

# Global Responsibility

The GRLI Partner Magazine



GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE



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**12<sup>TH</sup> GRLI GENERAL ASSEMBLY**  
**16-18 JUNE 2012**  
**RIO DE JANEIRO, BRAZIL**

**How relevant will your organization be a decade from now?**

The 12<sup>th</sup> GRLI General Assembly will take place in Rio as part of Rio+20, the United Nations Conference on Sustainable Development.

We will create a unique opportunity for you to dialogue with many of the world's leading players in the fields of social justice and environmental sustainability – you will be able to assess your approach to the development of the next generation of globally responsible leaders by looking at

where the world is heading in conversation with those who are shaping its future.

It will also be the stage for the release of the 50+20 Report on the future of management education.

Join us in Rio.

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or visit:

[www.grli.org](http://www.grli.org)





GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE

# On Responsible Leadership

Dear Reader,

2012 feels different. Across the world there is a sense that this is not “just another year.” That sense carries both the hope that we are in some kind of profound transition and simultaneously the fear that there are few signs that we have a clear view of where we are going, or how we might get there.

The fear is fed by a certainty that amongst our political and financial elites, we have not produced a credible solution to the challenge of creating a financial system which serves an economic system after which serves the needs of the world for social justice and environmental sustainability.

As this addition of Global responsibility goes to press, the businessmen, the bankers and the politicians are deep in conversation at the World Economic Forum in Davos - aided and abetted by a plethora of “acceptable activists”. But at its heart, the conversation there remains tragically focused on the traditional 20<sup>th</sup> century over-arching question of getting global growth back on track.

Back on track? To where? For whose benefit?

The answer seems to be back on track to ecological collapse and a triumphant focus on growth as an end rather than a means to something that matters.

Outside the rarified atmosphere of Davos, the view that the current system does not serve 99% of us and works totally at odds with the interests of future generations is deep rooted and growing. It is a view held equally in the Tea Party, in Indigenous Peoples, in the labour movements, amongst environmentalists, the young and the elders of our communities and increasingly amongst solid “middle class” citizens – normally the backbone of the status quo. No wonder the Occupy movement continues to expand despite its characterization (inaccurately) by mainstream media as just a bunch of anti-capitalist anarchists.

What we desperately need is globally responsible leadership.

It starts with asking the right questions. Questions such as ‘What kind of world do we want to create together with the extraordinary resources we have at our disposal?’ and “How do we create an economic system which operates on the assumption we only have one planet?” These questions are at the heart of the challenge of our times, not “How do we get Greece to balance its budget (so that the City of London can return to paying million-pound bonuses....)”?

In this edition of Global Responsibility you will read of people who are thinking and acting on this more profound agenda. On page 26 you will see pictures of some of the trees we have planted around the world at our GRLI meetings. We are gradually planting and nurturing a global forest of trees symbolizing people connected by the shared goal to develop a next generation of globally responsible leaders. Leaders who ask the right questions.

It is a slow process, growing and nurturing this forest. But Davos and its ilk confirm every day how much we need it.

2012 does feel different And there is a sense of urgency in the landscape to which we must all pay attention

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**Global Responsibility**  
The GRLI Partner Magazine N° 6

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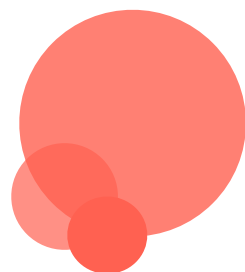
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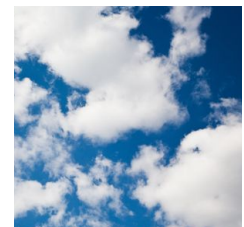
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# New GRLI Partners Join a Growing Global Community

The GRLI is an activist business and learning organisation community which accepts new partners based on their track record of and commitment to driving change. Here we profile the latest to join this advanced laboratory, they come from Canada, France Russia and Finland.

## Teck

### Teck Resources Limited joins GRLI

Teck Resources Limited is Canada's largest diversified mining, mineral processing and metallurgical company. Headquartered in Vancouver, Canada, it's a world leader in the production of copper, steelmaking coal and zinc, molybdenum and specialty metals. The company owns or has interests in thirteen mines in Canada, the USA, Chile and Peru, as well as one metallurgical complex in Canada. It operates across a full range of activities including exploration, development, smelting, refining, safety, environmental protection, product stewardship, recycling and research. Its commitment to continually improving performance as a responsible corporate citizen and a leader in its industry is put into practice by pursuing the development of new technologies that make mining more economically and environmentally sustainable and striving to be a Partner of Choice wherever it operates and with whomever it is associated.

For Teck, joining GRLI is a collaborative opportunity to leverage its leadership in the areas of safety and the environment and to help foster globally responsible leadership in the mining sector. The company is confronting the challenge of deepening the cross-functional integration of sustainability and seeks actively contribute to applied research and practice on embedding global responsibility and sustainability in culture and to conversations related to how organizations can work towards embedding sustainability. Its applied research agenda is planned to grow to include work on communities, water, ecosystems and biodiversity, energy and climate, and materials stewardship; and particularly as they relate to communities in its areas of influence.

For more information please visit: [www.teck.com](http://www.teck.com) or contact David Parker, Vice President, Sustainability, [david.parker@teck.com](mailto:david.parker@teck.com)



### Beedie School of Business, Simon Fraser University joins GRLI

Since the creation of Canada's first Executive MBA in 1968, the EQUIS and AACSB accredited Beedie School of Business has championed lifelong learning, productive change and the need to be innovative. Supported by extensive partnerships with public, private and not-for-profit organizations, its goal is to produce broadly educated, enterprising and socially responsible managers capable of making lasting contributions to their communities.

Joining GRLI is an opportunity to continue exploring and implementing curriculum change, learning and management development initiatives, and research activities as part of a likeminded and proactive group of institutions and organizations. In particular, the focus is on continuing building its community around embedding responsible management practices and sustainability, with an initial focus on mining/the resources sectors; creating an integrated program platform and convening space for dialogue, learning and research under a GRLI-umbrella; developing new relevant graduate and executive program content and methodologies; and exploring synergy with other program partners in for example Brazil, Mexico and China.

Beedie brings to the table diverse research expertise and practical experience in key GRLI-relevant areas, such as sustainable development innovation, integrating sustainability into culture, social change and innovation, stakeholder engagements, indigenous (aboriginal) learning, global workforce issues, values-based and meaningful work practices, experiential and experimental learning designs for social responsibility. Beyond the initial pilot projects, Beedie views the GRLI as a long term integrative learning and research platform with active involvement by a broad set of stakeholders and a vehicle for advocacy.

For more information please visit: <http://beedie.sfu.ca/> or contact Kristina Henriksson, Managing Director Learning Strategies Group, [kristina\\_henriksson@sfu.ca](mailto:kristina_henriksson@sfu.ca)



## Euromed Management Joins GRLI

Founded in 1872, Euromed Management is one of the largest and top ranked business schools in France. The main campus is located in the heart of the Callanques National Park in Marseille, France with campuses and offices in Toulon, Avignon, Bastia (France), Marrakech (Morocco) and Suzhou (China). With over 5700 students, the school offers an array of undergraduate, graduate and executive education programmes and is EQUIS, AACSB and AMBA accredited.

Euromed sees "Responsible Managers" as above all, managers - i.e. professionals capable of creating value, of integrating the company they work for, of understanding this ever more complex world. They are also men and women who are in charge of their destiny. Before knowing how to succeed, they must first be able to think about the meaning they wish to give to their life.

Five years ago, the school launched the Responsible Management Network comprising fifteen large companies and creating tools which define what it means to be a responsible manager. This work will be shared within the GRLI community. Euromed sees the GRLI as the network to be in order to make change happen on a systemic level.

For more information please visit: <http://www.euromed-management.com/en> or contact Jean- Christophe Carteron, Director of Corporate Social Responsibility, [jean-christophe.carteron@euromed-management.com](mailto:jean-christophe.carteron@euromed-management.com)



## The Moscow International Higher Business School, Mirbis, Joins GRLI

Founded in 1988, The Moscow International Higher Business School MIRBIS is one of the oldest and most renowned business schools in Russia. The school was the first Business training center established after perestroika. Its founders were the Plekhanov Russian Academy of Economics and Economic Research Society "Nomisma" (Bologna, Italy), at that time headed by Professor Romano Prodi. Today it is an international business school aiming to meet the challenges of management in the 21st century by training managers and executives who are capable of adapting themselves to the needs of the Russian market as well as the trends in the

global economy and simultaneously become agents of innovation and change in their organizations.

MIRBIS has a full portfolio of business education programmes, including Bachelor, post-graduate, Master, MBA, corporate, Ph.D. and full-professorship courses. It runs exchange and students' mobility programmes with more than thirty western European and Asian universities and business schools.

The school has plans to become a catalyst of globally responsible leadership initiatives in Russia.

For more information please visit: [www.mirbis.ru](http://www.mirbis.ru) or contact Elena Zoubkova, vice-rector for international development, [zoubkova@mirbis.ru](mailto:zoubkova@mirbis.ru)

## OULU BUSINESS SCHOOL

MARTTI AHTISAARI  
INSTITUTE OF GLOBAL  
BUSINESS AND ECONOMICS

## Oulu Business School, Martti Ahtisaari Institute of Global Business and Economics joins GRLI

With its 1400 students and 100 staff members, Oulu Business School (OBS) is solely responsible for University level Business Education in the northern half of Finland. It offers a wide portfolio of studies at Bachelor, Master and Doctoral levels including specialized International Master's Programmes, MBA and Executive Education coordinated by the Martti Ahtisaari Institute of Global Business and Economics. The institute was established within Oulu Business School in 2008 with support from the former President of Finland, Nobel Peace Prize Laureate Martti Ahtisaari. Its focus coincides with the central issues of Martti Ahtisaari's career, such as the various development challenges inherent in developing a networked and global economy, as well as sustainable business and corporate social responsibility.

In joining the GRLI the goal is to further deepen and establish new international links to other institutions with similar interests, to identify more efficient ways of promoting responsible leadership in practice and to find a platform for the sharing of knowledge and experiences.

For more information please visit: [www.oulubusinessschool.fi](http://www.oulubusinessschool.fi) or contact Sauli Sohlo, Deputy Director, [sauli.sohlo@oulu.fi](mailto:sauli.sohlo@oulu.fi)

# GUEST COLUMN

## Ticket to Ride

SIMON ZADEK



So who will get a ticket to ride in Noah's Ark? Noah, according to the Book of Genesis (Chapters 6-9), was chosen by God to survive and establish a new civilisation because he "...was a righteous man, blameless in his generation".

Righteousness is something we can judge through peoples's actions, how they treat other people, and whether and how they share their good fortune. Co-founder of both Microsoft and the massive Gates Foundation, Bill Gates, did the right thing when he challenged the world's wealthy to give away much of their fortune. Warren Buffet, similarly, was right in arguing that rich people should contribute their fair share to the public good by paying a rate of income tax commensurate with that paid by normal folks. We must surely judge these leaders positively, even although we cannot know their true intentions in championing these causes, even if we disagree about the merits of their specific proposals, and have little idea what might be the ultimate consequences of their actions.

