significantly lower than when the same workshop is marketed alongside the name of a School partner.
- **The demand for training on sustainable procurement is high** – this is still the most popular training course on offer. Interestingly the demand is shifting from understanding what sustainable procurement means from a contractor / client perspective, to organisations who seeking advice on how to embed sustainability into suppliers’ own supply chain management policies and processes.
- **There is more demand for training on generic awareness around sustainability** in construction rather than on more technical issues such as water / carbon footprinting and how to engage diverse supply chains. Delivery of training for those at beginner – intermediate level needs to be continued, but it is equally important to ensure that one-to-many support is provided for those School members who are more advanced in their sustainability journey.

- **Engaging the lead partner in the training courses run at Supplier Days, and promoting their involvement increases attendance.** The no show rate for training courses held in conjunction with Supplier Days has decreased significantly by engaging the lead partner in these workshops, and promoting their involvement accordingly.
- **Training courses run in London are better attended than in other parts of the country.** Several training courses due to be run in other areas such as the North West and Midlands have been cancelled due to low number of bookings. Effort must be made to market workshops outside of London to local non-members.
- **Training courses linking in to Government targets / initiatives secure good attendance.** For example the Carbon in Infrastructure and Sustainable Timber workshops have been popular. The School should continue to develop workshops which link in to changes in legislation / policies etc.
- **Delivery of 'Making the School work for your business' should be offered to all School partners to be run for their Strategic Suppliers,** maximising the procurement leverage of the School's partners to drive impact.
- **The impact of the Action Learning Groups will be researched** with a view to understanding if this model of learning should be replicated.
- **New workshop topics and levels should be included in the training programme going forward.**
  - While sustainable procurement has been the most popular topic to date, the School now needs to venture into other topics. Sustainable construction, water, biodiversity and climate change are all areas members tend to score themselves the lowest on, indicating an opportunity for training to address this gap in their knowledge.
  - New training workshops will need to be developed to meet the needs of the Infrastructure and FM Schools, and other sectors as they evolve.
  - So far, only beginner and intermediate workshops have been delivered. This is mainly because the majority of members are just starting off on their sustainability journey and training opportunities must reflect their needs. However, the School is beginning to form a base of more advanced members who will require more advanced training options.
  - With the launch of the new Reward and Recognition scheme, the School will also need to provide the opportunity for members to engage in sessions which offer the ability to "give back" and share what they've learned with other members should they wish to achieve "Gold" status. This could be done through providing peer learning forums or knowledge sharing events.

### 5.3 E-learning

E-learning continues to be a popular learning resource with the top ten most downloaded resources being e-learning modules. **Feedback consistently highlights that e-learning modules are easy to digest, convenient and are effective tools to help secure senior level buy in to sustainability and drive real change.**

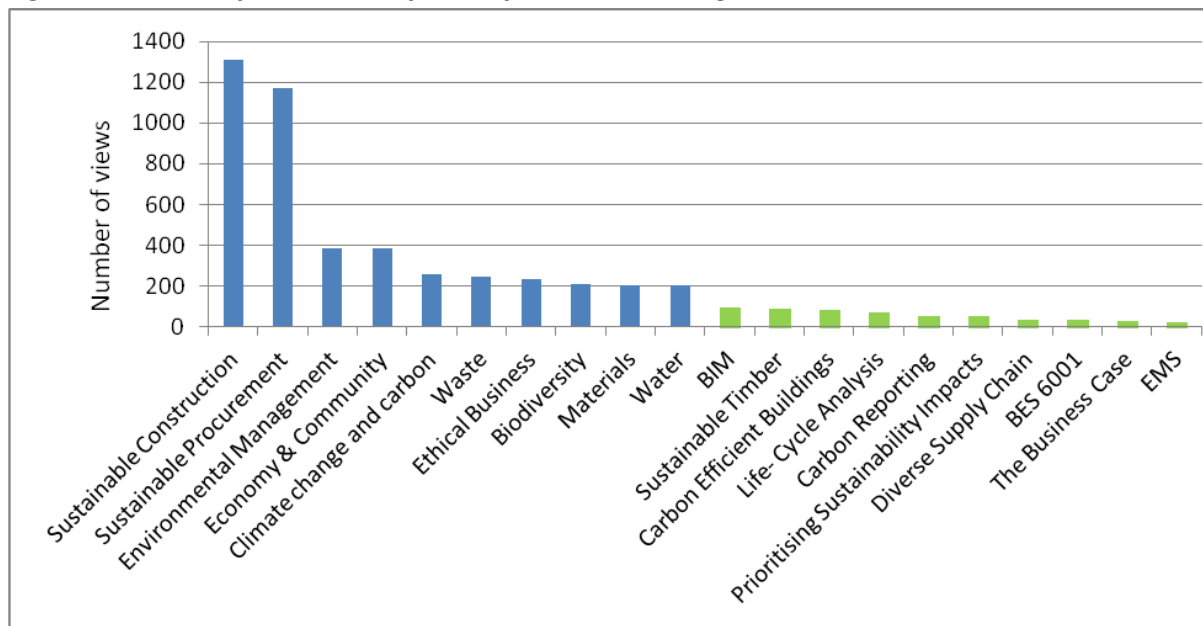


A recent survey highlighted that 80% of School members said e-learning modules were their preferred resource of choice.

In early 2014 the 10 ‘beginner’ modules developed in Phase 1 were updated so as to reflect changes in legislation, Building Regulations, UK Construction Strategy etc. In Phase 2, **10 new ‘intermediate’ e-learning modules have been developed as below:**

- BIM
- Engaging a diverse supply chain
- Sustainable timber and Chain of Custody
- LCAs and EPDs
- Building the business case for sustainable construction
- Carbon reporting
- Benefits of implementing an EMS
- BES 6001 for Responsible Sourcing
- Delivering energy and carbon efficient buildings
- Prioritising your sustainability impacts: Heat Mapping

**Figure 9: Number of downloads of each of the 20 e-learning modules.**



Early 2015 will see the launch of 10 new e-learning modules which have been developed to meet the needs of the Infrastructure and FM markets, the launches of which will coincide with the launches of the respective Schools.

### 5.3.1 Lessons learned and future recommendations

The lessons learned, together with future recommendations related to the e-learning are detailed below.

- **The School should continue to invest in the development of new e-learning modules in 2015.** There is a clear appetite for e-learning and the School must continue to meet the needs of its members.
- **E-learning modules should be between 30 minutes and 1 hr long.** Feedback suggests that the shorter the e-learning module, the greater the likelihood of it being used on a wider scale within a business.
- **E-learning should continue to feature video footage of contractors and clients** as this helps to highlight the business case for sustainability and drive changes in behaviour.
- **The most popular modules continue to be an Introduction to Sustainable Procurement and an Introduction to Sustainable Construction.** Interestingly, these module topics correspond with the impact areas where members have shown the most improvement. On average, members have increased their scores by 0.43 points and 0.38 points (from a scale of 1 – 5) in Sustainable Construction and Sustainable Procurement, respectively.
- **E-learning modules are used widely within School’s Partner organisations to help develop internal knowledge and competence.** An LMS has been made available to partner organisations to enable them to monitor their staff’s progress through the modules.
- It is interesting that **1,026 companies are responsible for the 5,179 total number of downloads** of e-learning.

## 5.4 Website

The School portal [www.supplychainschool.co.uk](http://www.supplychainschool.co.uk) has been widely praised for its content, ease of use and effectiveness. An overview of the School website performance is detailed in the bigger picture Summary on page 8.

Phase 2 has seen a number of new developments to the website as below:

- **Launch of the Partner dashboard** which enables partners to monitor the progress of their key suppliers and benchmark these against the progress of all School members.
- **Launch of the Supplier progress dashboard.**
- **Launch of the Gold, Silver, Bronze** reward and recognition programme.
- **The launch of an iOS App** designed to enable companies to assess ‘on-the-go’. The app has been downloaded 752 times to date.

### 5.4.1 The Partner dashboard

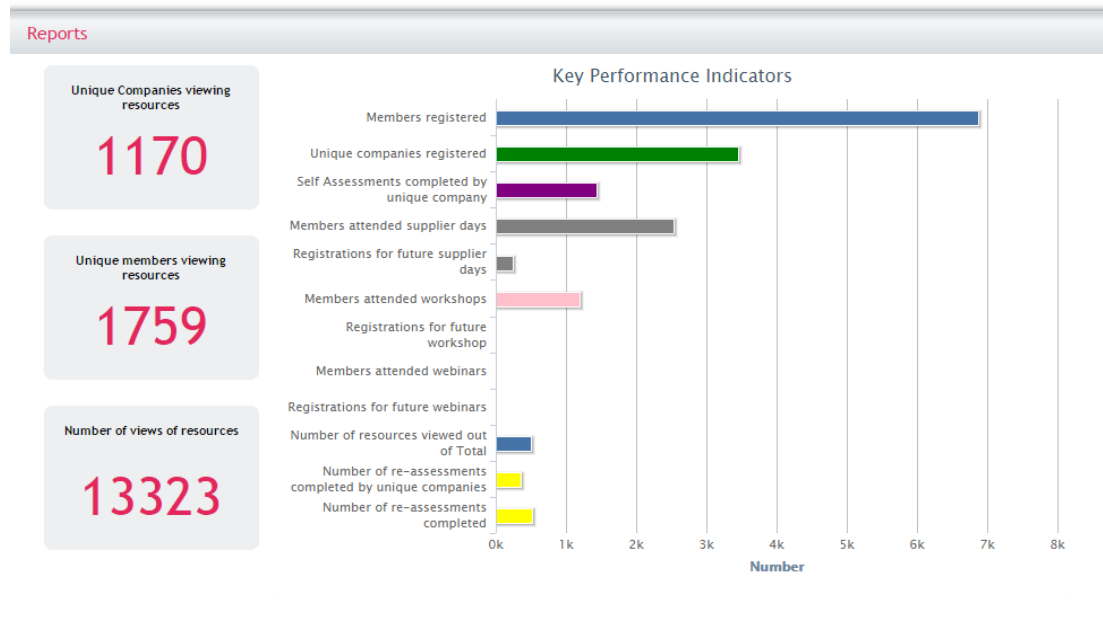
Each partner now has access to a ‘partner dashboard’ which enables them to monitor and measure the sustainability competence of:

- All School members
- All those companies who ticked the box to say they supplied to them when registering
- The Partner’s Strategic Suppliers (lists of Strategic Suppliers are provided to Action Sustainability)

Partners can log in to their confidential dashboard and access the following information (for each of the three audiences stated above):

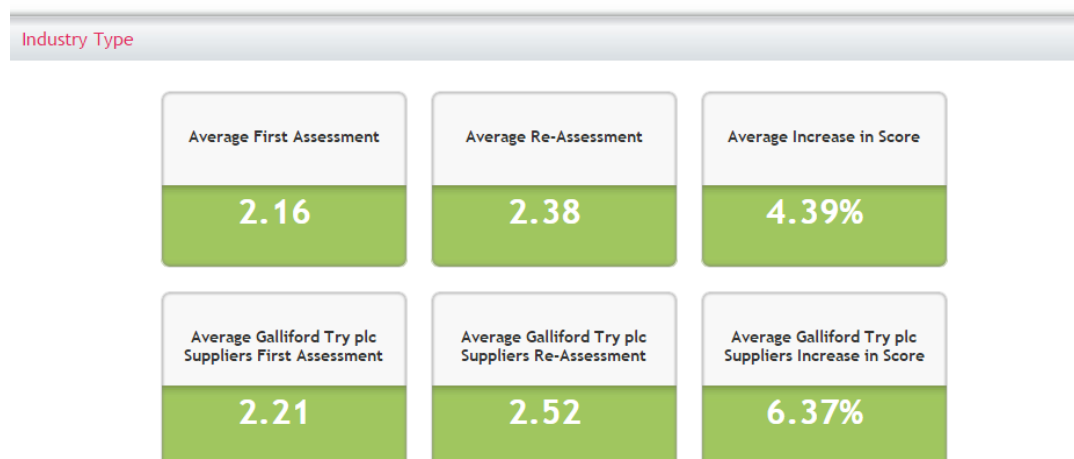
- **Performance against KPI's set by the School** as demonstrated in *figure 10* below. This includes the number of businesses to assess and re-assess, number of views of resources, number of attendees attended training etc.

**Figure 10: Partners dashboards, demonstrating performance against KPI's**



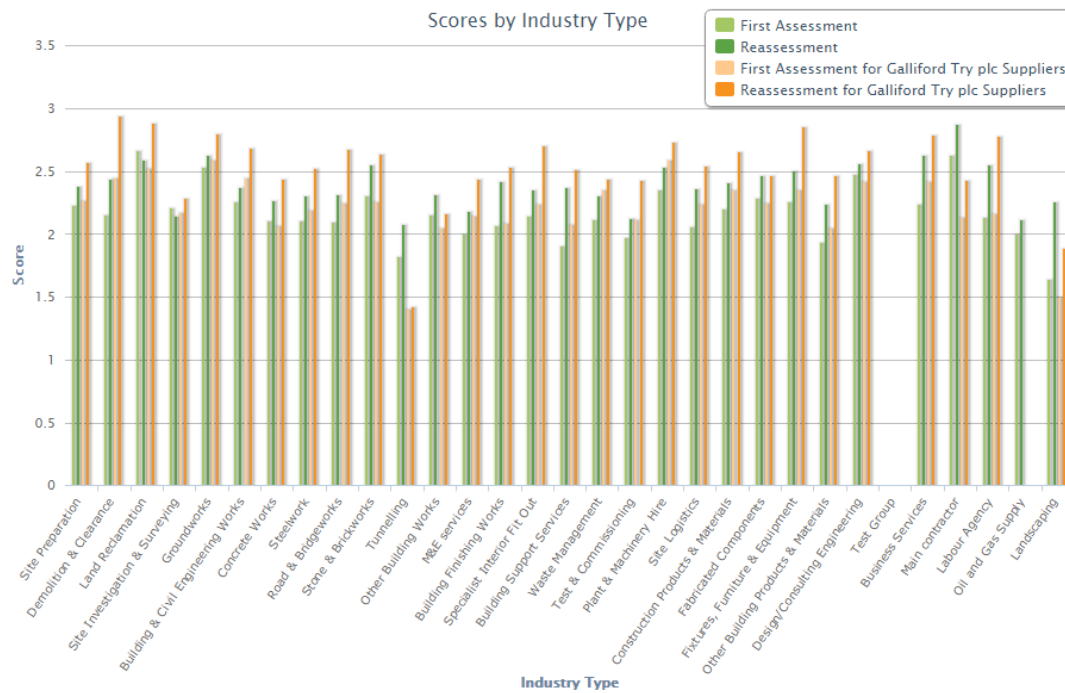
- **Aggregated data to show measurable improvements** in the competence of their strategic supply chains, and how this benchmarks against all School members as seen in *figure 11* below.

