

# Global Responsibility

The GRLI Partner Magazine



GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE



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GLOBALLY RESPONSIBLE LEADERSHIP  
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# On Responsible Leadership

Dear Reader,

The work of developing a next generation of globally responsible leadership is a rollercoaster ride combining slow painful grinding uphill work with moments of deep exhilaration as we pick up speed and swoop down into valleys of progress. The past few months have exemplified both aspects of the journey.

The painful grind is visible in the singularly unimpressive picture painted by the latest UN Global Compact Accenture CEO study released to the world as this edition of Global Responsibility goes to press. The image that springs to mind from this excellent piece of work is of the world's major companies collectively performing like a grand fleet of dismasted, rudderless sailing ships in an ocean storm being swept inexorably onto the rocks.

Like the captains of those sailing ships, they know they are in a storm, they know about the rocks but lack the fundamental equipment to avoid inevitable disaster. Fortunately, down in the lower decks there is an explosion of creative innovation which has the potential to enable the fleet to ride out the storm.

This innovation comes from the most surprising places. The most exciting example is the global movement to make ecocide a crime against peace. Polly Higgins is the face of this innovation and following her brilliant contribution to the GRLI's Paris General Assembly she writes on this subject in Global Responsibility.

If the masters and commanders of the global business fleet mobilise to see Polly's vision become a reality, they will have succeeded in moving the corporate fleet into a safe harbour. Now that is the kind of visionary action which could transform our entire future in a space of less than 5 years. And perhaps set a course for the calm seas of sustainability for generations ahead to enjoy.

Mark Drewell

CEO of the Globally Responsible Leadership Initiative (mark.drewell@grli.org)

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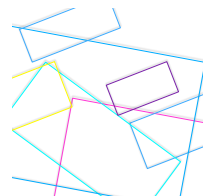
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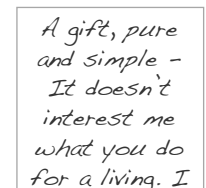
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*A gift, pure and simple - It doesn't interest me what you do for a living. I*

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# MANAGEMENT EDUCATION FOR THE WORLD

For many years commentators have described what is wrong with business schools – characterising them as the breeding grounds for a culture of greed and self-enrichment in global business at the expense of the rest of society and of nature.

*Management Education for the World* is a response to this critique and a handbook for those seeking to educate and create knowledge for a new breed of business leaders. It presents a vision for the transformation of management education in service of the common good and explains how such a vision can be implemented in practice.



*'50+20 not only raises the sights for those charged with the development of our future leaders, but also provides a clear roadmap for delivering on that ambition. As such, it is an important contribution to a journey of transformation that affects not only the future of business, but the very planet itself.'*

Paul Polman  
Unilever, US

*'The 50+20 initiative is an ambitious effort that highlights the urgent need for radical change in what we teach and how management education is delivered today. In a world that faces so many different and fast-evolving challenges, the initiative is indeed timely and needed.'*

Peter Bakker  
World Business Council for Sustainable  
Development, Switzerland



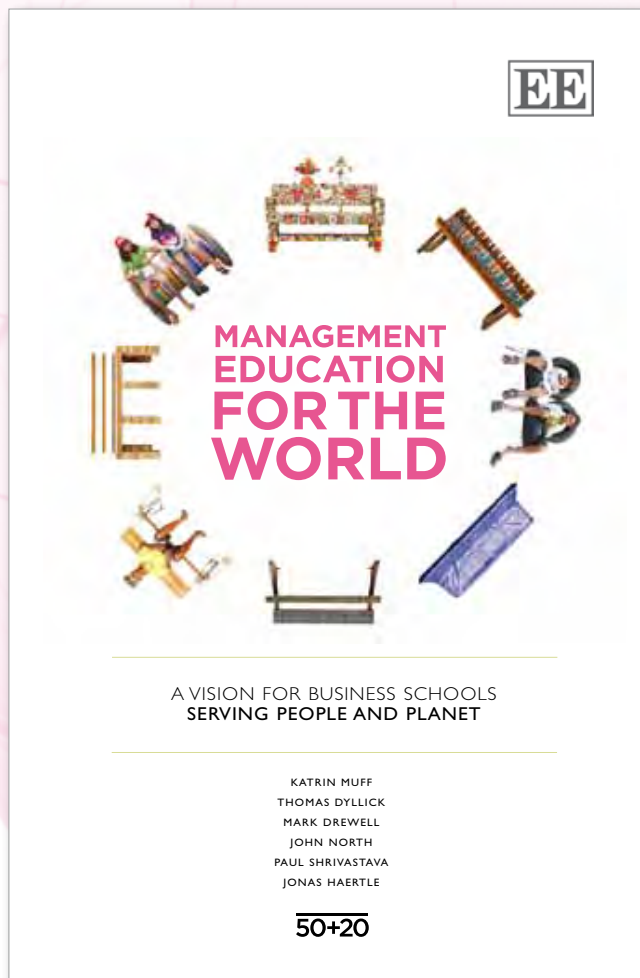
This 50+20 vision was developed through a collaborative initiative between the Globally Responsible Leadership Initiative, the World Business School Council for Sustainable Business and the UN-backed Principles of Responsible Management Education (PRME) and draws on the expertise of sustainability scholars, business and business school leaders, and thought leaders from many other walks of life.

This book explores the 21st century agenda of management education, identifying three fundamental goals:

- educating and developing globally responsible leaders
- enabling business organisations to serve the common good
- engaging in the transformation of business and the economy.



Available now from  
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It is a clarion call of service to society for a sector lost between the interests of faculty, business and the schools themselves at the expense of people and the planet. It sees business education stepping up to the plate with the ability of holding and creating a space to provide responsible leadership for a sustainable world embodied in the central and unifying element of the 50+20 vision, the "collaboratory".

*Management Education for the World* is written for everyone concerned or passionate about the future of management education: consultants, facilitators, entrepreneurs and leaders in organisations of any kind, as well as policymakers and others with an interest in new and transformative thinking in the field. In particular, teachers, researchers, students and administrators will find it an invaluable resource on their journey.



*'We now finally have a blueprint that can be used as a foundation for a new contract between business schools and society. Changing the way we educate our business leaders for tomorrow will change the world for the better.'*

Rakesh Khurana  
**Harvard Business School, US**

# GUEST COLUMN

## THE ROLE OF LEADERSHIP IN TRANSFORMATIONAL CHANGE TOWARDS SUSTAINABILITY

CAROL ADAMS

Carol Adams works to influence the way that businesses and universities interact with people and the planet through her roles as Director of Integrated Horizons, Professor at the Monash Sustainability Institute, Monash University and various NGO and not-for-profit roles. She writes on topics relevant to this goal on her website Towards Sustainable Business at [www.drcaroladams.net](http://www.drcaroladams.net)

Various reasons for starting to consider social and environmental sustainability performance have been given to me by companies during the course of my research and advisory work. They fall into two broad camps – 'it's the right thing to do' and 'it's good for business'.

Managers who talk about what state the planet might be in when their grandchildren grow up fall into the first camp – 'it's the right thing to do'. This is a good place to start, but unless it's translated into business outcomes it won't get much traction – particularly with the Chief Financial Officer whose support is critical in getting a budget allocation.

The big banks have elaborate Corporate Social Responsibility (CSR) programmes because they know that they attract the best graduates. They probably fall into the second camp - 'it's good for business'. I say 'probably' because they don't say much publicly about having a responsibility to do this anyway and still haven't figured out a way to account for the outcomes of their CSR programmes.

Companies who make the most progress towards sustainable practices have leaders who believe that the right thing to do is good for business.