Blamelessness is a far more difficult test in our complex world. After all, if we consume, we damage the earth, and sometimes the health of people who produce what we consume. But to consume less can also damage the fate

of millions of people whose livelihood depends on our purchases. For business leaders, to 'be without blame' provides poor guidance or a basis for judgement. Would we judge Sir Mark Moody-Stuart, a powerful sustainability advocate, to be at fault in his role as Chairman of Royal Dutch Shell for the environmental and human rights disasters in Nigeria's Niger Delta, the site of Shell's single largest global operation? Or how would one view Charles 'Chuck' Prince, who presided as Chief Executive of Citibank in the company's involvement in the subprime mortgage practices that precipitated the global financial meltdown? Indeed, how would we judge Mr Prince's declaration at the 2007 World Economic Forum in Davos, just months before he was forced to resign, that 'he (that is, the bank) would keep dancing until the music stopped'?

Noah's story, however, provides another clue about leadership that for me is the key in judging who should get a ticket to board the Ark. Whilst building the Ark, we are told, Noah attempted repeatedly to warn his neighbours of the coming deluge, but was ignored or mocked.

Leadership is not a beauty contest. Ray Andersson, who has recently passed away, was amongst the most important business leaders of his generation. Founder and Chairman of the US company, Interface, he championed environmental sustainability despite being ridiculed for many years by his peers, employees and partners. Interface, a manufacturer of environmentally-friendly carpet tiles, was not really an important company, and arguably did not make products vital for humankind. But Interface will go down in history because Ray Anderson inspired a generation of business leaders in successfully reshaped the company's products and processes to deliver environmental sustainability and financial success.

image courtesy of Reuters

“ ”  
...

## Moral leadership, not moral perfection, is the way to win a ticket to the Ark

Moral leadership, not moral perfection, is the way to win a ticket to the Ark. Anita Roddick, founder and Chief Executive of The Body Shop, was far from perfect, exhibiting the arrogance, vanity and aggression seen in many leaders. But Dame Anita Roddick changed the world for the better. When in early 1996 her company published the world's externally audited first sustainability report, the business community dismissed it as a marketing ploy that would 'never catch on'. But today, as a testimony to Anita's vision, is the International Integrated Reporting Committee, made up of some of the most world's most powerful corporate and auditing regulators, working to deliver a globally accepted approach to integrating sustainability into statutory corporate reporting. Similarly, when The Body Shop in 1997 became the world's first, publicly-listed company to adopt a human rights policy, no one expected that its actions would be the formative catalyst of the UN principles of business and human rights fifteen years later, endorsed by China and every other member of the UN Human Rights Council.

Leadership and "always getting it right" rarely go together. Sir John Brown, formerly Chief Executive of the oil major, BP, has been criticised for the company's failures that led to environmental disaster in Alaska and the human tragedy of the explosion of the company's facility in Texas. Yet his deeper legacy must be the fact and consequences of his infamous Stanford Business School speech on 19<sup>th</sup> May 1997. Until that day, the global energy, chemical and automobile industry had maintained a powerful media and lobbying position that human-induced climate change was a myth. On that day, John Brown announced his and BP's considered conclusion that climate change was indeed linked to our actions, and that companies such as BP had a role to play in moving us beyond our carbon-civilisation. Today, less than twenty years later, it is hard to imagine the extraordinary impact

of this speech on our lives. Of course, if John Brown had not made the speech, maybe someone else would have, with the same consequences. But the fact is that he made it, against the express wishes of every one of his peers, indeed against the grain of the entire international business community at that time.

Sustainability today is a mainstreamed term, and on the surface a mainstreamed practice. Tens of thousands of companies publish sustainability reports, having adopted voluntary standards or in compliance with newly-created national regulations, corporate governance codes or stock exchange listing requirements. There are hundreds if not thousands of codes of conduct covering everything from child labour to corruption to the use of nanotechnology and the rights to water, energy and privacy. We are witnessing the emergence of a new, 'clean tech' paradigm currently driving annual investments of more than US \$150 billion. And this is embedded within a vision of 'closed loop' (zero environmental impact) value chains, catalyzing work on everything from transformed agricultural and mining practices and carbon-light energy generation, through to new materials, organic manufacturing systems and means of post-consumer take-back and recycling.

The leadership baton, furthermore, is passing from North Atlantic companies to a new generation of businesses growing out of emerging economies. Brazilian body care innovator Natura, driven to global success by founder Guilherme Peirão Leal, now turned green political activist, and Indian conglomerate Tata, founded by Jamsedji Tata and still led within the family dynasty, currently chaired by Ratan Tata, and South Africa-borne mining giant, Anglo American are among a growing number of iconic companies in emerging markets that are matching or exceeding sustainability benchmarks set by their Western counterparts. The 'Global 100', a prestigious ranking of the world's 100 most sustainable, publicly-listed companies

### China Progresses Responsible Business Practices

- 89% of Chinese business executives and academics surveyed by Fortune Magazine China in 2010 agreed with the proposition that social and environmental responsibility can contribute positively to long-term business performance.
- 80% of consumers in China say that they have made a purchase from a brand because of its social reputation in the past year (second only to consumers in Mexico and Brazil, and ahead of those in the US and Europe)
- Both Shanghai and Shenzhen Stock Exchanges have issued guidance on sustainability.
- A forthcoming Conference Board survey found that Chinese companies do not rate themselves as far ahead as multinationals, they have a higher level of aspiration.
- The State-owned Assets Supervision and Administration Commission (SASAC) has put in place requirements for all centrally controlled state owned enterprises to publish sustainability reports.
- In 2009 there were 55,316 Chinese companies certified under the ISO 14001 environmental management system standard, making it not only the top country in terms of certifications, but also in terms of growth, with more new certifications in 2009 than the rest of the top ten countries put together.
- By 2011 the Forest Stewardship Council (FSC) had certified two million hectares of forest in China as sustainably managed and certified over 1,500 manufacturers and traders as using sustainable wood products- this is increasing at a rate of one new company every three days.
- Over 180 Chinese companies have joined the UN Global Compact, more than in India, Korea or Indonesia.
- Industry bodies such in the textile and apparel, banking, health and automobile sectors have issued their own guidance on their sectors's social and environmental impacts.

includes twelve emerging economy companies in its 2010 list, up from zero in 2005. Brazil's Instituto Ethos is the world's largest national business association focused on sustainability. African cellphone entrepreneur and billionaire, Mo Ibrahim, exemplifies the next 'Rockefeller' generation of self-made philanthropists. China, a relative latecomer to locally-rooted and driven sustainability, is now enthusiastically embracing both concept and practice. Its 12<sup>th</sup> five Year Plan has prioritised environmental sustainability, and a growing number of leading Chinese companies, both private and state-owned, are translating policy guidance into profitable practices, both domestically and in international markets.

With such positive developments, surely we can announce victory, pack up our bags, and leave our children's future in the hands of the market, perhaps with an occasional push by policy makers. Sadly this is far from the truth. The dark side of our global economy remains very present, and its measurement offers sombre reading. UNICEF reports that 22,000 children still die every single day, one child death every four seconds, due to poverty. One billion people entered the 21<sup>st</sup> century unable to read a book or sign their name. 12% of the world's population use 85% of consumed water, whilst 1.1 billion people have inadequate access to water, and 2.6 billion people lack access to basic sanitation. The world's richest 20% account for over 75%

of private consumption whilst the poorest 20% account for barely 1.5%. 80% of the world's population lives on less than US\$10 a day. And on the environmental side, the simple fact is that the eco-services provided by our planet are being depleted and cannot cope. UNEP estimates that annual environmental costs from global human activity already amounted to US\$ 6.6 trillion in 2008, equivalent to 11% of global GDP and would without action make up an estimated 18% of global GDP by 2050.

Challenges evolve, some are solved, others are transformed into different forms. The need for leadership does not go away, what changes is its specific purpose and approach to making progress.

So what would a business leader need to do today to earn a ticket to Noah's Ark – how would we recognise the next generation of Ray Andersons, John Browns, Mark Moody-Stuarts and Anita Roddicks. Four defining characteristics come to mind, although in other ways these are very different people.

- Firstly, they instinctively grasp the connection between the fundamentals of the historical moment and the pragmatism needed to act, advancing solutions for issues that are symbolic of societies' greatest dilemmas and opportunities.

- Secondly, they set high ambitions without knowing how to succeed, embracing the principle that aiming to achieve the right thing is more important than knowing how to achieve less.
- Thirdly, they unrelentingly advocate those high ambitions to others, embracing the principle and practice that modesty in claiming success can go hand in hand with demands that far more can and should be achieved by everyone.
- Fourthly, they join with others in making change happen, embracing the principle and practice that individual leadership for sustained personal success (however defined), and business success must be consistent with collective action for the public good.

No nation, culture, religion or gender has a monopoly on the potential for such leadership. People are always there on the sidelines, waiting to lead, often without even realising it. Indeed, we can safely assume that every community at some time in its history has demonstrated its capacity to allow, catalyze, and celebrate such leadership. But that does not make the appearance of effective leadership automatic, or their actions always successful. An effective response to the sustainability imperative requires that every community, including the business community, nurtures the necessary leadership,

recognises their importance, embraces their often disruptive influence and supports their aims and efforts.

Success in catalyzing such leadership, and their success in turn, would hopefully mean that the floods recede, the Ark is not built and the competition for tickets to the Ark can be abandoned.

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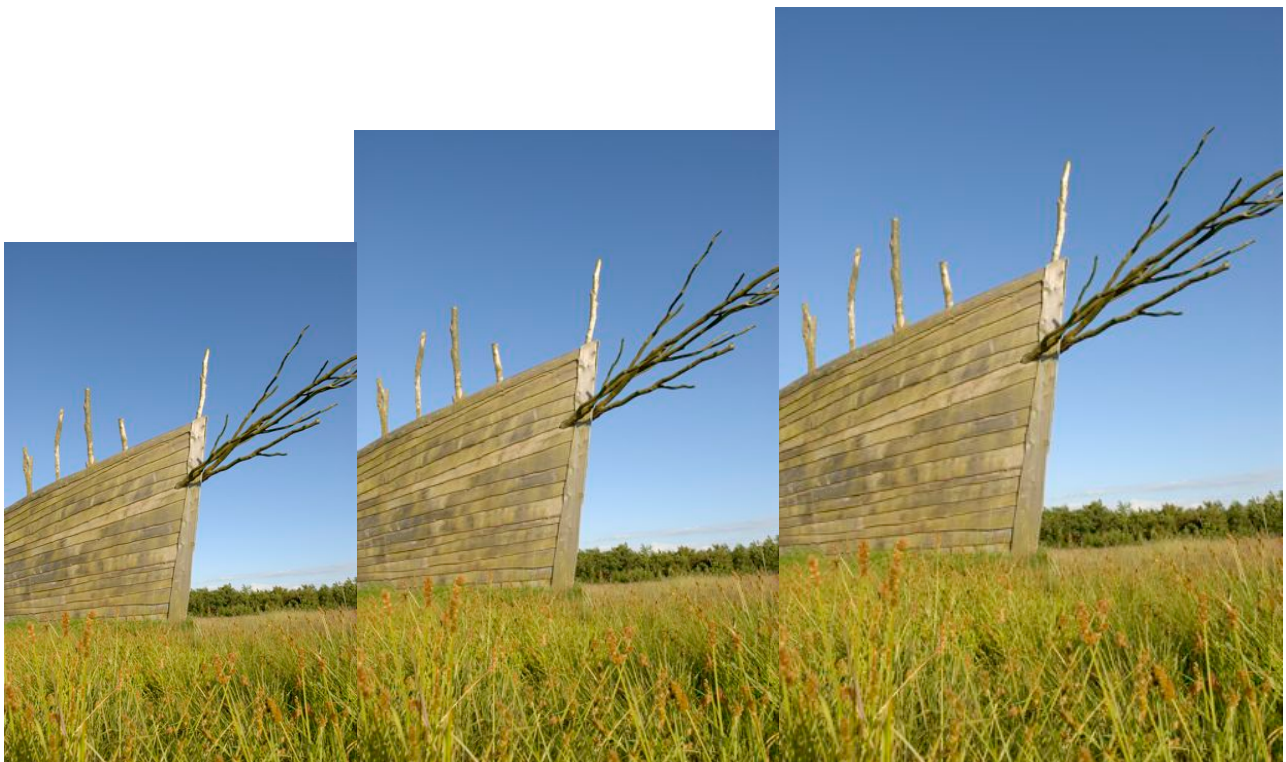
**Simon Zadek** works independently on sustainability issues for governments and companies, and has written this in his personal capacity. He writes extensively on the topic and is a Senior Fellow at the Global Green Growth Institute and the Centre for International Governance Innovation. He is the founder of AccountAbility and the author of the award-winning book, *The Civil Corporation*. He can be contacted at and blogs ([www.zadek.net/blog](http://www.zadek.net/blog)) Regularly

