

# ***Economics***

## ***as a Business Environment***

*Programme:*

***Master of Business Administration***

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# 1

## Ten Principles of Economics

The word *economy* comes from the Greek word *oikonomos*, which means “one who manages a household.” At first, this origin might seem peculiar. But in fact, households and economies have much in common.

A household faces many decisions. It must decide which members of the household do which tasks and what each member gets in return: Who cooks dinner? Who does the laundry? Who gets the extra dessert at dinner? Who gets to choose what TV show to watch? In short, the household must allocate its scarce resources among its various members, taking into account each member’s abilities, efforts, and desires.

Like a household, a society faces many decisions. A society must decide what jobs will be done and who will do them. It needs some people to grow food, other people to make clothing, and still others to design computer software. Once society has allocated people (as well as land, buildings, and machines) to various jobs, it must also allocate the output of goods and services that they produce. It must decide who will eat caviar and who will eat potatoes. It must decide who will drive a Ferrari and who will take the bus.

The management of society’s resources is important because resources are scarce. **Scarcity** means that society has limited resources and therefore cannot produce all the goods and services people wish to have. Just as a household cannot give every member everything he or she wants, a society cannot give every individual the highest standard of living to which he or she might aspire.

**scarcity**  
the limited nature of  
society’s resources

**economics**  
the study of how society  
manages its scarce  
resources

**Economics** is the study of how society manages its scarce resources. In most societies, resources are allocated not by an all-powerful dictator but through the combined actions of millions of households and firms. Economists therefore study how people make decisions: how much they work, what they buy, how much they save, and how they invest their savings. Economists also study how people interact with one another. For instance, they examine how the multitude of buyers and sellers of a good together determine the price at which the good is sold and the quantity that is sold. Finally, economists analyze forces and trends that affect the economy as a whole, including the growth in average income, the fraction of the population that cannot find work, and the rate at which prices are rising.



Although the study of economics has many facets, the field is unified by several central ideas. In this chapter, we look at *Ten Principles of Economics*. Don’t worry if you don’t understand them all at first or if you don’t find them completely convincing. In later chapters, we will explore these ideas more fully. The ten principles are introduced here to give you an overview of what economics is all about. You can think of this chapter as a “preview of coming attractions.”

### HOW PEOPLE MAKE DECISIONS

There is no mystery to what an economy is. Whether we are talking about the economy of Los Angeles, of the United States, or of the whole world, an economy is just a group of people interacting with one another as they go about their lives. Because the behavior of an economy reflects the behavior of the individuals who make up the economy, we start our study of economics with four principles of individual decision making.

#### Principle 1: People Face Trade-offs

The first lesson about making decisions is summarized in the adage “There is no such thing as a free lunch.” To get one thing that we like, we usually have to give up another thing that we like. Making decisions requires trading off one goal against another.

Consider a student who must decide how to allocate her most valuable resource—her time. She can spend all of her time studying economics; she can spend all of her time studying psychology; or she can divide her time between the two fields. For every hour she studies one subject, she gives up an hour she could have used studying the other. And for every hour she spends studying, she gives up an hour that she could have spent napping, bike riding, watching TV, or working at her part-time job for some extra spending money.

Or consider parents deciding how to spend their family income. They can buy food, clothing, or a family vacation. Or they can save some of the family income for retirement or the children’s college education. When they choose to spend an extra dollar on one of these goods, they have one less dollar to spend on some other good.

When people are grouped into societies, they face different kinds of trade-offs. The classic trade-off is between “guns and butter.” The more we spend on national defense (guns) to protect our shores from foreign aggressors, the less we can spend on consumer goods (butter) to raise our standard of living at home. Also important in modern society is the trade-off between a clean envi-

ronment and a high level of income. Laws that require firms to reduce pollution raise the cost of producing goods and services. Because of the higher costs, these firms end up earning smaller profits, paying lower wages, charging higher prices, or some combination of these three. Thus, while pollution regulations give us the benefit of a cleaner environment and the improved health that comes with it, they have the cost of reducing the incomes of the firms' owners, workers, and customers.

Another trade-off society faces is between efficiency and equity. **Efficiency** means that society is getting the maximum benefits from its scarce resources. **Equity** means that those benefits are distributed fairly among society's members. In other words, efficiency refers to the size of the economic pie, and equity refers to how the pie is divided. Often, when government policies are designed, these two goals conflict.

Consider, for instance, policies aimed at achieving a more equal distribution of economic well-being. Some of these policies, such as the welfare system or unemployment insurance, try to help the members of society who are most in need. Others, such as the individual income tax, ask the financially successful to contribute more than others to support the government. Although these policies have the benefit of achieving greater equity, they have a cost in terms of reduced efficiency. When the government redistributes income from the rich to the poor, it reduces the reward for working hard; as a result, people work less and produce fewer goods and services. In other words, when the government tries to cut the economic pie into more equal slices, the pie gets smaller.

Recognizing that people face trade-offs does not by itself tell us what decisions they will or should make. A student should not abandon the study of psychology just because doing so would increase the time available for the study of economics. Society should not stop protecting the environment just because environmental regulations reduce our material standard of living. The poor should not be ignored just because helping them distorts work incentives. Nonetheless, acknowledging life's trade-offs is important because people are likely to make good decisions only if they understand the options that they have available.

### Principle 2: The Cost of Something Is What You Give Up to Get It

Because people face trade-offs, making decisions requires comparing the costs and benefits of alternative courses of action. In many cases, however, the cost of some action is not as obvious as it might first appear.

Consider, for example, the decision to go to college. The benefit is intellectual enrichment and a lifetime of better job opportunities. But what is the cost? To answer this question, you might be tempted to add up the money you spend on tuition, books, room, and board. Yet this total does not truly represent what you give up to spend a year in college.

The first problem with this answer is that it includes some things that are not really costs of going to college. Even if you quit school, you need a place to sleep and food to eat. Room and board are costs of going to college only to the extent that they are more expensive at college than elsewhere. Indeed, the cost of room and board at your school might be less than the rent and food expenses that you would pay living on your own. In this case, the savings on room and board are a benefit of going to college.

#### efficiency

the property of society getting the most it can from its scarce resources

#### equity

the property of distributing economic prosperity fairly among the members of society

#### opportunity cost

whatever must be given up to obtain some item

#### rational people

people who systematically and purposefully do the best they can to achieve their objectives

#### marginal changes

small incremental adjustments to a plan of action

The second problem with this calculation of costs is that it ignores the largest cost of going to college—your time. When you spend a year listening to lectures, reading textbooks, and writing papers, you cannot spend that time working at a job. For most students, the wages given up to attend school are the largest single cost of their education.

The **opportunity cost** of an item is what you give up to get that item. When making any decision, such as whether to attend college, decision makers should be aware of the opportunity costs that accompany each possible action. In fact, they usually are. College athletes who can earn millions if they drop out of school and play professional sports are well aware that their opportunity cost of college is very high. It is not surprising that they often decide that the benefit is not worth the cost.

### Principle 3: Rational People Think at the Margin

Economists normally assume that people are rational. **Rational people** systematically and purposefully do the best they can to achieve their objectives, given the opportunities they have. As you study economics, you will encounter firms that decide how many workers to hire and how much of their product to manufacture and sell to maximize profits. You will encounter consumers who buy a bundle of goods and services to achieve the highest possible level of satisfaction, subject to their incomes and the prices of those goods and services.

Rational people know that decisions in life are rarely black and white but usually involve shades of gray. At dinnertime, the decision you face is not between fasting or eating like a pig but whether to take that extra spoonful of mashed potatoes. When exams roll around, your decision is not between blowing them off or studying 24 hours a day but whether to spend an extra hour reviewing your notes instead of watching TV. Economists use the term **marginal changes** to describe small incremental adjustments to an existing plan of action. Keep in mind that *margin* means "edge," so marginal changes are adjustments around the edges of what you are doing. Rational people often make decisions by comparing *marginal benefits* and *marginal costs*.

For example, consider an airline deciding how much to charge passengers who fly standby. Suppose that flying a 200-seat plane across the United States costs the airline \$100,000. In this case, the average cost of each seat is \$100,000/200, which is \$500. One might be tempted to conclude that the airline should never sell a ticket for less than \$500. In fact, however, the airline can raise its profits by thinking at the margin. Imagine that a plane is about to take off with ten empty seats, and a standby passenger waiting at the gate will pay \$300 for a seat. Should the airline sell the ticket? Of course it should. If the plane has empty seats, the cost of adding one more passenger is minuscule. Although the *average* cost of flying a passenger is \$500, the *marginal* cost is merely the cost of the bag of peanuts and can of soda that the extra passenger will consume. As long as the standby passenger pays more than the marginal cost, selling the ticket is profitable.

Marginal decision making can help explain some otherwise puzzling economic phenomena. Here is a classic question: Why is water so cheap, while diamonds are so expensive? Humans need water to survive, while diamonds are unnecessary; but for some reason, people are willing to pay much more for a diamond than for a cup of water. The reason is that a person's willingness to pay for any good is based on the marginal benefit that an extra unit of the good would yield. The marginal benefit, in turn, depends on how many units a person already has. Although water is essential, the marginal benefit of an extra cup

is small because water is plentiful. By contrast, no one needs diamonds to survive, but because diamonds are so rare, people consider the marginal benefit of an extra diamond to be large.

A rational decision maker takes an action if and only if the marginal benefit of the action exceeds the marginal cost. This principle can explain why airlines are willing to sell a ticket below average cost and why people are willing to pay more for diamonds than for water. It can take some time to get used to the logic of marginal thinking, but the study of economics will give you ample opportunity to practice.

### Principle 4: People Respond to Incentives

An **incentive** is something (such as the prospect of a punishment or a reward) that induces a person to act. Because rational people make decisions by comparing costs and benefits, they respond to incentives. You will see that incentives play a central role in the study of economics. One economist went so far as to suggest that the entire field could be simply summarized: “People respond to incentives. The rest is commentary.”

Incentives are crucial to analyzing how markets work. For example, when the price of an apple rises, people decide to eat more pears and fewer apples because the cost of buying an apple is higher. At the same time, apple orchards decide to hire more workers and harvest more apples because the benefit of selling an apple is also higher. As we will see, the effect of a good’s price on the behavior of buyers and sellers in a market—in this case, the market for apples—is crucial for understanding how the economy allocates scarce resources.

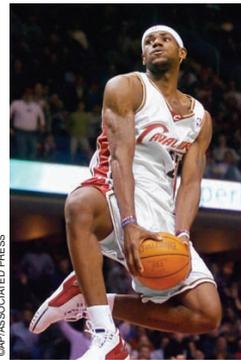
Public policymakers should never forget about incentives because many policies change the costs or benefits that people face and, therefore, alter their behavior. A tax on gasoline, for instance, encourages people to drive smaller, more fuel-efficient cars. That is one reason people drive smaller cars in Europe, where gasoline taxes are high, than in the United States, where gasoline taxes are low. A gasoline tax also encourages people to take public transportation rather than drive and to live closer to where they work. If the tax were larger, more people would be driving hybrid cars, and if it were large enough, they would switch to electric cars.

When policymakers fail to consider how their policies affect incentives, they often end up with results they did not intend. For example, consider public policy regarding auto safety. Today, all cars have seat belts, but this was not true 50 years ago. In the 1960s, Ralph Nader’s book *Unsafe at Any Speed* generated much public concern over auto safety. Congress responded with laws requiring seat belts as standard equipment on new cars.

How does a seat belt law affect auto safety? The direct effect is obvious: When a person wears a seat belt, the probability of surviving a major auto accident rises. But that’s not the end of the story because the law also affects behavior by altering incentives. The relevant behavior here is the speed and care with which drivers operate their cars. Driving slowly and carefully is costly because it uses the driver’s time and energy. When deciding how safely to drive, rational people compare the marginal benefit from safer driving to the marginal cost. They drive more slowly and carefully when the benefit of increased safety is high. It is no surprise, for instance, that people drive more slowly and carefully when roads are icy than when roads are clear.