There are three key determinants to the degree to which an organisation integrates sustainability and they are all about leadership:

# 1

### The strength of commitment and leadership qualities of the CEO;

The CEO must believe it is the right thing to do and that business should do the right thing. She needs to have the foresight and courage to see that doing the right thing is good for business. Her

moral conviction must be strong enough to convince others to follow. (Most employees will want to follow a sustainable path if that is where they are led and being part of a team which is taking a sustainable path will be a source of great satisfaction to many.) The CEO has an important role to play in ensuring that the management structures and governance processes are in place and the leadership styles of the executive team are conducive to integrating sustainability.

### The level of the Board's understanding of the relevance of sustainability to strategy and risk;

# 2

The Board sets the strategic direction of a company. If the Board doesn't recognise the importance of staff, customers, communities or risks associated with the limitations of natural resources and the impact of pollution, change will be limited. An understanding of these issues on the business model, long term success and ability to deliver on strategy are critical. So too is an appreciation that identifying sustainability risks requires stakeholder engagement.

The Board has an important role to play in holding the CEO to account which in turn makes it easier for the CEO to hold senior executives to account. The Board's Remuneration Committee could choose to seek sustainability performance data to inform its deliberations.

Board diversity, including, but not only gender diversity, becomes really important in ensuring the Board is fit to drive change towards a sustainable business. Common sense dictates and research has shown that women on boards increase the social and environmental sustainability focus along with profits (see for example McElhane and Mobasser, 2012). Similarly, a boardroom full of accountants brought up to think about financial returns above all else, and with little or no sustainability expertise, is hardly likely to fully comprehend the relevance of sustainability performance to overall performance.

# 3

**A senior leader with the expertise, leadership skills and authority to make it happen.**

There will need to be a committed, proactive executive able to make change happen. They will need to be knowledgeable about sustainability issues, processes, performance management and communication. If organisations are to change in time, to avoid negative (social, environmental and business) consequences, they need to be senior enough to have authority. They

need to have the ear of the CEO. Moral authority and leadership skills are not enough for the scale of change required.

### The challenges

Competent, committed business leaders will face significant challenges:

- ▶ Solving sustainability problems requires working across functions. This can only happen if the senior team have collaborative leadership styles. Organisations with clear functional boundaries and hierarchical structures may not have the desirable degree of cross-functional and informal communication channels needed to make sustainability change work.
- ▶ Encountering inertia and resistance stemming from lack of know-how and already full workloads. In this situation people focus on what is in their job description and on performance which is assessed. Support and leadership from the Human Resources team will be needed to get sustainability incorporated

“ ”  
... ”

Companies who make the most progress towards sustainable practices have leaders who believe that the right thing to do is good for business.

- ▶ into job descriptions and performance review practices.
- ▶ Difficulty influencing the decision makers and getting sustainability into strategy. Help will be needed from the finance team to develop a business case for sustainability initiatives.
- ▶ Getting agreement on Key Performance Indicators and targets and getting sustainability incorporated into plans.
- ▶ Working with marketing and communications people to ensure that sustainability messages are consistent, prioritised, accurate and above all, not greenwash.
- ▶ Developing stakeholder engagement processes to identify material issues and risk.

Solving these challenges requires corporate leaders who are guided by a sense of what is right. We need self-aware senior executives with collaborative leadership styles working in a culture which allows for critical reflection.

### The role of education and research

While a growing number of businesses are calling for graduates who can apply sustainability thinking to business problems, many business schools have been slow to act. Of thousands of business schools worldwide just over 500 have signed the UN Principles of Responsible Management Education ([www.unprme.org](http://www.unprme.org)).

In doing so they have committed to addressing this need for change in leadership capabilities through education, research and engagement.

Universities and governments have been slow to create opportunities and rewards for inter-disciplinary research without which we cannot find solutions to sustainability problems. The mechanisms by which universities are funded, journals are ranked and academics are assessed combine to discourage academics from engaging with real problems and communicating their work to those who can act upon it (more on this in Adams and Larrinaga González, 2007). Academics also need to be guided by a sense of 'the right thing to do' or their moral compass (see Howard, 2012).

This was part of the reasoning that led to me founding the Sustainability Accounting, Management and Policy Journal which is published by Emerald. The aim of the Sustainability Accounting, Management and Policy Journal is to find practical and policy solutions to improve the social and environmental sustainability performance of (private, public sector and non-governmental) organisations and societies. The Journal provides a forum for quality research contributions with practice and policy implications concerning the interactions between social and environmental sustainability, accounting, management and policy. It includes opinion pieces from practitioners as well as academic research articles. The journal is endorsed by the GRLI.

### Role of the GRLI

During my involvement with the GRLI from 2006 it has worked to encourage business leaders, academics and their organisations to follow their 'moral compass' and do more. It equips them with the skills required to do so. As GRLI leaders and members we have worked for change in collaboration with the UN PRME, the UN Global Compact and business school accreditation bodies (see Adams and Petrella, 2010).

The GRLI has brought together people from all over the world, from business, NGOs and universities united by a shared goal – to develop the leadership required for more responsible business.

### Conclusion

Change towards sustainability is brought about by:

- ▶ Individuals with the courage to 'do the right thing';
- ▶ Organisations with different missions working together to find common ground;
- ▶ People from different functions and disciplines working together to solve problems and develop a common language;
- ▶ People of different cultures and genders working together and valuing the diversity that brings;
- ▶ Creating a collaborative culture where dissenters are heard.

Change towards Sustainability is mostly about people and we can all make a difference - together.

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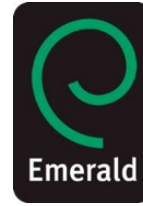
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# Call for Papers



## Sustainability Accounting, Management and Policy Journal

Special Issue on 'The Social Sustainability of Professional Working Lives in Modern Society'



Societal, educational and economic changes over the last decade have resulted in growing interest in the sustainability of professional working lives. This special edition welcomes research which furthers an understanding of how individual employees, employing organisations and professions manage, or indeed mismanage the social sustainability of modern professionals' lifestyles. Of particular interest, is how this occurs within accounting and business management workplaces. Papers can be theoretical, or empirical in nature. They can adopt a historical or contemporary perspective, and draw on a range of theoretical approaches.

### Guest edited by:

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### The coverage of this special issue includes but is not limited to:

- Climate change and the sustainability of modern professional lifestyles;
- Strategies to build resilience and adaptability to climate change into the professional workforce;
- The accelerating pace of technological change and the sustainability of professional careers;
- Men and women employed under flexible working arrangements;

- Generational differences and work-lifestyle balance;
- Gender and work-lifestyle preferences;
- The social sustainability of professionals working outside their home countries;
- Mobile professionals and the capacity to sustain a work-lifestyle balance;
- The impact of changing economic conditions such as the 2008 global credit crisis on social sustainability;
- Restructurings/reorganisations and the sustainability of an upward professional career; and
- The accountability of organisations and professions around the sustainability of professional working lives – how they manage and measure these issues, and engage staff around these issues.

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Please check the author guidelines on the homepage before submitting: [www.emeraldinsight.com/sampj.htm](http://www.emeraldinsight.com/sampj.htm). The guest editors welcome enquiries and declarations of interest in submitting.