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# The Globally Responsible Leadership Diagnostic

## The GRID™

John Alexander, Marielle Heijltjes and Uwe Steinwender

“ ... ”

By thinking and acting responsibly you are no longer part of the problem, but part of the solution

*“By thinking and acting responsibly you are no longer part of the problem, but part of the solution”.* A quote attributed to Ervin Laszlo, the systems philosopher, integral theorist, classical pianist and founder of the Club of Budapest who has dedicated a large part of his life to developing a new way of thinking and new ethics to help resolve the challenges of today. His quote also reflects the essence of why the Globally Responsible Leadership GRID was developed within GRLI.

### Serendipity at the breakfast table

For quite some time GRLI members felt the need to move beyond thought leadership and advocacy into facilitating globally responsible action of leaders and their organizations. An important question became how GRLI could help a leader assess whether (s)he contributed to globally responsible leadership. Although the GRLI Manifesto of 2008 clearly defined the cultural change and evolution of mindsets that are needed by identifying three areas of engagement – the role of business in society, the role of leadership in catalyzing values and responsibilities and the role of corporations in broadening the debate

and dialogue with society at large – it did not go into the specifics of what leaders and their organization should do to make globally responsible leadership materialize.

At the GRLI General Assembly meeting in Boston in June 2010, several GRLI members started working on such guidelines. It resulted in heated debates as globally responsible leadership is a complex and multifaceted phenomenon that cannot be easily converted into behavioral guidelines, rules or codes of conduct. The Eureka moment happened in a smaller group during a breakfast meeting. To fully capture the three areas of engagement as described in the manifesto we suddenly realized that we needed to let go of our search for performance indicators but move to a more developmental, learning mindset. In line with the work of psychologist Carol Dweck we realized that we did not intend to develop performance goals through which people are motivated to show others that they have a valued attribute, but that we were looking for a framework of learning goals through which people are motivated to develop this attribute. In that moment, the GRID was born.



### Further development of the GRID

During the remainder of the General Assembly meeting in Boston, the GRID was further developed and became a framework that gives people structure and guidance to think and talk about their globally responsible behaviors and actions. Specifically, it distinguishes between four different levels of analysis, two different dimensions and two perspectives.

The different levels of analysis follow from the multifaceted nature of globally responsible leadership. To do justice to the three areas of engagement that are highlighted in the 2008 Manifesto one has to work at the level of the individual leader (as they have a crucial role in the catalyzing of values and responsibilities), at the level of the organization (as they need to answer the question of what is the 'raison d'être' of the firm?), at the level of society as a whole and at the level of the natural environment (to ensure new dialogues with all stakeholders).

The two dimensions distinguish between 'Being' and 'Acting' and underline the importance of a more holistic view on who we are and what we do. When actions are merely driven by behavioral guidelines, compliance is generated at best. People will follow the guidelines but not because they are intrinsically inspired to do so. This will only happen when they can translate their own vision, values and beliefs on what globally responsible leadership means into actions. They will thus need to develop an understanding of what they believe in (Being) and what actions they have taken or are taking to act upon that belief (Acting).

Because these reflections on 'Being' and 'Acting' at the different levels of analysis also need to be shared among people within an organization, two different perspectives are also developed: the I-perspective and the We-perspective.

The resulting GRID was then filled with questions to assist (future) leaders and their organizations in their reflections.

Dimension \ Context	Being What do I believe?	Acting What actions have I taken / am I taking?
Individual/Leader	What core values guide me? ... my leadership behavior?	What did I do (and am I doing) to translate these values into actions?
Organization	What type of organizational culture do I wish to have?	What did I do (and am I doing) to contribute to such an organizational culture?
Community/Society (Social System)	What type of community/society do I wish to have?	What did I do (and am I doing) to contribute this type of society?
Planet (Natural Environment)	How do I wish to relate to the natural environment – planet?	What did I do (and am I doing) to accommodate my relationship with the planet?

Dimension \ Context	Being What do we believe in?	Acting What actions have we taken / are we taking?
We	What core values guide us? ... my leadership behavior?	What did we do (and are we doing) to translate these values into actions?
Organization	What type of organizational culture do we wish to have?	What did we do (and are we doing) to contribute to such an organizational culture?
Community/Society (Social System)	What type of community/society do we wish to have?	What did we do (and are we doing) to contribute this type of society?
Planet (Natural Environment)	How do we wish to relate to the natural environment – planet?	What did we do (and are we doing) to accommodate our relationship with the planet?

The Following is an interview with Bradley Waters, an American student who attended the GRLI Ambassadors' meeting in Stuttgart in October 2010. Mr. Waters is a 2011 graduate of the University of North Carolina at Chapel Hill, where he received his BA degree in Political Science and was active in a variety of student organizations ranging from Student Government to the Swim Club. He is currently working for a consulting firm in Washington, DC, and plans to attend graduate school.

**Q: What was your overall impression of the GRID exercise? How did it relate to your own experiences as a student leader?**

I loved the visual and intellectual simplicity of the GRID. Its simplicity is elegant because it is not only easy to understand, but is also effective at supporting thought on complex issues. The way that the GRID broke down levels of being and acting really resonated with me because it spoke to how we are all connected to the world around us in a variety of ways. Consistently having been a member of organizations that had a team-oriented atmosphere, I related to the aspect of the GRID where the group thought in terms of a "we" perspective. The GRID exercise also supported the idea of turning beliefs into specific actions, which is something I have found to be vital in my own leadership experiences. When I have been involved with successful organizations, I found that the group's core values were clearly understood by all members, and that the actions emanating from the group were directly related to those beliefs.

**Q: Specifically, what was the most useful part of the exercise for you?**

I really enjoyed the practicality of the GRID. Sitting around and thinking is great, and brainstorming about issues certainly has its uses, too. However, at some point one has to look in the mirror and ask "so what am I going to do about it?" I felt that the GRID recognized the importance of both thinking and doing because it explicitly motivates action based on the recorded thoughts and beliefs. It was very useful to have to confront the next actions to come from our beliefs and feelings.

**Q: How did your experience with the GRID compare to that of the other students with whom you spent time at the Ambassadors' event?**

The GRID exercise provided a bit different experience for all of us, considering how diverse the group was. However, in some ways it was a similar experience as the group was homogenous and everyone present cared about globally responsible leadership. We were like-minded people from very different places and backgrounds. I really can't speak for the experience of any of the other students, but I felt that through the "I" and "we" perspectives, the GRID accounted for our individual differences while still encouraging the collective similarities.

**Q: How might you apply some of the things you learned from the exercise as you continue your studies and move into your career? Have you applied any of those lessons already?**

Using the GRID as a template, I will be able to think deeply about turning my beliefs into small steps that could eventually become habits. The simple exercise of thinking hard about how to translate beliefs into individual actions cannot be overstated in its value. No one can do great things in one action or live according to their beliefs just by believing them. Many things that seem simple are really just a long succession of habituated actions. Along those lines, broad projects also seem less daunting when you have a series of small achievable steps in place that will work towards bringing about the desired change. The GRID offers a simple and useful framework to support thought on my place in the world and how I delegate my actions accordingly. I look forward to utilizing this exercise in the future on my own and with groups.

**Q: Any suggestions for how the exercise might be improved in the future?**

To be honest, I like the exercise the way that it is. I hope it continues to support both deep thought on core beliefs and ways to convert those beliefs into achievable actions. As can probably be gleaned from my comments, I am a firm believer in starting small but doing so with a wide awareness. My suggestion would be for the instructors of this GRID exercise to keep stressing local action derived from global thinking.



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Since its development during the General Assembly in Boston, the GRID has been used in different settings around the world. In corporate leadership development programs in the US, Germany and Singapore it served as a reflection tool that tied different sections of the program together. During those programs, the GRID structure helped the participants to make the several aspects of responsible leadership that they were confronted with concrete for their own functioning inside and outside the company. During the GRLI General Assembly in Melbourne in March 2011, the GRID was used with a very diverse international group of students, academics and corporate participants; and during the GRLI General Assembly in Stuttgart it was used with 125 students representing countries of the entire globe (see the separate interview with one of the participants, Bradley Waters). During all these sessions, use of the GRID contributed to the participants' self-reflection and self-understanding and to an understanding of the interconnectedness of all the different levels, dimensions and perspectives involved in shaping globally responsible leadership. Furthermore, by collectively reflecting on the answers to the questions, it contributed to creating a joint understanding of what globally responsible leadership means to others and how that can facilitate the development of a collective positive force.



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GRLI has also developed a broader concept for organizations in which the GRID is used. The GRID is part of the Globally Responsible Leadership Diagnostic which is a process for strategy or organizational development that, in addition to the GRID, also contains other diagnostic tools to help develop globally responsible leadership in organizations. As different GRLI members work with the tools in their own organizations and share their experiences within GRLI, the Diagnostic and its contents continue to develop based on their learning. If you are interested in working with the GRID yourself or would like more information on the Globally Responsible Leadership Diagnostic, please contact the GRLI Office in Brussels ([www.grli.org](http://www.grli.org)).

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# THE GR LI AND ITS 11<sup>TH</sup> GENERAL ASSEMBLY

## A YOUNG AMBASSADOR'S PERSPECTIVE

THOBIAS HAGENAU

“ ”  
...

GLOBALLY RESPONSIBLE LEADERSHIP IS A COLLECTION OF QUESTIONS, RATHER THAN A CLEAR-CUT CONCEPT. AND RATHER THAN PROVIDING DEFINITIVE ANSWERS TO THEM, WE TRY TO KEEP ASKING THE RIGHT QUESTIONS.

When I arrived at my first General Assembly, all curious to hear how our world's problems might be solved forever; this was a somewhat sobering reply {from who?} to my question on what solution to the issues of Globally Responsible Leadership the GR LI was developing. Being a (prospective) engineer, I expected something easier to grasp, something that sounded more like an actual tool, ready to be applied to our world's great engines.

Ten months, another General Assembly, a Whole-Person-Learning seminar on Global Responsibility, and countless discussions later, I still don't agree that asking questions is enough to make the world change. However, I realize that the GR LI is not only about asking questions. It is instead about sharing experiences between people who try to put Responsible Leadership or, describing it more simply - regard for our future - into the very centre of their practice, be it in business or education. In this I see the GR LI's greatest potential. It provides reassurance that engagement for responsible action does indeed produce results.