**Figure 11: Progress assessments show aggregated scores between first and re-assessment**



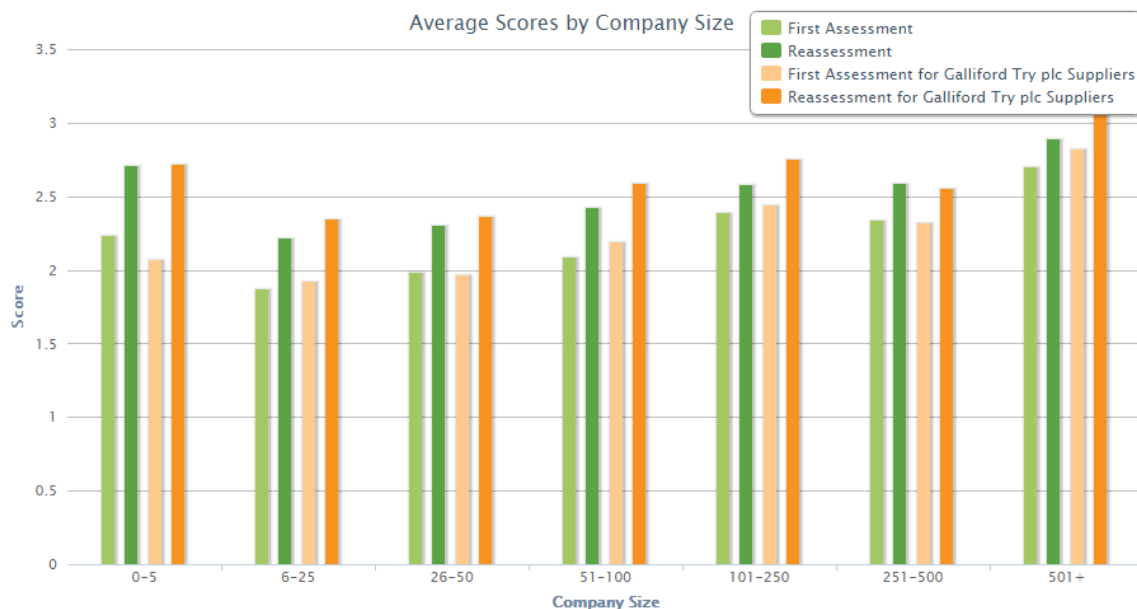
- An understanding of **where the weaknesses lie** in partner supply chains as outlined in *figure 12* below.

**Figure 12: Graphs show aggregated scores between first and re-assessment by Industry Type**

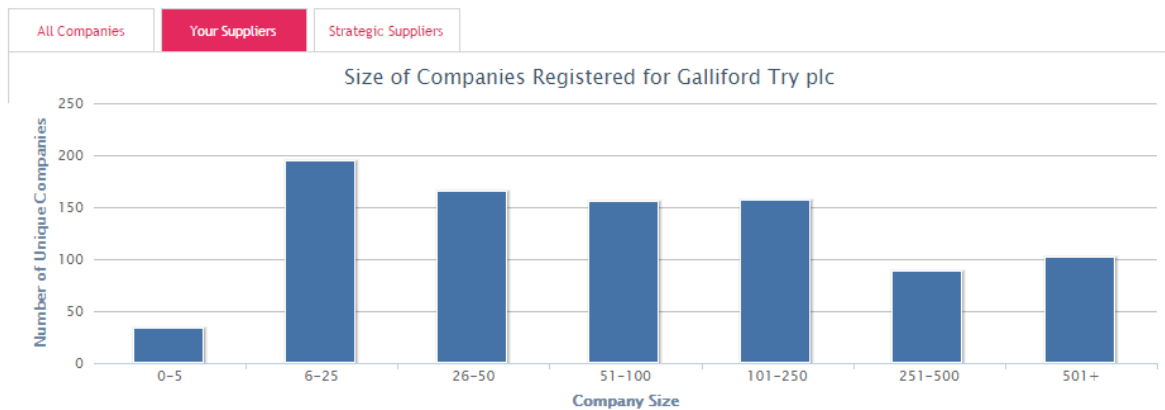


- An insight into how the School is **helping SMEs develop their sustainability competence** as demonstrated in *figures 13 and 14* below.

**Figure 13: Graphs show aggregated scores between first and re-assessment by Company Size**



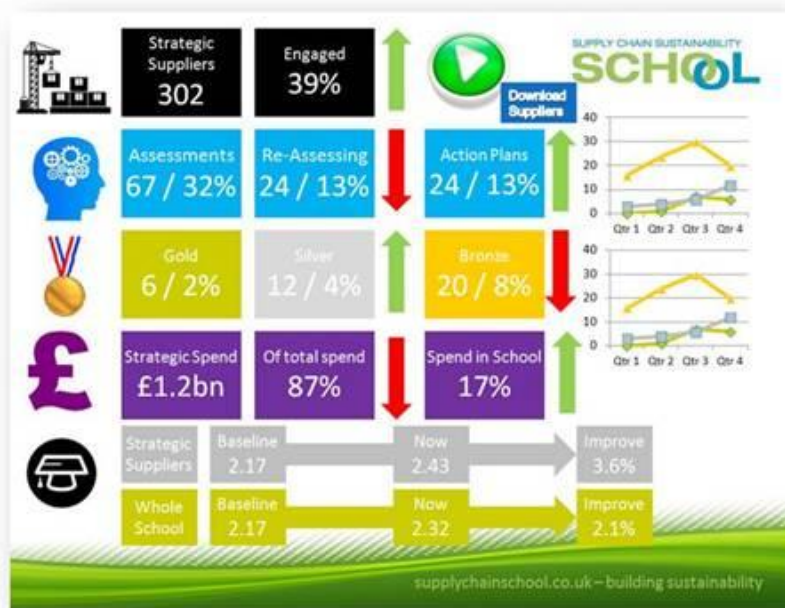
**Figure 14: School members who supply to partners, by Company Size**



The partner dashboards are considered a **key asset by School partners, and are seen as an enviable resource by potential partners.**

There are plans to upgrade the dashboard in early 2015; the new version will feature a more functional main dashboard similar to that outlined in *figure 15*.

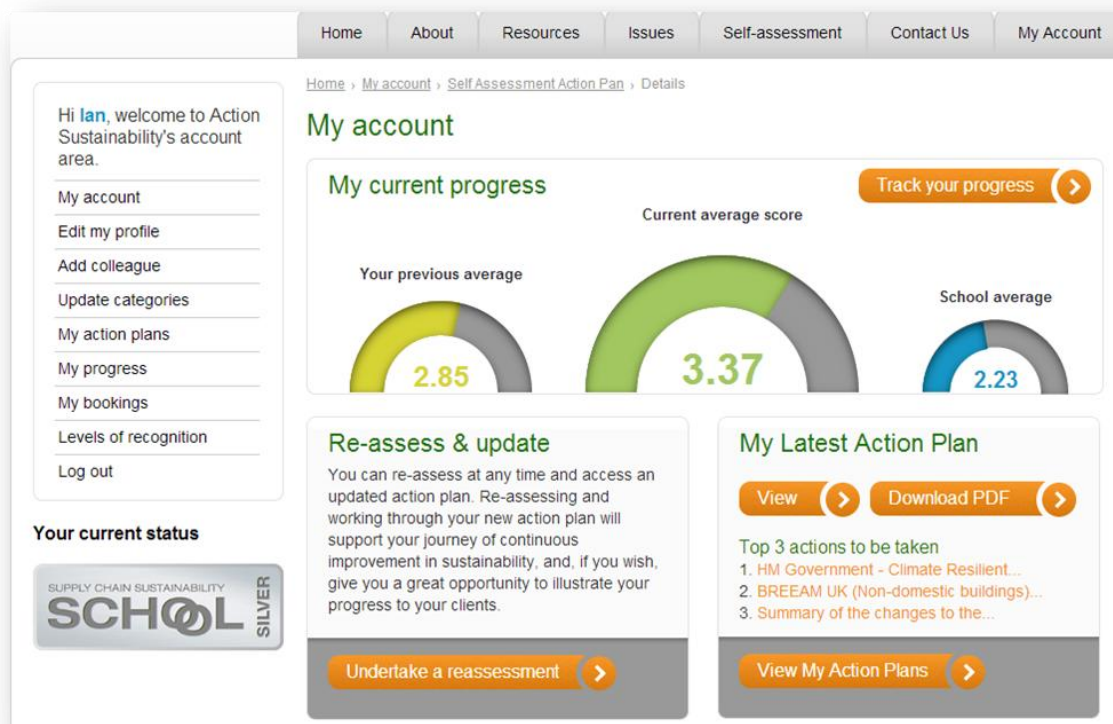
**Figure 15: Upgrade to partner dashboards for 2015**



#### 5.4.2 The Supplier progress dashboard

All School members are now able **to monitor and record their progress through the School, and benchmark their existing knowledge and competence** against other School members. A screenshot of a supplier dashboard is detailed below in *figure 16*.

**Figure 16: Screenshot of supplier progress dashboard**



Suppliers consider this to be a valuable resource to help monitor and track progress. Feedback also indicates that it helps to **motivate suppliers to engage more deeply** in the School, and is often used as a mechanism to **report progress to senior management**.

### 5.5 Reward and recognition

The Gold, Silver, Bronze reward and recognition scheme launched in June 2013 with a view to incentivising School members to engage more actively in the School. The School now has **44 Bronze, 76 Silver and 7 Gold members** and as highlighted by the supplier case studies, organisations are starting to recognise **the potential business and marketing opportunities linked in to this scheme** and are including their badge in their email signatures, in tender documentation and on their company websites.

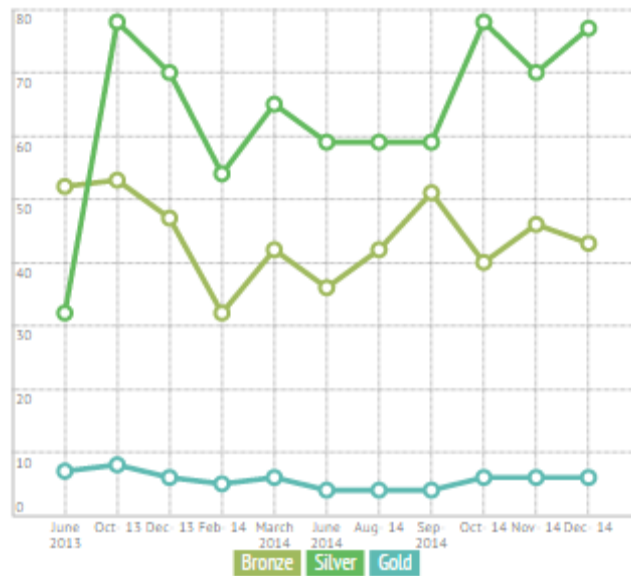
However the **number of organisations recognised in the scheme at present represents just 3.7% of all School member organisations**.

The challenge is to:

- Take a **more proactive approach in raising awareness of the scheme**, and the marketing and reputation benefits it can bring. A recent survey indicated that just one third of polled members were aware of the scheme.
- Ensure that organisations either **maintain their badge, or are awarded the next badge up**. As demonstrated in *figure 17* below, as members are awarded their new badges, a similar number of organisations lose their badges due to inactivity, despite automated emails going out to members who are about to lose their badge status.



**Figure 17: the number of Gold, Silver and Bronze members each month**



- **Work with School partners to understand how they can recognise organisation's commitment to the School.** The potential impact of a Contractor asking its supply chain about their level of engagement in the School would be significant, as once again this links to the procurement leverage of the School's partners.

## 6 The impact of the School

### 6.1 Case studies

During Phase 2, ten new case studies have been developed which are included in *Appendix 3*. Each case study explores how a company has engaged in the School, what impact this has had on the business, what the benefits are, and what lessons have been learned.

These case studies are excellent testimonials to the School and exemplify a range of business benefits that arise from engaging in the School. An example of some of the business benefits highlighted include **increased competitive advantage, winning new business, client retention, cost savings, risk minimisation and better understanding of client requirements**.

Seven of these case studies are from SMEs employing less than 250 people, and three from larger businesses.

### 6.2 To what extent are the School's resources being used?

- To date there has been a **4.29% increase in the assessment scores of suppliers' competence in sustainability issues – this has risen from 2.97% in August 2013**. This is nearing our target of a 5% average increase in assessment scores across the School.
- **67% of organisations** who have self-assessed are **using their Action Plans**.
- **1,194 delegates have increased their knowledge on specific sustainability related issues** by participating in half day training workshops since our 2012 launch.
- There have been **5,179 views of the e-learning modules to date**.
- The School's **488 resources** have been viewed **13,322 times** since June 2012
- **535 unique member companies to date have re-assessed at least once, and developed a second Action Plan**. This means that they have spent time on the initial self-assessment, worked through their Action Plan, and have since re-assessed and developed a second Action Plan.
- **98 Members have completed a third assessment**, of which 38 have completed four or more assessments. Although this is a small percentage of the total number of School members, it is encouraging to see that businesses are starting to use the tool to drive continuous improvement.
- **Members are starting to recognise the potential impact the School could have on their own supply chains, and are promoting the School to their own suppliers**. In a survey of approximately 120 School members, 72% said they are or will be using the School to engage with/educate their supply chain.