Consider how a seat belt law alters a driver’s cost–benefit calculation. Seat belts make accidents less costly because they reduce the likelihood of injury or

**incentive**  
something that induces  
a person to act



BASKETBALL STAR LEBRON JAMES UNDERSTANDS OPPORTUNITY COST AND INCENTIVES. HE DECIDED TO SKIP COLLEGE AND GO STRAIGHT TO THE PROS, WHERE HE HAS EARNED MILLIONS OF DOLLARS AS ONE OF THE NBA’S TOP PLAYERS.

death. In other words, seat belts reduce the benefits of slow and careful driving. People respond to seat belts as they would to an improvement in road conditions—by driving faster and less carefully. The end result of a seat belt law, therefore, is a larger number of accidents. The decline in safe driving has a clear, adverse impact on pedestrians, who are more likely to find themselves in an accident but (unlike the drivers) don’t have the benefit of added protection.

At first, this discussion of incentives and seat belts might seem like idle speculation. Yet in a classic 1975 study, economist Sam Peltzman showed that auto-safety laws have had many of these effects. According to Peltzman’s evidence, these laws produce both fewer deaths per accident and more accidents. He concluded that the net result is little change in the number of driver deaths and an increase in the number of pedestrian deaths.

Peltzman’s analysis of auto safety is an offbeat example of the general principle that people respond to incentives. When analyzing any policy, we must consider not only the direct effects but also the indirect and sometimes less obvious effects that work through incentives. If the policy changes incentives, it will cause people to alter their behavior.

**Quick Quiz** List and briefly explain the four principles of individual decision making.

## HOW PEOPLE INTERACT

The first four principles discussed how individuals make decisions. As we go about our lives, many of our decisions affect not only ourselves but other people as well. The next three principles concern how people interact with one another.

### Principle 5: Trade Can Make Everyone Better Off

You have probably heard on the news that the Japanese are our competitors in the world economy. In some ways, this is true because American and Japanese firms produce many of the same goods. Ford and Toyota compete for the same customers in the market for automobiles. Apple and Sony compete for the same customers in the market for digital music players.

Yet it is easy to be misled when thinking about competition among countries. Trade between the United States and Japan is not like a sports contest in which one side wins and the other side loses. In fact, the opposite is true: Trade between two countries can make each country better off.

To see why, consider how trade affects your family. When a member of your family looks for a job, he or she competes against members of other families who are looking for jobs. Families also compete against one another when they go shopping because each family wants to buy the best goods at the lowest prices. So in a sense, each family in the economy is competing with all other families.

Despite this competition, your family would not be better off isolating itself from all other families. If it did, your family would need to grow its own food, make its own clothes, and build its own home. Clearly, your family gains much from its ability to trade with others. Trade allows each person to specialize in the



“FOR \$5 A WEEK YOU CAN WATCH BASEBALL WITHOUT BEING NAGGED TO CUT THE GRASS!”

activities he or she does best, whether it is farming, sewing, or home building. By trading with others, people can buy a greater variety of goods and services at lower cost.

Countries as well as families benefit from the ability to trade with one another. Trade allows countries to specialize in what they do best and to enjoy a greater variety of goods and services. The Japanese, as well as the French and the Egyptians and the Brazilians, are as much our partners in the world economy as they are our competitors.

### Principle 6: Markets Are Usually a Good Way to Organize Economic Activity

The collapse of communism in the Soviet Union and Eastern Europe in the 1980s may be the most important change in the world during the past half century. Communist countries worked on the premise that government officials were in the best position to determine the allocation of scarce resources in the economy. These central planners decided what goods and services were produced, how much was produced, and who produced and consumed these goods and services. The theory behind central planning was that only the government could organize economic activity in a way that promoted economic well-being for the country as a whole.

Today, most countries that once had centrally planned economies have abandoned this system and are trying to develop market economies. In a **market economy**, the decisions of a central planner are replaced by the decisions of millions of firms and households. Firms decide whom to hire and what to make. Households decide which firms to work for and what to buy with their incomes. These firms and households interact in the marketplace, where prices and self-interest guide their decisions.

At first glance, the success of market economies is puzzling. After all, in a market economy, no one is looking out for the economic well-being of society as a whole. Free markets contain many buyers and sellers of numerous goods and services, and all of them are interested primarily in their own well-being. Yet despite decentralized decision making and self-interested decision makers, market economies have proven remarkably successful in organizing economic activity in a way that promotes overall economic well-being.

In his 1776 book *An Inquiry into the Nature and Causes of the Wealth of Nations*, economist Adam Smith made the most famous observation in all of economics: Households and firms interacting in markets act as if they are guided by an “invisible hand” that leads them to desirable market outcomes. One of our goals in this book is to understand how this invisible hand works its magic.

As you study economics, you will learn that prices are the instrument with which the invisible hand directs economic activity. In any market, buyers look at the price when determining how much to demand, and sellers look at the price when deciding how much to supply. As a result of the decisions that buyers and sellers make, market prices reflect both the value of a good to society and the cost to society of making the good. Smith’s great insight was that prices adjust to guide these individual buyers and sellers to reach outcomes that, in many cases, maximize the welfare of society as a whole.

There is an important corollary to the skill of the invisible hand in guiding economic activity: When the government prevents prices from adjusting naturally to supply and demand, it impedes the invisible hand’s ability to coordinate the millions of households and firms that make up the economy. This corollary explains

#### market economy

an economy that allocates resources through the decentralized decisions of many firms and households as they interact in markets for goods and services

why taxes adversely affect the allocation of resources: Taxes distort prices and thus the decisions of households and firms. It also explains the even greater harm caused by policies that directly control prices, such as rent control. And it explains the failure of communism. In communist countries, prices were not determined in the marketplace but were dictated by central planners. These planners lacked the information that gets reflected in prices that are free to respond to market forces. Central planners failed because they tried to run the economy with one hand tied behind their backs—the invisible hand of the marketplace.

### Principle 7: Governments Can Sometimes Improve Market Outcomes

If the invisible hand of the market is so great, why do we need government? One purpose of studying economics is to refine your view about the proper role and scope of government policy.

One reason we need government is that the invisible hand can work its magic only if the government enforces the rules and maintains the institutions that are



## FYI

### Adam Smith and the Invisible Hand

It may be only a coincidence that Adam Smith’s

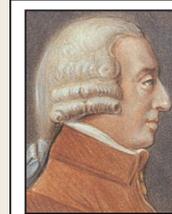
great book *The Wealth of Nations* was published in 1776, the exact year American revolutionaries signed the Declaration of Independence. But the two documents share a point of view that was prevalent at the time: Individuals are usually best left to their own devices, without the heavy hand of government guiding their actions. This political philosophy provides the intellectual basis for the market economy and for free society more generally.

Why do decentralized market economies work so well? Is it because people can be counted on to treat one another with love and kindness? Not at all. Here is Adam Smith’s description of how people interact in a market economy:

*requires of them. . . . It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest. . . .*

*Every individual . . . neither intends to promote the public interest, nor knows how much he is promoting it. . . . He*

*intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.*



Adam Smith

*Man has almost constant occasion for the help of his brethren, and it is vain for him to expect it from their benevolence only. He will be more likely to prevail if he can interest their self-love in his favor, and show them that it is for their own advantage to do for him what he*

Smith is saying that participants in the economy are motivated by self-interest and that the “invisible hand” of the marketplace guides this self-interest into promoting general economic well-being.

Many of Smith’s insights remain at the center of modern economics. Our analysis in the coming chapters will allow us to express Smith’s conclusions more precisely and to analyze fully the strengths and weaknesses of the market’s invisible hand.

key to a market economy. Most important, markets work only if **property rights** are enforced. A farmer won't grow food if he expects his crop to be stolen; a restaurant won't serve meals unless it is assured that customers will pay before they leave; and a music company won't produce CDs if too many potential customers avoid paying by making illegal copies. We all rely on government-provided police and courts to enforce our rights over the things we produce—and the invisible hand counts on our ability to enforce our rights.

Yet there is another, more profound reason we need government: The invisible hand is powerful, but it is not omnipotent. Although markets are often a good way to organize economic activity, this rule has some important exceptions. There are two broad reasons for a government to intervene in the economy and change the allocation of resources that people would choose on their own: to promote efficiency and to promote equity. That is, most policies aim either to enlarge the economic pie or to change how the pie is divided.

Consider first the goal of efficiency. Although the invisible hand usually leads markets to allocate resources efficiently, this is not always the case. Economists use the term **market failure** to refer to a situation in which the market on its own fails to produce an efficient allocation of resources. One possible cause of market failure is an **externality**, which is the impact of one person's actions on the well-being of a bystander. The classic example of an externality is pollution. Another possible cause of market failure is **market power**, which refers to the ability of a single person (or small group) to unduly influence market prices. For example, if everyone in town needs water but there is only one well, the owner of the well is not subject to the rigorous competition with which the invisible hand normally keeps self-interest in check. In the presence of externalities or market power, well-designed public policy can enhance economic efficiency.

The invisible hand may also fail to ensure that economic prosperity is distributed equitably. A market economy rewards people according to their ability to produce things that other people are willing to pay for. The world's best basketball player earns more than the world's best chess player simply because people are willing to pay more to watch basketball than chess. The invisible hand does not ensure that everyone has sufficient food, decent clothing, and adequate healthcare. Many public policies, such as the income tax and the welfare system, aim to achieve a more equitable distribution of economic well-being.

To say that the government *can* improve on market outcomes at times does not mean that it always *will*. Public policy is made not by angels but by a political process that is far from perfect. Sometimes policies are designed simply to reward the politically powerful. Sometimes they are made by well-intentioned leaders who are not fully informed. As you study economics, you will become a better judge of when a government policy is justifiable because it promotes efficiency or equity and when it is not.

**Quick Quiz** List and briefly explain the three principles concerning people's economic interactions.

## HOW THE ECONOMY AS A WHOLE WORKS

We started by discussing how individuals make decisions and then looked at how people interact with one another. All these decisions and interactions

### property rights

the ability of an individual to own and exercise control over scarce resources

### market failure

a situation in which a market left on its own fails to allocate resources efficiently

### externality

the impact of one person's actions on the well-being of a bystander

### market power

the ability of a single economic actor (or small group of actors) to have a substantial influence on market prices

together make up "the economy." The last three principles concern the workings of the economy as a whole.

## Principle 8: A Country's Standard of Living Depends on Its Ability to Produce Goods and Services

The differences in living standards around the world are staggering. In 2003, the average American had an income of about \$37,500. In the same year, the average Mexican earned \$8,950, and the average Nigerian earned \$900. Not surprisingly, this large variation in average income is reflected in various measures of the quality of life. Citizens of high-income countries have more TV sets, more cars, better nutrition, better healthcare, and a longer life expectancy than citizens of low-income countries.

Changes in living standards over time are also large. In the United States, incomes have historically grown about 2 percent per year (after adjusting for changes in the cost of living). At this rate, average income doubles every 35 years. Over the past century, average income has risen about eightfold.

What explains these large differences in living standards among countries and over time? The answer is surprisingly simple. Almost all variation in living standards is attributable to differences in countries' **productivity**—that is, the amount of goods and services produced from each hour of a worker's time. In nations where workers can produce a large quantity of goods and services per unit of time, most people enjoy a high standard of living; in nations where workers are less productive, most people endure a more meager existence. Similarly, the growth rate of a nation's productivity determines the growth rate of its average income.

The fundamental relationship between productivity and living standards is simple, but its implications are far-reaching. If productivity is the primary determinant of living standards, other explanations must be of secondary importance. For example, it might be tempting to credit labor unions or minimum-wage laws for the rise in living standards of American workers over the past century. Yet the real hero of American workers is their rising productivity. As another example, some commentators have claimed that increased competition from Japan and other countries explained the slow growth in U.S. incomes during the 1970s and 1980s. Yet the real villain was not competition from abroad but flagging productivity growth in the United States.