Creating awareness for the need to change social and business practices in the face of unsustainable growth has been at the core of the discussions I have been able to participate in. Obviously, this process of awareness raising needs to be a first step towards behavioural change, on whatever social scale. However - and I acknowledge my European cultural and social bias when saying so - I see a growing number of young people including myself who have already accepted the need for change as a fact. This impression was especially strong at the Students World Dialogue @ Daimler, which followed the General Assembly in Stuttgart, among a group of students who had come together precisely because of this realisation. For this group of students and young professionals, the relevant questions are no longer whether we need to change, where we need to change, or even how much. The only remaining question is how to go about it. This is where the GRLI can continue to be a pioneering force - by supporting and providing examples for successful practice and a platform for the development of such. The work for Globally Responsible Leadership can become even more engaging when successful lighthouse projects evidence the possibility of change.

During the General Assembly and the Students World Dialogue in Stuttgart I had the unique chance to listen to stories told by students, managers and university deans. They openly talked about the challenges they face in their personal and professional struggles to combine an ideal of responsibility with the realities of life and work.

From far-reaching success to constant frustration, each story shared the strong conviction that 'the right thing' had been tried. I expected to sooner or later encounter someone who had actually given up, but I didn't. Although the obstacles in the way of change seem to be more severe than I expected before listening to these stories,

the atmosphere at the General Assembly in Stuttgart was one of optimism and departure from things that were taught and learned in the past. This created an environment where ideas sprout easily.

The atmosphere was also one of exploration, where every direction and opinion has its place. Although such a broad openness towards changing course is necessary, it bears the danger of losing direction. I have the impression, that the GRLI is constantly searching for the brink between addressing Globally Responsible Leadership in a holistic fashion and losing sight of tangible change. This tendency creates frustration for those trained and focused on results. It also makes the GRLI an intense, involving and worthwhile experience requiring the attitude to question the accuracy of one's own views and goals over and over again.

The Students World Dialogue @ Daimler that followed the General Assembly was an altogether impressive experience. It demonstrated an amount of dedication to the topic I had not expected - an impression certainly shared by most of my 120 fellow students from all over the world. Similar to the GRLI's General Assemblies, the event created a platform emphasising the importance of responsible business practice and the amount of resources businesses are willing to invest into it. From the keynote speeches to the supporting programme, the event was meticulously planned and left the participants with the feeling that the business world has indeed awakened to the issues of sustainability. The Students World Dialogue may also have been a successful kick-off for more student involvement in all GRLI's matters. After all, when speaking about the reformation of management education, students' perspectives provide essential insights into the actual reality of today's educational system and their engagement is necessary if any change is to be long-term.



The event showed without doubt, that Global Responsibility is of immense interest to today's students. I was surprised to find an already existing informal community of international students involved in work on sustainable business practice. Students and young professionals who had met at different international summits, conferences and workshops, developing their idea of a sustainable future with a firm understanding of their own role in creating it. In this there may be potential for a broader, more formalised student involvement. Some GRLI partners have by now created GRLI 'student chapters', working on local projects. The international Junior Enterprise movement has, for more than twenty five years, shown how initiatives managed by students alone can reach significant dimensions, they today count well above 20,000 student members worldwide. With the kind of commitment towards student involvement the GRLI members have demonstrated especially during the last General Assembly and the Students World Dialogue, I can imagine a fruitful cooperation between existing Junior Enterprises and the GRLI in order to spread the engagement for responsible practice among students worldwide.

Many ideas such as this have emerged during and after the Stuttgart General Assembly and the Students World Dialogue,, with a unique possibility for discussion and mutual reflection. For me, this is where the GRLI goes from asking the right questions to developing answers: in creating opportunities for the exchange of ideas.

If I had a wish for the future of the GRLI, it would be a continued intense cooperation with students from all over the world. In it I see the possibility to spread the GRLI's ideas without changing its structural core and extending its outreach to a group of people who need to learn about Globally Responsible Leadership today, if it is to have any impact on business and society in the foreseeable future.

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# A Reflection on our MPhil in Responsible Leadership

Eben le Roux

In consideration of the sustainability challenges we face in the 21<sup>st</sup> Century, there is urgency for contributing to the development of responsible leadership, where, on a paradigm level, an emphasis is not placed on individualism and short-termism, but rather on ethics and a collective and long-term orientation, in collaboration with stakeholders (Mirvis et al. 2010). Thus far, there has been an emphasis in the responsible leadership literature on distilling the characteristics of responsible leadership (Starratt 2005; Ciulla 2006; Maak & Pless 2006), and developing frameworks for responsible leadership education (Pless & Schneider 2006). However, this article contributes to the body of knowledge that is now needed – reflections on the implementation of ideas, in order to contribute to the development of responsible leadership and the refinement of ideas.

In this regard, this article reflects on a current MPhil programme (initiated in July 2011 with twelve students from diverse backgrounds), focusing on responsible leadership in the business context. The programme is offered by the Albert Luthuli Centre for Responsible Leadership at the University of Pretoria, South Africa. The programme has a lectured component, and participants are also expected to complete a dissertation on a research topic related to a responsible leadership issue. In the next section, we will expand on the design of the programme, and subsequently contemplate on strengths and weaknesses and potential areas of improvement.

## The design of our MPhil programme

The crux of responsible leadership, which differentiates it from other forms of leadership development, is its explicit focus on the implications of the global sustainability mandate on leadership. Responsible leadership education, therefore should not only be didactic in nature, but

rather be appreciative and exploratory, and seek to raise questions about the adequacy of the status quo. Yes, there is a need for a solid awareness raising component, containing “scientific” background information about the limits of the Earth system and the impact and dependency of humanity (e.g. business) on ecosystem services and human stakeholders. However, the implications of this background knowledge - what we should do, and how we should go about doing it - is open for discussion.

Learning in such a context, to a large extent, comes from the class, where the different perspectives influence the discussions. A primary task of the responsible leadership educator is therefore to steer the learning of individuals and groups in a constructive direction; and in order to make learning as effective as possible, it is important to utilise a pedagogical strategy that allows for testing out ideas in the real world, and tracking individual learning over time (e.g. through journaling).

We argue that the purpose of responsible leadership education on an individual level is to facilitate the transformation of individuals. Our assumption is that responsible leadership education should by nature therefore be subversive, challenging the legitimacy of dominant paradigms such as unconstrained capitalism and individualism. We argue that a strong emphasis on “unsettling” is necessary, critically considering the dominant paradigms of business and education systems that promote self-interest and reductionism, as opposed to stewardship and an appreciation for systemic thinking (Wheatly 2001).

As change management processes such as that of Lewin (1951) remind us, normally such transformation is achieved through the following stages:

- I. Unfreezing or unsettling, which is about bringing about an understanding amongst participants that change is necessary;

II. Transition, which is about the inner journey made in reaction to change. This should not be considered a once off event, but rather a process;

III. Refreezing, which is about establishing stability again, once changes have been made. This involves the establishment of new norms, relationships, habits.

In fact, our strategy for responsible leadership education correlates well with the change management stages of Lewin - especially the first stage (the unsettling and challenging of current assumptions, which we attempt through convincing evidence and argumentation) and the second stage (the facilitation of an inner journey in reaction to experience or change, which we attempt through the promotion of reflective journaling, accompanied by the testing out of ideas in the real world). With regard to Lewin's third stage (establishing stability), we are not currently spending much effort here, apart from challenging participants to conceptualise what the implications of responsible leadership would be on their individual practices.

It is interesting to note then that the main emphasis of our education strategy is to 'challenge', and we do this by placing an emphasis on the need for nurturing critical thinking - questioning constraining paradigms and forces that influence the self and others. We offer perspectives from philosophy, ethics and systems thinking that challenge world views, judgements and understandings when it comes to management tasks such as decision-making and planning.

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### Preliminary results

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Feedback from our classes suggest that this emphasis on 'challenge' is different and eye-opening for students, which reinforces our assumption that the current dominant paradigm of business education does not equip students to think critically, holistically, and from a stewardship perspective, as illustrated by the following quotation from a student in our MPhil programme:

“ ”  
...

This course was interesting because to me it is the manifestation of a programme that should actually become the norm in society. The type of thinking and processing that we all learnt and began to use should in my view become engrained in society when decisions are made. I think this course allowed me to develop my critical thinking behaviour and once again question my own motivations for doing what I do.

What was also notable, was that the collegiality in class and shared meaning making around the urgency of sustainability issues and the need for action, supported students' sense of agency:

“ ”  
...  
to remain strong in my work environment and become that champion of change that is required. I have realised that planning well into the future is something that is lacking in society and have come to appreciate the value of taking tough decisions.

Despite such indications of students' sense of agency, however, we would be hesitant to claim that the programme even achieved stage two of Lewin's process – in other words that we facilitated an inner journey to take place in reaction to change.

We recognise that few resources were spent on scaffolding the transformation of students. In fact, one of the dangers of evaluation when dealing with programmes like ours, is that you attract students from the start who are already inclined towards making a difference in the real world. During a discussion at the end of the programme, students themselves alluded to this situation, indicating that it would perhaps have been more conducive to learning if they had been less like-minded.

Utilising stage two of Lewin's process as a criterion for success would therefore be unfair, in consideration of the following: it is easy to have a situation where those who are willing get reinforcement for their ideas in the programme, but in the same manner those who are unwilling find reasons for resisting the transformation in stage of two of Lewin's process – this we know from experience in working with unwilling individuals who have to take our subjects as compulsory modules.

However, if 'successful transformation' should not be considered as a criterion of evaluation, what would then be a more reasonable measure of success?

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### Evaluating our programme – some thoughts

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A question that we are grappling with, is whether this open-ended and appreciative approach to responsible leadership education is sufficient? What about the urgency of contributing to the development of competent leaders for assisting business and society to achieve sustainability? In other words, can an open-ended and appreciative approach to responsible leadership education effectively lead to the adoption of responsible leadership ideas and practices? As educators, we are grappling with the amount of 'challenge and support' required for influencing leaders through our training for the better.

We would argue that what should be evaluated is the "how" – the process, content and context of our education strategy, to use the action learning criteria of Botham and Vick (1998). Since these criteria are more within our sphere of control as educators, let us consider then the process, content and context of our education strategy:

With regard to the content of our course, we have already indicated that this is subversive, attempting to highlight weaknesses of existing dominant paradigms in contemporary leadership case studies, through the use of perspectives from philosophy, ethics and systems thinking that challenge world views, judgements and

understandings. As we have indicated before, we argue that responsible leadership education should not be didactic in nature, but rather appreciative and exploratory, seeking to raise questions about the adequacy of the status quo. In other words, part of the purpose is to equip participants to think critically for themselves and take ownership of their own learning journeys. Have we done enough to achieve this objective? Due to resource constraints, we have found weaknesses in our ability to scaffold the transformation journeys of participants. Apart from journaling and discussions in class, we offered no real support for their inner journeys of students in reaction to the subversive content of our lectures and reading materials. There is therefore no real means of determining how participants have been transformed, or are willing or able to take new habits, norms and practices on board, apart from analysing journal inputs. We do not, for example, currently take into our assessment consideration the extent to which participants have engaged with or challenged complex real world problems in their own contexts – only to a limited extent is this a consideration in participant assignments, as is evident in the following quotation from a student:

“ ”  
... ”

I think the programme was well structured with a good influence from a wide range of perspectives. I would like to see some more practical case studies where real solutions need to be developed and possibly even implemented as I feel this would be very helpful...