### 6.3 Measuring Impact

Linking improved competence to improved sustainability performance has still to filter through. Providing numerical evidence as opposed to ad-hoc evidence must be the longer term aim of the School. Whilst in theory contractors who manage the performance of their supply chain can provide such data, the collection of such data is at best "patchy". The School needs to explore how impact

can be more consistently measured. **With the development of the Horizon Group, the School hope to acquire academic research providing a link between sustainable construction and cost savings.**

#### 6.4 Endorsements from Contractors

"We firmly believe that to achieve the sustainability goals we have set ourselves as an industry and business we need collaboration at every level from supply chain, our peers and our customers. The supply chain school provides this vital ingredient to help build knowledge and skills within the supply chain on issues such as waste, carbon, materials and communities. I am so pleased that Wates have become a member of this on-line school. In a time of increasing economic pressures for many businesses, it is fantastic to be providing free resources to equip our supply chain, many of whom are SMEs with the right skills and resources on this subject."

*Rachel Woolliscroft, Head of Sustainability, Wates*

"Grosvenor's expertise lies in cities where we believe the challenges of sustainability, including population growth and resource depletion, will be most evident. Continuously building our expertise and understanding of cities is a priority reflected in our Group-wide strategy. For this reason we are delighted to be a partner with the Supply Chain Sustainability School. The collaborative approach fostered by the partners and members will enable the supply chain to develop the knowledge, skills and expertise required to champion Grosvenor's vision of creating sustainable cities where people want to live and work."

*Kate Brown, Group Sustainability Director, Grosvenor*

"The Supply Chain Sustainability School has already established a foothold across the breadth of the UK Construction suppliers and subcontractors, this is a significant step forward where previous attempts have failed, this has generated an energy amongst all sizes of business to encompass the safe & sustainable agenda. The improvements in both understanding and tangible effort are measurable, we at Morgan Sindall view the school as one of the pillars of our commitment to the industry."

*Graham Edgell - Group Procurement Director, Morgan Sindall*

"Skanska is immensely proud to be the founding partner of the Supply Chain Sustainability School and of the great culture of collaboration that has been fostered between the major contractors involved. The industry's supply chain is its lifeblood. The School has just one ambition – to support the supply chain to deliver more sustainable construction and a more sustainable future. Skanska believes it's working."

*Andrew MacAskill – Technical Services Director, Skanska*

"Working in collaboration with other major players in the sector, the Supply Chain Sustainability School enables us to work more effectively with the supply chain across the sector to tackle the challenges of climate change and resource scarcity."

*Rob Lambe – Managing Director, Willmott Dixon Rethinking*

"A sustainable construction supply chain is only as strong as its weakest link – the continued success of the School will help to ensure that there are no weakest links."

*Peter Johnson – Head of Environment, Kier*

## 7 Press and media

The School secured a PR partner in July 2015 (CITB funding was not used for this) as it was felt that opportunities to raise the profile of the School in the media had been missed due to a lack of dedicated resource.

### 7.1 Media coverage

The impact of this investment was seen almost immediately with the **School featuring more than 21 times since July 2014** in a range of publications including The Times, Supply Management, New Civil Engineer, Building4Change, FM World, Environmental News and Building Magazine.

See *Appendix 6* for a full list of media coverage.

In addition, Business in the Community has developed a case study on the School to highlight collaboration, and the UK Government have used the School as an exemplar of how big business is helping SMEs as part of its Britain is Great publicity drive.

### 7.2 Media Strategy

A copy of the School's media strategy is detailed in *Appendix 7*.

### 7.3 Awards

- The School has been nominated for several sustainability awards since September 2013, the outcome of which is detailed below:
  - **Winner:**
    - CIPS Supply Management Awards; Best Contribution to Corporate Responsibility – **Winner (as well as Best Overall)**.
    - Green Apple Awards 2013 – **Winner (silver award)**.
  - **Shortlisted:**
    - The Guardian Sustainable Business award; Collaboration
    - Ethical Corporation's Responsible Business Awards; Best supplier engagement
    - ENDS Green Economy Awards
    - Construction News Awards 2014; Supply Chain Excellence
    - European Supply Chain Excellence Awards
- All award entries since August 2013 have and will continue to be made under the name of the Supply Chain Sustainability School, and not under a partner member name.
- The Guardian released a series of case studies on each of the shortlisted entries, including the School. A copy of this publication is available on the website, as well as on request.

## 8 Appendices

### Appendix 1: Infrastructure Group- Terms of Reference

Objectives	Representation	Substitution	Selection	Leadership & Delivery
<p>To develop the focus and content of the Supply Chain Sustainability School to the specific needs of the infrastructure sector (s).</p> <p>To act as a sustainability knowledge exchange between all in the value chain.</p> <p>To recommend new materials to be developed for the Infrastructure sector.</p> <p>To provide quality assurance over the School infrastructure content.</p> <p>To develop a business plan for the widening of the School's target market into the infrastructure sector.</p>	<p>One representative per partner</p> <p>A minimum of 7 partners to be quorate</p>	<p>One named substitute per partner</p>	<p>School partners have the right to sit on up to 3 Sector Leadership Groups</p> <p>Significant funding partners have representatives during the funding period</p>	<p>The Infrastructure Leadership Group will be chaired by a member of the School Leadership Group.</p> <p>Secretariat will be provided by Shamir Ghumra.</p> <p>Funding for each group and any recommended work plans will be identified in the business plan and subject to endorsement by School Leadership Group.</p> <p>Attendance conditions as set out in the constitution apply.</p>

## Appendix 2: Horizon Group- Terms of Reference

<b>Vision</b>	A supply chain with greater capability to deliver a sustainable built environment through learning and the development and implementation of collaborative research	<b>Comments</b>
<b>Deliverables</b>	A research-supported community of practice within the School  School content that is informed by research	
<b>2020 Objectives</b>	50 items of current published work used to develop new material for the school  5,000 members have used learning material based on research findings  Demonstrable capability improvement of the supply chain, through learning material based on research findings  10 new peer reviewed papers instigated by the group.	Stems from the review of various existing published works
<b>Goals</b>	Current /recent research reviewed and analysed by end 2015  50 items of research-informed material available to the School members by end 2017  Themes for new research projects identified by end 2015  10 new peer reviewed papers instigated by the group available for publication by end 2018	
<b>Measures</b>	Number of items of published work referenced in school material  Number of members have accessed research based learning material  Number of members with improved reassessment scores after use of research-informed material  Number of new published papers instigated by the group	Library of the references available   Measurement commences from availability of the material to members   This is based on members' access of the research informed material along with other material



**Appendix 3: Trade Associations engaged to date**

	Name	Acronym
1.	Association of Labour Providers	ALP
2.	Chartered Institute of Building	CIOB
3.	Civil Engineering Contractors Association	CECA
4.	Federation of Master Builders	FMB
5.	Scottish Building Federation	SBF
6.	Specialist Engineering Contractors Group	SECG
7.	Timber Research and Development Association	TRADA
8.	British Association of Landscape Industries	BALI
9.	Association of Employment and Learning Providers	AELP
10.	Society of British Water and Water Industries	SBWWi
11.	British Constructional Steelwork Association	BCSA
12.	Home Builders Federation	HBF

#### Appendix 4: Training Workshops

Workshop	Date	Type	Location	Number of attendees	Content rated 'good' or 'excellent'
Introduction to Sustainable Construction	26/09/2013	Supplier Day	Manchester	11	100%
Selling Sustainability	26/09/2013	Supplier Day	Manchester	23	100%
Getting to Grips with Sustainable Procurement	27/09/2013	Standalone	London	18	100%
Meeting Contractor's Responsible Sourcing Requirements	17/10/2013	Supplier Day	Elephant & Castle	11	93%
Equality, Diversity and Inclusion	17/10/2013	Supplier Day	Elephant & Castle	11	100%
Sustainable Timber and Chain of Custody	22/10/2013	Standalone	Hemel Hempstead	19	95%
Introduction to Environmental Management	14/11/2013	Supplier Day	North Wales	3	100%
Getting to Grips with Sustainable Procurement	14/11/2013	Supplier Day	North Wales	14	100%
Introduction to Environmental Management	21/11/2013	Standalone	Sheffield	10	100%
Introduction to Sustainable Construction	04/12/2013	Supplier Day	Birmingham	4	93%
Getting to Grips with Sustainable Procurement	04/12/2013	Supplier Day	Birmingham	5	100%
Wates Supplier Day	16/01/2014	Supplier Day	Glasgow	31	100%
Introduction to Carbon Footprinting	23/01/2014	Supplier Day	Cambridge	16	98%
Embedding Sustainable Procurement	23/01/2014	Supplier Day	Cambridge	22	95%
Introduction to Waste Management	30/01/2014	Standalone	Solihull	18	100%
Practical Application of Waste Management	13/02/2014	Supplier Day	Glasgow	15	98%
Selling Sustainability	13/02/2014	Supplier Day	Glasgow	13	97%
Responsible Sourcing	26/02/2014	Supplier Day	Kier King's X	19	96%
Responsible Sourcing	26/02/2014	Supplier Day	Action Sustainability, London	13	92%
Introduction to Sustainable Construction	04/03/2014	Standalone	Cardiff	10	100%
RCT Homes - Framework Induction & Responsible Business Practice	10/03/2014	Standalone	Pontypridd	29	100%
Introduction to Sustainable Construction	12/03/2014	Supplier Day	Exeter	9	97%
Meeting clients' sustainability requirements	12/03/2014	Supplier Day	Exeter	14	100%
Making the School work for your business	29/04/2014	Supplier Day	Liverpool	8	88%
Introduction to Resource Efficiency	29/04/2014	Supplier Day	Liverpool	7	100%
Responsible Sourcing	01/05/2014	Standalone	University of Edinburgh	8	100%
Selling Sustainability	15/05/2014	Supplier Day	Leeds	9	100%
Responsible Sourcing	15/05/2014	Supplier Day	Leeds	7	100%
Responsible Sourcing	20/05/2014	Standalone	Battersea	16	94%
Wates Supplier Day	22/05/2014	Supplier Day	Wyboston Lakes	33	100%
Energy efficient buildings	04/06/2014	Standalone	Action Sustainability, London	6	100%
Making the School work for your business	05/06/2014	Supplier Day	Newcastle	3	100%
Introduction to Environmental Management Systems	05/06/2014	Supplier Day	Newcastle	3	100%

Introduction to Resource Efficiency	10/06/2014	Standalone	Solihull	13	100%
Responsible Sourcing	24/06/2014	Standalone	Nottingham	8	100%
Introduction to Environmental Management Systems	27/06/2014	Standalone	Bristol	5	100%
Roundtable: Developing local supply chains	02/07/2014	Standalone	London	12	91%
Making the School work for your business	10/07/2014	Supplier Day	Cardiff	3	100%
Introduction to Sustainable Construction	10/07/2014	Supplier Day	Cardiff	3	100%
Wates Supplier Day Newbury	18/07/2014	Supplier Day	Newbury	31	80%
WD Responsible Sourcing series: helping you achieve BES6001	21/07/2014	Action Learning Group	Willmott Dixon 4Life Academy, Birmingham	10	-
Embedding Sustainable Procurement	31/07/2014	Standalone	BRE Watford	20	90%
Ethical Business	12/08/2014	Standalone	ISG London	14	86%
WD Responsible Sourcing series: helping you achieve BES6001	03/09/2014	Action Learning Group	Willmott Dixon 4Life Academy, Birmingham	8	-
Responsible Sourcing	16/09/2014	Supplier Day	Nottingham	12	100%
Making the School work for your business	16/09/2014	Supplier Day	Nottingham	15	93%
Embedding Sustainable Procurement	25/09/2014	Standalone	London	14	93%
WD Responsible Sourcing series: helping you achieve BES6001	30/09/2014	Action Learning Group	Willmott Dixon 4Life Academy, Birmingham	9	-
Sustainable Timber and COC	14/10/2014	Standalone	London	23	100%
WD Responsible Sourcing series: helping you achieve BES6001	05/11/2014	Action Learning Group	Willmott Dixon 4Life Academy, Birmingham	6	-
BAM Responsible Sourcing series: helping you achieve BES6001	12/11/2014	Action Learning Group	BAM Offices, Birmingham	9	-
Carillion carbon workshop	25/11/2014	Standalone	Midlands-Cannock	18	100%
Carillion Sustainable Timber and COC	26/11/2014	Standalone	King's Cross	14	100%
Making the School work for your business	01/12/2014	Standalone	Morgan Sindall- Rugby	16	94%
Making the School work for your business	03/12/2014	Supplier Day	Southampton	17	100%
Responsible Sourcing	03/12/2014	Supplier Day	Southampton	18	100%
Carbon in Infrastructure	04/12/2014	Standalone	Skanska Aldersgate	7	100%
WD Responsible Sourcing series: helping you achieve BES6001	09/12/2014	Action Learning Group	Willmott Dixon 4Life Academy, Birmingham	8	100%
BAM Responsible Sourcing series: helping you achieve BES6001	10/12/2014	Action Learning Group	BAM Offices, London	9	-
Making the School work for your business	15/12/2014	Standalone	Skanska Maple Cross	16	88%

*Appendix 5: Supplier Case Studies*

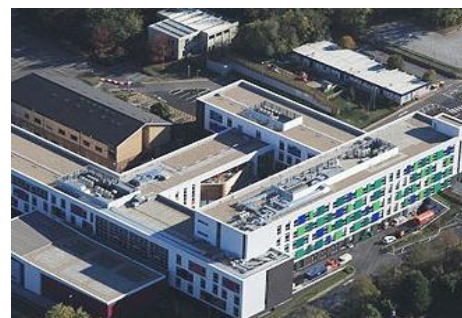


## CASE STUDY: ROOFLINE GROUP

### BACKGROUND

The Roofline Group is a flat roofing and waterproofing specialist with 87 employees and a turnover of £10m+. Roofline has a long and successful history working with the UK's leading contractors, as well as working as principle contractor for local authorities and management companies. Their client base includes Willmott Dixon, Kier, Wates, BAM, Sir Robert McAlpine, Morgan Sindall and Lend Lease, all of which are partners to the School.