The relationship between productivity and living standards also has profound implications for public policy. When thinking about how any policy will affect living standards, the key question is how it will affect our ability to produce goods and services. To boost living standards, policymakers need to raise productivity by ensuring that workers are well educated, have the tools needed to produce goods and services, and have access to the best available technology.

## Principle 9: Prices Rise When the Government Prints Too Much Money

In Germany in January 1921, a daily newspaper cost 0.30 marks. Less than 2 years later, in November 1922, the same newspaper cost 70,000,000 marks. All other prices in the economy rose by similar amounts. This episode is one of history's most spectacular examples of **inflation**, an increase in the overall level of prices in the economy.

### productivity

the quantity of goods and services produced from each hour of a worker's time

### inflation

an increase in the overall level of prices in the economy

Although the United States has never experienced inflation even close to that in Germany in the 1920s, inflation has at times been an economic problem. During the 1970s, for instance, the overall level of prices more than doubled, and President Gerald Ford called inflation “public enemy number one.” By contrast, inflation in the 1990s was about 3 percent per year; at this rate, it would take more than 20 years for prices to double. Because high inflation imposes various costs on society, keeping inflation at a low level is a goal of economic policymakers around the world.

What causes inflation? In almost all cases of large or persistent inflation, the culprit is growth in the quantity of money. When a government creates large quantities of the nation’s money, the value of the money falls. In Germany in the early 1920s, when prices were on average tripling every month, the quantity of money was also tripling every month. Although less dramatic, the economic history of the United States points to a similar conclusion: The high inflation of the 1970s was associated with rapid growth in the quantity of money, and the low inflation of the 1990s was associated with slow growth in the quantity of money.

### Principle 10: Society Faces a Short-Run Trade-off between Inflation and Unemployment

Although a higher level of prices is, in the long run, the primary effect of increasing the quantity of money, the short-run story is more complex and more controversial. Most economists describe the short-run effects of monetary injections as follows:

- Increasing the amount of money in the economy stimulates the overall level of spending and thus the demand for goods and services.
- Higher demand may over time cause firms to raise their prices, but in the meantime, it also encourages them to increase the quantity of goods and services they produce and to hire more workers to produce those goods and services.
- More hiring means lower unemployment.

This line of reasoning leads to one final economywide trade-off: a short-run trade-off between inflation and unemployment.

Although some economists still question these ideas, most accept that society faces a short-run trade-off between inflation and unemployment. This simply means that, over a period of a year or two, many economic policies push inflation and unemployment in opposite directions. Policymakers face this trade-off regardless of whether inflation and unemployment both start out at high levels (as they were in the early 1980s), at low levels (as they were in the late 1990s), or someplace in between. This short-run trade-off plays a key role in the analysis of the **business cycle**—the irregular and largely unpredictable fluctuations in economic activity, as measured by the production of goods and services or the number of people employed.

Policymakers can exploit the short-run trade-off between inflation and unemployment using various policy instruments. By changing the amount that the government spends, the amount it taxes, and the amount of money it prints, policymakers can influence the combination of inflation and unemployment that the economy experiences. Because these instruments of economic policy are potentially so powerful, how policymakers should use these instruments to control the economy, if at all, is a subject of continuing debate.



“WELL IT MAY HAVE BEEN 68 CENTS WHEN YOU GOT IN LINE, BUT IT’S 74 CENTS NOW!”

#### business cycle

fluctuations in economic activity, such as employment and production



## FYI

### How to Read This Book

Economics is fun, but it can also be hard to learn. My

aim in writing this text is to make it as fun and easy as possible. But you, the student, also have a role to play. Experience shows that if you are actively involved as you study this book, you will enjoy a better outcome both on your exams and in the years that follow. Here are a few tips about how best to read this book.

1. *Summarize, don’t highlight.* Running a yellow marker over the text is too passive an activity to keep your mind engaged. Instead, when you come to the end of a section, take a minute and summarize what you just learned in your own words, writing your summary in the wide margins we’ve provided. When you’ve finished the chapter, compare your summaries with the one at the end of the chapter. Did you pick up the main points?
2. *Test yourself.* Throughout the book, Quick Quizzes offer instant feedback to find out if you’ve learned what you are supposed to. Take the opportunity to write down your answer and then check it against the answers provided in the back of the book. The quizzes are meant to test your basic comprehension. If your answer is incorrect, you probably need to review the section.

3. *Practice, practice, practice.* At the end of each chapter, Questions for Review test your understanding, and Problems and Applications ask you to apply and extend the material. Perhaps your instructor will assign some of these exercises as homework. If so, do them. If not, do them anyway. The more you use your new knowledge, the more solid it becomes.
4. *Go online.* The publisher of this book maintains an extensive website to help you in your study of economics. It includes additional examples, applications, and problems, as well as quizzes so you can test yourself. Check it out. The website is <http://mankiwswlearning.com>.
5. *Study in groups.* After you’ve read the book and worked problems on your own, get together with classmates to discuss the material. You will learn from each other—an example of the gains from trade.
6. *Don’t forget the real world.* In the midst of all the numbers, graphs, and strange new words, it is easy to lose sight of what economics is all about. The Case Studies and In the News boxes sprinkled throughout this book should help remind you. Don’t skip them. They show how the theory is tied to events happening in all of our lives. If your study is successful, you won’t be able to read a newspaper again without thinking about supply, demand, and the wonderful world of economics.

**Quick Quiz** List and briefly explain the three principles that describe how the economy as a whole works.

## CONCLUSION

You now have a taste of what economics is all about. In the coming chapters, we will develop many specific insights about people, markets, and economies. Mastering these insights will take some effort, but it is not an overwhelming task. The field of economics is based on a few basic ideas that can be applied in many different situations.

Throughout this book, we will refer back to the *Ten Principles of Economics* highlighted in this chapter and summarized in Table 1. Whenever we do so, an icon will be displayed in the margin, as it is now. But even when that icon is absent, you should keep these building blocks in mind. Even the most sophisticated economic analysis is built using the ten principles introduced here.



**How People Make Decisions**

- 1: People Face Trade-offs
- 2: The Cost of Something Is What You Give Up to Get It
- 3: Rational People Think at the Margin
- 4: People Respond to Incentives

**How People Interact**

- 5: Trade Can Make Everyone Better Off
- 6: Markets Are Usually a Good Way to Organize Economic Activity
- 7: Governments Can Sometimes Improve Market Outcomes

**How the Economy as a Whole Works**

- 8: A Country's Standard of Living Depends on Its Ability to Produce Goods and Services
- 9: Prices Rise When the Government Prints Too Much Money
- 10: Society Faces a Short-Run Trade-off between Inflation and Unemployment

**T A B L E 1****Ten Principles of Economics****SUMMARY**

- The fundamental lessons about individual decision making are that people face trade-offs among alternative goals, that the cost of any action is measured in terms of forgone opportunities, that rational people make decisions by comparing marginal costs and marginal benefits, and that people change their behavior in response to the incentives they face.
- The fundamental lessons about interactions among people are that trade can be mutually beneficial, that markets are usually a good way of coordinating trade among people, and that the government can potentially improve market outcomes if there is some market failure or if the market outcome is inequitable.
- The fundamental lessons about the economy as a whole are that productivity is the ultimate source of living standards, that money growth is the ultimate source of inflation, and that society faces a short-run trade-off between inflation and unemployment.

**KEY CONCEPTS**

scarcity, p. 3  
 economics, p. 4  
 efficiency, p. 5  
 equity, p. 5  
 opportunity cost, p. 6  
 rational people, p. 6

marginal changes, p. 6  
 incentive, p. 7  
 market economy, p. 9  
 property rights, p. 11  
 market failure, p. 11  
 externality, p. 11

market power, p. 11  
 productivity, p. 12  
 inflation, p. 12  
 business cycle, p. 13

**QUESTIONS FOR REVIEW**

1. Give three examples of important trade-offs that you face in your life.
2. What is the opportunity cost of seeing a movie?
3. Water is necessary for life. Is the marginal benefit of a glass of water large or small?
4. Why should policymakers think about incentives?
5. Why isn't trade among countries like a game with some winners and some losers?
6. What does the "invisible hand" of the marketplace do?
7. Explain the two main causes of market failure and give an example of each.
8. Why is productivity important?
9. What is inflation and what causes it?
10. How are inflation and unemployment related in the short run?

**PROBLEMS AND APPLICATIONS**

1. Describe some of the trade-offs faced by each of the following:
  - a. a family deciding whether to buy a new car
  - b. a member of Congress deciding how much to spend on national parks
  - c. a company president deciding whether to open a new factory
  - d. a professor deciding how much to prepare for class
2. You are trying to decide whether to take a vacation. Most of the costs of the vacation (airfare, hotel, and forgone wages) are measured in dollars, but the benefits of the vacation are psychological. How can you compare the benefits to the costs?
3. You were planning to spend Saturday working at your part-time job, but a friend asks you to go skiing. What is the true cost of going skiing? Now suppose you had been planning to spend the day studying at the library. What is the cost of going skiing in this case? Explain.
4. You win \$1000 in a basketball pool. You have a choice between spending the money now or putting it away for a year in a bank account that pays 5 percent interest. What is the opportunity cost of spending the \$1000 now?
5. The company that you manage has invested \$5 million in developing a new product, but the development is not quite finished. At a recent meeting, your salespeople report that the introduction of competing products has reduced the expected sales of your new product to \$3 million. If it would cost \$1 million to finish development and make the product, should you go ahead and do so? What is the most that you should pay to complete development?
6. Three managers of the Magic Potion Company are discussing a possible increase in production. Each suggests a way to make this decision.
 

HARRY: We should examine whether our company's productivity—gallons of potion per worker—would rise or fall.

RON: We should examine whether our average cost—cost per worker—would rise or fall.

HERMIONE: We should examine whether the extra revenue from selling the additional potion would be greater or smaller than the extra costs.

Who do you think is right? Why?
7. The Social Security system provides income for people over age 65. If a recipient of Social Security decides to work and earn some income, the amount he or she receives in Social Security benefits is typically reduced.
  - a. How does the provision of Social Security affect people's incentive to save while working?
  - b. How does the reduction in benefits associated with higher earnings affect people's incentive to work past age 65?

8. A recent bill reforming the government's anti-poverty programs limited many welfare recipients to only 2 years of benefits.
  - a. How does this change affect the incentives for working?
  - b. How might this change represent a trade-off between equity and efficiency?
9. Your roommate is a better cook than you are, but you can clean more quickly than your roommate can. If your roommate did all of the cooking and you did all of the cleaning, would your chores take you more or less time than if you divided each task evenly? Give a similar example of how specialization and trade can make two countries both better off.
10. Suppose the United States adopted central planning for its economy, and you became the chief planner. Among the millions of decisions that you need to make for next year are how many compact discs to produce, what artists to record, and who should receive the discs.
  - a. To make these decisions intelligently, what information would you need about the compact disc industry? What information would you need about each of the people in the United States?
  - b. How would your decisions about CDs affect some of your other decisions, such as how many CD players to make or other devices to produce? How might some of your other decisions about the economy change your views about CDs?
11. Nations with corrupt police and court systems typically have lower standards of living than nations with less corruption. Why might that be the case?
12. Explain whether each of the following government activities is motivated by a concern about equity or a concern about efficiency. In the case of efficiency, discuss the type of market failure involved.
  - a. regulating cable TV prices
  - b. providing some poor people with vouchers that can be used to buy food
  - c. prohibiting smoking in public places
  - d. breaking up Standard Oil (which once owned 90 percent of all oil refineries) into several smaller companies
  - e. imposing higher personal income tax rates on people with higher incomes
  - f. instituting laws against driving while intoxicated
13. Discuss each of the following statements from the standpoints of equity and efficiency.
  - a. "Everyone in society should be guaranteed the best healthcare possible."
  - b. "When workers are laid off, they should be able to collect unemployment benefits until they find a new job."
14. In what ways is your standard of living different from that of your parents or grandparents when they were your age? Why have these changes occurred?
15. Suppose Americans decide to save more of their incomes. If banks lend this extra saving to businesses, which use the funds to build new factories, how might this lead to faster growth in productivity? Who do you suppose benefits from the higher productivity? Is society getting a free lunch?
16. Imagine that you are a policymaker trying to decide whether to reduce the rate of inflation. To make an intelligent decision, what would you need to know about inflation, unemployment, and the trade-off between them?
17. Look at a newspaper or at the website <http://www.economist.com> to find three stories about the economy that have been in the news lately. For each story, identify one (or more) of the *Ten Principles of Economics* discussed in this chapter that is relevant and explain how it is relevant. Also, for each story, look through this book's Contents and try to find a chapter that might shed light on the news event.