In line with adult learning principles (Mezirow 1991), we need to utilise the complex problems that adults find relevant and urgent as vehicles for learning, and perhaps we could expose participants to the learning potential of doing different work in different contexts (Revans 1983). In line with our intention to move away from a didactic approach, we need to move the context of learning outside of the classroom also, perhaps towards well

monitored action learning sets, where participants can receive greater challenge and support in their pursuit of solving relevant, complex problems in their local contexts. In this way the programme will also constructively contribute to stakeholders outside of the university.

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## Conclusion

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In our reflections, we have argued that “successful transformation” should not be considered as a criterion of evaluation, but rather the “how” of our education strategy, which is more in our sphere of control as educators.

When it comes to the content of our education strategy, it seems there are significant strengths, in particular if the considerations of participants are to be taken as indicative. However, evidence that the approach of our programme is unique should rather be indicative of the current inability of the dominant paradigms of education and business systems to equip leaders for the requirements of sustainability.

However, perhaps now that we know that the content of our approach is sufficiently challenging to participants, we could invest more in the process of our education strategy – exploring how we could offer more support for the inner journeys of students in reaction to the subversive content of our lectures and reading materials. In this regard, we could invest a lot more in utilising the contexts in which students are situated as vehicles for learning, where they can contribute to solving ‘relevant’ issues. We also need to explore explicitly moving the context of learning outside of the classroom, towards social learning environments where learning could more constructively be supported and challenged.

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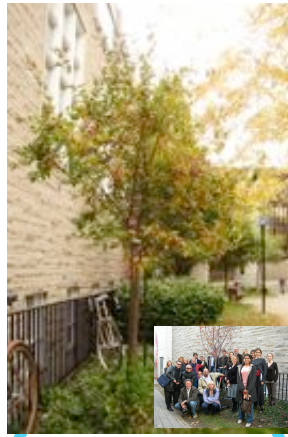
# GRLI Trees 0

GRLI General Assemblies (or GA's as they are commonly called) usually take place twice per year and are hosted by GRLI partner organisations around the world. At each GA a tree is planted to mark the occasion and symbolize the commitment of the GRLI community to growing a movement of globally responsible leadership. These are some of the trees as they were when planted and today.

2006, CEIBS  
Shanghai, China



2007 Queens School of  
Business, Kingston, Canada



2009 Petrobras  
Bel Horizonte, Brazil



2007 Oasis School of Human Relations  
Leeds, United Kingdom



2008 CCL  
Colorado Springs, USA

# ver The Years

2010 Babson College,  
Boston, USA



2011 Daimler,  
Stuttgart, Germany



2009 BEM Management School  
Bordeaux, France



2011 La Trobe University,  
Melbourne, Australia

# 50+20 at Rio+20: Towards the Business School of the Future

John North

Global Responsibility magazine previously reported on the Schools of Business for the 21<sup>st</sup> Century (SB21) initiative that was set up to create a blueprint for the business school of the future. This project made significant progress during 2011 and is poised to create waves at the upcoming Rio+20 conference with the launch of the 50+20 Agenda. In January of 2011 the Globally Responsible Leadership Initiative and the World Business School Council for Sustainable Business (WBSCSB) with active support of the United Nations-backed Principles for Responsible Management Education (PRME) Secretariat announced a strategic partnership to jointly deliver a high level report on the future of business education in the context of the United Nations Conference on Environment and Development (UNCED Rio + 20) in June 2012. This effectively resulted in the SB21 report being merged into the 50+20 Agenda.

The 50+20 Agenda (sometimes referred to as the 50+20 report) will appear in online and report format (roughly 60 pages) with chapters describing the global context, the challenges facing management education as well the vision for future management education and finally recommendations to key stakeholders for the way forward.

The formal launch is taking place at the PRME Global Forum (14-15 June in Hotel Windsor Barra, Rio de Janeiro) in the run-up to the RIO+20 United Nations Conference on Sustainable Development. Plans are also afoot to produce a comprehensive book for the inspired managers, business students and general public outlining the future business school in pragmatic and captivating language (to be developed and published after June 2012)

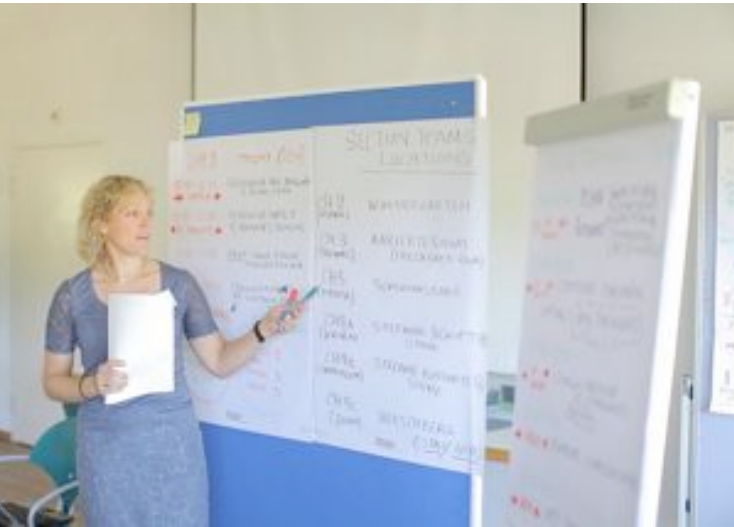
## 50+20

Management Education for the World

### Why 50+20?

*To this day business and management education efforts at large function in line with an agenda that was set during the 1950s when the world was a very different place from the one we know today. It has been 50+ years since the agenda for management education has been reset (with the publication of the Ford and Carnegie Foundation reports in 1959). The upcoming RIO+20 United Nations Conference on Sustainable Development (June 2012) will mark the 20th anniversary of the 1992 Rio Earth summit. It has therefore been 20 years since Governments have been collectively urged to rethink economic development and find ways to halt the destruction of irreplaceable natural resources. It is at this juncture in history where the 50+20 initiative takes action to reset the management education agenda.*





Firstly, business schools can and must play a determining role in resolving the global environmental, societal and economic dilemmas and challenges by accepting its duty of care, or stewardship role, and become a force for-good and a preferred meeting place to address societal issues. As such, the business school of the future becomes a show case, with every participating member walking the talk, embodying globally responsible leadership in everything that they do.

Secondly, with the benefit of academic critical distance and intellectual creativity, management educators should analyze, criticize, and translate aforementioned business transformation to a vision for the organization of the future and develop relevant avenues for leaders in organizations beyond business. It will need to organize itself to align teaching and research accordingly. This includes also the critical evaluation of the future management school itself which needs yet to demonstrate its proof of concept.

In the third instance, affecting transformational change through a new vision for management education requires buy-in and action from political and educational avenues in society. Educational transformation without political will and action is not sufficient.

Finally, our new vision for Management Education will consider and radically impact the research, education, faculty, governance and market positioning of all private and public institutions that consider themselves purveyors of business- and management education. Forward-thinking management schools will therefore be challenged to evaluate if and how they can adapt this new vision within their existing local and institutional frame of reference.

The development of a 50+20 vision for management education signifies a symbolic acceptance of the challenges we are collectively held responsible for, without apportioning blame to any particular party.

It sets up management education to draw on multiple internal and external perspectives in an attempt to strengthen humanity's collective response and resolve to jointly work towards a world worth living in. Ultimately it describes a future where business, and management education contributes positively to leaders and organizations in business and beyond with solutions towards a sustainable world. It describes how to develop leaders and managers that are not the best in the world, but rather the best for the world.



## The 50+20 vision

The 50+20 vision describes a future where business, and management education contributes positively to leaders and organizations in business and beyond with solutions towards a sustainable world. It describes a world where leaders and managers aim not to be the best in the world, but rather the best for the world. The 50+20 vision is: "Responsible Leadership for a Sustainable World".

The vision is grounded in a number of assumptions, including some important assumptions about the changing educational paradigm and the future role of Business Schools.

## Development of the 50+20 Agenda

Joint work on the Agenda started in February of 2011 and built on the excellent contribution received for SB21 during 2010. The chapters and the vision chapter in particular, were developed using an “inside-out” and “outside-in” inclusive design process. Three design and writing retreats were held (April 2011 - New York, August 2011 – St Gallen, Feb 2012 – Brussels) during which more than 100 different participants were involved in the development of the outline and content. Further contributions were received from across the globe during 2011. To date more than 200 individuals contributed in writing, through review or in discussions to the 50+20 Agenda. In addition to direct contributions over 200 individuals and institutions were surveyed for emerging practices in Management Education and opinions on the future of management education using online surveys.

There are a number of institutional partners that directly support and fund the development of the 50+20 Agenda. These, along with other institutions that are able to contribute financially, will be recognised as institutional co-authors of the project:

- Business School Lausanne
- CENTRUM Católica
- Copenhagen Business School
- ESADE Law & Business School
- ICN Business School Nancy-Metz
- John Molson School of Business at Concordia University
- Queensland University of Technology
- Rajiv Gandhi Indian Institute of Management
- Swinburne University of Technology
- University of Pretoria, Albert Luthuli Center for Responsible Leadership
- University of St Gallen
- Zermatt Summit

## Rio+20 and beyond

To accompany the launch of the 50+20 Agenda at Rio+20 and to coincide with the GRLI General Assembly (16-18 June 2012) 50+20 will also, symbolically and physically, “hold the space” at Rio+20 where management education for the world can be prototyped, demonstrated and shared.

The ability to “hold a space” is central to the emerging shape of management education and implies maintaining a safe container (intellectual, emotional, spiritual and otherwise) on behalf or with others. 50+20 will secure a physical space at Rio+20 that will serve as the symbolic “centre” of future management education during Rio+20. Here participants will conduct public and private sessions where, for instance, business school faculty, along with corporate delegates, assess the scope and sufficiency of current sustainability strategies (typically incremental change), against what is actually needed in light of our current global trajectory.

Holding the space for responsible leadership for a sustainable world is a tall order and the single ideas brought together in the 50+20 vision are not new. In fact, many of them are well established in other fields. We are hopeful

that the magic of the vision lies in the clarity of focus in which these state-of-the-art ingredients are brought together and the purpose which they are dedicated to.

We also hope that 50+20 and our prototyping at Rio+20 inspires collaborative projects at business schools around the globe that wish to collaborate on the development of emerging practices and pioneering solutions for responsible & relevant business education. Ultimately we dream of the creation of five new business school initiatives in different geographic areas (Asia, Europe, South America, Africa, North America) as leading pioneers to showcase enlightened new models of business schools.

For more information on 50+20 please contact John North or visit <http://www.50plus20.org>.

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# International Deans' Programme 2012

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South Africa, Spain, Switzerland, The Netherlands, Turkey, UK, Ukraine, USA.

# Developing a University as a community of responsible action and leadership: an action research project

Paul Hopkinson, Sharon Turnbull, Sue Williams

The University of Gloucestershire (UoG) in the UK has had a strong commitment to the sustainability agenda for some time. This commitment has seen the setting up of a research centre, the winning of national awards which recognise its expertise and initiatives in developing curricula, external local, regional and international engagement. One strand of this work has been the perceived need to develop those who set agendas and strategies, who manage and make operational decisions i.e. leaders. The University, given its particular heritage, is also committed to making a difference within its community and social setting. It had already engaged with the nearby Leadership Trust organisation in their Worldly Leadership seminar series and research developments. However, to more effectively meet these aims the Business School at the University chose to join the Global Responsible Leadership Initiative (GRLI) as a more focused way of addressing this issue. UoG was one of the first UK Higher Education Institutes to join the GRLI. In support of this decision the University committed some funding to a research project.