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Research you can use

# GRLI PARTNER PROFILE



## Responsible Leadership for Strategic Positioning in Business Education: The Case of CENTRUM Catolica

Ruben Guevara

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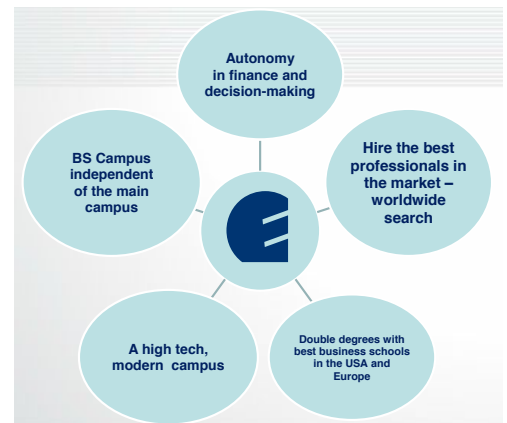
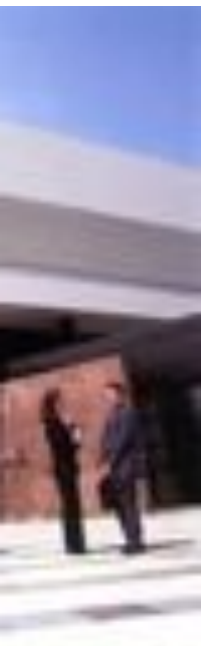


Figure 1: The Key elements for Centrum Catolica's Competitiveness

The CENTRUM Catolica campus was officially inaugurated on March 1, 2001, as a business centre of the Pontifical Catholic University of Peru. In 1999, the rector of the university, Professor Salomon Lerner, approached Professor Fernando D'Alessio, who was returning to Peru from a diplomatic assignment in Europe, and asked him to lead the new business school, and to make it the best in Peru and one of the best in the world. By then the university was already recognized nationally and internationally to host the best schools in Peru in the social sciences, science and engineering, architecture and urbanism, arts, communications, letters and humanities, law, and education.

Professor D'Alessio accepted the challenge and in early 2000 started to design the business model of the new business school. (figure 1) The key

elements for the competitiveness and therefore the success of the school were very clear for Professor D'Alessio from the onset, namely: (a) the new school needed to have its own campus, separate from the main campus, so as to establish its own identity from the start; (b) it needed to build a high-tech, modern campus, better than those of existing business schools, so as to offer students and professors an excellent study, research, and working environment; (c) the importance of management and financial autonomy, so as to give agility and expeditiousness in decision-making at the new school; (d) recruitment of the best professors globally, using global head-hunting and advertisements in the best business journals; and (e) offering double-

degrees in partnerships with well-known business schools located in the USA and Europe. These five conditions were granted and became essential in the fast positioning of CENTRUM Catolica by 2006 as the undisputed best business school in Peru.

#### The MBA

The first 42 MBA students started classes in mid-2001. Soon after, several other groups of students came on board. The first strategic partners that offered joint MBA degrees with CENTRUM Catolica were the Maastricht School of Management from the Netherlands and the A.B. Freeman School of Business from Tulane University in the USA. Later on EADA Business School from Spain also offered joint MBA degrees with CENTRUM Catolica. (see Figure 2)

Since its early stages Professor D'Alessio saw a window of opportunity to differentiate the school from the competition, focusing and devising a very attractive MBA programme by

establishing long-lasting international partnerships, by building up a solid public presence in Peru, and in designing its programmes within the framework of sustainable development. This is reflected in the school's Mission, Vision, and Code of Ethics, and in every programme offered by the school. He also knew that offering globally accredited MBA and doctoral degrees was essential for CENTRUM Catolica's growth and profile. By 2011 the school was already accredited by the AACSB, EQUIS, the Association of MBAs (AMBA), and the International Assembly for Collegiate Business Education (IACBE). That year CENTRUM Catolica became one of only 53 business schools around the world to have obtained the coveted Triple Crown.

Presently CENTRUM Catolica has partnerships fully operational and active with more than 10 business schools located in Canada, Europe, Israel, and the USA, offering joint MBA or doctoral degrees, executive education, and carrying out research (see Figure 3). Growth of the MBA programme has been phenomenal since 2001. Enrollment today surpasses 2,500 MBA students and 80 doctoral students. The MBA programme is offered in eleven cities within Peru, and also in Bogota and Colombia. Responsible leadership is embedded in the MBA and doctoral programmes, and in every activity carried out by CENTRUM Catolica. The six Principles for Responsible Management Education (PRME) have been an intrinsic part of the business school since their coming into force. The school has been involved in the 50+20 Agenda since its inception, as a champion and as a strategic thinker in terms of the value proposition that was put forward. It also presented at the Rio+20 Summit last year, which seeks to change business education with a strong focus on global ethics and responsible leadership. CENTRUM Catolica is also a leading member of the 50+20 Global Doctoral Alliance, which seeks to

develop a multi-university global doctoral programme in responsible leadership and sustainable development aimed at strengthening research and education at business schools and corporations globally in those fields.

CENTRUM Catolica is one of the first business schools worldwide to be ISO 14001 certified for its environmental management. It is seeking a voluntary ISO 24000 for its corporate social responsibility management. It has also implemented an eco-efficiency programme, which has reduced energy, water, and paper consumption, and is recycling several of its outputs. The programme seeks to reuse, reduce, and recycle as much as possible, in order to decrease its ecological, water, and carbon footprints.

These and other practices have contributed to position CENTRUM Catolica as the No. 1 business school in Latin America in the Beyond Grey Pinstripes ranking by the Aspen Institute in 2011, and the 72nd best global MBA by the Financial Times in 2012.

#### Advocacy and Outreach

As part of its competitive strategies CENTRUM Catolica is active in several international institutions. Professor D'Alessio is a member of the Board and an advocate of the Globally Responsible Leadership Initiative (GRLI); the European Foundation for Business Development (EFMD), which runs the EQUIS accreditation of business schools; the AACSB International (he has been a member of the Board, and now chairs its Latin American branch), which runs the oldest business accreditation in the world; and of the PRME. Earlier this month CENTRUM Catolica was instrumental in creating the PRME Latin American and Caribbean Chapter, of which it is presently the

chair. Professor D'Alessio was also instrumental in making possible the long-term strategic partnership of - GRLI with the EFMD and AACSB International, to work collectively to devote greater attention to developing responsible companies and leaders in the future.

CENTRUM is also active in the European Academy of Business in Society and the American Management Academy.

CENTRUM Catolica was recognised in 2012 as one of the 50 most easily recognised brands in Peru, alongside those of the top transnational corporations present in the country. This is possible thanks to its permanent presence in the press, owing to its frequent "business breakfasts with business people"- at the top hotels in Lima and the country regional capital cities, where prominent professors from the institution present up-to-date topics to groups of between 500-1,000 business people. It is also a result of the dozens of books and other publications published yearly

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CENTRUM  
Catolica is one of  
the first business  
schools  
worldwide to be  
ISO 14001  
certified for its  
environmental  
management.

by CENTRUM Publishing, its in house publisher. Professors from CENTRUM Catolica are judges in the National Corporate Social Responsibility prizes, which are granted by Peru 2021, the guild of the 100-plus socially responsible corporations in the country.