For further information on topics in this chapter, additional problems, applications, examples, online quizzes, and more, please visit our website at <http://mankiw.swlearning.com>.

undermines private enterprise and inhibits economic growth. The bankruptcy of communism and socialism as alternative means of economic organization has only reinforced this assumption. In our standard economics textbooks and in our modern political debates, *laissez-faire* is the default rule; anyone who would challenge it swims against the prevailing tide.

It's useful to remind ourselves, then, that our free-market system is the result neither of natural law nor of divine providence. Rather, it emerged through a painful process of trial and error, a series of difficult choices between efficiency and fairness, stability and change. And although the benefits of our free-market system have mostly derived from the individual efforts of generations of men and women pursuing their own vision of happiness, in each and every period of great economic upheaval and transition we've depended on government action to open up opportunity, encourage competition, and make the market work better.

In broad outline, government action has taken three forms. First, government has been called upon throughout our history to build the infrastructure, train the workforce, and otherwise lay the foundations necessary for economic growth. All the Founding Fathers recognized the connection between private property and liberty, but it was Alexander Hamilton who also recognized the vast potential of a national economy—one based not on America's agrarian past but on a commercial and industrial future. To realize this potential, Hamilton argued, America needed a strong and active national government, and as America's first Treasury secretary he set about putting his ideas to work. He nationalized the Revolutionary

War debt, which not only stitched together the economies of the individual states but helped spur a national system of credit and fluid capital markets. He promoted policies—from strong patent laws to high tariffs—to encourage American manufacturing, and proposed investment in roads and bridges needed to move products to market.

Hamilton encountered fierce resistance from Thomas Jefferson, who feared that a strong national government tied to wealthy commercial interests would undermine his vision of an egalitarian democracy tied to the land. But Hamilton understood that only through the liberation of capital from local landed interests could America tap into its most powerful resource—namely the energy and enterprise of the American people. This idea of social mobility constituted one of the great early bargains of American capitalism; industrial and commercial capitalism might lead to greater instability, but it would be a dynamic system in which anyone with enough energy and talent could rise to the top. And on this point, at least, Jefferson agreed—it was based on his belief in a meritocracy, rather than a hereditary aristocracy, that Jefferson would champion the creation of a national, government-financed university that could educate and train talent across the new nation, and that he considered the founding of the University of Virginia to be one of his greatest achievements.

This tradition, of government investment in America's physical infrastructure and in its people, was thoroughly embraced by Abraham Lincoln and the early Republican Party. For Lincoln, the essence of America was opportunity, the ability of "free labor" to advance in life. Lincoln considered capitalism the best means of creating such opportunity, but he also saw how the transition from an

agricultural to an industrial society was disrupting lives and destroying communities.

So in the midst of civil war, Lincoln embarked on a series of policies that not only laid the groundwork for a fully integrated national economy but extended the ladders of opportunity downward to reach more and more people. He pushed for the construction of the first transcontinental railroad. He incorporated the National Academy of Sciences, to spur basic research and scientific discovery that could lead to new technology and commercial applications. He passed the landmark Homestead Act of 1862, which turned over vast amounts of public land across the western United States to settlers from the East and immigrants from around the world, so that they, too, could claim a stake in the nation's growing economy. And then, rather than leave these homesteaders to fend for themselves, he created a system of land grant colleges to instruct farmers on the latest agricultural techniques, and to provide them the liberal education that would allow them to dream beyond the confines of life on the farm.

Hamilton's and Lincoln's basic insight—that the resources and power of the national government can facilitate, rather than supplant, a vibrant free market—has continued to be one of the cornerstones of both Republican and Democratic policies at every stage of America's development. The Hoover Dam, the Tennessee Valley Authority, the interstate highway system, the Internet, the Human Genome Project—time and again, government investment has helped pave the way for an explosion of private economic activity. And through the creation of a system of public schools and institutions of higher education, as well as programs like the GI Bill that made a

college education available to millions, government has helped provide individuals the tools to adapt and innovate in a climate of constant technological change.

Aside from making needed investments that private enterprise can't or won't make on its own, an active national government has also been indispensable in dealing with market failures—those recurring snags in any capitalist system that either inhibit the efficient workings of the market or result in harm to the public. Teddy Roosevelt recognized that monopoly power could restrict competition, and made “trust busting” a centerpiece of his administration. Woodrow Wilson instituted the Federal Reserve Bank, to manage the money supply and curb periodic panics in the financial markets. Federal and state governments established the first consumer laws—the Pure Food and Drug Act, the Meat Inspection Act—to protect Americans from harmful products.

But it was during the stock market crash of 1929 and the subsequent Depression that the government's vital role in regulating the marketplace became fully apparent. With investor confidence shattered, bank runs threatening the collapse of the financial system, and a downward spiral in consumer demand and business investment, FDR engineered a series of government interventions that arrested further economic contraction. For the next eight years, the New Deal administration experimented with policies to restart the economy, and although not all of these interventions produced their intended results, they did leave behind a regulatory structure that helps limit the risk of economic crisis: a Securities and Exchange Commission to ensure transparency in the financial markets and protect smaller investors from fraud and insider

manipulation; FDIC insurance to provide confidence to bank depositors; and countercyclical fiscal and monetary policies, whether in the form of tax cuts, increased liquidity, or direct government spending, to stimulate demand when business and consumers have pulled back from the market.

3 Finally—and most controversially—government has helped structure the social compact between business and the American worker. During America's first 150 years, as capital became more concentrated in trusts and limited liability corporations, workers were prevented by law and by violence from forming unions that would increase their own leverage. Workers had almost no protections from unsafe or inhumane working conditions, whether in sweatshops or meatpacking plants. Nor did American culture have much sympathy for workers left impoverished by capitalism's periodic gales of "creative destruction"—the recipe for individual success was greater toil, not pampering from the state. What safety net did exist came from the uneven and meager resources of private charity.

Again, it took the shock of the Great Depression, with a third of all people finding themselves out of work, ill housed, ill clothed, and ill fed, for government to correct this imbalance. Two years into office, FDR was able to push through Congress the Social Security Act of 1935, the centerpiece of the new welfare state, a safety net that would lift almost half of all senior citizens out of poverty, provide unemployment insurance for those who had lost their jobs, and provide modest welfare payments to the disabled and the elderly poor. FDR also initiated laws that fundamentally changed the relationship between capital and labor: the forty-hour workweek, child labor laws, and minimum wage

laws; and the National Labor Relations Act, which made it possible to organize broad-based industrial unions and forced employers to bargain in good faith.

Part of FDR's rationale in passing these laws came straight out of Keynesian economics: One cure for economic depression was putting more disposable income in the pockets of American workers. But FDR also understood that capitalism in a democracy required the consent of the people, and that by giving workers a larger share of the economic pie, his reforms would undercut the potential appeal of government-managed, command-and-control systems—whether fascist, socialist, or communist—that were gaining support all across Europe. As he would explain in 1944, "People who are hungry, people who are out of a job are the stuff of which dictatorships are made."

For a while this seemed to be where the story would end—with FDR saving capitalism from itself through an activist federal government that invests in its people and infrastructure, regulates the marketplace, and protects labor from chronic deprivation. And in fact, for the next twenty-five years, through Republican and Democratic administrations, this model of the American welfare state enjoyed a broad consensus. There were those on the right who complained of creeping socialism, and those on the left who believed FDR had not gone far enough. But the enormous growth of America's mass production economy, and the enormous gap in productive capacity between the United States and the war-torn economies of Europe and Asia, muted most ideological battles. Without any serious rivals, U.S. companies could routinely pass on higher labor and regulatory costs to their customers. Full employment allowed unionized factory workers to move

into the middle class, support a family on a single income, and enjoy the stability of health and retirement security. And in such an environment of steady corporate profits and rising wages, policy makers found only modest political resistance to higher taxes and more regulation to tackle pressing social problems—hence the creation of the Great Society programs, including Medicare, Medicaid, and welfare, under Johnson; and the creation of the Environmental Protection Agency and Occupational Safety and Health Administration under Nixon.

There was only one problem with this liberal triumph—capitalism would not stand still. By the seventies, U.S. productivity growth, the engine of the postwar economy, began to lag. The increased assertiveness of OPEC allowed foreign oil producers to lop off a much bigger share of the global economy, exposing America's vulnerability to disruptions in energy supplies. U.S. companies began to experience competition from low-cost producers in Asia, and by the eighties a flood of cheap imports—in textiles, shoes, electronics, and even automobiles—had started grabbing big chunks of the domestic market. Meanwhile, U.S.-based multinational corporations began locating some of their production facilities overseas—partly to access these foreign markets, but also to take advantage of cheap labor.

In this more competitive global environment, the old corporate formula of steady profits and stodgy management no longer worked. With less ability to pass on higher costs or shoddy products to consumers, corporate profits and market share shrank, and corporate shareholders began demanding more value. Some corporations found ways to improve productivity through innovation and

automation. Others relied primarily on brutal layoffs, resistance to unionization, and a further shift of production overseas. Those corporate managers who didn't adapt were vulnerable to corporate raiders and leveraged buyout artists, who would make the changes for them, without any regard for the employees whose lives might be upended or the communities that might be torn apart. One way or another, American companies became leaner and meaner—with old-line manufacturing workers and towns like Galesburg bearing the brunt of this transformation.

It wasn't just the private sector that had to adapt to this new environment. As Ronald Reagan's election made clear, the people wanted the government to change as well.

In his rhetoric, Reagan tended to exaggerate the degree to which the welfare state had grown over the previous twenty-five years. At its peak, the federal budget as a total share of the U.S. economy remained far below the comparable figures in Western Europe, even when you factored in the enormous U.S. defense budget. Still, the conservative revolution that Reagan helped usher in gained traction because Reagan's central insight—that the liberal welfare state had grown complacent and overly bureaucratic, with Democratic policy makers more obsessed with slicing the economic pie than with growing the pie—contained a good deal of truth. Just as too many corporate managers, shielded from competition, had stopped delivering value, too many government bureaucracies had stopped asking whether their shareholders (the American taxpayer) and their consumers (the users of government services) were getting their money's worth.

Not every government program worked the way it was advertised. Some functions could be better carried out by

## From GNP to national income

The final complication is depreciation.

Depreciation is a flow concept telling us how much our effective capital stock is being used up in each time period. Depreciation is an economic cost because it measures resources being used up in the production process.

Our simple example in Table 19.4 ignored depreciation completely. The machine bought by the car maker lasted for ever. We now recognize that machinery wears out. In consequence, the *net* output of the economy is lower. The part of the economy's gross output used merely to replace existing capital is not available for consumption, investment in net additions to the capital stock, government spending or exports.