The proposal is to adopt the principles of globally responsible leadership offered by GRLI. For us this will mean

- Creating a university wide impact
- Integrating business and community engagement
- Encouraging staff and student participation in order to develop our knowledge of our perceptions of global responsible leadership leading to action that is relevant to us.

The proposal identified four main strategy areas, transforming the curricula, taking a leadership role in developing community, business and other networks

locally, regionally and nationally, developing knowledge of the concept of GRL encompassing this work with other culture change initiatives within the University at a time of much heightened general UK and particularly English Higher education (HE) sector change. Overarching these is the need to communicate, both internally and externally.



As noted by Uwe Steinwender (Senior Manager DAIMLER Corporate), in discussing the Daimler programme this is a complex topic and presents many paradoxes for individuals especially managers and leaders conditioned to current economic, financial and social models prevalent in business thinking. As a repeated award winning BBC programme, 'Storyville' presented by Charles Ferguson on the 2008 financial crisis, demonstrated that many of the same leaders who were instrumental in policy then are still in power and making policy now. The programme also highlighted the conflict of interests between many academic experts and the financial sectors as it was some members of the academic community that acted as advisors to the financial as well as political communities.

“ ... ”

Having the courage to make tough decisions for the betterment of society, be supportive, inclusive, risk taking, reflect carefully on actions to ensure that GRL is not yet another example of covert western imperialism, challenge government decisions or greed, encourage a commitment to service, reflect on what investment means and more tellingly a desire for leaders who were trustworthy, honourable and reflexive thinkers.

These comments then all point to a need to re-evaluate the role of academics and academic institutions in co-creating a less damaging social, economic, cultural and environmental climate.

One of UoG's major responses to the proposals was to fund a research project led by Dr Paul Hopkinson (Programme Leader Masters in Business Administration), and supported by Professor Sharon Turnbull (Visiting Professor; Leadership Consultant and Research director) and Dr Sue Williams (Senior Lecturer). A small team and with other operational tasks to complete, so our question was how can we engage the UoG community in progressing the principles of GRL and have some impact. Our experiences of research and research approaches pointed very strongly to taking an Action Research approach. Reason and Bradbury (2008:xxii) described AR “as a family of approaches” “A family which sees itself as different from other forms of research” but it has always had a link with social change generally for social justice. It is considered (McNiff & Whitehead 2009:38) to be “widely accepted as a form of professional learning across professions.”



The main purpose for AR is to contribute to new practices (the action) and to new theory (research). Reason & Bradbury (2008) as well as many other authors highlight another significant aspect of AR, which is its strong values-oriented foundation, interested in how humans and their communities can be supported to flourish. It is also a research process that enables complex, often paradoxical concepts to be explored collectively. For us, our research proposal committed us to trying to change UoG's practices: in teaching, in our organisational structures and management or leadership style. Equally we wanted to contribute to the body of knowledge concerning the meaning of global responsible leadership for us and perhaps to a wider world.

The project has only been running for 4 months so it is early days. Our initial activity was to gather a community of senior and middle UoG managers and academics for a half day workshop. The opening welcome from our new Vice Chancellor began the day with a series of challenging questions about what the local, regional and international world might need from a higher education institution like ours, how does GRL concept ‘fit’ with our current sustainability agenda and how can GRL be shaped to be a valuable addition to UoG's strategic plan. The strategic plan being a particularly important plank of the University's development at this moment as a new plan was being developed and is to be launched in the New Year (2012).

GRL's CEO Mark Drewell provided a foundational address as to the rationale for GRL and identified three themes that we might consider in our discussion: Leadership as sense making and sense giving; entrepreneurship for the common good; and corporate statesmanship.

The participants were then asked to respond to two questions

- a) what global responsible leadership means to them individually,
- b) what would a university that embodies those concepts look or feel like.

Responses ranged from “having the courage to make tough decisions for the betterment of society, be supportive, inclusive, risk taking, reflect carefully on actions to ensure that GRL is not yet another example of covert western imperialism, challenge government decisions or greed, encourage a commitment to service, reflect on what investment means and more tellingly a desire for leaders who were trustworthy, honourable and reflexive thinkers”. The latter view of the need for reflexivity and reflective practitioners is one that is very much a part of a number of postgraduate programmes within the Business Faculty so providing a springboard for curriculum developments as we move forward. Participants were then requested to consider how we could take these ideas forward in UoG. four themes were suggested: teaching, research, business and community, and culture of UoG. Since our desire is to involve the whole community in the project each grouping was asked if they would be willing to lead a group to investigate these issues further. A number put their names forward and as the research team we are keen to progress as our next steps. However as the research team we are also very conscious of a range of other ‘actors’ that influence both thinking and action on GRL.

The student body is one very pertinent and diverse group. We began our work within this group through a discussion around the same issues with a small group of our - mostly German - professional students on the Doctorate in Business Administration programme. Their individual views were “that profit optimizing is an outdated concept, that the focus is on sustainable business, respectful cooperation, organisations that are more adaptive, being reflective and a strong wish that this is not another trend or phrase” Their enthusiasm led them to suggest that they form a small AR group to explore these ideas in their own local arenas in order to contribute to the UoG debates. We look forward to developing this cross-border strand. Currently, in terms of curriculum development, the tutors use opportunities within specific leadership modules to discuss the concepts and gain an understanding of how the ideas are perceived by others and what would help to create change. Here the next steps are to engage more widely with other tutors to consider how GRL could if possible be part of their teaching scenarios alongside the initiatives that drive the sustainability agenda (see UoG Sustainability Report 2009-10).

To meet some of the comments about the University being “not nationally focused but internationally open and working for a better world” (GRLI workshop – not clear what this means) we are exploring the possibility of working with other institutions to establish a UK Council for Leadership.

Action Research is often described as an iterative journey of exploration, reflection, learning with sometimes a feeling of one step backwards as well as feelings of going forward in a joint venture (or should that be adventure!). UoG and the research team have only just begun. These are our first pages in this story.

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# The responsible leadership challenge in South Africa

Arnold Smit

## The world in one country

The GRLI General Assembly of November 2012 will take place in South Africa, the country that has often been described as a micro-cosmos of the rest of the world. In this country with its breath-taking natural beauty, its diverse fauna and flora, its rich mineral resources and 50 million colourful people, you'll find many, if not most, of the leadership challenges that fill the agendas of global deliberations in our era.

In a global community occupied by rethinking sustainable development under the cloud of global warming and climate change, resource depletion, continued population growth and urbanisation, South Africa too has its fair share of challenges with respect to water and food security, the transition to renewable energy, education and health care, poverty alleviation, crime and corruption and domestic peace and unity.

These challenges are reflected in South Africa's National Development Plan 2030 that has just been released. The plan calls for the transition from poverty and inequality to prosperity and equity through achieving the following nine objectives over the next 20 odd years: create 11 million new jobs, expand the country's infrastructure, use resources properly (referring to the transition to renewable

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What does it take to lead a country, a community and a company in a world of such increasing complexity?

How well is South Africa endowed with the leadership capacity to deal with these challenges?

energy), do planning inclusively (referring to urban and rural interests), provide quality education, provide quality healthcare, build a capable state, fight corruption and unite the nation.

The relevance of these objectives is highlighted by events and topics occupying the public debate in South Africa. A questionable arms deal with European suppliers exposed corruption in the political realm. The recent parliamentary approved Protection of State Information Bill is feared to offer a hiding place for corrupt officials. Xenophobic attitudes and violence towards working class migrants from the rest of Africa highlighted the fears of locals with respect to their economic opportunity and job security potentially being threatened by aliens. The construction of two large coal-driven power stations together with attempts to start with shale gas exploration in the pristine landscape of the Karoo region, pushed the energy and job creation debate into the sustainability arena. When Walmart, the world's largest retailer, took over the South African based Massmart the public debate circled around the benefits and disadvantages of globalisation and the impact thereof on local manufacturing and production. The inefficiency of local governance and service delivery inspires frequent protests amongst ordinary citizens. The list can be continued.

The above is furthermore to be understood against the backdrop of immense poverty, high unemployment, an unsatisfactory low human development index and one of the largest gaps between rich and poor in the world.

It is no surprise, therefore, that the Occupy Wall Street wave also swept through South Africa whilst the country's restless, and largely unemployed, youth are calling for the nationalisation of mines and the expropriation of land.

Whilst examples can be multiplied, some questions emerging from the debate are clear: What does it take to lead a country, a community and a company in a world of such increasing complexity? How well is South Africa endowed with the leadership capacity to deal with these challenges?

### The responsible leadership challenge

In writing this article, I solicited some inputs from others, asking them about the challenges for responsible leadership on the African continent. Two perspectives were indeed very helpful. The first highlighted the impact of culture and tradition, leaders' preference for informality and aversion to structure and a sort of reluctance to take a stand, set the agenda and lead for a righteous cause. The second perspective spoke of the polarity in which African leaders often seem to be stuck: on the one hand there is the Western emphasis on practical, merit-based, bottom line effectiveness and on the other the African preference for interdependent, communal, relationship aware and respectful behaviour. To be successful, leaders of Africa have to earn followers from both sides and they have to lead confidently within this paradox. Inasmuch as different world views merge together in South Africa as well, the

challenge here is to exercise leadership that will be recognized as individually courageous and socially accountable.

Whilst responsible leadership emphasises the ability of leaders to deal with complexity in an ethical, systemic and collaborative way, the texture of challenges may vary from one societal sector to another.

In the public sector domain in South Africa the responsible leader will particularly be required to instil clean government and transparent tender procedures, promote merit and manage for efficient service delivery. If this is not going to be achieved, the legitimacy of public leadership will continue to be undermined by corruption, nepotism and negligence.

In the business sector responsible leadership will be recognised by transparency and consistency in deal-making, by the ability to balance short term profit with long term sustainability, by taking responsibility for the environmental and social impact of business, by fairness in staff remuneration and by showing modesty in executive rewards. If this is not achieved corporate leaders will increasingly be perceived as people who value self-interest above the common good.

Responsible leadership in the South African social sector is challenged by two particular needs. Firstly there is an intensifying array of social needs calling for continued and effective social service delivery despite huge resource

constraints. Secondly there is the need to maintain advocacy and stakeholder pressure on behalf of those negatively affected by misguided policies and practices forthcoming from the chambers of both public and private sector institutions. At the same time the social sector is undergoing a process of organisational optimisation and the professionalization of human resources. The sector stands to lose its vitality, reputation and integrity if leaders' vested interests are going to overshadow its core purpose.

The message is clear: in all three sectors, responsible leaders will have to exercise, in word and deed, the best of what they are ethically capable in order to keep South Africa on course to a promising and sustainable future.

### A land of possibility

Does South Africa have what is required to build a culture of responsible leadership? Well, the country has a gallery of Nobel Peace Prize laureates: Albert Luthuli, Nelson Mandela, Desmond Tutu and FW de Klerk. The country was host to the 2002 World Summit on Sustainable Development in Johannesburg. In 2011 South Africa was selected to host the COP17 conference on climate change. Add to this the country's very advanced Constitution, the reputation of the Constitutional Court, the legacy of the Truth and Reconciliation Commission, the global impact of its King Code on Corporate Governance and its attempt to redress the past through the socio-



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In judging our progress as individuals, we tend to concentrate on external factors such as one's social position, influence, and popularity, wealth and standard of education... but internal factors may be even more crucial in assessing one's development as a human being: honesty, sincerity, simplicity, humility, purity, generosity, absence of vanity, readiness to serve your fellow men – qualities within the reach of every soul

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economic transformation framework of Broad-based Black Economic Empowerment. There seems indeed to be enough genetic material upon which to build a culture of responsible values-based leadership.