As part of its advocacy and outreach, CENTRUM Catolica also publishes the Regional Competitiveness Index of Peru (ICRP), which presents the state of competitiveness of the 25 geopolitical regions using 25 critical factors which are derived from 93 quantitative variables. It also publishes an annual executive survey

investment arena, CENTRUM Catolica leads a research programme on the social license to operate in the extractive industries in Peru, alongside the mining, petroleum, and natural gas sectors. It seeks ways to accelerate the negotiation and maintenance of the free and informed consent of the affected communities regarding a portfolio of private investments of over US\$ 60 billion in the next five years. A driving force in this research is a focus on the responsible leadership of business leaders in these and other business sectors in the country, to contribute to long-term well-being of Peruvians and people everywhere.

responsible leadership as a force for change and therefore as a competitive strategy in its positioning in business education in Peru, Latin America, and the world.



for public policy and private decision-making purposes. (A region in Peru is the equivalent of a state in federated republics such as Brazil or Argentina.) It also developed the Arellano Marketing-CENTRUM Catolica Corporate Reputation Index (IRCA), which includes two responsible leadership factors within the eight factors that make up the index. This index shows how a corporation’s reputation is perceived by consumers and how important the social responsibility of corporations is for consumers. This tool will assist corporations in seeing how they are perceived vis-à-vis their corporate social responsibility, and in adjusting their corporate policies accordingly. On the

Under the leadership of Professor Fernando D’Alessio, CENTRUM Catolica in its 12 years of operation has managed to become a formidable business school with positive repercussions within Peru, Latin America, and the world. Its ideas and orientation are part of important national and global initiatives seeking to embed responsible leadership in both business practices and in business education. Its brand is recognised among those of the top corporations; and its research, advocacy, and outreach activities are used for public policy, corporate policies, and for making smarter, more sustainable investments. CENTRUM Catolica has converted

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**Centrum Catolica  
will host the next  
GRLI General Assembly  
12 - 15 November 2013,  
Lima, Peru.**

# EARTH IS OUR BUSINESS: CHANGING THE RULES OF THE GAME

POLLY HIGGINS

*Business is ripe for a new set of rules; law that sets a level playing field, law that creates jobs, and law that prioritizes sustainable development. Profit and growth that are green. Long-term investment signals and surety of government support without the threat of loss of policy when a new government steps in. Well-being of the Earth comes first. Imagine a law that could do all of this and more.*

*Such is the power of law that it can empower the new while enabling the old to re-invent its wheels. Such a law already exists<sup>1</sup>, all it needs is for 81 seeds of state to agree and new rules will apply right across the world. Allow me to explain.*

One law, called Ecocide, holds the key. First and foremost it prohibits mass damage and destruction. Secondly, it creates a legal duty of care upon governments and business to ensure that destructive development is replaced by eco-business; sustainability becomes a mandatory requirement. Thirdly, investment shall by law be moved into medium and low-risk category investments -- high-risk projects that cause adverse impacts will become illegal to fund. At the end of the day, this is a law that facilitates the flow of money into green business – e.g. research that can take many years to get off the ground no longer gets shelved. Say the wind turbine industry is hampered by lack of funds to develop the next generation; suddenly, due to its low-risk profile,

it shall be given the green light. Instead of business that previously raised its finance on the back of high-profit per se, the number one question shall be: does this stimulate ecological well-being?<sup>2</sup> The more likely a given business can be a player within the new rules, the more likely that investment will flow. Large businesses that are prepared to fulfill their environmental duties will find that business can grow fast, which means more jobs and more stable economies. Medium-sized industries that are already players in this field shall discover they can scale-up, creating more jobs and small businesses with big ideas shall have the backing they need. All because of one law - a law that prohibits widespread, long-term or severe damage.

Yes, the impact for some will be a challenge: but what is business without a challenge, and the leaders of tomorrow can step up to the role even before the law is in place. Keeping an eye to what is fast arriving gives first mover advantage. Those who leave facing the new for another time, or until the law is put in place, may find it more difficult to transition than those who have been preparing and aligning their businesses accordingly. Such is the power of future visioning; look ahead and you will discover that a world of new opportunities already exists. All it needs is a key to open the gate and let the sun in.



At the moment we are trapped in a hermetically sealed cycle of damage and destruction. Ecocide law is a much needed intervention. Now we can draw a line in the sand and say "no more". Ecocide is a law that does just that. Ecocide law fundamentally shifts our understanding of what is acceptable, and what is not, by setting a standard that says: first do no harm." Ask yourself this: What provisions are there in place to protect humanity from mass damage and destruction or loss of ecosystems? At the moment, the law of Ecocide has not yet been passed, and destruction of our Earth continues to be the greatest challenge we face.

Like the crimes of grievous bodily harm, there is no exact parameter for what is an ecocide, but rather a set of guidance has been laid out so that an ecocide can be identified in various circumstances. It's not about doing a little less; it's about stopping the destruction at source by

creating global governance at the very top level.

In March 2010, I submitted to the UN Law Commission a fully written proposal giving legal definition to the word Ecocide. Ecocide is the "extensive damage, destruction to or loss of ecosystems of a given territory, whether by human agency or by other causes, to such an extent that peaceful enjoyment by the inhabitants of that territory has been or will be severely diminished."

There are two types of Ecocide. The first is man-made or ascertainable ecocide. This is ecocide caused by human agency.

Here, an individual responsible for the activity which has resulted in ecocide can be identified<sup>3</sup>. Usually this is ecocide which has arisen through the decisions made at board level.

The second type of ecocide is caused by "other causes". These are catastrophic events; what is referred to in law as a force majeure or an "act of God", such as flooding or an earthquake. Such events can be termed "non-ascertainable ecocide" as no one perpetrator can be identified. This type of ecocide cannot be stopped as it occurs naturally. However, when man-made ecocides are prohibited the knock-on impact shall be climate positive; naturally occurring ecocides that arise as an unwanted consequence of runaway climate change shall be reduced.

We did it before: we abolished slavery, we criminalized genocide and we brought an end to apartheid. Now it is time to end ecocide. Eight million acres of pristine Ecuadorian rainforest is threatened by bids to convert it all into an oil wasteland. This is an example of destructive development; change the law at international level and transnational corporations will have the leverage to become clean and green.

Law is intent made manifest; when a law is passed it sometimes has the potential to shift consciousness. So ask yourself this question: what is your legacy? We have normalized mass ecocide -- witness one of the world's largest ecocides: the Amazon. It continues and it is not a crime -- yet. It is our choice; the world is in our hands. By making Earth our business we can change the rules once and for all. That is a legacy worth making. [ABOUT THE](#)

#### AUTHOR

**Polly Higgins** is a world expert on law of Ecocide and award-winning author of *Eradicating Ecocide: laws and governance to prevent the destruction of our planet and Earth is our Business, changing the rules of the game*, published by Shephard-Walwyn, 2010.

#### MORE INFO

[www.pollyhiggins.com](http://www.pollyhiggins.com)

[www.eradicatingecocide.com](http://www.eradicatingecocide.com)

#### REFERENCES

<sup>1</sup> see University College of London's Institute of Advanced Legal Studies' research paper, Ecocide is the Missing 5th Crime Against Peace. Documentary evidence provides a paper-trail of international support for a law of Ecocide during the mid-80's to the mid-90's. At the 11th hour it was shelved. Had it been made law, the green economy would already be our norm.

<sup>2</sup> Many countries in Europe have been advised on the benefits of a law of Ecocide. Ecuador and Bolivia are two countries elsewhere that are placing well-being principles into their laws.

<sup>3</sup> Much ecocide is caused by transnational corporations, in particular the extractive industries. This is a law that challenges the existing business normative - one that is based on driving up profits without first examining the consequences. Ecocide makes it the law to examine the consequences. The burden of proof lies with business to prove that:

- the consequences are minimal impact; or
- practices will be realigned or moved into new low-risk projects; and
- business that put their ecological responsibilities first will use a new test: first do no harm.

# Cadres for the common good

John North and Hamid Bouchikhi

The 50+20 vision has ignited a flame that illuminates a path towards the future of management education. John North and Hamid Bouchikhi describe the latest steps on the journey

With the dry winter months encroaching on large parts of sub-Saharan Africa it is not uncommon to spot and often smell wildfires or veld fires as they are known locally. These wildfires occur in the open rural spaces of the African grasslands or woodlands (the veld) showing no regard for boundaries and fences or the national speed limit – often racing and raging out of control, reaching farms and settlements hundreds of kilometres from the initial spark.