Steve Marsh, Commercial Manager for Roofline is the School's main contact and has been with the company since 2008. Steve is client facing, and is a passionate advocate of sustainability. He firmly believes that this is what differentiates their business from competitors. Environmental responsibility for the business lies with the Board of Directors, with the Managing Director being the sustainability lead. The Directors meet monthly, with Safety, Health and the Environment (SHE) being a standing agenda item.



### INITIAL ENGAGEMENT

Steve first heard about the School from Lend Lease, and consequently attended the School's launch event in London in June 2012. Steve was initially sceptical about the School, and wondered how this would differ from previous initiatives. At the event itself Steve was impressed by the apparent Director level commitment to the School from the partners and could see the potential benefits of the School, but still questioned how this would be cascaded through their businesses.

### SELF-ASSESSMENT & ACTION PLAN

After completing the first self-assessment at the Supplier day, Steve recalls feeling both nervous and overwhelmed by the 10 action plan points that were raised as a result of the assessment, particularly as some of these were about regulations, policies and procedures. He admits to thinking that it would take years to complete the first action plan effectively! Nevertheless, Steve recognised the potential benefits of the tool and decided to commit to using it on a regular basis.

Since the initial assessment, Roofline have worked their way through 4 action plans, the most recent assessment being completed in the monthly Directors' meeting. Steve recommends this approach as it is effective in helping secure senior level buy in and commitment. For example, Steve is not able to complete all 10 actions himself, but getting the Director-level 'go-ahead' for another member of staff to take responsibility for an action provides assurance that action will be undertaken.

Steve has attended various training workshops on issues such as Responsible Sourcing, Developing Local Supply Chains, Making the School work for your Business, and has attended at least five supplier days. He has also viewed several of the e-learning modules.

### IMPACT

As a result of engaging in the School Roofline has:

- ✓ **Won numerous contracts worth in excess of £1m.** Steve insists without their engagement in the School they would not have been in a position to win these contracts as many of the client requirements were met due to the improvements made within their business as a result of the School.
- ✓ **Secured senior level commitment to the sustainability agenda.** The resources available through the School have helped demonstrate the business case for sustainability, resulting in Roofline now considering sustainability as important as Health and Safety. This is being driven through the business from the top down, and is becoming fully embedded in the entire company.
- ✓ **Understood the importance of challenging main contractors and clients.** This is something that has been encouraged at School events, which has resulted in Roofline taking a more proactive approach to client management. They now take an environmental management plan to all pre-contract meetings and request a discussion surrounding this aspect.
- ✓ **Developed a sustainability section in their supplier pre-qualification questionnaire (PQQ)** which not only asks suppliers questions about how they are addressing sustainability within their business, but also about how they are cascading this message through their own supply chain.
- ✓ **Requested evidence of FSC accreditation** from relevant suppliers of timber based materials after finding out more about Chain of Custody at a School Responsible Sourcing workshop.
- ✓ **Received invitations from clients to speak at their supply chain events** and showcase the work Roofline has done through the School.
- ✓ **Learnt to challenge existing processes and ask the question 'are there better ways of doing things?'** - a message that is always communicated at School supplier days and events. Roofline's Carbon Zero and other environmental accreditations demonstrate just some of the improvements that have been made.



- ✓ **Promoted the School to their supply chain and encouraged them to register and self-assess.**
- ✓ **Invested in further equipment** to actively change the roofing systems that previously required chemical based adhesives, to alternative systems which have a reduced environmental impact, as well as providing a more effective solution. This was a result of learning to question if there are better ways of doing things.
- ✓ **Better systems and procedures in place**, particularly in relation to document management.
- ✓ **Been proactive in promoting their engagement in the School.** They are now Gold members of the School and are immensely proud of this. They put this on the website, letterhead and email signatures, and make a point of telling their customers and indeed their suppliers about the School.

## BENEFITS

**Increased competitive advantage / winning work** – Steve has noticed how sustainability is becoming increasingly prominent in the PQQ process, and that contracts are no longer just awarded on best price. He is convinced that their sustainability credentials, evident commitment to embedding sustainability within the business, and their engagement in the School is what differentiates them from the competition, helping them recently in securing contracts in excess of £1M

**Better understanding of client drivers and priorities** - the resources available through the School, coupled with the networking opportunities with senior representatives of the School's partner contractors help to provide an insight into the issues faced by Roofline's customers. This in turn helps Roofline be better placed to address these challenges and increase their chances of winning work / retaining clients.

**Mechanism to prioritise where to focus efforts** – Steve has used the Self-assessment tool and action plan as a mechanism to provide steer on where to best focus efforts for maximum impact. Sustainability is a complex area, and without the simple step by step action planning process, Steve is unsure how much time and effort would have been wasted by focusing on the wrong things at the wrong times.

**Reduced risk in the supply chain** – with better supplier management processes in place, Roofline are confident in the suppliers they use and the standards to which they adhere.

**Marketing opportunities** - Roofline believe that Gold membership in the School highlights that they are not simply 'ticking the boxes' but instead are completely dedicated to ensuring continuous improvement. They plan to use every opportunity to communicate their Gold badge to clients, stakeholders and their own supply chain.

## LESSONS LEARNED

The first action plan can be overwhelming. It is **important to break the action plan into bite size chunks, prioritise the actions (taking into account who will need to take ownership of each action), set deadlines where appropriate**, and work through this in a measured way, ensuring that progress is documented.

Always ask the question **'Is there a better way of doing this?'**

If you are looking to embed sustainability within an organisation it is **essential to understand the business case**. This will help secure Director level commitment which in turn helps to drive change with minimum resistance.

**Suppliers / sub-contractors should be willing to challenge clients in relation to their sustainability targets.** Clients will value an informed supplier who is able to offer expert knowledge on specific issues.

## THE FUTURE

In order for the School to continue to be of benefit to Roofline it is important to:

- ✓ Run interactive events, ensuring a balance of presentations / learning and interaction / discussion.
- ✓ Continue to run workshops for smaller groups - this provides an opportunity to network with others and speak to experts.
- ✓ Consider running topic specific forums which engage both beginners and advanced members. It is important that 'beginners', who may be sceptical about the School, hear from those who have been engaged in the School for some time about the potential business benefits.
- ✓ Continue to attract new client and contractor partners.
- ✓ Continue to run events throughout the UK.
- ✓ Continue to provide opportunities for School members to meet and ask questions to senior procurement and supply chain representatives from the School partners.



## CASE STUDY: BRIGGSAMASCO

### BACKGROUND

BriggsAmasco Ltd is a national specialist flat roofing sub-contractor, employing 250 people with a turnover of £38m. With 10 branches throughout the UK, they have a broad customer base including many of the School's main contractor partners such as Sir Robert McAlpine, Lend Lease, Willmott Dixon and Balfour Beatty. They also work directly with clients.

Janice Tyler was appointed to a newly created role, 'Environment and Supply Chain Manager' in 2013 (as a direct result of their engagement in the School) and now heads up sustainability for the company, both in relation to mainstreaming it in the business, as well as within the supply chain. BriggsAmasco set their first sustainability targets in 2013, mainly focusing on carbon reduction from fuel and energy usage. Targets in relation to apprenticeships have also been set as one of the biggest challenges they face is the shortage of skilled workers and an aging workforce.



### INITIAL ENGAGEMENT

BriggsAmasco has been a member of the School since its launch in 2012. Their Managing Director attended the very first supplier day in London, at a time when they were starting to look at how to best to embed sustainability within the business. They were impressed by the collaborative nature of the School, together with the wide range of resources available, and agreed that the School would provide an ideal framework and starting point for their sustainability journey.

### SELF-ASSESSMENT & ACTION PLAN

After attending the School launch in June 2012, David Maginnis, Managing Director, ran a self-assessment workshop with key staff including HR and Finance Director, SHE Adviser, Technical and Quality Manager, and Senior Commercial Officer. David recognised the importance of pooling company knowledge so as to get both an unbiased and accurate understanding of where the gaps in competence were, and a meaningful Action Plan.

Once the Action Plan had been created, responsibility for driving this forward was allocated to Janice, and she was appointed the new role of 'Environment and Supply Chain Manager'. Over the last 12 months Janice has embraced this opportunity, and has used the self-assessment and action planning tool as a mechanism to drive continuous improvement within the business and its supply chain. They retain the team approach in driving this forward, and meet formally once a year to review and monitor progress within the School. The company is now working its way through a third Action Plan and is encouraging its supply chain to use the tool.

As a result of the recommendations in the action plans, BriggsAmasco has participated in training workshops such as those on Waste and Environmental Management. The latter has been instrumental in helping them retain their ISO 14001 accreditation and the waste workshop provided a valuable insight into the business case for effective waste management. Janice also based a presentation delivered at their annual forum on the material used in the School's waste management workshop.

The e-learning modules have proved to be valuable and time efficient resources for the company and have been widely used for internal training purposes. They have also helped highlight some of the issues faced by customers, for example, BriggsAmasco do not need to be experts in BIM, but as this is relevant to many of their customers it makes sense to be familiar with the basics.

*"Personally, I have found the School a great source of information. It is my first port of call when I need to investigate something and I know it will be accurate and up to date."*

**Janice Tyler, Environment and Supply Chain Manager, BriggsAmasco**

### IMPACT

As a result of engaging in the School, BriggsAmasco has:

- ✓ **Appointed a dedicated 'Environment and Supply Chain Manager'** in 2013 who is responsible for driving the sustainability agenda within the business. Prior to this no employees had a specific remit in relation to sustainability.
- ✓ **Incorporated sustainability targets into personal objectives.** For example Janice Tyler has a personal objective for the company to be a Gold member of the School (which has now been achieved).
- ✓ **Taken a proactive partnership approach to encouraging existing suppliers and potential new suppliers to join the School and embrace the sustainability agenda.** Information about the School has been sent to key suppliers asking them to sign up, highlighting



the business benefits of membership. Data is also collected from key and potential new suppliers to record if they are members of the School, and if they working towards Bronze, Silver or Gold.

- ✓ **Taken a proactive approach to communicating sustainability related issues internally** with a view to changing behaviours and cultures, and embedding sustainability into the core of the business. For example fact sheets are created on a regular basis and shared with the team and on the company intranet, and e-learning modules have been used for internal training.
- ✓ **ISO14001 - the learning gained from using the school's tools has helped to retain their ISO 14001 accreditation.**
- ✓ **Agreed to encourage local supply where feasible, and dedicate resource to creating apprenticeships** – The School has generated a greater awareness of the impact their operations can have, not just from an environmental angle, but also in relation to social issues. They have seven apprenticeships planned for January 2015 and also sponsor a local youth community football team.

## BENEFITS

**Reward and recognition** – BriggsAmasco have dedicated time and resource to developing their sustainability competence, and are now Gold members of the School. They plan to promote this in future pre-qualification questionnaires and tenders, and will use the Gold badge on email signatures and on the website, with a view to highlighting their commitment to continuous improvement in this area. They also plan to share their progress dashboards with their customers.

**Client retention and enhanced reputation** – As a Gold member of the School BriggsAmasco has talked about its experience with the School at School Supplier Days. The School's Contractor partners (all existing or potential clients), have been impressed by their case study and BriggsAmasco is now recognised amongst the School's 17+ main Contractor partners as being extremely committed to developing sustainability knowledge and competence.



**Better understanding of client requirements and priorities** – the resources available through the School, in particular the e-learning modules have helped BriggsAmasco understand what the emerging issues are which are important to their clients. This helps them to stay ahead of the game and to adjust and adapt practices and pre-empt client requirements.

**Cost reductions** – This is in early stages for BriggsAmasco but they are on the way to achieving cost reductions in fuel consumption on its vehicles, as it gradually changes company cars and vans to more eco models. It also has a target to reduce energy consumption in the workplace by 5% over three years and plans to achieve this by installation of more efficient heating, lighting and IT equipment when a renewal/replacement is required.

**Minimising risk** – The e-learning module on BES 6001 (responsible sourcing) provided BriggsAmasco with practical advice on how to check suppliers for non-conformities, ensuring that they are not putting their own brand at risk.

## LESSONS LEARNED

**Instigating changes in behaviours and working practices** is extremely challenging, particularly when no immediate benefits can be seen. BriggsAmasco have found the most effective way of encouraging people to change the way they do things is by communicating face to face - as a small group presentation, tool box talk, or discussion group.

**Just one dedicated person** in a large organisation, with personal objectives linking to this agenda can have a significant impact, resulting in real business benefits.

## THE FUTURE

In order for the School to continue to be of benefit to BriggsAmasco it is important to:

- ✓ Continue to update the School on a regular basis, ensuring it features the latest industry news and resources.
- ✓ Continue to deliver face to face training workshops as well as developing new e-learning modules.

## CASE STUDY: CROWN PAINTS

### BACKGROUND

Crown Paints is a familiar household name, known for being one of the largest paint manufacturers in the UK, employing 1,250 people at their two manufacturing sites in Darwen and Hull, and across their network of Crown Decorator Centres. The business has a turnover of £200m+, with its brand family providing products to both DIY and professional markets.

The business has won multiple awards for its commitment to addressing the sustainability and corporate responsibility agenda.

Since becoming a standalone company in 2008, responsibility for sustainability sits within the Research and Development team. The team is made up of nine people covering HSE, Occupational Health and Sustainability. Rachel Demaine is Crown's Sustainability Technology Officer leading on a wide range of issues such as carbon footprinting, production of sustainability reports, energy management, employee engagement, environmental management and liaison with external industry bodies and initiatives.



A significant challenge for Crown Paints in relation to sustainability is supply chain engagement - their carbon footprinting work has shown that ingredients are a significant contributor to their product footprint. Understanding how to best engage the supply chain with a view to reducing this carbon impact is a priority. Affecting behavioural change within an organisation is also an ongoing challenge – a situation that is familiar to businesses regardless of size.