Nelson Mandela once wrote the following: "In judging our progress as individuals, we tend to concentrate on external factors such as one's social position, influence, and popularity, wealth and standard of education... but internal factors may be even more crucial in assessing one's development as a human being: honesty, sincerity, simplicity, humility, purity, generosity, absence of vanity, readiness to serve your fellow men – qualities within the reach of every soul." These attributes are what responsible leadership is made of.

In November 2012 the University of Stellenbosch Business School will host the GRLI community on Spier Estate - owed by GRLI partner Yellowwoods it is one of the world's leading practitioners at the cutting edge of sustainability in business ([www.spier.co.za/spier\\_sustainability](http://www.spier.co.za/spier_sustainability)). The agenda promises to be a space within which the South African story may help us to deepen our understanding of what the essence of responsible leadership on the African continent is all about.

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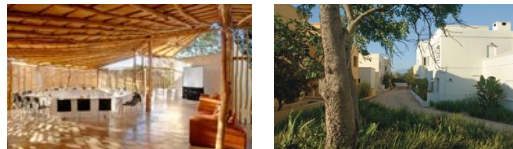
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# The Story of Whole Person Learning

**Nick Ellerby and Cathy Neligan**

At the latest General Assembly in Stuttgart, some were surprised to discover that rather than being an Oasis term, 'Whole Person Learning' was a term that arose out of a dialogue within the GRLI, fitting what we in Oasis practised. In 2005, when Philippe de Woot was convincing us that leaders of the future needed to think beyond the single economic thought, the idea of educating more of the person became a guiding principle of the GRLI. Anders Aspling, general secretary, has stated both the need for a new paradigm and that the emergent learning approach is a key differentiator of the overall initiative. Since then Oasis has been a critical guardian of the development and practice of WPL.

The origins of WPL stretch back to Kurt Lewin and his colleagues, who in the late 1940s created ways of working with people that established the field of group dynamics and interpersonal skills development. They recognised that if learners are engaged in their learning they will internalise it more deeply and apply it more fully. Self-initiation and self-evaluation make a difference in the learner's behaviour.

Carl Rogers<sup>1</sup>, another early pioneer, stressed the importance of the learner developing an authentic personal engagement with their world to generate meaning. Will Schutz<sup>2</sup> and others at Esalen created participative involvement, in which learners discussed the implications of what they were learning.

The values of the Humanistic Psychology and Human Potential Movements in the 1960s focused on exploring the individual's potential and capacity to enhance their inner life and social world, including:

- An openness that encouraged individual willingness to risk

- Validation of the importance of subjective personal experience as the basis for development
- Learning in a collaborative way
- Approval of the desire to enhance one's own capabilities
- Openness to work with the struggles that arise in any group working together
- The effort to explore authenticity
- Emotional competence encouraged rather than elevating intellectual understanding.

UK influences on WPL include John Heron's work with the Human Potential Research Project, from 1970, and with the Institute for the Development of Human Potential from 1976, creating the intellectual foundations for the approach. Other academic development came through the universities of Surrey, Lancaster and Bath.<sup>3</sup>

More ideas about how adults learn most effectively emerged, including the awareness that:

- The more involved a learner is in their own learning, the more the conditions of that learning need to reflect the nature of an adult-to-adult relationship.
- 'Communities of practice' can evolve without hierarchical authorities.
- Individuals can be involved not only in what they are learning, but in deciding what and how they will learn and assessing it.

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 ...

**Globally responsible leaders ensure that their organisation is part of the solutions, not of the problems our world is facing.”**

**Ellen Kallinowsky, Head of Regional Learning Forum, UN Global Compact, in Globally Responsible Leadership: A Call for Engagement**

WPL includes these and goes beyond them. The approach includes the person in a wider network of influences and within an overarching view of the person and those influences. It has an underlying and developing sense of the nature of the person and what it might mean to be a 'whole person'. And it provides a process by which people can become more self-aware, more self-generating and therefore more able to use power appropriately.

Since the formation of the GRLI there has been a sustained concern that the qualifications of those graduating from educational institutions do not equip them for the demands of 21<sup>st</sup> century organisations. There is a fundamental divergence between their educational experiences and what is called for in the organisations in which they will be employed, such as being a self-managing learner; working in teams, authentic collaboration,<sup>4</sup> human relations skills, affective competence (or emotional intelligence), statesmanship, distributed leadership and global consciousness. Increasingly business schools are recognising that unless they change how they engage more of the whole person they will remain part of the problem rather than the solution.

“Globally responsible leaders ensure that their organisation is part of the solutions, not of the problems our world is facing.” Ellen Kallinowsky, Head of Regional Learning Forum, UN Global Compact, in Globally Responsible Leadership: A Call for Engagement.

WPL addresses the concerns of modern life, particularly:

- Globalisation
- The uncertainty created by rapidly changing and fluctuating economic and social conditions
- Planetary issues
- Education and development – rather than 'training' – of the leaders of tomorrow
- The need for organisations to engage their workforce to enable them to bring their hearts and minds
- The need for organisations to listen and respond more carefully.

The GRLI was shaped by the political upheaval and terrorism exemplified by 9/11. Learning for Tomorrow: Whole Person Learning, published by Oasis Press, commissioned by the GRLI and sponsored by Barloworld, emerged out of this era. Its publication in 2007 coincided with the Leeds General Assembly, when Oasis invited a group of GRLI partners to join us for a WPL workshop. As with any new paradigm of learning you had to be there to understand it, so mentioning giants and dwarves; love and freedom; choice and challenge; imagination and responsibility can only touch on the issues that emerged and do not do justice to the experience.



Those three days established a global working group developing the WPL manual<sup>5</sup>, a practical accessible guide to implementing WPL for business schools and corporate learning centres, with Bryce Taylor authoring and Christoph Jermann of NIT as mentor and speaking partner. The manual explores how organisations can work as crucibles for change and how to bring WPL approaches to business schools that are often struggling to understand how to work with the hierarchical nature of their world and approaches. The manual was influenced by awareness of the impact of climate change and the questions raised by shifts in the global environment.

Now in 2011 we are in the midst of a sustained global economic crisis which challenges perceived wisdoms. We are applying and prototyping WPL in a number of settings:

- deep organisational culture change
- bespoke leadership programmes
- organisations fighting for the right to exist
- complex community challenges and multi-stakeholder partnerships
- one-to-one development work
- collaborative inquiries into globally responsible practice within organisations
- business schools
- our own organisation.

We are yet to see the outcomes of these initiatives and the extent to which the world is open to new approaches. An internal co-operative inquiry with Oasis staff, directors and associates in 2012 will deepen our understanding of how WPL is applied in practice.

One of the most engaging of emerging areas is what it means to work in a Whole Person Organisation. Oasis itself is non-hierarchical, peer-based and moving towards being a whole person organisation. We are working with how this impacts on staff and our relationships with clients, how it informs our conceptual understanding, and how the practice of WPL is influenced by the emerging context.

Emerging theories around engaging with equals, collaboration, transformative learning and consciousness provide points of connection with WPL.<sup>7</sup>

In many educational settings the degree to which WPL challenges power, authority, responsibility and freedom makes it a deeply challenging approach for many educators, although we are increasingly finding that the approach speaks more to increasing numbers of people who recognise that what is required for the future is different to what worked in the past. This raises questions about how receptive the world is to WPL.

As traditional structures break down and knowledge rapidly becomes obsolete, as authority is increasingly questioned, new ways of relating to and with each other are emerging. We have all heard increasingly calls for collaboration, empowerment, engagement, participation,

involvement and flatter organisations. The known ways are eroding quickly – we are lucky enough to be in Europe to see examples of that on a daily basis. As institutions and beliefs that we have relied on disintegrate, meaning is lost. In our search for new meaning we must manage the tension between fear of the unknown; longing for what no longer exists; anger at the world for failing to provide what we had expected; and the potential excitement and freedom of the emergent. WPL as a transformative process equips people to work with the deeper challenges we all face and to learn how to manage and shape an emerging future.

We are already enjoying partnerships with organisations which are building on our work with WPL in Germany, France, Denmark, Pakistan, Peru and Brazil. The term is beginning to migrate as we hear about initiatives in China and the GRLI/World Business School Council for Sustainable Business/PRME contribution to the Rio Earth Summit.

We are keen to capture and gather other people's experience of applications of WPL that may inform any of the areas above or create new areas of experimentation and we welcome hearing from you and working with your questions.

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# Social Responsibility in Peru: a Status Report

Percy Marquina Feldman

In order to answer this question, CENTRUM Católica, with Peru 2021 and DESCO, recently conducted a research project called **Social Responsibility Diagnosis in Peruvian Organizations**. The method consisted of the application of a standardized questionnaire to 100 organizations to assess their Social Responsibility (SR) management according to the ISO 26000 definition; and in the adaptation of the Ethos-Peru 2021 CSR Indicators in order to identify the SR management development stage. Thus, a ranking of SR management was established among the five organization types that took part in the study and among the seven stakeholder groups considered for information analysis.

**Table I**  
**Stages for Social Responsibility Management**

<b>Stage 1</b> <b>525 - 1,049</b> <b>points</b>	<b>Stage 2</b> <b>1,050 - 1,574</b> <b>points</b>	<b>Stage 3</b> <b>1,575 - 2,099</b> <b>points</b>	<b>Stage 3</b> <b>1,575 - 2,099</b> <b>points</b>
Represents a basic stage for the organization's actions, which answers only to legal demands.	Represents a middle action stage, where besides complying with the law, the organization's SR actions begin to be formalized as part of its own strategies.	Represents an advanced action stage, in which the organization recognizes the benefits of going beyond legal conformity, preparing itself to face the regulatory pressures from market and society, which result in changes in the organization's expectations. Social responsibility and sustainable development are considered strategic for business.	Represents a proactive stage, in which the organization reaches standards of excellence in its SR practices, involving all of its stakeholders and looking to influence the public policies that are of interest to society.

Note. Adapted from Social Responsibility Diagnosis in Peruvian Organizations (p.35, 36), by CENTRUM Publishing, 2011, Lima: Marquina et al. Copyright 2011 by CENTRUM Católica.

**Table 2**  
**General Ranking of the Organizations SR Management by stakeholder group**

Stakeholders	International Cooperation Agencies	Business	Universities	NGOs	Local Government	Total Average
Shareholders	158.06 Stage 2	122.52 Stage 1	122.10 Stage 1	75.58 Stage 1	34.20 Stage 0	112.19 Stage 1
Employees	128.22 Stage 1	113.28 Stage 1	76.25 Stage 1	68.62 Stage 0	49.00 Stage 0	100.98 Stage 1
Environment	143.06 Stage 1	151.75 Stage 2	89.85 Stage 1	87.55 Stage 1	72.83 Stage 0	133.67 Stage 1
Suppliers	95.00 Stage 1	110.36 Stage 1	73.00 Stage 0	61.00 Stage 0	35.00 Stage 0	96.80 Stage 1
Clients and Consumers	68.51 Stage 0	166.31 Stage 2	118.50 Stage 1	59.75 Stage 0	34.50 Stage 0	136.65 Stage 1
Community	196.64 Stage 2	147.10 Stage 1	123.61 Stage 1	125.59 Stage 1	144.38 Stage 1	144.27 Stage 1
Society and Government	113.44 Stage 1	80.98 Stage 1	102.50 Stage 1	100.33 Stage 1	107.25 Stage 1	88.10 Stage 1
<b>TOTAL SCORE</b> (maximum 2415)	903.33 Stage 1	892.30 Stage 1	705.81 Stage 1	578.43 Stage 1	477.15 Stage 0	812.65 Stage 1

Note. Taken from Social Responsibility Diagnosis in Peruvian Organizations (p.181), by CENTRUM Publishing, 2011, Lima: Marquina et al. Copyright 2011 by CENTRUM Católica.