Because the occurrence of wildfires are often the result of a simple insignificant spark and generally due to human action or neglect, one easily forgets that they also form part of the natural renewal process in an area where roughly 70% of the natural ecosystem (within South African borders at least) is adapted to this harsh but necessary reality.

When handled responsibly, however, a spark can ignite a much-needed source of light, a torch lighting the path of the carrier and those in the vicinity trying to find their way forward.

This seems to ring true for the impact and energy of the 50+20 vision.

The time and conditions are ripe for a new idea, a spark if you will. Some will perceive the spark as a threat and source of a pending wildfire. Others will protect and nurture the flame in the hope that it will help shine a light on the path of renewal.

And so, in the last few months, we have seen individuals and organisations across the management education ecosystem ignited by the essence of the 50+20 vision, working pro-actively and often in partnership to make its impact felt.

A number of business schools are in the process of piloting “collaboratories” within their stakeholder

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networks, and international and regional teams of management educators and scholars are using the roles and enablers described by 50+20 in their daily research, teaching and other duties.

During the 2012 Academy of Management Presidential Address by President Anne S Tsui the 50+20 vision was held up as an example of management education “Daring to Care” while the latest revision of the EQUIS standards includes a new chapter on “Ethics, Responsibility and Sustainability” that requires business schools to adopt core elements of 50+20 ideals to remain accredited.

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Since GRLI's creation in 2004 it has sought the right moment to launch a well-grounded global programme for the hands-on review and re-engineering of business school and corporate university programmes.

A recent testament to 50+20's impact is the announcement in March that the Globally Responsible Leadership Initiative (GRLI), which continues to act as holding space of the 50+20 vision, entered into a long-term strategic partnership with EFMD and AACSB International as the operational arm of their shared ambition to accelerate change in responsible management education.

But talk of renewal will come to nothing unless groups and individuals with the ability and willingness to shift management education towards the common good are equipped and mobilised.

As the vision of business and management education being celebrated for its service to society catches on there is naturally an increased demand for practical support in moving forward in its implementation. The hard work of transforming our institutions and offerings has only just begun.

The GRLI General Assembly ("Africa Leads" – Stellenbosch, South Africa, November 2012) signified a transition phase in the 50+20 work with the scoping of two groundbreaking initiatives aimed at:

- equipping a global cohort of programme directors and faculty to drive innovation in their bachelors, masters, doctoral and executive education programmes
- supporting institutions in bolstering their doctoral programmes, which are the main training ground for future faculty and professionals beyond the MBA

The resulting programmes and networks provide an opportunity for deeper exploration of the 50+20 vision and much needed practical opportunities and initiatives to develop cadres of management educators

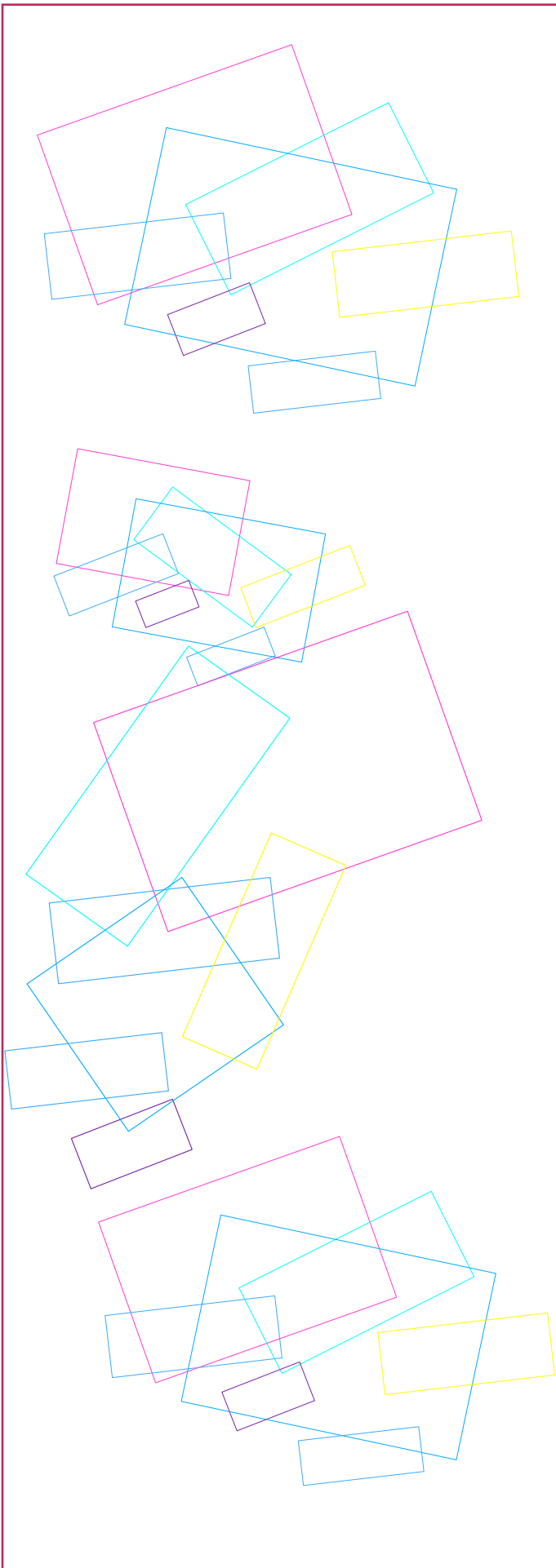
and scholars that serve the common good as opposed to the status quo. ("Cadres" in this context are defined as groups trained for a particular purpose who drive large-scale transformation in their organisations, industry or society.)

#### A global network of committed peers

Since GRLI's creation in 2004 it has sought the right moment to launch a well-grounded global programme for the hands-on review and re-engineering of business school and corporate university programmes. The Innovation Cohort, which will start work in October 2013, aims at gathering and equipping dedicated change agents from around the world. It will involve mainly programme directors but may also appeal to other faculty members and senior administrators.

The programme aims to enable business school, leadership development and corporate university leaders to work in a facilitated peer environment with the insights developed through the 50+20 project and to develop





the capacity of programmes to deliver the three dimensions of the 50+20 vision: educating globally responsible leaders; enabling sustainable business; and engaging with societal transformation.

The format will be “facilitated co-learning” embodying the collaboratory concept that is central to the 50+20 vision. Skilled facilitation and the participant-directed approach will help the global cohort to move from deep reflection to insight and rapid prototyping. By the end of the programme participants will be working with their own implementation process already under way within their sphere of responsibility.

The action-oriented learning programme is designed over nine months with four face-to-face working sessions each held over three days and peer-to-peer work in between meetings.

Each participant is to deliver a specific self-determined outcome for his/her school and the cohort will jointly prepare a report on their work to contribute to the growing body of knowledge on transforming management education.

**A global doctoral alliance for sustainability and responsibility**

A previous Global Focus article by Katrin Muff –(“50+20 offers a clear vision”, Global Focus Volume 6, Issue 3) on the implementation challenges for 50+20 pointed out that broadening the skills, experiences and competencies of faculty represents the single biggest lever in achieving the 50+20 vision.

Doctoral programmes, as the natural breeding ground for the next generation of tenured faculty, seemed like an appropriate starting point.