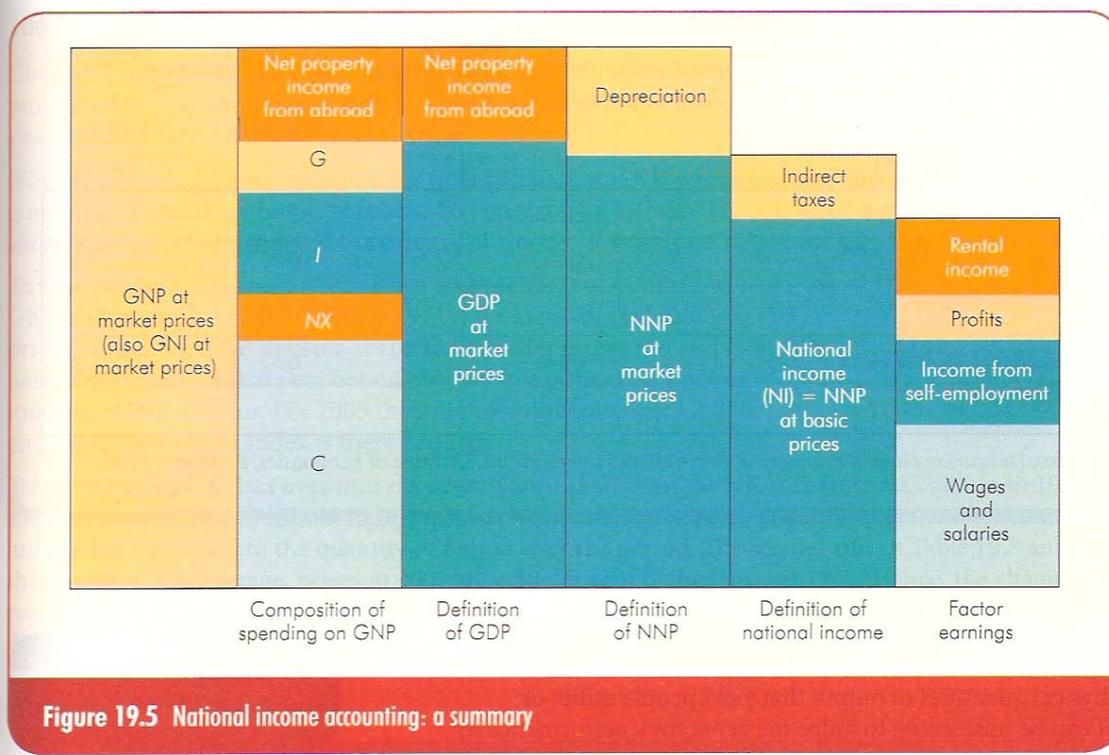
Similarly, we need to reduce our measure of the incomes available for spending on these goods. Thus, we subtract depreciation from GNP to get net national product (NNP) or national income.

National income measures how much the economy can spend or save, after setting aside enough resources to maintain the capital stock intact by offsetting depreciation.

We have now developed a complete set of national accounts. Figure 19.5 may keep you straight.

**Depreciation** or capital consumption is the rate at which the value of the existing capital stock declines per period as a result of usage or obsolescence.

**National income** is the economy's net national product. It is calculated by subtracting depreciation from GNP at basic prices.



**Table 19.5 UK national accounts, 2005 (£bn, current prices)**

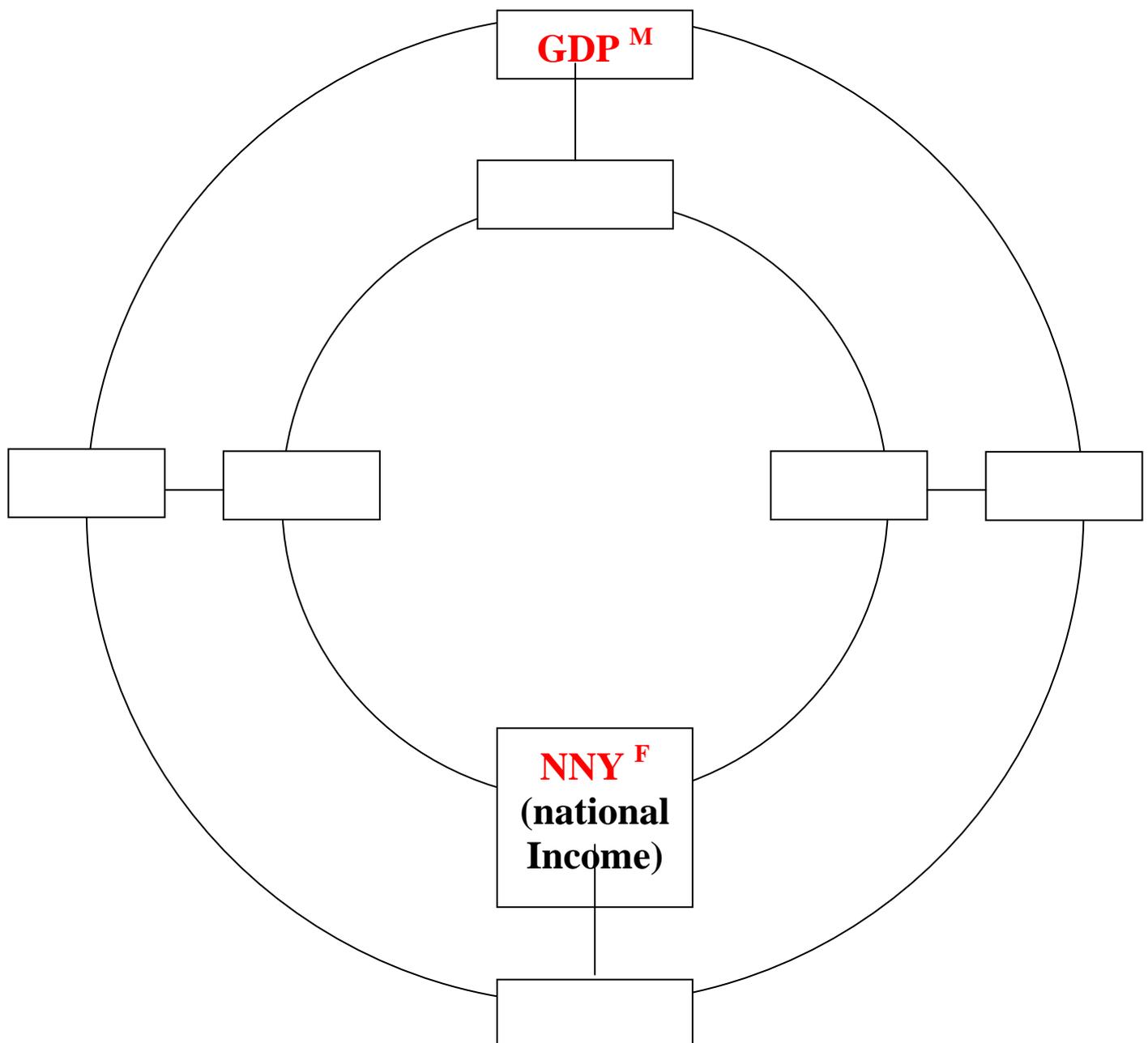
Expenditure measure		Income measure	
At market prices:		Income source: employment	
C by households	759	Profits and rents	274
C by government and non-profit organizations	301	Other	113
I by private firms and government	210	GDP at basic prices	1072
NX	-45	Indirect taxes	153
GDP at market prices	1225	GDP at market prices	1225
Net property income from abroad	63		
GNP (GNI) at market prices	1288		

Sources: ONS, UK National Accounts; OECD, Economic Outlook.

# Domestic Product and National Income

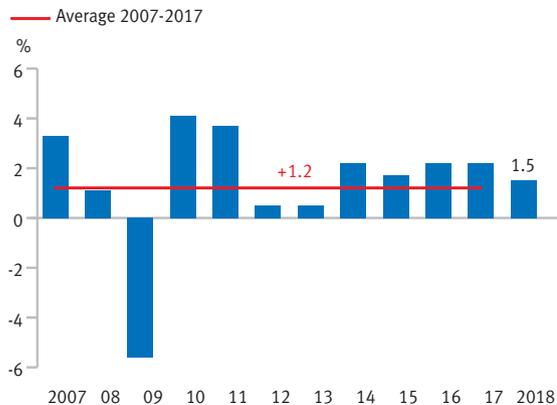
$G - D =$	
$DP + NIA =$	
$P^M + SB =$	

## The way from GDP to National Income



# GERMAN ECONOMY 2018

Gross domestic product  
Price-adjusted, change on the previous year in %

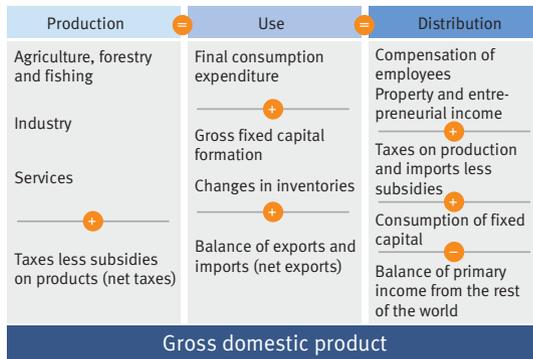


## National Accounts

National accounts provide a comprehensive quantitative picture of economic development within a country, i.e. in this case Germany. The most important national accounts aggregate is the gross domestic product (GDP). The GDP measures the domestic production of goods and services minus the intermediate consumption of goods and services.

National accounts provide important data to the political community, administration and businesses for assessing and shaping economic, financial, social and other policies. The national accounting system within the European Union is based on harmonised European rules that are laid down in a legally binding form in the European System of National and Regional Accounts (ESA 2010).

This leaflet only shows a small part of the whole national accounts publication programme. More results as well as definitions and general information on national accounts in Germany are available on the internet at [www.destatis.de](http://www.destatis.de).

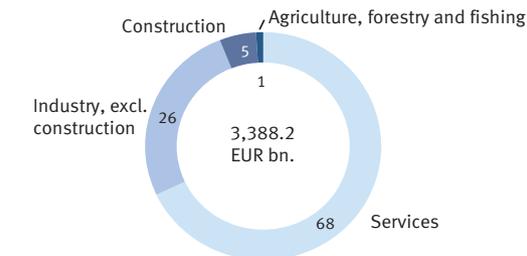


## Production of gross domestic product

	2016	2017	2018
<b>At current prices (EUR bn.)</b>			
Gross value added	2,847.7	2,954.7	3,055.3
Agriculture, forestry and fishing	21.1	25.5	22.9
Industry, excluding construction	747.8	772.5	788.2
Construction	133.9	144.3	160.8
Services	1,944.9	2,012.4	2,083.4
+ Taxes on products	319.2	329.9	340.1
- Subsidies on products	7.2	7.3	7.1
= Gross domestic product	3,159.8	3,277.3	3,388.2
<b>Price-adjusted, chain-linked<sup>1</sup></b>			
Gross value added	2.2	2.2	1.5
Agriculture, forestry and fishing	- 2.2	3.0	- 1.5
Industry, excluding construction	4.8	2.4	1.0
Construction	1.8	2.4	3.6
Services	1.3	2.1	1.6
Taxes on products	2.2	1.8	1.2
Subsidies on products	- 8.1	1.3	- 2.9
Gross domestic product	2.2	2.2	1.5

<sup>1</sup> Change on the previous year in %.

## Production of gross domestic product 2018 in %<sup>1</sup>



<sup>1</sup> As measured by gross value added (GVA) at current prices of the relevant industry as percentage of total GVA at current prices.