## Main findings

In Table 2, we find the general ranking of organizations regarding their SR management for each stakeholder. From left to right the different types of organizations are arranged according to the total score obtained and the stage of SR management reached. Also, in the last column the same results are shown for each stakeholder group.

The study reveals an environment of low performance on average for all organizations. They barely achieve the first of the four possible stages that the study considered to measure the development of their SR management. This means that the majority of the organizations generally just limit themselves to comply with the law when considering social demands. International Cooperation Agencies, followed very closely by the Business sector, are better positioned than NGOs, Universities and Local Governments. In the stakeholders' area: Community, Consumers and clients, and Environment are the groups which generally attract the most attention. The stakeholder groups Employees, Suppliers, and Government and Society are the ones with the lowest focus within the assessed organizations SR management.

The SR definitions provided by the organizations themselves demonstrated that the NGOs and the International Cooperation Agencies had a more social focus. They tend to develop activities and projects related

to the growth and improvement of the quality of life of their target groups. For the NGOs this process most of the times is paired with the establishment of strategies and alliances for a better intervention and use of the potentialities and abilities of its target audience. In the case of the International Cooperation Agencies there is more emphasis on the process taking into account a linkage with the expectations, needs and motivations of internal and external stakeholders, even incorporating ethic codes in their relationship with them. But for companies, SR is basically understood in two ways. One can be considered as focused on the "external factors", looking to implement actions and strategies that take care of any possible impact on the community and the company's surrounding environment. The "external-internal factors" are also considered because the SR can be seen as transversal to the company. The other way of understanding SR for companies is exclusively related to the benefits of being perceived as socially responsible - of enjoying a good corporate reputation. That's why the study pointed out that as a group, the business sector had a more practical SR focus, because it didn't hide its search for shared benefits when considering SR in management models.

Other interesting findings of the study, on a general level, are that NGOs and the International Cooperation Agencies associate more frequently through SR activities with other groups of stakeholders besides Employees; and the organizations with the greatest development in SR activities are the ones in the Business sector.

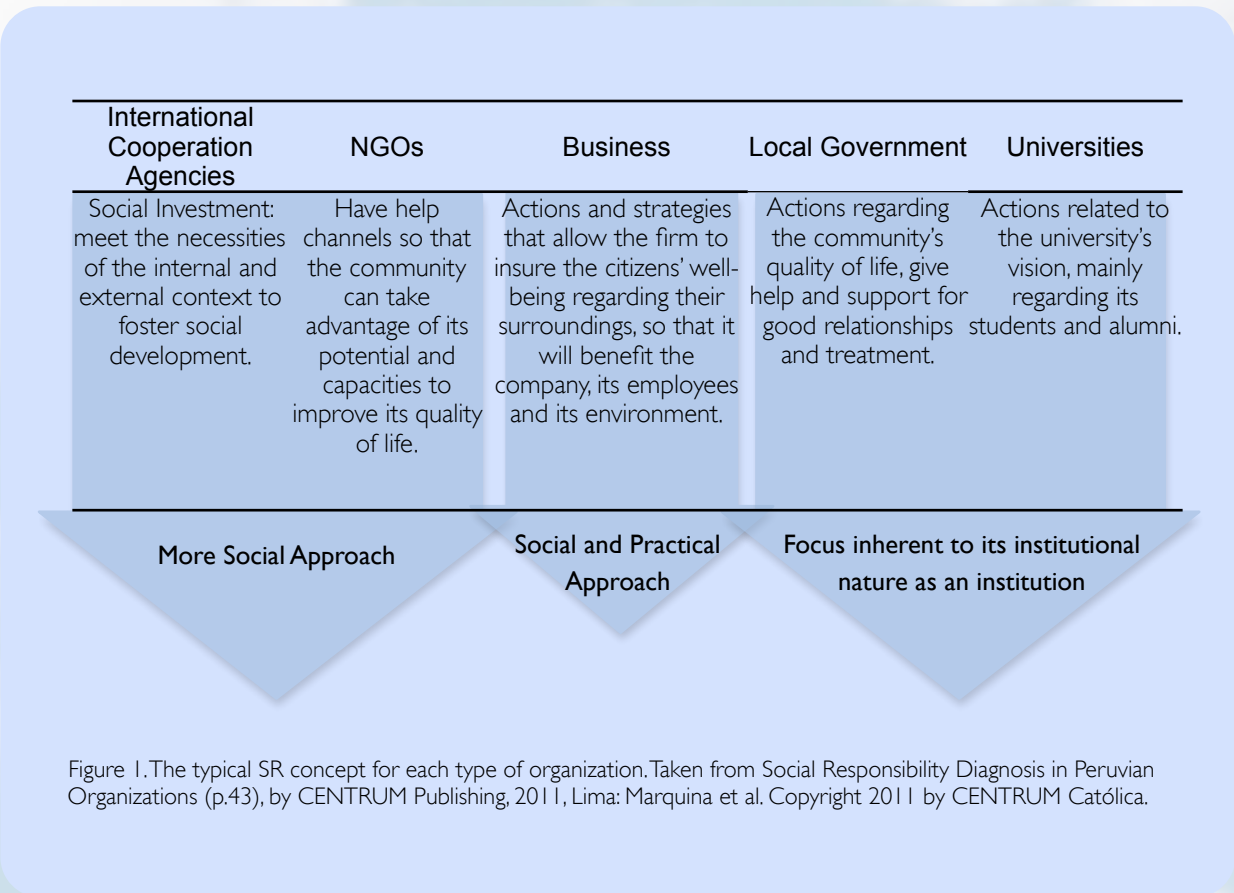
Priorities in social responsibility activities are changing among the surveyed organizations. Most of them focus their activities on the following premises: improving the communities' quality of life, encouraging the communities' development, taking responsibility (in the companies' case) for the events that could affect communities, and implementing tangible projects (in the local governments' case) for the target community. In sum, most of the surveyed organizations priorities were community development and strengthening of the organization.

On an individual level, amongst the most commonly implemented SR activities, it was found that the NGOs and International Cooperation Agencies work more with health and educational projects. This is because the main stakeholder for them is the Community. The surveyed

companies had Customers and Clients as their main stakeholder, focusing their programs and projects on them. Environment was the next stakeholder in importance, and activities were also aimed at this development area. Overall, there are several types of projects being carried out, and in all the cases some degree of shared benefit is sought. None of the organizations had a purely altruistic interest in practicing Social Responsibility.

### Companies sectorial results

Companies were 70% of the research sample. Because of this, their SR analysis was broken down into economic sectors. The results of this analysis are summed up in Table three, and show that the best SR management was found in the Energy and Telecommunications sector (this sector reaches Stage 2). The Transport and Logistics and the Health Services sectors achieved lowest scores (Stage 0).



**Table 3**  
**Ranking de la Gestión de RS de los Sectores Empresariales por Grupos de interés**

RANKING	Business Sector	Shareholders	Employees	Environment	Suppliers	Clients and Consumers	Community	Society and Government	TOTAL SCORE (from a maximum of 2415)	CSR STAGE
1	Electricity and TICs	168.75	146.43	195.30	160.00	179.63	190.69	113.25	1154.04	Stage 2
2	Mining, oil and gas	148.35	132.28	181.39	133.75	195.19	223.88	110.25	1125.08	Stage 2
3	Other Industries	136.80	154.47	204.32	138.75	221.28	186.00	81.82	1123.44	Stage 2
4	Construction	174.64	141.84	197.73	148.21	160.98	172.43	122.43	1118.27	Stage 2
5	Food and beverages	141.41	133.14	173.66	142.81	199.22	177.48	96.09	1063.81	Stage 2
6	Pharmaceutical	171.70	154.18	204.33	122.00	187.50	121.50	73.00	1034.20	Stage 1
7	Financial	114.19	107.59	177.66	111.25	244.69	159.38	76.88	991.63	Stage 1
8	Media	119.50	100.42	120.63	63.33	201.25	92.19	67.92	765.23	Stage 1
9	General Services	95.17	93.81	104.46	89.44	163.13	117.08	62.08	725.17	Stage 1
10	Commerce	84.60	69.13	102.75	75.00	119.63	116.53	59.75	627.38	Stage 1
11	Logistical and Transportation	53.31	67.72	100.03	56.25	89.06	97.73	55.00	519.11	Stage 0
12	Health Services	59.25	52.63	74.13	42.50	80.63	87.34	51.67	448.14	Stage 0

Note. Taken from Social Responsibility Diagnosis in Peruvian Organizations (p.182), by CENTRUM Publishing, 2011, Lima: Marquina et al. Copyright 2011 by CENTRUM Católica.

## Social Responsibility, a pending task

In brief, the study confirms the precarious current state of social responsibility in Peruvian organizations. This can be seen on the social unrest manifested in the last elections. The results call into attention the fact that there is still a long way to go until SR is a tangible reality, positively perceived by all the stakeholders. But this could be a possible future scenario, because the research also finds several organizations that on an

individual level, are developing important initiatives and achieving higher stages of SR management (stages 2 and 3). These organizations are mostly companies. The better SR performance in companies is an indicator of how they are trying to consider SR and sustainable development as a strategic component of their organizations. This kind of experience, with a score higher than 60% of the total, can be a reference and inspiration for other organizations. In Figure 2, a list of the companies' names is provided.

Company names	Sector
Coca Cola Servicios del Perú	Food and drinks
Compañía Minera Antamina	Mineral, oil and gas
Exsa S.A.	Construction industry
Constructora Norberto Odebrecht S.A.	Construction industry
Telefónica del Perú	Electricity and communication
Unión de Cervecerías Peruanas Backus & Johnson	

Companies that stand out because of their social responsibility management.

Taken from *Social Responsibility Diagnosis in Peruvian Organizations* (p.204), by CENTRUM Publishing, 2011, Lima: Marquina et al. Copyright 2011 by CENTRUM Católica.

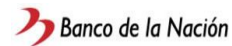
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The Globally Responsible Leadership Initiative (GRLI) is a worldwide partnership of companies and business schools/learning organisations working together in a laboratory of change to develop a next generation of globally responsible leaders. The GRLI engages in thought leadership, advocacy and projects to achieve measurable impact. Founded in 2004 by EFMD and the UN Global Compact, today it comprises 70 partner (member) organisations who join based on their commitment to transforming leadership development. It is a member organization, a foundation, an advanced laboratory and a movement.

Over the past years the GRLI has developed the concept of global responsibility as a higher order of responsibility beyond CSR and catalysed the creation of two new academic journals (*Journal of Global Responsibility* and *The Sustainability, Accounting, Management and Policy Journal*). It's current work includes a framework to measure global responsibility (The GRID) which has been successfully tested in a number of organisations.

Current projects and activities include faculty development, the establishment of a worldwide network of local Councils for Leadership, Business Summits, Academic Conferences, research into the Corporation of the 21<sup>st</sup> Century, a young ambassadors programme, blueprinting the business school of the 21<sup>st</sup> century and a book series. The GRLI meets twice per year in General Assemblies hosted by a member partner.

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