### INITIAL ENGAGEMENT

Jim Sweeney, National Construction Manager, first heard about the School through a major construction company who invited him to one of the initial Supplier Days in London 2012. Jim thought the Supplier day was exactly what Crown Paints needed to be associated with as there was a great deal of like-minded organisations in attendance. In 2013 Jim presented Crown Paints credentials at the 1<sup>st</sup> Anniversary of the School at London Museum. As a result Crown Paints completed their first self-assessment in 2013 and have since attended numerous supplier days.

### SELF-ASSESSMENT & ACTION PLAN

The first assessment was completed in 2013 and was undertaken as a group activity so as to ensure a balanced view from across the company. The group consisted of the Sustainability Technology Officer, Health & Safety and Sustainability Manager and various other members of the company sustainability forum which has representation from across the business. Initial impressions were that it was a straightforward tool and very user friendly. The group were pleased to see that the resulting action plan appeared to be accurate, and reassured them about the direction they were taking.

Since initial assessment, the group has completed two more assessments, and plan to re-assess on a regular basis. Some of the most valuable resources recommended through the company action plan have been in relation to sustainable procurement, and have helped Crown Paints in addressing the issue of how best to engage suppliers in this agenda and cascade sustainability considerations through the supply chain.

### IMPACT

As a result of engaging in the School, Crown Paints has:

- ✓ **Developed a sustainable procurement strategy and action plan.** One of the first Action Plans referenced the British Standard for Sustainable Procurement, BS 8903. Crown Paints has since conducted an assessment against this standard and identified corresponding actions to ensure their procurement is in line with the recommendations in the standard.
- ✓ **Used the resources available (including the e-learning module on sustainable procurement) through the School to help secure buy in across the procurement teams** on this agenda.
- ✓ **Developed a strong business case for sustainable procurement**, using the School's resource library, case studies and e-learning modules.
- ✓ **Used the School's progress dashboard as a mechanism to monitor progress.**

- ✓ Been reassured that the work they are doing in relation to sustainability is in line with industry recommendations.
- ✓ Helped to raise the profile of the painting process in construction and in particular the position of Crown Paints in this sector with the major effort to reduce life cycle costs.

## BENEFITS

**Access to expert advice and valuable networking opportunities** – Crown Paints feel that their engagement in the School has resulted in introductions to senior level procurement and supply chain experts who have been able to provide relevant tailored advice to help the business address some of its challenges around supplier engagement.

**Marketing opportunities / reputation** – Crown Paints currently have a ‘silver’ badge to reflect their active engagement in the School. They are sharing this achievement with their clients / potential clients to help demonstrate their commitment to continuous improvement in sustainability.

**Tool to ‘sense check’ existing activity and monitor progress** – Crown Paints recognises the need to address sustainability in the business, and the School provides another mechanism to review existing activity and identify any gaps, as well as monitor progress.

**Reduced risk** – the work being done in relation to sustainable procurement is helping to minimise the reputational risk in the supply chain.

**Access to resources which help build the business case for sustainable procurement** – Engaging internal stakeholders is a challenge for all businesses, regardless of business size. Crown Paints have used the wide range of resources available through the School to help build the business case for sustainable procurement, which has in turn helped to inspire behavioural change.



## LESSONS LEARNED

**There is ‘no one size fits all’ when considering how best to communicate sustainability** with a view to affecting change. Find the right language is key and speaking to people in a way that is meaningful for them. Establishing links between employee’s home life and work.

**Sustainable procurement is not just about the Procurement function in isolation**, rather it involves all departments that have an interface with Procurement and in that respect it helps to make Sustainability part of day to day activities.

**Even large businesses who are already dedicating resource to this agenda, and who have been doing so for many years** are still able to use the School to benefit their business.

**The School has proven to be one of the more successful strategies** in helping to highlight key issues and bring about behavioural change.

## THE FUTURE

In order for the School to continue to be of benefit to Crown Paints it is important to:

- ✓ Ensure resources continue to be kept up to date and refreshed, and continue to showcase high quality resources rather than being a ‘Google’ for sustainable construction.
- ✓ Provide face to face forums for School members who have a more advanced level of knowledge.



## CASE STUDY: THE DANNY SULLIVAN GROUP

### BACKGROUND

Established in 1986, The Danny Sullivan Group provides skilled professional labour to the rail, civil engineering and construction industries. Employing more than 1750 people, the company turns over £55m and their customer base includes many of the School partners such as BAM Nuttall, Skanska and Balfour Beatty.

Dave Saxton, the HSQE Director is currently responsible for sustainability within the organisation, and is the only employee with a defined responsibility for the environment / sustainability. As a labour provider whose employees work under the management and supervision of their clients, the sustainability challenges for the company are rather unique. Social and ethical issues are clearly important to the business, but their main environmental impact is linked to transportation of the workforce in relation to petrol and diesel usage and carbon emissions. Environmental issues have been on the company's radar since 2009, however it is only since joining the School in 2012 that the company has started to understand how they can apply sustainability to their business in a more coherent manner.



### INITIAL ENGAGEMENT

The Group joined the School in 2012 after having attended one of the first supplier days in London. Due to the nature of their business the Group were initially sceptical about dedicating resource to driving forward sustainability in the business as they felt that their ability to influence and impact this agenda was relatively insignificant. However after attending the Supplier day and starting to look at the resources on offer, they decided to use the self-assessment and action plan as a roadmap to looking at this issue in more detail.

### SELF-ASSESSMENT & ACTION PLAN

After attending the supplier day in 2012, Dave took on the responsibility of doing the company self-assessment and working through the corresponding Action Plan. He answered the self-assessment questions honestly, conferring with colleagues where appropriate, but he acknowledges that it is difficult for one person to provide an accurate assessment of such a large organisation.

Their first Action Plan directed them to the 'UK Strategy for Sustainable Construction', something with which the Group were unfamiliar. This strategy has proven to be instrumental in the development of their new sustainability strategy as explained under 'impact'.

The Group have attended two supplier days, and their action plans have also signposted them to training workshops on Sustainable Procurement and Ethical Business. Both workshops benefited the business, resulting in tangible outcomes such as the development of a new policy, and a more proactive approach to engaging their supply chain. In addition, Dave has used a range of the e-learning modules in the last 18 months for internal training purposes.

The Group has completed two assessments to date, and plan to re-assess early next year.

## IMPACT

As a result of engaging in the School the Danny Sullivan Group has:

- ✓ **Developed a sustainability strategy** covering procurement, design, people, climate change and innovation.
- ✓ **Introduced a set of sustainability KPI's** for the business.
- ✓ **Built in requirements about the Ethical Trading Initiative Base Code into their EDI policy.**
- ✓ **Started to embed sustainability considerations into the procurement process.** The Group has been working in partnership with one of their key suppliers of PPE to look at ethical issues in the supply chain. They have helped them obtain accreditations and assurances around ethical sourcing and consequently the SME is now developing its own branded products.
- ✓ **Trained key staff on the Site Safety Plus Site Environmental Awareness Training Scheme (SEATS)** which was a resource recommended through an Action Plan.
- ✓ **Installed solar panelling on their office roofs and light sensors** for office lighting. They have also agreed targets in relation to energy and fuel consumption and print.

## BENEFITS

**Enhanced reputation leading to new business opportunities** – The Danny Sullivan Group is proud to be a Gold member of the School and promotes this on their website, employee handbooks and also includes in tenders / pre qualification questionnaires.

**Client retention and recognition** – One of the School's main contractor partners recently audited the company and made reference to them being impressed by their commitment to both the School and to developing knowledge and competence in sustainability. The Group hope that their commitment to this agenda through the School will help them to retain key clients.

**Cost savings** – the measures put into place to reduce energy usage will result in long term cost savings.

**Reduced reputational risk** – A greater understanding of their supply chain, in particular around ethical issues gives them the reassurance that their reputation is not at risk.

**Greater understanding of client requirements** - Dave believes the School (through supplier days, workshops and the resources available) has helped the Group gain an insight into the pressures on, and priorities of their customer base.

**Time efficient, one stop shop for sustainability** – the School provides a range of high quality resources all in one place. This saves the Group time and money searching on the internet. Knowing that the School is backed by the UK's top contractors is also reassuring.

## LESSONS LEARNED

**Sustainability is an extremely complex issue** and it is impossible to be completely up to date on everything.

It is important to **'think outside the box'** when it comes to understanding your organisation's role and responsibility in relation to sustainability.

## THE FUTURE

In order for the School to continue to be of benefit to The Danny Sullivan Group it is important to:

- ✓ Continue to grow the School, engaging more contractors and clients as School partners.
- ✓ Continue to grow the School's resources in relation to social issues as this is becoming increasingly important in the sector.
- ✓ Continue to deliver face to face training.
- ✓ Continue to provide support services to individual members – a person on the end of a phone to answer a question about the website or the tool or a specific resource is valuable.
- ✓ Encourage the School's contractor partners to start to ask questions about School membership in the PQQ and tender process.





## CASE STUDY: GREEN COMPLIANCE

### BACKGROUND

Green Compliance is a water hygiene, treatment and management business, part of the Minimise Group employing 150, with a £9m+ turnover across five UK offices. The majority of the business stems from the FM departments of major contractors. Other customers include key players in the hotel, leisure, education and distribution markets.

Mike Kennedy, Sales and Marketing Director heads up sustainability for the business, and leads a sustainability working group which looks at developing sustainability metrics and driving progress through the School. Mike was appointed as sustainability lead in 2013, and is supported by a working group consisting of HSE Manager, Contract Manager, Bid Manager and a CEO who has a passion for the environment.



Due to the very nature of their business, Green Compliance recognises the need to address the sustainability agenda if they wish to remain competitive in future markets. Prior to joining the School the company had some good basic policies and procedures in place, but the School has helped the business review and refine these policies, with considerable impact to date.

### INITIAL ENGAGEMENT

Green Compliance first heard about the School through their customers within the FM division of Skanska. Having been recommended the School, they joined and undertook a self assessment straight away, and later attended three supplier days in Cardiff, Nottingham and Sheffield.

### SELF-ASSESSMENT & ACTION PLAN

In early 2014 it was decided that Green Compliance would complete the first self-assessment through the School. Mike was responsible for undertaking the assessment, drawing on the knowledge and experience within other parts of the business. The resulting Action Plan was shared with the team, with responsibilities for relevant actions being allocated accordingly.

Mike found the process simple and user friendly, although struggled in selecting the trade categories on the registration form as there was not an immediate fit for their business.

Nevertheless Mike has found the self-assessment of benefit to the business and plans to re-assess on a quarterly basis. As recommended in various action plans, Mike attended training workshops on Sustainable Procurement, Making the School work for your Business and SEATS, the impact of which are detailed below. Mike also completed two of the e-learning modules and commented that they were good quality, excellent content and easy to use.

### IMPACT

As a result of engaging in the School Green Compliance has:

- ✓ **Formalised a working group to look at sustainability for the business.** A working group was in existence prior to joining the School, but the School has helped to formalise this group, providing more of a structure and focus. This group in turn has helped drive further the culture of sustainability across the wider organisation.
- ✓ **Used the School's resource hub to review and benchmark existing policies and procedures against best practice** recommended through the School, and has started to make changes in the way the business operates with a view to understanding how to best embed sustainability throughout the organisation.
- ✓ **Updated and refined their Sustainable Procurement Policy** using the advice and resources shared at a School workshop. Green Compliance has also started to ask key suppliers questions about their own sustainable procurement policies.
- ✓ **Created a cycle to work scheme** as a result of networking and sharing best practice ideas with other suppliers and main contractors at a School Supplier Day.

- ✓ Agreed and started the process of **research into the use of hybrid and electric vehicles for their fleet.**
- ✓ **Started to cascade information about the School through their supply chain** and asks all suppliers if they are signed up to the School and whether they would like to find out more.
- ✓ **Promoted use of the e-learning modules within the business** – key individuals from throughout the team have been tasked with choosing at least one e-learning module to watch and share learnings with the wider group.
- ✓ **Explored new approaches to the marketing of their products based on outcomes**, with a view to becoming more competitive.
- ✓ **Been recognised by key clients as being active members of the School.**
- ✓ **Actively promoted its engagement in the School and its ‘Silver’ status** via internal media channels and external press releases, and is keen to deliver presentations about the School.

## BENEFITS

**Mechanism to monitor and benchmark continuous improvement** in this area. Mike sees the School as a tool to ‘sanity check’ existing activities, and to help provide a structure and focus for future developments.

**Client recognition / client retention** – Skanska and Bouygues have recognised Green Compliance’s commitment to the School as a result of their ‘Silver’ membership. They understood that it is not a tick box exercise and that the company is genuinely committed to developing competence in this area.

**Access to reliable and good quality resources** – Green Compliance is impressed by the depth of information and data available, and trusts the School to provide access to resources that are important to their key customers.

**Networking opportunities** – attendance at Supplier Days and training courses has provided valuable opportunities to meet like minded businesses and discuss and debate existing and future challenges.

*“Our business has really benefitted from our engagement in the School from networking, to sharing best practise and access to high quality resources. Most importantly it has given us a practical way to focus engagement in our own sustainability journey across our team.”*

**Richard Hodgson, Chief Operating Officer**

## LESSONS LEARNED

Small businesses can **implement change quickly and effectively** providing that there is senior level buy in and engagement, supported by staff with responsibility for driving change.

It is important to always **reflect on and review existing practices and understand how these can be improved.**

**Addressing sustainability is not about reaching an end goal**; it is about delivering continuous improvement.

## THE FUTURE

In order for Green Compliance to remain engaged in the School it is important to:

- ✓ Continue to ensure the School has senior level buy in from contractor and client partners.
- ✓ Continue to provide opportunities for School members to meet senior decision makers from the School’s partner organisations at events.
- ✓ Consider running Director / Senior level forums for ‘Gold’ or ‘Silver’ members to help promote shared learning and facilitate networking
- ✓ Enhance social media engagement.
- ✓ Launch the FM School in January as planned.
- ✓ Consider facilitating expert forums, tapping into the expertise of existing members, particularly in relation to water and sustainable procurement.
- ✓ Secure more client partners.
- ✓ Facilitate more large events like Supplier days, but for existing members.