## Use of gross domestic product

	2016	2017	2018
<b>At current prices (EUR bn.)</b>			
Final consumption expenditure of households and NPISHs	1,675.6	1,732.2	1,777.5
+ Government final consumption expenditure	615.5	638.9	663.1
+ Gross fixed capital formation	634.0	665.7	705.7
+ Changes in inventories <sup>1</sup>	- 12.8	- 7.2	8.3
= Domestic use	2,912.3	3,029.5	3,154.5
+ Balance of exports and imports	247.5	247.8	233.7
Memorandum item: Exports	1,450.2	1,541.9	1,595.6
Imports	1,202.8	1,294.1	1,361.9
= Gross domestic product	3,159.8	3,277.3	3,388.2
<b>Price-adjusted, chain-linked<sup>2</sup></b>			
Final consumption expenditure of households and NPISHs	2.1	1.8	1.0
Government final consumption expenditure	4.0	1.6	1.1
Gross fixed capital formation	3.5	2.9	3.0
Changes in inventories <sup>1, 3</sup>	0.2	0.1	0.4
Domestic use	3.0	2.0	1.8
Balance of exports and imports <sup>3</sup>	- 0.5	0.3	- 0.2
Memorandum item: Exports	2.3	4.6	2.4
Imports	4.1	4.8	3.4
Gross domestic product	2.2	2.2	1.5

1 Inclusive acquisitions less disposals of valuables. – 2 Change on the previous year in %. – 3 Contribution to GDP growth in %-points.

## Use of gross domestic product 2018 in %



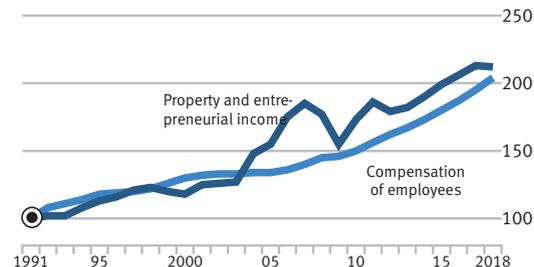
## Distribution of gross domestic product

	2016	2017	2018
<b>At current prices (EUR bn.)</b>			
Net wages and salaries	869.1	902.9	946.5
+ Income taxes and social contributions (of employees)	442.7	463.7	486.3
= Gross wages and salaries	1,311.9	1,366.6	1,432.8
+ Employers' social contributions	289.1	302.2	313.7
= Compensation of employees	1,601.0	1,668.8	1,746.5
+ Property and entrepreneurial income	762.7	787.6	785.6
= Net national income (factor costs)	2,363.7	2,456.4	2,532.1
- Subsidies <sup>1</sup>	28.0	28.4	27.7
+ Taxes on production and imports <sup>2</sup>	334.6	345.1	356.1
= Net national income	2,670.3	2,773.1	2,860.5
+ Consumption of fixed capital	552.1	573.1	599.9
= Gross national income	3,222.4	3,346.3	3,460.4
- Balance of primary income from the rest of the world	62.7	68.9	72.2
= Gross domestic product	3,159.8	3,277.3	3,388.2

1 Paid by general government. – 2 Received by general government.

## Compensation of employees, property and entrepreneurial income

1991 = 100



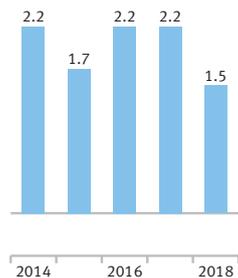
## Key data for total economy

	2016	2017	2018
Gross domestic product (GDP) price-adjusted <sup>1</sup>	2.2	2.2	1.5
GDP at current prices in EUR bn.	3,159.8	3,277.3	3,388.2
GDP per capita in EUR <sup>2</sup>	38,370	39,650	40,883
Total population in 1,000	82,349	82,657	82,877
Persons in employment (domestic concept) in 1,000	43,642	44,269	44,831
Unemployed persons in 1,000 <sup>3</sup>	1,774	1,621	1,491
Economically active population as % of total population <sup>3</sup>	55.0	55.4	55.7
Unemployed persons as % of economically active population	3.9	3.5	3.2
Gross national income in EUR bn.	3,222.4	3,346.3	3,460.4
Disposable income of households in EUR bn.	1,807.7	1,869.9	1,929.8
Saving ratio (saving as % of disposable income of households)	9.8	9.9	10.3
Labour productivity (per capita) <sup>1,4</sup>	0.9	0.7	0.2
Labour productivity (per hour) <sup>1,4</sup>	1.4	0.9	0.1
Compensation of employees per employee <sup>1</sup>	2.2	2.6	3.0
Compensation of employees per hour worked by employees <sup>1</sup>	2.6	2.4	2.6
Unit labour costs (per capita) <sup>1,5</sup>	1.3	1.9	2.8
Unit labour costs (per hour) <sup>1,5</sup>	1.2	1.5	2.6
Wage ratio, unadjusted (compensation of employees as % of net national income at factor costs)	67.7	67.9	69.0
Government deficit ratio (Net lending/net borrowing as % of GDP at current prices)	0.9	1.0	1.7

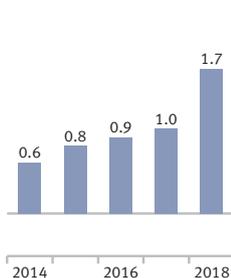
1 Change on the previous year in %. – 2 Average population based on the 2011 Census (on 9th of May: 80,219,695 inhabitants). – 3 Results of the labour force survey (microcensus) according to the definition of the ILO. – 4 Price-adjusted GDP per person in employment resp. per hour worked by persons in employment. – 5 Compensation of employees per employee resp. per hour worked by employees in relation to labour productivity per person in employment resp. per hour worked by persons in employment.

## Macroeconomic data for Germany in %

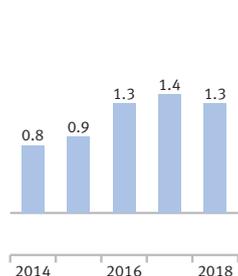
Growth<sup>1</sup>



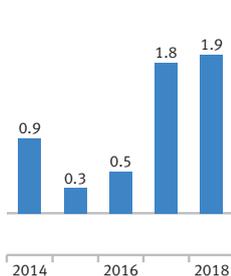
Net lending/Net borrowing<sup>2</sup>



Employment<sup>3</sup>



Inflation<sup>4</sup>



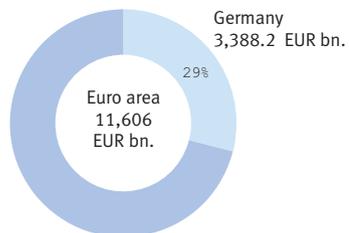
1 Change of price-adjusted gross domestic product (GDP) on the previous year. – 2 Net lending/Net borrowing of general government as % of GDP. – 3 Change of persons in employment (domestic concept) on the previous year. – 4 Change of consumer price index (CPI) on the previous year.

## Economic development since 1950

Year <sup>1</sup>	Gross domestic product EUR bn.	Gross national income	Net national income at factor costs	Gross domestic product	
				per inhabitant	per person in employment
	Former territory of the Federal Republic without Saarland and Berlin (West)				
1950	49.7	50.4	40.1	1,059	2,539
1955	91.9	92.3	72.7	1,868	4,084
	Former territory of the Federal Republic				
1960	154.8	154.9	122.8	2,792	5,938
1965	234.8	234.3	183.3	4,005	8,774
1970	360.6	361.6	282.1	5,945	13,562
1975	551.0	552.0	430.5	8,912	20,992
1980	788.5	790.0	609.3	12,808	28,757
1985	984.4	990.7	762.4	16,132	35,657
1990	1,306.7	1,317.9	1,017.9	20,658	42,970
	Germany				
1991	1,579.8	1,595.8	1,226.5	19,754	40,727
1995	1,898.9	1,895.1	1,429.2	23,354	50,026
2000	2,116.5	2,102.4	1,554.9	25,983	53,022
2005	2,300.9	2,321.3	1,716.8	28,288	58,507
2010	2,580.1	2,630.9	1,923.2	32,137	62,898
2015	3,048.9	3,114.6	2,279.8	37,324	70,787
2016	3,159.8	3,222.4	2,363.7	38,370	72,402
2017	3,277.3	3,346.3	2,456.4	39,650	74,032
2018	3,388.2	3,460.4	2,532.1	40,883	75,578

1 The results of the different territories are not fully comparable as the underlying concepts and definitions are not the same.

Gross domestic product (GDP) at current prices  
as part of the GDP of the Euro area in 2018 in %



## Economic growth in international perspective<sup>1</sup>

	2015	2016	2017	2018
Change of price-adjusted GDP on the previous year in %				
Austria	1.1	2.0	2.6	2.7
Belgium	1.7	1.5	1.7	1.5
Cyprus	2.0	4.8	4.2	3.9
Estonia	1.9	3.5	4.9	3.5
Finland	0.1	2.5	2.8	2.9
France	1.1	1.2	2.2	1.7
Germany	1.7	2.2	2.2	1.5
Greece	-0.4	-0.2	1.5	2.0
Ireland	25.1	5.0	7.2	7.8
Italy	0.9	1.1	1.6	1.1
Latvia	3.0	2.1	4.6	4.1
Lithuania	2.0	2.4	4.1	3.4
Luxembourg	3.9	2.4	1.5	3.1
Malta	9.5	5.2	6.7	5.4
Netherlands	2.0	2.2	2.9	2.8
Portugal	1.8	1.9	2.8	2.2
Slovakia	4.2	3.1	3.2	4.0
Slovenia	2.3	3.1	4.9	4.3
Spain	3.6	3.2	3.0	2.6
Euro area	2.1	1.9	2.4	2.1
Bulgaria	3.5	3.9	3.8	3.5
Croatia	2.4	3.5	2.9	2.8
Czech Republic	5.3	2.5	4.3	3.0
Denmark	1.6	2.0	2.3	1.2
Hungary	3.5	2.3	4.1	4.3
Poland	3.8	3.1	4.8	4.8
Romania	3.9	4.8	7.3	3.6
Sweden	4.5	2.7	2.1	2.4
EU 27	2.3	2.1	2.6	2.2
China	6.9	6.7	6.9	6.6
Japan	1.4	1.0	1.7	1.1
United Kingdom	2.3	1.8	1.7	1.3
USA	2.9	1.6	2.2	2.9

1 European Commission, Economic Forecasts Autumn 2018, except for Germany.

## Monitoring economic performance, quality of life and sustainability

Joint Report as requested by the  
Franco-German Ministerial Council

December 2010

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Released in January 2011  
Price: € 15,- [D]  
Order number: 7700009-11900-1  
ISBN: 978-3-8246-0942-0  
© Sachverständigenrat  
Printed by: Bonifatius GmbH Druck-Buch-Verlag, D-33042 Paderborn

## PREFACE

1. The Franco-German Ministerial Council decided on February 4, 2010 to ask the French Conseil d'Analyse Économique (CAE) and the German Council of Economic Experts (GCEE) to follow-up on the outcome of the "Commission on the Measurement of Economic Performance and Social Progress" (Stiglitz-Sen-Fitoussi Commission, or SSFC).

The CAE and GCEE have fulfilled this request by preparing a report on

### „Monitoring economic performance, quality of life and sustainability“.

It discusses how comprehensiveness and accuracy of an indicator set might be traded off optimally with parsimony and cost to provide a reliable basis for regular, timely and digestible reporting on three key issues regarding economic performance, quality of life and sustainability.

2. As the world is emerging from its worst economic crisis of the last six decades, there is a broad consensus among policy makers and the general public that this should be a moment of pause and sincere reflection. From the vantage point of economics and statistics, three intimately related key questions should form the focus of such considerations: First, how can we improve our monitoring of economic performance in order to allow policy makers to gauge the current state of affairs and to react timely and appropriately when crises emerge? Second, how can we broaden our perspective from its current focus on economic performance to an assessment of the quality of life more generally, in order to appreciate what really counts for human welfare? And third, how can we design warning signals that alert us whenever the current manner of organizing our lives endangers sustainability, in order to correct our course of action for the sake of our own future and that of generations to come?