## Some required faculty competencies and skills identified by 50+20

Learning Oriented	Research Oriented
Interdisciplinary business knowledge beyond silos	Immersion and understanding of trans-disciplinary issues globally and locally
Coaching and personal development guidance	Sustainability knowledge integrating economic, environmental and societal concerns
Action-, whole person-, and person-centered learning facilitation	Traditional subject knowledge enriched with ethics, entrepreneurship, leadership, sustainability, technology and innovation
Systems thinking and risk analysis for holistic decision-making	Future-oriented and issue-relevant research methodologies
Networking capabilities for field projects and immersion with stakeholders	Collaborative skills to interact with broad stakeholders across disciplines and sectors

**“What do doctoral studies look like in the context of the 50+20 vision?”**

With this question in mind a group of deans, directors, PhD students and administrators met in March 2013 to scope the work of the 50+20 Global Doctoral Alliance (GDA). More than 20 institutions provided virtual or direct input to the two-day design session with two **parallel streams of work emerging:**

**1: Foundational doctoral-level module on Sustainability and Responsibility**

Jointly developed and delivered by GDA participants, this module will enable participating institutions with existing doctoral programmes to offer a percentage of credits required towards a doctoral track or concentration in “Sustainability and Responsibility”.

The module is meant to address the core knowledge and skill requirements at doctoral level and its design allows for complementary specialisation modules to be added in future.

**2: 50+20 doctoral student network**

It became apparent that doctoral students working in the areas of sustainability and responsibility may benefit from the opportunity to peer review, co-write and meet (face-to-face or via virtual colloquia) with other students and senior academics. Work is underway to identify participants and convene an online network and sharing platform for existing doctoral students and supervisors focused on sustainability and responsibility.

**We are now in the implementation phase**

50+20 has been and remains an open-source vision. No one holds the patent to put it into production. Irrespective of the degree of our individual and institutional abilities and energy to implement the vision, it is clear that increasingly others will step forward and nurture the flame that has been ignited.

GRLI is going beyond calls for radical change. By providing a practical starting point for business and management educators who recognise the urgent need to transform the entire ecosystem, including their own institutions and offerings, and who are prepared to work collaboratively to bring about such change, it hopes to develop a cadre of management educators and scholars who aim not to be the best in the world but the best for the world.

**ABOUT THE AUTHOR**

**John North** is an associate of the Albert Luthuli Centre for Responsible Leadership (University of Pretoria) and heads up the GRLI Africa office.

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# Lessons in Leadership – Experiences of the 14<sup>th</sup> GRLI General Assembly

The GRLI's 14<sup>th</sup> General Assembly was held at ESSEC Business School just outside Paris in June 2013. As part of the event, twenty-five next generation leaders participated in a gathering of GRLI Ambassadors before joining the GA. To reflect the diversity of roles and experiences at this event, we offer four perspectives on emergent leadership.

## Charline Collard – Learning Facilitator

Together with Maria Tödtli from University of St. Gallen in Switzerland, I was supported by Oasis to be part of the facilitation team at the GRLI Ambassadors event. Students and young managers from across the world gathered for a unique event at the interface between business, education and society, to be part of a next generation of globally responsible leaders.

I have worked in International Business Development for 10 years. I quit in June 2012 because I really needed a change, not only of career but of life. I had the feeling that I was not myself anymore.

When I was in my early twenties, I was full of ideals. Then I started working and I think I got completely sucked into the system. I moved away from my core values. After taking the time to reflect - which I hardly had when working - I could hear this little voice of mine telling me the truth about what I wanted to do and wanted to be: someone who can share her knowledge and experience with others and try to foster well-being around me. So I went back to study a second Masters degree in Cultures and Organisational Leadership, which is an original approach to leadership.

This learning journey has been very much influenced by the GRLI. Indeed, since one of my lecturers offered me the chance to establish a GRLI Ambassador community at my University, I have started looking at leadership differently.

The discovery of the GRLI was very emotional, as I thought I was getting all the answers to the many questions I had been having. I was not the only one feeling that way! And this became even more obvious when I met other Ambassadors and GRLI members, at the GRLI conference in South Africa last November.

Since then, I have set up a GRLI Society, and we now have 17 active members. We offer students discussions on responsible leadership (some students find these inspiring for their research projects), open lectures with guest speakers like Mark Drewell, GRLI CEO, who spoke about

Management Education, and Nick Ellerby, Oasis Co-Director, who talked about Whole Person Learning.

We are trying to become an inspiring platform between all the other groups from the University involved in sustainability, and we have even started networking with more societies from Cambridge University. We are also trying to have an impact on Management Education via the 50+20 agenda.

We would love other Ambassadors to do the same so we could strengthen our network all around the world!

I was so delighted to join the Oasis facilitating team for the GRLI Ambassador Event as I believe that if people learn that it is OK to be authentic, that we are all interconnected and relations can be empowering, then the state of the world today could improve and people could share a common purpose in their life: the Common Good.

## ABOUT THE AUTHORS

**Charline Collard** is a Student at Anglia Ruskin University, a GRLI Ambassador and a Learning Facilitator

**Eze Ogonnia Eze** is a Student at Anglia Ruskin University and a GRLI Ambassador

**Julie Barnes** is a Oasis School of Human Relation Associate and was one of the co-facilitator at the GRLI Ambassadors meeting.

**Kelly Bibowei Tuodolo** is a Student at Anglia Ruskin University and a GRLI Ambassador



*A gift, pure and simple - It doesn't interest me what you do for a living. I want to know what you ache for*

### Eze Ogbonnia Eze - Ambassador

The gathering of GRLI Ambassadors aimed to discuss the various strategies that can be applied in tackling the current global crisis that has created heightened anxiety in the world. This event saw the gathering of next generation globally responsible leaders who have accepted the challenge of being a catalyst for the change the world is yearning for.

As a researcher in an interdisciplinary field with particular interest in the process of human development, I was particularly enriched, stimulated, inspired and challenged by this event.

Firstly, the intensive responsible leadership development programme engaged me and got me thinking of what the world is calling for from me and how I can lead the change that I desire. The programme enabled me to discover more of my potential, my strengths and the qualities I have which can be used to create relationships for pushing forward the values of responsibility and sustainable behaviour for the global common good.

My experience of the event was an eye opener and one I will never forget. The Ambassadors were mutually organised together and in groups to drive and initiate ideas. It brought out the leader in me because, I was busy courageously supporting discussions and initiating roles that I can play as an individual leader fighting for a collective goal .

My social, emotional and personal intelligence has widened through this programme and I think it is important that leaders of tomorrow and young people are given this kind of opportunity. At the heart of the current management, financial, environmental and social crisis across the world is a lack of responsibility and leadership. This formed a major part of our discussions in France.

Knowledge gained from this conference has taught me that together we can bring better models to business. Together we can create and build a sustainable future for ourselves. Together we can shift our awareness to be in touch and connect deeply in educating, engaging and enabling our community and society to care for our planet, for people, and do business in a way that will not endanger our existence and that of future generations.

One way our Business School can help push our dreams further would be to include responsible leadership in the educational curriculum. Future business leaders require this new thinking and action integrated into their learning and development in preparation for now and for the future. As GRLI Ambassadors we will continue to inspire other students and staff with our activities and programmes. Global responsibility is not a choice. It is a vital corporate culture that will make us be the best for our world.

I have been personally developed through this event. My responsibility to the world has become clearer. I am very much aware of what the world is calling for from me and now I know that there is a deeper level of me that should be awakened.

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Together we can create and build a sustainable future for ourselves. Together we can shift our awareness to be in touch and connect deeply in educating, engaging and enabling our community and society to care for our planet, for people, and do business in a way that will not endanger our existence and that of future generations.

*and if you dare to dream of meeting your heart's longing - Excerpt from The Invitation Oriah Mountain Dreamer*

### Julie Barnes, Oasis Co-Facilitator

Wide awake at dawn, full to the brim. Soothing birdsong and summer colours in the garden - draw breath and let go of consciously trying to make sense of what I am feeling.

Reflecting on my experience of working with GRLI Ambassadors for the past two days in Paris. Taking in the sights, smells, shapes, faces, stories, smiles, tears, words, pictures and the presence of each one. Dedicated business students committing their time to a workshop before the General Assembly - learning about leadership and laying the foundations for an emerging network of Ambassadors, worldwide.