## CASE STUDY: IKO GROUP

### BACKGROUND

IKO Group is a manufacturer of waterproofing systems such as Polymeric Single Ply Membranes, Permasec Hot Melts and Permanite Asphalt Systems. These fully warranted systems are supplied to Contractors, Installers and Specifiers for both new build and refurbishment projects. The Group employ more than 500 people across several sites in the UK, and work with a range of main contractors such as Galliford Try and Willmott Dixon.

The Group's current Safety and Environmental Manager, Jon Pickup has responsibility for sustainability within the Group and has an objective to achieve ISO14001 accreditation across the UK Group by 2015 (some sites have already achieved accreditation). In early 2014 the Group had begun to look into the issue around responsible sourcing, and were therefore delighted by the opportunity to work alongside a key customer and engage in the Action Learning Group on Responsible Sourcing through the School.

### INITIAL ENGAGEMENT

As a trusted supplier and partner to Willmott Dixon, IKO were invited (along with nine other key suppliers), to participate in a series of 'Action Learning Group' workshops on Responsible Sourcing which were funded by, and delivered through the School. The Group had already identified a need to address the responsible sourcing agenda, but had little understanding of what this would entail, so were keen to embrace this opportunity.

The Action Learning Group (ALG) sessions comprised of five full day workshops taking place over a six month period, which aimed to give a detailed understanding of Responsible Sourcing, in particular the BRE BES 6001 framework standard (which aims to enable construction product manufacturers to ensure and then prove that their products have been made with constituent materials that have been responsibly sourced).

Michael McCarthy, IKO's National Key Account Manager attended the first ALG in June 2014, along with the Group Safety and Environmental Manager. They were initially impressed by the content and delivery of the session, and committed to attending the remaining four workshops. The last workshop took place in December 2014 and Michael is grateful for the opportunity to have participated. He explains that although the topic is relatively complex, it was communicated in a simple, straightforward and engaging manner, making use of group discussion, videos and other visual material to highlight key points. The Group now has ambitious plans to secure BES6001 across the Group in 2015.

### SELF-ASSESSMENT & ACTION PLAN

IKO were made aware of the School at the first Action Learning Group session where they were encouraged to register with the School and complete a first self-assessment and action plan. They recognise the potential of the self-assessment tool and plan to use this in the future to help develop the sustainability competence of the business.

IKO attended their first Supplier Day in December 2014 and found the event 'extremely informative and very worthwhile'. They recognised the business benefits and networking opportunities available, and were encouraged to see evidence of the industry 'moving towards a more sustainable construction solution that will bring benefits to all parties'.

### IMPACT

As a result of engaging in the School, IKO has:

- ✓ **Gained an in-depth understanding of what Responsible Sourcing means** and how this applies to the IKO Group.
- ✓ **Developed a Responsible Sourcing Action Plan and agreed a target to secure BES6001 across the business by 2015.** Some sites expect to receive accreditation in December 2014, with other sites aiming for accreditation in 2015.
- ✓ **Incorporated 'Responsible Sourcing'** into the Strategic SHE action plan for 2015, a new inclusion since September's personnel change, which allows a more planned and scheduled approach to sustainability thinking.
- ✓ A greater understanding of the **importance of social issues both** within the business and in their supply chain.
- ✓ Gained **an insight and good level of knowledge about a wide range of sustainability issues** – before participating in the ALG the company had only a small focus on sustainability issues, now we are starting to consider sustainability impacts on a much broader scale.
- ✓ **Promoted their involvement in ALG to their customer base** and are taking a more proactive approach to communicating their sustainability strategy to their stakeholders.
- ✓ **Plans to use the School's e-learning modules, training workshops and online tools** to help develop sustainability competence within the business.

*"Taking part in the sustainability school has helped IKO and those responsible for implementing the system to understand the requirements of BES 6001 and to be able to prepare the company for certification. Not only has this been beneficial from a company standpoint but also on a personal level as well"*

**Michael McCarthy, IKO's National Key Account Manager**

## **BENEFITS**

**Networking opportunities** – A key benefit for IKO in participating in the ALG's has been the opportunity to learn from and network with other like minded businesses.

**Better understanding of client needs** – Inherent to Michael's role as Key National Account Manager is the need to engage the main contractors and build mutual trust. Hearing directly from Willmott Dixon about responsible sourcing has helped IKO to identify and understand the needs of one of their key customers, helping them to ensure that the business is aligned with client expectations.

**Reduced reputational risk** – Although IKO was already exploring how materials were sourced in their supply chain, working towards BES6001 will help provide assurance around this, thus reducing potential reputational risk.

**Winning new business** – IKO believe that by taking a holistic approach to responsible sourcing through the BES6001 approach, and by understanding the importance of traceability in the supply chain, they will become even more attractive to potential customers. IKO have witnessed an increase in the weighting given to sustainability criteria in the tender process, and hope to use their sustainability credentials and aspirations in this area to their advantage.

**Other benefits** – As IKO engage more in the School (outside of the ALG session) they expect to develop a more strategic approach to addressing sustainability within the business, which in turn will bring a range of benefits such as cost savings, time efficiencies, along with benefits already referenced such as winning new business and better understanding of client needs.





## CASE STUDY: McNICHOLAS

### BACKGROUND

McNicholas is a leading provider of services to the UK's multi-utility, telecommunications, gas, power, water, renewable energy, and rail sectors. They employ over 1,400 people and turnover in excess of £160m. As a large business they have an extensive client portfolio including Virgin Media, Network Rail, Crossrail, Fulcrum, firmus and Phoenix Natural Gas.

McNicholas strategic approach to sustainability, 'The 'S' Word', was a concerted effort to adopt a simple and informal style to the way sustainability is embedded throughout the organisation. Emma Ward, Group Sustainability Manager, works within the Safety and Sustainability Department and reports to Steven McNicholas, Safety and Sustainability Director.



According to Emma, their approach to sustainability is to encourage new and innovative best practice that can also be offered to McNicholas' Clients. "Sustainability is an ever evolving and growing opportunity" says Emma "with subjects as diverse as relational procurement, supplier engagement, resource management, well-being, communities and people development all part of our sustainable agenda."

### INITIAL ENGAGEMENT

McNicholas first heard about the School in 2012 as a result of the Launch event held in London. As an organisation that has embraced the sustainability agenda for many years, they recognised many of the speakers featuring on the agenda and decided to attend to find out more. Emma attended this event and was delighted to see that the construction industry had recognised the potential impact of a collaborative approach, and that key resources were being made available in one place and most importantly were free to access.

### SELF-ASSESSMENT & ACTION PLAN



After attending this event, McNicholas signed up to the School, completed their first self-assessment and started to 'explore' the wide range of resources available. Emma completed the self-assessment on behalf of the business, and took care to ensure that the responses were reflective of the wider business rather than her own personal knowledge. A phone call from the School in 2013 prompted her to re-assess, and her action plan led her to some of the School's e-learning modules and face to face training courses. Emma has since attended workshops on Sustainable Procurement, Carbon, and has also used several of the School's e-learning modules.

For McNicholas, working through their action plans methodically is not their first priority as they are not relying on this to inform development in sustainability. However they do consider the School a valuable tool to help sense check existing activity in this field, and are using the School as a key resource to help provide steer in the re-drafting of their sustainability strategy.

### IMPACT

As a result of engaging in the School McNicholas has:

- ✓ **Used the resources available through the School to help inform the review/upgrade of their sustainability strategy the 'S Word'.** Internal working groups have been created based on the School's 10 key issues and maturity matrices are being developed. Each group is producing mini action plans for internal review (using the School's resources and self-assessment tool), and will align with clients against standardised criteria.
- ✓ **Plans to use Schools resources to create bespoke sustainability learning packages.** These will feature the School's e-learning modules and face to face training workshops, and will link in directly to the new strategy.

- ✓ **Plans to promote the School to their own supply chain** – this will happen through 2015 after the updated strategy has been published.
- ✓ **Promoted their engagement in the School to existing and potential customers.** McNicholas include their School membership in tender documentation where relevant, and have helped to raise awareness of the School amongst their client base, for example Virgin Media.

## BENEFITS

**Efficiencies** – The training provided through the School, both face to face and in the form of e-learning modules is highly valued by McNicholas. The action plans currently in use includes recommendations to use the School's e-learning modules and to attend training workshops. Without these resources investment in other training packages would be required, which would not only cost more, but could also slow down progress.

**Competitive advantage** – In recent years McNicholas have noticed an increase in the weighting of sustainability criteria in the tender process. They believe the School is a recognised and well respected marque, and that by being active members and promoting their level of engagement to their customers, they are increasing their competitive advantage.

**Access to high quality resources covering the 3 pillars of sustainability** – McNicholas value the School as a reference point for finding out about specific sustainability related issues, and regard the School as a key building block in both the development and implementation of their new strategy.

*As summarised by Emma, "For McNicholas 'The Supply Chain Sustainability School' is a great resource. It allows us to research issues, share information and use it to develop our workforce on a wide range of sustainability topics. We are also using it to shape what our sustainable future looks like as it enables us to look at benchmarks in best practice and provide training and awareness throughout the company."*

## LESSONS LEARNED

**Identified sustainable relational procurement and supplier engagement as priority areas for action in 2015.** McNicholas have attended School workshops on sustainable procurement and recognise the importance of focusing efforts on embedding sustainability considerations within their supply chain. This priority will be reflected in the new 'S Word'.

**Better understanding of client priorities and challenges** – McNicholas use the School on a regular basis as a tool to help prepare for client meetings. They search through the resources available to help understand more about client priorities and relevant topical issues. This helps them to maintain a professional image and demonstrate that sustainability is being integrated into the business.

## THE FUTURE

In order for the School to continue to be of benefit to McNicholas it is important to:

- ✓ Keep action plan simple and easy to use.
- ✓ Create an App which can be used for viewing the general resources as well as the self-assessment and action plan.
- ✓ Continue to use Twitter.
- ✓ Ensure the School's resource library remains up to date and that it continues to provide an insight into the challenges ahead.
- ✓ Consider monthly hot topics, similar to the 'Wendy's Wednesdays' approach.
- ✓ Consider providing workshops / toolkits on how to write policies and strategies.
- ✓ Continue to grow the number of School partners, with particular focus on clients such as Network Rail.





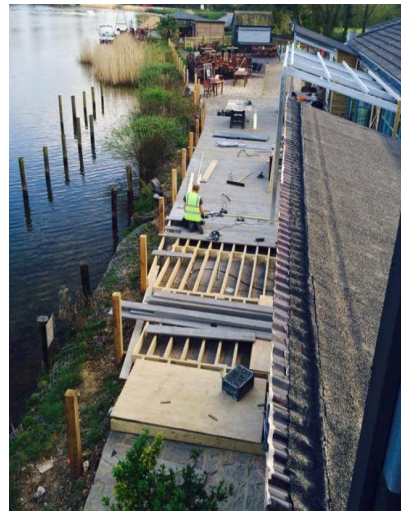
## CASE STUDY: SW BRUCE

### BACKGROUND

SW Bruce is a London based family owned business employing 60 people, with a turnover in excess of £15m. Their core business is in delivering refurbishment, fit-out and maintenance services, together with a growing division offering mechanical and electrical solutions, particularly around energy efficiency and retro-fit. The majority of contracts stem from commercial clients including Santander, RBS, Waterstones and NHS Trusts, with a high percentage of their business also coming through framework contracts with Local Authorities.

Sustainability within SW Bruce is championed by Operations Manager Mervyn Pilley. Mervyn's role is all encompassing and covers standards, accreditations, HR, training, fleet management, procurement as well as sustainability. Mervyn has been in this role for 5 years and is a passionate, self-confessed environmentalist. The company has ISO14001 accreditation and is a Green Achiever, and is now looking at different accreditation scheme to complement the business.

A significant challenge for SW Bruce is that of engaging employees on the sustainability agenda and encouraging them to embed sustainability considerations into their operations, as well as understanding how best to engage and influence a very diverse supply chain.



### INITIAL ENGAGEMENT

SW Bruce first discovered the School in 2012 as a result of an e-newsletter. They signed up as members in 2012, but only started to engage more actively in the School in 2013. To date they have attended some of the School's face to face workshops, completed self-assessments, and accessed several e-learning modules.

### SELF-ASSESSMENT & ACTION PLAN

SW Bruce completed their first self-assessment in 2013 and have since re-assessed twice. Mervyn finds the self-assessment and indeed entire website simple and straightforward to use. He believes the action plans are user friendly and relevant, providing that the self-assessment is completed honestly and not in 'PQQ mode'.

With supplier engagement proving to be an on-going challenge, the support available through the School, as highlighted in the company action plan has proven to be invaluable. The workshop on Sustainable Procurement has had a significant impact - Mervyn attended this workshop in June 2014, was impressed by the quality of the training, and left feeling inspired and equipped with the knowledge to address this within the business.

*'Without the excellent resources and training available from the School we would have not really known how to start the journey on actively upping the sustainability performance of our supply chain'.*

**Mervyn Pilley, Operations Manager, SW Bruce**

### IMPACT

As a result of engaging in the School, SW Bruce has:

- ✓ **Developed a more proactive approach to supplier engagement / sustainable procurement** which includes:
  - **Categorisation of key suppliers**, taking into account trade, sustainability impact and company size.
  - **Review of previous 'one size fits all' supplier environmental questionnaire** which has now been replaced with a more tailored approach, taking into account the trade of size of the supplier.
  - **Development of a supplier newsletter** which aims to communicate the key sustainability priorities of SW Bruce and encourage the supply chain to help them deliver these priorities. The intention is to send this newsletter out to the supply chain on a quarterly basis.
  - **Agreement to aim for all levels of the supply chain to achieve a level of sustainability accreditation considered equivalent to their own.**

- **Organisation of a Supplier Day** in 2015 which will underline why sustainability is important to SW Bruce, what the big issues are, and what they expect from their supply chain.
- ✓ **Committed to understanding more about timber sustainability** and Chain of Custody with a view to looking into the certification process in 2015.
- ✓ **Used the e-learning modules** on sustainable procurement, environmental management, ethical business and responsible sourcing for internal training purposes.
- ✓ **Achieved the Supply Chain Sustainability School Silver badge**, and plans to promote their engagement with the School via the website and reference their 'silver' membership in the pre-qualification process where applicable.