The first and arguably most important conclusion of our study is that a single-indicator approach to measuring human progress is inherently insufficient. Complexity of life and the demands on statistical reporting are too diverse to allow a meaningful condensation of the current state of affairs into a single comprehensive indicator. Instead, we suggest that comprehensive statistical reporting should entail a dashboard of indicators. The dashboard we propose is meant to be a starting point for discussion. It is intended to be rich enough to facilitate a sensible discussion of the relevant facets of human welfare, but it is also not overwhelmingly extensive. Moreover, it provides a balanced representation of the three areas addressed by the key questions, economic performance, quality of life and sustainability. This approach acknowledges that monitoring material well-being is an indispensable prerequisite for sensible economic policy, that life is about more than material well-being, but that human progress in non-material aspects is quite difficult to capture, and that it is wise to take a long-term perspective by outlining the consequences of unmodified human behavior.

3. The two involved institutions prepared this report with the following division of labour: The CAE took the lead in preparing Chapter II and section 2 of Chapter IV, while the GCEE took the lead in drafting Chapter III and section 3 of Chapter IV. Sections 1, 4 and 5 of Chapter IV are a joint product. Chapter I constitutes an introduction and summary of the report.

4. The CAE would like to thank Professor Christian Saint-Etienne for having kindly agreed to be the coordinator for the French Council.

The CAE is also grateful to Philippe Cunéo and Claire Plateau from INSEE for their comments and contributions to this report. The whole staff of the Conseil d'Analyse Économique has helped by providing research and logistic support and must be thanked, especially Christine Carl for editing the French version and Agnès Mouze for documentation.

French contributions owe a lot to the work of CAE's scientific advisers, Associate Professor Jézabel Couppey-Soubeyran, Professor Jérôme Glachant, Professor Lionel Ragot, Professor Stéphane Saussier, Professor Thomas Weitzenblum and Associate Professor Anne Yvrande-Billon. They must be thanked for it.

The General-Secretary Pierre Joly can be praised for his contributions and for coordinating this joint report on the French side.

5. The GCEE would like to express his profound gratitude to Professor Dr. Christoph M. Schmidt. His intense efforts as the main author and coordinator on the German side helped immensely in producing the report.

The GCEE would also like to thank staff from the German Statistical Office, specifically from the national and environmental accounts units, for providing helpful comments. As usual the members of the branch that work with the GCEE on a daily basis have helped prepare this report. We would like to thank Anita Demir, Diplom-Volkswirt Wolfgang Glöckler, Diplom-Volkswirtin Birgit Hein, Christoph Hesse, Klaus-Peter Klein, Uwe Krüger, Sabrina Mäncher, Volker Schmitt and Hans-Jürgen Schwab for their reliable and valuable input.

Last but not least, the GCEE would like to express his gratitude for the tireless efforts of its staff without which the German contribution to the report would not have been possible. Therefore, the GCEE specifically thanks Diplom-Volkswirtin and Diplom-Wirtschaftssinologin Ulrike Bechmann, Hasan Doluca, M.S., Dr. Malte Hübner, Dr. Anabell Kohlmeier, Dr. Heiko Peters, Dr. Stefan Ried, Diplom-Volkswirt Dominik Rumpf, Dr. Christoph Swonke, Dr. Marco Wagner and Dr. Benjamin Weigert. Special thanks go to Dr. Ulrich Klüh, whose input as Secretary-General until July 31 contributed considerably in preparing this report. Thanks also go to Dr. Jens Clausen, who as Secretary-General from August 1 on contributed to this report by coordinating the work of the staff and providing valuable inputs.

6. All views expressed in this report as well as all remaining errors should only be attributed to the authors mentioned below.

Paris and Wiesbaden on December 6, 2010

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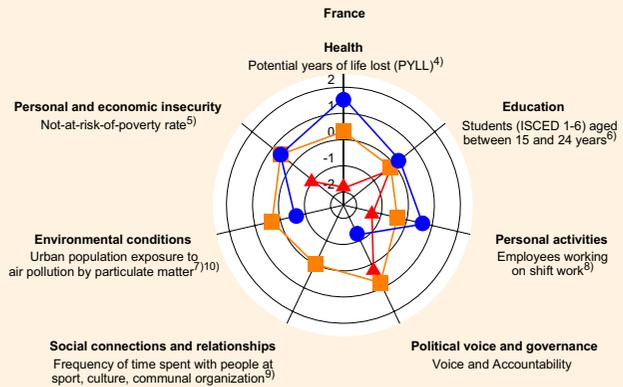
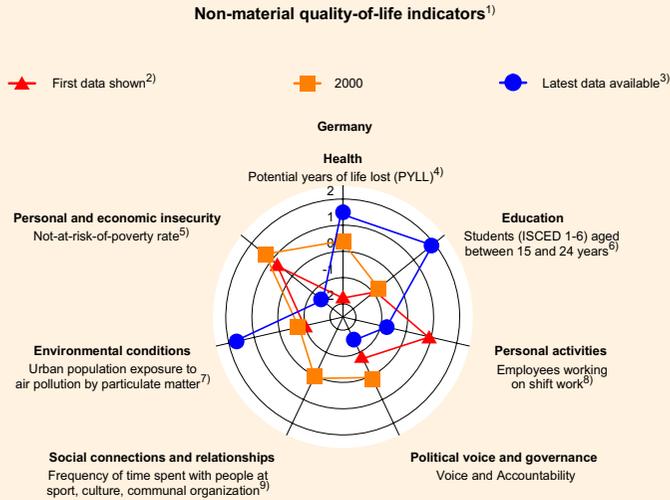
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## CHAPTER I

### Conceptual Foundations and Guiding Principles

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    - Elements of economic performance and social progress
    - Unresolved issues
  3. Principles and obstacles
  4. Key results
    - Economic performance and material well-being
    - Quality of life
    - Sustainability
  5. The road ahead
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Chart 3



1) Own calculations; values are not comparable across countries. Average = 0; value higher than 0 implies better conditions and vice versa.– 2) Health: 1991, Personal activities: 1992, Political voice and governance: 1996, Education: Germany: 1992, France: 1993, Environmental conditions: Germany: 1999, France: 2001, Personal and economic insecurity: Germany: 1992, France: 1995.– 3) Health: 2006, Education and Personal activities: 2009, Political voice and governance and Environmental conditions: 2008, Personal and economic insecurity: Germany: 2009, France: 2008.– 4) PYLL is a summary measure of premature mortality which provides an explicit way of weighting deaths occurring at younger ages, which are, a priori, preventable. In relation to 100,000 population, calculated by the OECD Secretariat based on age-specific death statistics provided by the World Health Organization.– 5) One minus share of persons with an equalised disposable income below the risk-of-poverty threshold, which is set at 60 % of the national median equalised disposable income after social transfers.– 6) In relation to the population in the same age group.– 7) The indicator shows the population weighted annual mean concentration of particulate matter at urban background stations in agglomerations.– 8) As a percentage of total employees.– 9) Only data available: 1999.– 10) For 2000: 2001 data.

Sources for calculations: EU, OECD, SOEP, The World Bank, World Values Survey

Appendix

Chart 5

Dashboard for Monitoring Economic Performance, Quality of Life and Sustainability

Economic Performance (A)	Quality of Life (B)	Sustainability (C)
GDP per capita	Health: Potential years of life lost	Private sector net fixed capital formation (% of GDP)
GDP per hours worked	Education: Students (ISCED 1-6) aged between 15 and 24 years	R&D investment (% of GDP)
Employment rate (15 - 64 age group)	Personal activities: Employees working on shift work	Cyclically adjusted fiscal balance (% of GDP)
Net national income per capita	Political voice and governance: Voice and Accountability	Fiscal sustainability gap S2
Final consumption expenditure per capita (including government consumption)	Social connections and relationships: Frequency of time spent with people at sport, culture, communal organization	Total private credit to GDP gap
Distribution measure of net income per consumption unit (income quintile share ratio (S80/S20); internationally harmonized)	Environmental conditions: Urban population exposure to air pollution by particulate matter	Real equity price gap
	Personal and economic insecurity: Not-at-risk-of-poverty rate	Real property price gap
		Level of greenhouse gas emissions
		Greenhouse gas emissions per capita
		Resource productivity (GDP relative to non-renewable Domestic Material Input, DMI)
		Resource consumption (non-renewable Domestic Material Consumption - DMC, per capita)
		Biodiversity (preliminary indicator: bird index)

# An Economy for the Common Good: Building a Balance Sheet for Companies' Impact

[By Christian Felber](#)

More than two thousand years after Aristotle, a growing movement is bridging his division between *oikonomia* - an economy that supports the common good - and *chrematistike* - making money.

The movement for an “Economy for the Common Good,” launched in Austria in 2010, has gained the support of 2,200 companies in 50 countries. Most recently, a committee of the European Union overwhelmingly supported a recommendation to incorporate the Economy for the Common Good framework into the EU and member-state legal systems.

The framework is an attempt to overcome the confusion over whether capital is a means, or the goal. In *oikonomia*, money served as nothing more than a means to an end: holistic well-being and the comfort and security it brings. Through *chrematistike*, however, money turned into a goal in and of itself, wrapped up in the ideology of generating profit and growth, much like in capitalism today. Between these two approaches there has always been a wide gap and painfully little room for common ground, since the objectives are so very different.

## Full Costs

Measuring economic and business success in terms of financial bottom line alone does not take into account the costs to society incurred in generating profits. For example, costs to the environment to democracy and human dignity — to name just a few. The systematic pursuit of strictly financial profits fosters the narrow, short-term, bottom-line-focused vision that's crippling our market system, leaving it unable to serve companies, workers or consumers as it should - let alone the planet.

The concept of promoting general welfare is embedded in the constitutions of sovereign nations around the world — including the constitution of the United States, where it is stated in the preamble. The pursuit of profit and money purely for money's sake is mentioned nowhere. Yet the contradiction persists and the gap it has created keeps widening.

Clearly it's time to reconcile these two systems, and breath a soul back into economics while re-embedding the economy into our cultural value system in a way that elevates social responsibility and the common good over profit.

With this in mind, a dozen companies in Austria launched, in 2010, an initiative called The Economy For The Common Good (ECG). This idea of a complete and coherent, alternative economic model has since grown into a veritable movement geared toward repurposing economic activity so its fundamental objective is to increase the wellbeing of the population at large as well as the integrity of our planet rather than simply maximizing profits. Since then, it has spread to almost 50 countries and gained the support of 2200 companies and 200 local chapters that work with businesses, governments, universities and civil society.

The movement has recently achieved a first major political success at the European Union level: the EU's Economic and Social Committee has approved an opinion paper requesting that the EU move toward incorporating the ECG into the Union's as well as its member-states' legal frameworks. The paper has the backing of 86% of the members of the Committee.

The centerpiece of the ECG model is the adjustment of success-measurement at every level of the economy bearing in mind the constitutional goal of supporting the common good. In the present system, economic success is measured in relation to means (money) and its accumulation. As monetary indicators, Gross Domestic Product, financial profit and return on

investment provide a one-sided assessment of economic activity. They don't account for the economy's true purpose: the satisfaction of human needs, quality of life and the fulfillment of fundamental values. In other words, promoting common good.

### **Early adopters**

Three innovations aim to rectify this: the Common Good Product, the Common Good Balance Sheet and the Common Good Exam of investment projects.

On the company level, the Common Good Balance Sheet measures how firms fulfill key constitutional values that serve the common good. These include human dignity, solidarity, justice, ecological sustainability and democracy. This new balance sheet measures some 20 common good indicators, including:

- Do products and services satisfy human needs?
- How humane are working conditions?
- How environmentally-friendly production processes?
- How ethical are sales and purchasing policies?
- How are profits distributed?
- Do women and minorities receive equal pay for equal work?
- Are employees involved in core, strategic decision making?

*(balance sheet)*

So far, 400 European businesses have started using the Common Good Balance Sheet and its grading system which awards credits and demerits depending on each company's activities impact the common good. A number of towns in Spain, Italy and Austria have also decided to become Common Good Municipalities with the support of regional parliaments.