For me, the privilege of working with a new generation of leaders from across the world and the joy of learning with them. A personal challenge of working with people I've just met; in a place I've never been; in a way I'm just starting to learn about. Can I bring all that I am and that I know, to this newly forming facilitation team and to this group of eager young people? Holding myself in readiness - listening for what is needed in any given moment and welcoming what we co-create together. Ready to use any, all or none of the plans, ideas and structures we have prepared - abandoning set pieces in service to the group and what is being called for in the moment.

We start by asking 'what is the world calling for?' and 'what is happening in my part of the world that gives me hope?' We hear stories of collective and personal empowerment, of people standing up for what they believe and successfully calling politicians to account in

unprecedented ways. Advances in access to education, environmental successes and people stepping forward in inspirational ways; no longer waiting but acting locally and where they can make a difference.

We asked 'what do I care about in the world?' and 'what I will do...?' building on their personal passions and beliefs and making clear commitments to act for planet, society and themselves as leaders. Using the GRLI GRID, participants created personal maps of who they are and what they wish to do. They shared their intentions with peers and gave each other feedback about the leadership qualities they had witnessed in our short time together. Standing in the circle and speaking their intentions, we ended with a shouted 'I hear you'. Taking their message to the General Assembly, it was a great start to the week. Reflecting on how, as facilitators and group members, we worked together, welcoming what came up for each of us; breathing in the richness of new experiences and sensations created from the meetings, stories, dreams and whole people recently encountered in deep connection. Learning from each other - inspired by the certainty of my fellow facilitators in the unknown and their willingness to show themselves and to experiment together. Glimpses of what this demands of all of us - the joy and fear of staying open and curious even in our doubts about what's possible, what is being called for and what will happen next? Of generosity and trust in each other. Of staying present whatever comes 'with neither hope nor fear' of what will be achieved.

Of myself being wide open still, hours and days later, as new understandings emerge, take shape and gradually settle in me. Not needing to name or capture them. A new peace descending as what I have learned penetrates and find its place. Feeling gloriously blessed and grateful for this time and knowing that all this, all that has been absorbed, will be available to me the next

### Kelly Bibowei Tuodolo - Ambassador

The GA aimed to discuss and proffer possible practical solutions to the challenges of responsible leadership and responsible business management education. The young generation of Ambassadors were included in the conference because we will become the future implementers of the desired changes in the world.

Participating in this conference has helped me to realise that the change that we desire in the world today will only come as a result of our collective actions as individuals. It will require us to "rethink" things systematically and to change our actions, attitude and beliefs or policies. It was a time to meet with other young Ambassadors of like-mind and to discuss, reflect and exchange ideas of what we expect the future to be, and what actions can be taken to ensure a better and more sustainable future.

As a student of a business school, the GRLI General Assembly also helped refine my view on the method of management education. This is my core area of interest, particularly exploring a holistic method that is not based on content alone.

The conference had at the end a call for a change in business management education and a change in the corporate social responsibility of businesses towards a more responsible action-driven approach. This is a model that will be beneficial to all business education institutions around the world who need to incorporate responsible business management into their curriculum. This is the bedrock of the transformation desired in society and should be sustained.

1st EFMD Global Network



# Americas Annual Conference



## The Role of Business Schools in the Americas

The EFMD Global Network Americas Annual Conference has been designed for all those interested in management education and development. It brings together EFMD Global Network members, companies, educational institutions and other associations that have an interest in the Americas.

27–29 April 2014

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More information:  
[info@efmdglobal.org](mailto:info@efmdglobal.org) / [www.efmdglobal.org](http://www.efmdglobal.org)

## The **Globally Responsible Leadership Initiative** has entered into a long-term strategic partnership with **EFMD** and **AACSB International** (AACSB).

The agreement sees two of the most influential global voices in management education working closely with the GRLI in its role as a network of forward thinking companies and business schools.

Together the three organisations are focusing on an important message: that business and business schools need to work collectively to devote greater attention to developing responsible companies and leaders in the future.

“Over the past decade the GRLI has learnt a great deal about catalysing change in the complex interface between management education, business and society. This move creates a platform on which we can transform success into significance as we work to scale our impact in partnership with EFMD and AACSB International.”

Eric Cornuel, Director General and CEO of EFMD provided a strong context from the past when he said at the announcement of the agreement in March this year “The GRLI, which we co-founded with the United Nations Global Compact (UNGC) in 2004, plays an important role already in providing direction, support, and visibility to what business schools are doing to foster responsibility and sustainability. However while there has been some initial success, much more remains to be accomplished. GRLI will become the armed wing of our shared ambitions at EFMD and AACSB to accelerate change.”

AACSB International President and CEO John Fernandes sees the agenda that the GRLI addresses as central to the role of management educators: “In recent years, the role of business as a sustainable and



**EFMD** ([www.efmd.org](http://www.efmd.org))

EFMD is a leading international network of business schools and companies (810 members / 82 countries) at the forefront of raising the standards of management education and development globally. EFMD runs the EQUIS and EPAS accreditation systems as well as the EFMD Deans Across Frontiers programme (EDAF) and is one of the key reference points for management education worldwide.

socially responsible enterprise has risen consistent with the world's demand for accountability. Through our accreditations and services, AACSB and EFMD are important stakeholders in addressing society's objectives of sustainability, social responsibility and ethical leadership. This move increases the intensity of our focus in this area, and will enable both organisations to serve our members more fully as they seek to address the challenges of 21<sup>st</sup> century management education.”

EFMD and AACSB have joined the GRLI's Board with each appointing two representatives to participate in governing decisions alongside GRLI Partner representatives from business and learning organisations. AACSB is represented by John Fernandes and Linda Livingstone, Dean of the Graziadio School of Business and Management at Pepperdine University, USA. Linda is the vice-Chair elect of the AACSB board. EFMD has similarly heavyweight representation with Eric Cornuel being joined by EFMD vice-president and former board member of Deutsche Telekom, Thomas Sattelberger

The two organizations will also provide financial support to bolster GRLI's capacity to achieve its mission which will be utilized to support capacity development in the organization.

The partnership has already borne fruit with a strong GRLI contribution to both the EFMD's annual conference in June and AACSB's sustainability conference the same month. These activities are practical confirmation that both EFMD and AACSB mean business in the arena of responsible leadership.

In the coming years a programme of bilateral and multilateral action will unfold between the three organisations. We look forward to reporting on this in future editions of Global Responsibility.



#### **AACSB International** ([www.aacsb.edu](http://www.aacsb.edu))

AACSB International (The Association to Advance Collegiate Schools of Business), founded in 1916, is an association of more than 1,300 educational institutions, businesses, and other organizations in 81 countries and territories. AACSB's mission is to advance quality management education worldwide through accreditation, thought leadership, and value-added services.

As a premier accreditation body for institutions offering undergraduate, master's, and doctorate degrees in business and accounting, the association also conducts a wide array of conferences and seminar programs at locations throughout the world. AACSB's global headquarters is located in Tampa, Florida, USA and its Asia Pacific headquarters is located in Singapore.

# Back to Basics: At the Heart of Values-Led Management lies Ethics

Peggy Cunningham & Megann Wilson

As the world begins to make its way forward from financial crises and an environment of questionable corporate conduct, management thinkers and educators are asking whether embracing concepts such as values-led management or sustainability are enough. Given the fact that the idea of corporate social responsibility was already a well-used term more than thirty years ago, clearly there is some message that didn't get through to the business world. Either that, or the core of the concept has been forgotten in a plethora of buzz words, posturing, and a failure to live these concepts deeply within the firm. As the Dean of the Faculty of Management of Dalhousie University in Canada, and educator, and someone with a long history in corporate responsibility and ethics research, I have wondered if we are really accomplishing what we hoped to do when we launched new programs in these fields as counter-measures to harmful business conduct. I've engaged in myriad conversations with students, faculty members, business leaders, and management thinkers on just this topic. One thing that continues to come to the surface in those discussions is the idea that we must return to the concepts which are the foundation of all of these other areas of study: ethics.