## BENEFITS

**Cost savings** - SW Bruce have used several of the e-learning modules as key tools to help upskill employees across the company. The opportunity to access free online training, workshops and e-learning represents significant cost savings to the business.

**Competitive advantage** – Although SW Bruce is relatively new to the School, they hope that their engagement in the School and 'Silver' status will ultimately result in helping them win more business as the School continues to expand, securing more client partners.

**Innovation** - Mervyn firmly believes that the School and its resources have helped drive forward innovation in the business, resulting in more effective and efficient processes, especially in relation to procurement.

**Delivery of personal objectives** – From an individual perspective, Mervyn has personal objectives in relation to sustainability, and believes that the support offered through the School is helping him to ensure that these objectives are being met.



## LESSONS LEARNED

It is important to **not let failure to implement each of the ten actions from one action plan stop a company from re-assessing**. Re-assessing, even if all of the actions have not been completed will still result in a relevant and updated action plan.

Securing senior level buy in to the agenda, and having employees with personal objectives more linked to sustainability are key changes to be implemented if S W Bruce is to continue to maximise its benefit from belonging to the school.

## THE FUTURE

In order for SW Bruce to remain engaged in the School it is important to:

- ✓ Continue to value the School's key principles around confidentiality.
- ✓ Continue to keep the resources fresh and up to date.
- ✓ Provide more FM specific sustainability resources.
- ✓ Continue to recognise and reward active members.
- ✓ See evidence of the School's growth and success stories.

## CASE STUDY: LINKLINE MAINTENANCE SERVICES

### BACKGROUND

Linkline Maintenance Services is a major provider of road marking services, and both manufacturer and supplier of road marking materials. Established since 1994 the company has 90 employees and operates throughout the Midlands and the South East. Linkline are a part of the WJ Linkline Group with further depots in Stoke, Taunton and Elland.

Approximately 70% of their customers are main contractor partners to the School, with the end client being organisations such as Transport for London and the Highways Agency.

Paul Aldridge, Managing Director of Linkline Maintenance Services is the sustainability lead for the business, supported by a QA and Environment Manager and an HSE Manager and is responsible for embedding sustainability into the company's operations. Paul has a personal passion for sustainability, but also firmly believes that being a responsible and sustainable business is key to being a profitable contractor. Sustainability is a core value within the business and has been for many years.



### INITIAL ENGAGEMENT

Linkline were invited by Kier to attend the Cambridge Supplier Day in 2012. Paul attended the event and was impressed by the senior level buy in from the main contractors, and pleased to see key customers aligning with School and agreeing a common approach. It struck Paul that this fitted in within the company ethos, and with a rapidly growing interest from stakeholders in this agenda, this was something that the business could get to work on immediately.

### SELF-ASSESSMENT & ACTION PLAN

Paul's initial enthusiasm for the School was evident in that he completed a self-assessment on behalf of the company immediately after the Supplier Day. Since this initial assessment Paul has re-assessed four times, and uses the tool as a mechanism to ensure continuous improvement within the business. At times Paul works through a re-assessment alone, and other times with representatives from other parts of the business.

*'The Action Plan always throws up something new and interesting that we can look at, and it's encouraging to use my progress dashboard to monitor our increase in scores and see how we compare to others in our trade'.*

**Paul Aldridge, Managing Director, Linkline Maintenance Services**

The resources and training recommended through the action plans have resulted in Paul attending face to face workshops on Carbon in Infrastructure, Carbon Footprinting, Equality, Meeting Client Needs and Sustainable Procurement. Paul has been impressed by the quality of delivery and content for all workshops, and has appreciated the opportunity to engage with other School members as well as main Contractors at such events.

### IMPACT

As a result of engaging in the School Linkline has:

- ✓ **Developed a new Equality and Diversity policy** – Paul attended a School workshop in London which was 'superb', which provided him with the knowledge and skills to develop a policy tailored to his business.
- ✓ Forged links with organisations specialising in rehabilitation of Young Offenders with a view to **employing disadvantaged youths** on their apprenticeship scheme in London in early 2015.
- ✓ **Developed a more proactive approach to embedding sustainability considerations within the procurement process. Worked with a key sub-contractor resulting in them signing up to the Fleet Operator Recognition Scheme (FORS)** which is all about encouraging sustainable best practice for LGV fleet





operators in London and protecting vulnerable road users.

- ✓ **Invested £0.5m in new vehicles** designed specifically to increase efficiency and reduce emissions on the TfL Network and waived their exemptions to equip all LGVs with vulnerable road user safety equipment.
- ✓ **Developed the knowledge and competence of the business** in Carbon in Infrastructure, Carbon Footprinting, Equality, Meeting client needs and Sustainable Procurement as a result of attending School workshops.
- ✓ **Plans to use the e-learning modules to engage and train relevant internal staff.** Some of these have already been shared with the Safety Officer and QA Manager, but Paul plans to roll these out throughout the business in 2015.
- ✓ **Been invited by Kier to talk about their experience with the School** at the Kier Supplier Day in December 2014. Kier were so impressed by Paul's presentation at the Sheffield Supplier day and about how they are using the School that they invited them to speak at their supplier day.
- ✓ **Used the Ethical Business e-learning module to help prepare for Achilles Audit.**

## BENEFITS

**Learning the 'customer' language** – Representatives from the School's contractor and client partners often attend supplier days and training workshops and network with attendees. Paul finds such events valuable platforms on which to gain insight into the priorities and issues of their customers. This helps Linkline to 'speak the same language', of which there are clear commercial benefits.

**Enhanced reputation and good client relationships** – Linkline's commitment to the School has resulted in Gold membership. They use the 'Gold' badge on their website, on email signatures and they often talk about the School and their membership to other suppliers and indeed potential and existing customers. Some key clients have recognised their involvement in the School, and encouraged them to continue to engage. Linkline understand that being a 'Gold' member of the School won't guarantee any work, but it will certainly help enhance their reputation as a responsible business, particularly when working for end clients such as TfL, where sustainability is a huge priority.

**Cost and time savings** – Linkline trust that the resources that sit within the School are high quality resources, relevant to their industry. Paul uses the School as the 'go to' place for sustainability related information and updates, saving the business significant time and money searching the internet, trawling through hundreds of resources.

**Informed clients** – Linkline appreciate that the School's partners are committed to the sustainability agenda and are looking to raise the knowledge and competence within their own organisations as well as within the supply chain. Paul is encouraged to see that representatives from the School's partners often participate in training courses – this all helps to create a more informed client who is more likely to issue the work in a sustainable fashion.

**Triple Bottom Line** – Linkline is a firm believer in 'triple bottom line'. For example reducing diesel usage through more efficient delivery results in immediate cost savings, reduced impact on climate change through carbon emissions, and health benefits related to a reduction in air pollution.

*'We are great believers in the School and very pleased it continues to grow. Sustainable development is the foundation of The School and key to our future as an industry. It is no longer enough to consider our economic needs without consideration for our clients, employees, communities and the environment. Sustainable, efficient, collaborative companies will prosper and those that aren't may struggle'.*

**Paul Aldridge, Managing Director, Linkline Maintenance Services**

## LESSONS LEARNED

It is important to recognise that it is good to be a responsible and sustainable organisation, but this becomes irrelevant if the business isn't making a profit. **The sustainability objectives of an organisation need to be intrinsically linked to their overarching business objectives**, which should in turn, be-aligned to client expectations.

**Trust is a key to successful client relationships.** Clients are increasingly reliant on their supply chains to develop work streams and deliver efficiencies – being a responsible and trustworthy contractor is key to being a profitable contractor.

## THE FUTURE

In order for the School to continue to be of benefit to Linkline it is important to:

- ✓ Ensure the School has a range of resources at 'intermediate' and 'advanced' levels.
- ✓ Continue to run face to face workshops, particularly issue specific peer learning forums aimed at those companies who have good or expert knowledge of particular issues.
- ✓ Grow the School's partners. Linkline is keen to see more client involvement, particularly the Highways Agency and Transport for London.

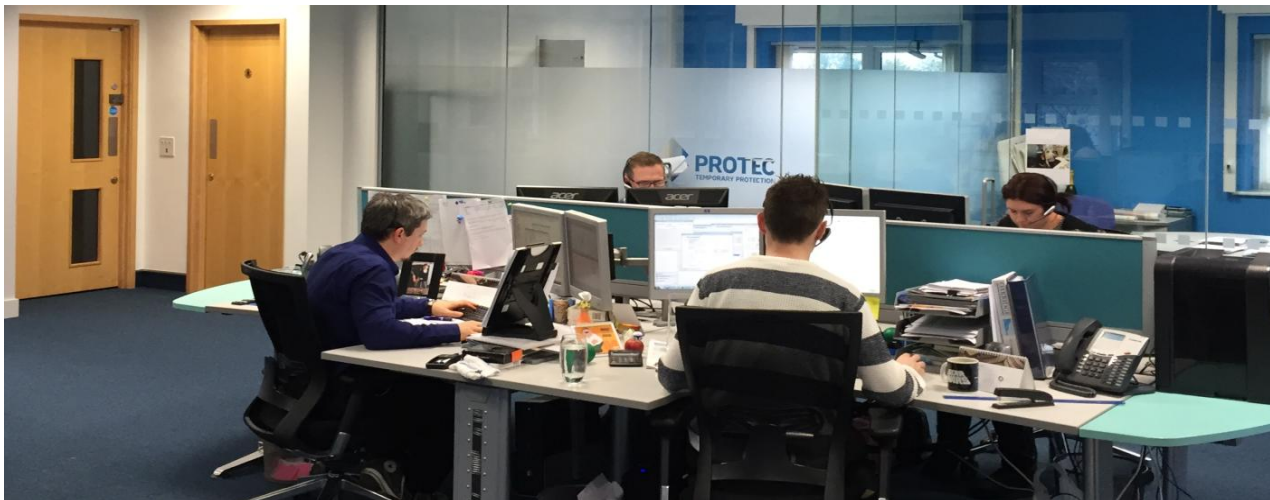
## CASE STUDY: PROTEC INTERNATIONAL LTD

### BACKGROUND

Protec International is a North Cheshire based specialist supplier of Temporary Protection materials to the construction industry whose typical clients include principal contractors and subcontractors to the commercial and house building sector.

As a relatively small business employing just 17 people, Protec International understandably has no dedicated sustainability manager. Jim Riley, Customer Services Advisor together with his colleague Edit, Key Account Manager for Supply Agreements, are the driving forces behind sustainability (supported at the highest level by their CEO), and have led Protec International's engagement in the Supply Chain Sustainability School since July 2012.

This case study revisits the initial case study on Protec International (published by the School in 2013) and highlights the progress they have made two years since their initial engagement.



### INITIAL ENGAGEMENT

Originally invited to join the School by Willmott Dixon, Protec International attended the Supplier Day in July 2012 and were impressed by the evident senior level commitment from the main contractors, and indeed the potential business benefits for companies who embrace this agenda. The workshops in the afternoon helped raise Protec International's awareness of a wide range of issues not previously considered, as well as underlining gaps in knowledge and understanding on other sustainability impacts they thought had already been addressed.

Jim left the supplier day enthused about the commercial opportunities presented by the growing sustainability agenda, and full of ideas on how to maximise these opportunities within Protec International. Jim's experience at the event together with the use of the self-assessment and action planning tool, the School videos and the e-learning modules succeeded in securing commitment from the CEO to dedicate resource to the sustainability agenda, and it was decided to use the School and its resources as the main tool to help develop this opportunity.

### SELF-ASSESSMENT & ACTION PLAN

Protec International found the self-assessment process simple and straightforward. Not 100% of the questions asked were relevant as their category of supply, 'materials supply' is very broad, however the resulting action plan was invaluable. Protec International used (and continue to use) this as a prioritisation tool to help understand where to best focus limited resource for maximum impact. Their next re-assessment will take place in January 2015.

As 'beginners' in 2012 in most of the sustainability issues covered by the School, their first action plan consisted primarily of recommendations to view the e-learning modules. Modules were worked through in small teams, involving relevant employees where applicable. For example the procurement teams, along with Jim and Edit worked through the e-learning module on sustainable procurement.

Protec International have since attended a number of School training workshops on issues such as sustainable procurement, responsible sourcing, selling sustainability, all of which have resulted in changes to the business.

## IMPACT

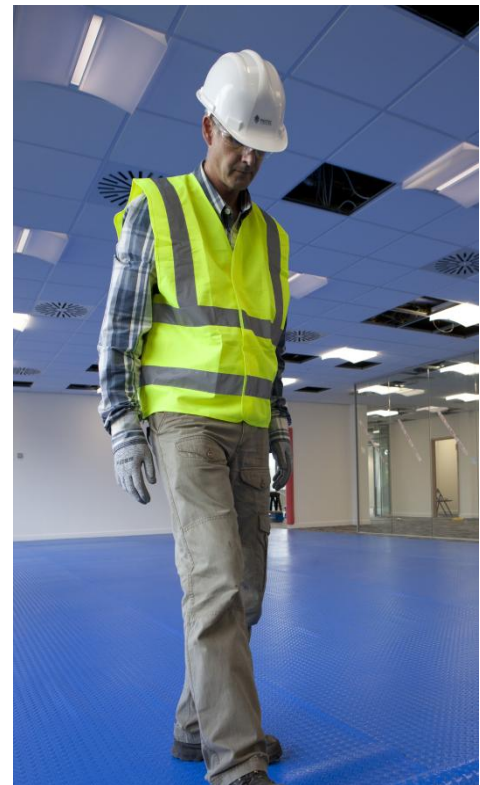
As this case study is a combination of progress reported in both June 2013 and later in November 2014, impact has been staggered to reflect progress over time.