The companies and towns rate their activities according to a list of indicators, and the results are examined by external auditors. Each one can reach a maximum of 1000 points. Up until now the average is around 300, which shows that there is still much room for improvement among companies across the board.

If all companies scored 1000 points, we'd have no poverty and unemployment any more, an excellent environment, gender justice, peace, and a well-working democracy.

These companies are using the balance sheet out of sheer interest, without any incentive - although consumers, investors, skilled workers who look for meaningful employment as well as the media public are paying increasing attention to this new business approach. However, ideally an incentive system would be put in place rewarding good results with tax reliefs, lower tariffs, better loan conditions and priority in public procurement among other things.

### **Tax Treatment**

For example, on the trade front, rather than a blanket trade agreement on a country-by-country or regional basis, the U.S. we could require individual companies seeking to sell goods within its borders to present strong Common Good Balance Sheet results. Failing these, tariffs would be applied, increasing progressively as performance declines.

Companies disrespecting international labor standards — say, through child labor or poor health and safety conditions — or ravaging the environment would be hard hit. So would those engaged in any form of dumping, from wages to taxes.

Ultimately, ethical products and services would become cheaper for consumers than less ethical ones, and only socially responsible businesses could survive. Non-ethical business would find themselves either forced to change or facing insolvency. The Common Good Balance Sheet would become as important as today's financial balance sheet.

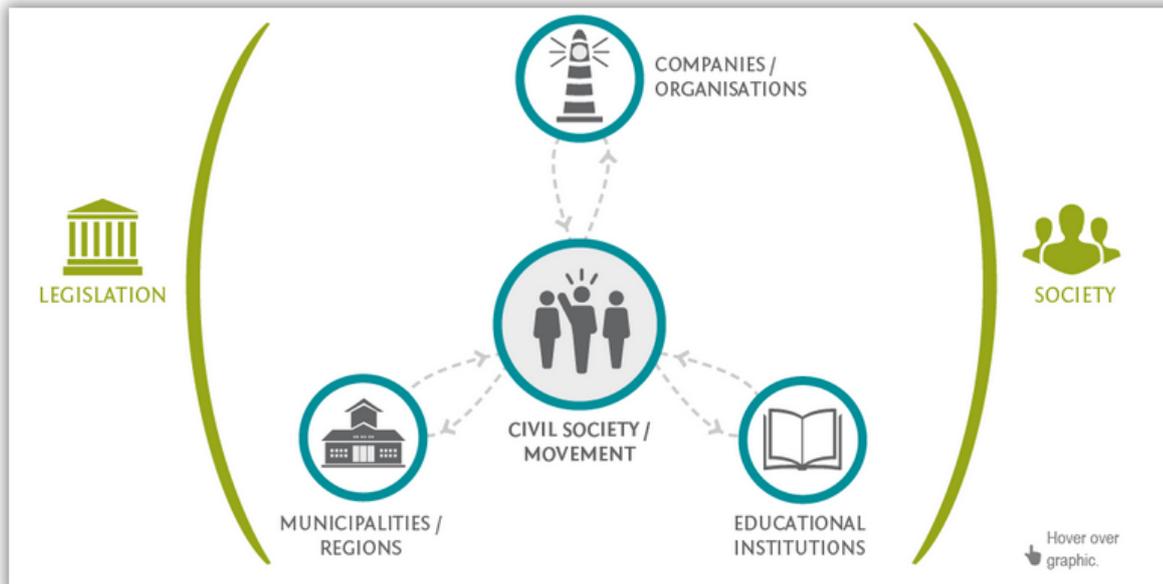
Then, perhaps, *chrematistike* capitalism would evolve into a different, stronger system benefiting all. And Aristotle could smile down as economic and business practices move closer to the *oikonomia* he preferred.

[Christian Felber](#) Founder of the The Economy For The Common Good. Author of 15 books, including - Change Everything: Creating an Economy For The Common Good

THE BLOG, 10/18/2016 [http://www.huffingtonpost.com/christian-felber/an-economy-for-the-common\\_b\\_12537142.html](http://www.huffingtonpost.com/christian-felber/an-economy-for-the-common_b_12537142.html)

## What is the Economy for the Common Good?

The Economy for the Common Good describes an economic system that is built on values that promote the common good. It is a transformational lever, economically, politically and socially.



### The Economy for the Common Good is

...**economically**, a viable, concrete and workable alternative for companies of different sizes and legal structures. The purpose of an organisation and the evaluation of its success are determined according to values that serve the common good.

...**politically**, an engine for legal change. The objective of engagement is a good life for all living beings and for the planet, underpinned by an economic system that serves the common good. Human dignity, global fairness and solidarity, ecological sustainability, social justice and democratic participation are all essential ingredients.

...**socially**, an initiative to raise awareness for changing the system, based on the collective and respectful actions of as many people as possible. The movement gives hope and courage, and seeks mutual enhancement and networking with other alternative initiatives.

It is an **open-minded, participatory and locally growing process** with a global outlook.

<https://www.ecoqood.org/en/vision/>



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- ▼ Über uns
- Mitmachen
- ▼ Veranstaltungen
- GWÖ für zuhause
- Pressestimmen
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### International Graduate Center Bremen erstellt als erste Hochschule in Deutschland Gemeinwohl-Bilanz

Last update on 18. Dezember 2014 under Allgemein



# COMMON GOOD MATRIX 4.1

This version is valid for Common Good Balance Sheets generated in 2013

STAKEHOLDER	VALUE	Human dignity	Cooperation and Solidarity	Ecological Sustainability	Social Justice	Democratic Co-determination and Transparency				
<b>A) Suppliers</b>	<b>A1: Ethical Supply Management</b> Active examination of the risks of purchased goods and services, consideration of the social and ecological aspects of suppliers and service partners					90				
<b>B) Investors</b>	<b>B1: Ethical Financial Management</b> Consideration of social and ecological aspects when choosing financial services; common good-oriented investments and financing					30				
<b>C) Employees, including business owners</b>	<b>C1: Workplace quality and affirmative action</b> Employee-oriented organizational culture and structure, fair employment and payment policies, workplace health and safety, work-life balance, flexible work hours, equal opportunity and diversity	90	<b>C2: Just distribution of labor</b> Reduction of overtime, eliminating unpaid overtime, reduction of total work hours, contribution to the reduction of unemployment	50	<b>C3: Promotion of environmentally friendly behavior of employees</b> Active promotion of sustainable lifestyles of employees (mobility, nutrition), training and awareness-raising activities, sustainable organizational culture	30	<b>C4: Just income distribution</b> Low income disparity within a company, compliance with minimum and maximum wages	60	<b>C5: Corporate democracy and transparency</b> Comprehensive transparency within the company, election of managers by employees, democratic decision-making on fundamental strategic issues, transfer of property to employees	90
<b>D) Customers / Products / Services / Business Partners</b>	<b>D1: Ethical customer relations</b> Ethical business relations with customers, customer orientation and co-determination, joint product development, high quality of service, high product transparency	50	<b>D2: Cooperation with businesses in same field</b> Transfer of know-how, personnel, contracts and interest-free loans to other business in the same field, participation in cooperative marketing activities and crisis management	70	<b>D3: Ecological design of products and services</b> Offering of ecologically superior products/services; awareness raising programmes, consideration of ecological aspects when choosing customer target groups	90	<b>D4: Socially oriented design of products and services</b> Information, products and services for disadvantaged groups, support for value-oriented market structures	30	<b>D5: Raising social and ecological standards</b> Exemplary business behavior, development of higher standards with businesses in the same field, lobbying	30
<b>E) Social Environment:</b> Region, electorate, future generations, civil society, fellow human beings, animals and plants	<b>E1: Value and social impact of products and services</b> Products and services fulfill basic human needs or serve humankind, society or the environment	90	<b>E2: Contribution to the local community</b> Mutual support and cooperation through financial resources, services, products, logistics, time, know-how, knowledge, contacts, influence	40	<b>E3: Reduction of environmental impact</b> Reduction of environmental effects towards a sustainable level, resources, energy, climate, emissions, waste etc.	70	<b>E4: Investing profits for the Common Good</b> Reducing or eliminating dividend payments to extern, payouts to employees, increasing equity, social-ecological investments	60	<b>E5: Social transparency and co-determination,</b> Common good and sustainability reports, participation in decision-making by local stakeholders and NGO's	30
<b>Negative Criteria</b>	Violation of ILO norms (international labor standards) / human rights -200  Products detrimental to human dignity and human rights (e.g. landmines, nuclear power, GMO's) -200  Outsourcing to or cooperation with companies which violate human dignity -150	Hostile takeover -200 Blocking patents -100 Dumping Prices -200		Massive environmental pollution -200  Gross violation of environmental standards -200  Planned obsolescence (short lifespan of products) -100		Unequal pay for women and men -200  Job cuts or moving jobs overseas despite having made a profit -150 Subsidiaries in tax havens -200 Equity yield rate > 10% -200		Non-disclosure of subsidiaries -100 Prohibition of a works council -150 Non-disclosure of payments to lobbyists -200 Excessive income inequality within a business -150		

## 1.2. Common Good Matrix and Common Good Balance Sheet

The Common Good Matrix is a framework for the evaluation of business activities and an aid for organisational development. It describes 20 Common Good themes and gives guidance on how to evaluate based on Common Good principles. These are summarised in the table below:



**ECONOMY**  
FOR THE COMMON GOOD  
An economic model for the future

### COMMON GOOD MATRIX 5.0

VALUE	HUMAN DIGNITY	SOLIDARITY AND SOCIAL JUSTICE	ENVIRONMENTAL SUSTAINABILITY	TRANSPARENCY AND CO-DETERMINATION
STAKEHOLDER				
<b>A: SUPPLIERS</b>	<b>A1</b> Human dignity in the supply chain	<b>A2</b> Solidarity and social justice in the supply chain	<b>A3</b> Environmental sustainability in the supply chain	<b>A4</b> Transparency and co-determination in the supply chain
<b>B: OWNERS, EQUITY AND FINANCIAL SERVICE PROVIDERS</b>	<b>B1</b> Ethical position in relation to financial resources	<b>B2</b> Social position in relation to financial resources	<b>B3</b> Use of funds in relation to social and environmental impacts	<b>B4</b> Ownership and co-determination
<b>C: EMPLOYEES, INCLUDING CO-WORKING EMPLOYERS</b>	<b>C1</b> Human dignity in the workplace and working environment	<b>C2</b> Self-determined working arrangements	<b>C3</b> Environmentally-friendly behaviour of staff	<b>C4</b> Co-determination and transparency within the organisation
<b>D: CUSTOMERS AND OTHER COMPANIES</b>	<b>D1</b> Ethical customer relations	<b>D2</b> Cooperation and solidarity with other companies	<b>D3</b> Impact on the environment of the use and disposal of products and services	<b>D4</b> Customer participation and product transparency
<b>E: SOCIAL ENVIRONMENT</b>	<b>E1</b> Purpose of products and services and their effects on society	<b>E2</b> Contribution to the community	<b>E3</b> Reduction of environmental impact	<b>E4</b> Social co-determination and transparency

A Common Good Report is a comprehensive evaluation of a company's contribution to the common good, and is prepared as part of the reporting process. It should include a description of how the company's activities relate to each of the 20 common good themes. This will show how developed each value is within the company. Each theme describes how the individual values apply to the relevant stakeholder group.

The Certificate documents an externally audited evaluation of the individual themes, gives an overall score (Common Good Points), and presents this in the layout of the Matrix (a clear and concise overview on an A4 page).

Together, the Common Good Report and Certificate represent the Common Good Balance Sheet.

Common Good Reports can be prepared using the report template, and Common Good Points can be calculated using the balance sheet calculator.

### WORKBOOK FULL BALANCE SHEET 5.0

Publisher: The Matrix Development Team

Publisher: Matrix Development Team

Date: April 2017

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