In Jun 2013, as a direct result of joining the School Protec International had:

- ✓ **Secured senior level buy in on the sustainability agenda.** Their CEO believed that the sustainability agenda would become an increasingly important factor in the buying and selling of products, a belief which was reflected in the significant resource dedicated to addressing this issue.
- ✓ **Allocated roles and responsibilities for addressing the sustainability challenge** within the company, and had dedicated weekly slots to discuss progress and increase knowledge and competence.
- ✓ **Established quarterly sustainability workshops** attended by various employees throughout the company, with representation at board level.
- ✓ **Developed a new sustainability policy**, a series of targets and a corresponding timeframe.
- ✓ **Evaluated and revised their supply chain questionnaire** so as to incorporate sustainability standards.
- ✓ **Communicated their progress with the School to their supply chain.**
- ✓ **Future / ongoing plans to:**
  - Review their product range taking into account reusability, recyclability and end of life cycle.
  - Understand more about how their products are disposed of at the end of life on sites.
  - Dedicate more resource to communicating the sustainability credentials of their products to clients, particularly around their recyclability.

By December 2014, as a direct result of engaging in the School Protec International has:

- ✓ **Fully embedded sustainability into the core of the business.** According to Jim Riley, *'Sustainability is now within the fabric of what we do. Everyone throughout the company knows how important this is and what their role is in addressing this agenda. This is a direct result of the School as before signing up we didn't understand what sustainability meant or indeed what the implications were for our business'*.
- ✓ **Linked ISO14001 objectives to the School** with one of their stated objectives in ISO14001 being to work within the Supply Chain Sustainability School Framework.
- ✓ **Incorporated sustainability criteria into all employee objectives.**
- ✓ **Been recognised by key clients for their progress in sustainability.** They are proud to have been interviewed alongside Skanska by the Cabinet Office, and have spoken at several School partner Supplier Days to showcase their sustainability credentials.
- ✓ **Taken a proactive approach to educating external stakeholders / clients / employees about sustainability** via a range of articles on the website, blogs, Twitter and other forms of social media.
- ✓ **Been recognised as a 'Gold' member of the School** and has a target to maintain Gold membership throughout 2015.
- ✓ **Taken a holistic approach to sustainable procurement and is now working towards BS8903**, Principles and Framework for Procuring Sustainably, the World's first standard for sustainable procurement. This is a direct result of attending a School workshop on sustainable procurement.
- ✓ **Developed strong links with the local community** by supporting local charities.





*"It is impossible to list all of the things that we have done differently as a result of engaging in the School as this would entail listing each and every action taken within the business that links to the sustainability agenda! The School has proved to be both an influential driver and an essential resource for Protec International, and we will continue to use the School as a key tool to help ensure continuous improvement in developing sustainability knowledge and competence"*

**Jim Riley, Customer Services Advisor**

## BENEFITS

**Increased competitive advantage** – Protec International's engagement in the School has unveiled a range of business opportunities around the sustainability agenda. Protec International's CEO believes that sustainability is increasingly influencing commercial decisions, and that their engagement in and progress through the School will help them maximise the potential of such opportunities.

**New product innovation** – as a direct result of attending the supplier days and workshops Protec International have identified new business opportunities around innovation and new product development.

**Client recognition / retention of key customers** – Many of Protec International's customers consider them to be experts in sustainability and have invited them to speak or participate in external events with a view to showcasing best practice in sustainability. They attribute this to their engagement with the School and believe this recognition will ultimately result in more business opportunities.

**Better understanding of customer requirements** – Protec International continues to maximise the opportunities presented at supplier days and training workshops to build their relationships with the main contractors. This face to face contact together with the format of the School's resources has helped them better understand their clients sustainability drivers, requirements and processes which they believe will result in more successful bids and retention of key clients.

**Reduced reputational risk** – the steps taken by Protec International to develop and improve their approach to addressing sustainable procurement will reduce the potential risk in their supply chain – particular around the social issues.

## LESSONS LEARNED

**Being a small business should not be a barrier to addressing the sustainability challenge** - Within a small business limited man power is often used as a reason for ignoring the sustainability agenda. Protec International have learned how to make best use of a small, but highly passionate team, and have secured senior level buy-in so as to ensure targets, roles and responsibilities are in place to address this agenda.

**Small businesses can innovate quickly, but only with senior level buy-in** – Protec International have achieved a great deal in just two years. They have gone from being beginners in most of the 10 sustainability areas outlined by the School, to becoming experts in certain areas, and sharing their learning with both clients and other stakeholders.

**Commitment to continuous improvement is key** – according to Protec International sustainability is an area that is constantly evolving and 'the end is never in sight'. Targets should be challenging, and there are always opportunities to improve processes, systems, behaviour etc.

**Don't assume your customers understand this agenda** – Since embarking on this sustainability journey, Protec International have realised that their clients don't necessarily understand the sustainability features and benefits of their products. For example putting a mobius loop on packaging doesn't mean that the client will recognise this and automatically recycle it. As such Protec International commit time and resource to educating their customers about the sustainable properties of their products.

## THE FUTURE

In order for the School to continue to be of benefit to Protec International it is important to:

- ✓ Continue to grow the number of School partners and for partners to continue to be honest and open in their engagement with the School.
- ✓ Attract new client partners to the School.
- ✓ Continue to grow the number of e-learning modules each year, and ensure that these remain challenging. For small companies with limited resources e-modules are a convenient low cost mechanism to develop knowledge and competence.
- ✓ Continue to develop high quality interview footage of influential speakers.
- ✓ Consider running forums for Gold members to help share best practice and challenges.
- ✓ Ensure the content of the School continues to evolve and is kept fresh and up to date, and that the number of resources at the advanced and intermediate levels continues to grow.

## Appendix 6: Press and Media Strategy

### General Approach & Aspirations

The School already boasts a wealth of untapped PR and Media potential and the requirement is for strategic support and advice that both responds to the immediate day-to-day needs of Partners and Members, plus puts in place appropriate and scalable support structures for future growth.

The School should be enabled to adopt a proactive approach to media engagement, with a strategy and operational framework that positions the brand effectively to take ownership of some of the debate in the trade press, plus start to contribute to premium (inter)national titles.

With the advantage of having skilled presenters already on the delivery team, the School should also start to punch its weight in the events arena, as a pioneering collaborative initiative, representing a significant body of opinion, with global reach.

This initial review of marketing and engagement to date and the strategy for 2014-16 prioritises key messages and target audiences, with an intelligent and coherent forward plan.

It acknowledges the need to provide dedicated ongoing support for the launches of the new FM and Infrastructure Schools, following on from the press releases issued and associated media coverage already secured, in order to build awareness in those sectors.

New School collateral and materials now created and in ongoing development include the following:

- 'R.E.C.I.P.E.' Suite of 6 Top-Tier Storylines;
- Full Menu of 18 'Sustories' Editorial Synopses under R.E.C.I.P.E.;
- Guide for Guest Bloggers; plus
- Databases, Calendars, Toolkits and Templates.

### Content Creation: High-Level Editorial Opportunities

Included in the Primary Stated Objectives of the Supply Chain Sustainability School Brief were requirements to obtain Media and Event opportunities over and above instances of bread-and-butter coverage attracted by news announcements:

- Secure 4 High-Quality Exposures Per Annum through Trade/National Media;
- Secure 4 High-Quality Speaking Opportunities for the School Per Annum.

In response, we have drawn up a shopping list of potential press outlets (identified in Appendix A below) that the School will look to pitch for articles, or Op-Ed columns – submitted either by Jim McClelland as a professional journalist, or Shaun McCarthy as by-lined author, depending on the commission.

Pitches to the Media will utilise appropriate selections from the extensive menu of 18 (6x3) synopses for storytelling – 'Sustories' – drafted under the top-level R.E.C.I.P.E. categories (please see separate accompanying document for details).

### Content Distribution: Guest Blogging Platform

As well as the School creating content as a means of attracting audience and encouraging debate, it is also the plan to distribute content created by others – Partners, Members and third parties – by hosting Guest Blogs on the School website.

Interested contributors will be invited to select topics from the ‘Sustories’ menu, although there will also be opportunity to suggest other subjects and treatments of their own choice.

A ‘Guide for Guest Bloggers’ has been created (please see accompanying document) to help manage the commissioning process and maintain quality of submission.

All the necessary information will be available to view and download in a dedicated section on the School website, alongside the Guest Blogs themselves.

This initiative will serve to attract visitors to the site, help broadcast the views and opinions of Partners and Members, plus support expansion and strengthening of ties with other organisations. The platform should act as a multi-channel network multiplier, with airing and sharing pursued enthusiastically on social media.

It may also prove the case that Guest third-party organisations offer to reciprocate, so providing the School with blogging opportunities on their respective web platforms.

### Toolkits, Calendars and Templates

The Media and PR jobs of Delivery Team personnel in the School can be made a great deal easier by creating utility toolkits, calendars and templates, covering all the basics from journalist databases, through Editor’s Notes to go on the end of every press release, to agreed hashtags for social media that relate to the top-tier R.E.C.I.P.E. storylines above.

For instance, a Toolkit Calendar of key national and sectoral events, launches and announcements is being developed and maintained to make it easy to have prepared soundbites ready to release for Budget Day, Embodied Carbon Week, the opening of Ecobuild and so forth – providing for planned, proactive PR.

### Social Media

The social media profile of the School is one element in the mix that has been underperforming significantly and with 6000+ members, there is a golden opportunity to build online communities and networking capacity in support of strategic aims and aspirations.

We have set two dedicated social media targets for end of Y1 (31 March 2015):

- Twitter Follower Count Raised to 2000+;
- Klout Score up to 50+

The improvement in Twitter numbers represents a relatively ambitious target and we are instigating some staff training, plus employing a (free) social media management tool (Hootsuite), to help boost performance.

The Klout Score is a global metric that measures influence and interaction across social media and, whilst not entirely dependent on Twitter activity alone, it should very much reflect growth trends in our Twitter audience reach.

## Conclusions

Beyond enhanced uptake of news releases issued to the trade press, plus the expanding reach of social media activity and the Guest Bloggers initiative, the real goal of the Media Strategy in the immediate term is to win some coverage in premium titles.

Simple as this might sound, the degree and manner of any success will prove something of a barometer for the marketability of the School message to the mainstream Media.

What we learn from initial approaches and responses will be reported upon at the end of Y1 and any adjustments to the strategy duly recommended.

### \* List of Premium Media Targets

Most of the trade magazines and websites (Building, New Civil Engineer, Edie, Supply Management, etc) have deliberately been left off the target list, assuming we are already engaging with them to a greater or lesser degree. Broader built environment titles and/or those with audiences we are currently missing have however been included. In several cases, an opinion piece might be our most likely opportunity, plus some suggestions are relatively ambitious long shots.

The initial Media target list is as follows:-

- Architects Journal;
- Bloomberg;
- Business Green;
- CIBSE Journal;
- CSRWire;
- Construction News;
- Director (IoD);
- The Economist;
- Fast Company;
- Financial Times;
- Forbes Magazine;
- Fortune;
- GreenBiz;
- Guardian Sustainable Business;
- Management Today;
- Procurement Leaders Magazine;
- Property Week;
- Sustainable Brands;
- Treehugger; and
- Triple Pundit.



## **Appendix 7: Media Coverage**

### **1. FM World (BIFM) - 05/08/14**

<http://www.fm-world.co.uk/news/fm-industry-news/fm-to-get-sustainability-resource/>

### **2. Supply Management (CIPS) - 06/08/14**

<http://www.supplymanagement.com/news/2014/award-winning-supply-chain-sustainability-school-to-provide-support-to-fm-sector>

### **3. FoodService Footprint - 07/08/14**

<http://www.foodservicefootprint.com/news/new-sustainable-supply-chain-resource-launched>

### **4. Sustainable Review - 07/08/14**

<http://sustainablereview.net/facilities-management-services-sector-free-sustainability-support/>

### **5. Building Magazine - 12/08/14**

<http://www.building.co.uk/contractors-back-sustainability-school/5070283.article>

### **6. Building4Change (BRE) - 12/08/14**

<http://www.building4change.com/article.jsp?id=2484>

### **7. i-fm.net (restricted) - 13/08/14**

<http://www.i-fm.net/news/supply-chain-sustainability-school-targets-fm-market>

### **8. Edie - 13/08/14**

<http://www.edie.net/news/6/Free-online-sustainability-support-for--117bn-FM-and-services-industry/>

### **9. Corporate Citizenship Briefing (via Edie) - 13/08/14**

<http://ccbriefing.corporate-citizenship.com/2014/08/13/daily-media-briefing-131/>

### **10. GreenWise - 27/08/14**

<http://greenwisebusiness.co.uk/news/facilities-management-sector-tackles-green-skills-gap-with-elearning-initiative-4440.aspx#.U3-t1NshR>

### **11. MHI Online - 02/09/14**

<http://s354933259.onlinehome.us/mhi-blog/uks-supply-chain-sustainability-schools-to-offer-support-for-facilities-management/>

### **12. New Civil Engineer – 03/09/14**

<http://www.nce.co.uk/national-grid-partners-with-sustainability-school/8669198.article>

### **13. Supply Management – 03/09/14**

<http://www.supplymanagement.com/news/2014/national-grid-partners-supply-chain-sustainability-school-to-deliver-sustainability>

### **14. Building 4 Change – 04/09/14**

<http://www.building4change.com/article.jsp?id=2501#.VCwqvwldU55>

**15. The Times – 11/09/14**

<http://raconteur.net/business/megaprojects-revolution>

**16. Business is GREAT – 02/10/14**

<http://www.greatbusiness.gov.uk/small-companies-go-to-big-school/>

**17. Supply Management – 26/10/14**

<http://www.supplymanagement.com/news/2014/balfour-beatty-signs-up-1000th-member-of-supply-chain-sustainability-school>

**18. Building4Change – 4/11/14**

<http://www.building4change.com/article.jsp?id=2540#.VHSPpd2cwhQ>

**19. Construction Manager (CIOB) – 21/11/14**

<http://www.construction-manager.co.uk/management/responsible-sourcing-only-way-ethics/>

**20. Infrastructure Intelligence – 07/12/14**

<http://www.infrastructure-intelligence.com/article/dec-2014/construction-and-carbon-no-news-good-news>

**21. Construction Manager (CIOB) – 12/12/14**

<http://www.construction-manager.co.uk/comment/weve-been-complacent-carbon-emissions/>