When I joined Dalhousie University, it was because I believed its focus on values-led management was an

essential foundation for management education. Values-led management takes real work to bring to life. It is one thing to find a way for all to agree on the core values (itself a significant task). Actually living the values in an environment that is continually evolving, filled with individuals who have been taught, trained, and conditioned to question, in an era of unprecedented constraint, challenges our abilities every day.

Over time, I saw more and more organizations adopting some form of values-led management and leadership. Nonetheless, I also perceived a new danger with a focus on a diverse set of values that diluted and moved us too far away from the core of values-led management – ethics and integrity. These values must be the cornerstone on which all other values rest. We must understand that a fundamental pillar of values-led management is ethical decision-making and action. In a recent article for the Guardian,<sup>2</sup> Jo Confino adds her voice to those of us calling for a focus on these fundamental concepts, "Behind all the talk of responsible capitalism is the age-old search for meaning and purpose, backed up by an ethical framework which has fairness and interconnectedness at its heart."

There is no doubt that values-led management and ethical decision making are tightly related and share



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many common principles. As Confino notes, fairness is fundamental. This concept is captured by ethical theorists under the topics of principles of procedural and distributive justice. The next commonality is that of responsibility and accountability for the consequences of decisions and actions by the leaders, management team, and the firm as a whole. Both concepts outline beliefs about the need to create positive outcomes for stakeholders while minimizing negative consequences for any group or individual.

Where the concepts of values-led management and ethics start to diverge is around questions of what good or what value needs to be created, and does one value or

outcome evolve to dominate others. In particular, when business people have discussions of value, they are usually focused on the economic value that can be created by the firm versus its social or environmental value. When relationships are discussed using this lens, it is not a discussion of rights, a duty of care, or respect for the value that different groups bring, but a discussion of economic stakeholders (customers, suppliers, employees), and the economic value they can create. In other words, it becomes a discussion based in instrumentality and financial gain for some, but not all, stakeholders versus a discussion based on rights, responsibilities and principles. Values-led managers do focus on relationships and the need for interconnectedness, but they can go astray if the relationships are only seen through an instrumental lens focused on economic gain. They may prioritize the wrong values and fail to keep ethics and integrity in the forefront of all they do. As a result they fail to truly respect stakeholders, and they never build the trust so essential in today's interconnected world.

Thus, going back to fundamentals, to sound ethical principles, must be at the heart of values-led management if it is to create outcomes different than those we have seen splashed across the pages of the business

press. Rather than personal gain, ethical principles change the lens to one of the greater good and long-term sustainability within a thriving community. Samsung is a company that seems to have gotten this balance right. They focus on integrity and ethical standards, respect customers, shareholders and employees, show care for the environment, health and safety, and work towards co-prosperity.<sup>3</sup>

Leading with integrity is a core value of what we are doing here in Dalhousie's Faculty of Management – whether that is in our Rowe School of Business, or in one of our other three Schools – Public Administration, Resource and Environmental Studies, or Information Management. It is far more than the large banner in our atrium. In fact, ethics is so inculcated in our Faculty and our student body that we almost cease to notice that our approach is different from some of those around us. Like others, we offer courses in ethics, corporate social responsibility, and sustainability. What makes us different is the fact that these things are central to all we do – they are not just the topic of stand-alone courses. As one MBA candidate noted in a recent conversation with me, “Maybe you don't realize it, Dean Cunningham, but things are different here at Dal. Ethics is in everything. It's in every course we take.”

Some programs or organizations that promote values concentrate on the “repair-shop” part of the story – they



look for what went wrong, and try to figure out how it could have been done differently. This way of teaching, viewing, or thinking about ethics is much like root cause failure analysis – for it to be implemented, there must first have been a failure. Furthermore, it reinforces the stereotype about business and management practice at which many students arrive based on years of reading the press and viewing popular media – that managers are soulless, manipulative, power hungry, morally bankrupt people. Values-led management that keeps ethics and integrity at its core, accompanied with a culture of collaboration gives us a more positive perspective, and it has helped us create shared value for internal and external stakeholders.

Within the Faculty of Management at Dalhousie, integrating ethics explicitly into our values-driven strategy requires an integrated set of actions and policies. We frequently discuss our ethical values and how to enact them at meetings of the faculty. We are weaving ethical values and management tools into the learning goals for our students. Our leaders work to create an enabling culture where people can make the tough choices – something that is often required when making the ethical choice. We have a strict, but non-draconian academic integrity policy for students, faculty and staff. We are a learning institution with the view that students or faculty may make errors in their ethical judgement, but they must demonstrate learning from the error and a sincere desire not to repeat the

mistake. We also focus our teaching and ethical discussions here in the Kenneth C. Rowe Management Building on positive examples, where acting with character and courage and doing the right thing led to an even more positive result for the individual, the firm, the community, and the environment.

We are increasingly seeing occasions where our students have endeavoured to do the right thing, even when taking the high road was anything but easy. In a case competition earlier this year, one of our teams ran into a problem. They had just finished presenting a case to a panel of judges where they were acting as a team of consultants, looking to obtain a contract to help a major manufacturing firm manage a significant PR crisis. As the floor opened up for questions, the judging panel questioned the team's understanding of the case, pointing out that details had been mixed up and that the team had recommended a solution that did not make sense under the current situation. Realizing they had made a major mistake, there was no time for the team to discuss what they were going to do to recover, so they did what made the most sense to them: they admitted to making a mistake. "We could have left it to one of the team members to recover with a creative comeback or we could have argued with the judges that we were in fact correct

but we knew that as acting consultants, we needed the judges to trust us and like our ideas. Doing the right thing in this case meant owning up to our mistake, especially since we had said in our presentation that they could trust us to look out for the firm's best interests" said team member Rebecca Rogez. Technically, they should have been disqualified. But the judges made an unprecedented move, praising them for their ethical stance, and allowing them to continue in the competition. "Fine," one may say, "But that was simply a student contest. There wasn't much at stake."

Perhaps another anecdote may be more convincing. This year, several of our entrepreneurship students earned the opportunity to compete in the prestigious Next 36. This is a national competition that results in young entrepreneurs having a chance to secure not only mentorship by top business leaders, but also access to significant amounts of venture capital to launch their enterprises. Competition is fierce. Typically, individuals win a place based on their own merit and ideas. Team applications are discouraged, and if they do apply, often individuals are plucked from their teams and put into new teams by the event organizers, in an effort to maximize the opportunity for their start-up ventures to succeed. However our team made a pledge to trust each other and respect the value each individual brought. They felt it was better to stick together, whatever the outcome, than split up, break their

promise, and act in an instrumental fashion. They were pressured to change their stance and were told they had very little chance of success if they remained together. Despite the pressure, the team stood by its principles and never violated their bond of trust. The organizers were so struck by their courage and ethical stance that they gave the team a special venue to earn entry. Their tenacity and willingness to put ethical values first ended up helping them secure three spots for the team – a first ever event that may change forever the rules of this competition.

Real-life examples like these are what are driving a back-to-basics approach, not only here at Dalhousie, but in Canadian corporations, as well. Companies are stepping up to the ethical plate – no longer is it simply a situation where enterprises pay lip service to supporting ethical behaviour in the workplace. Companies such as AON and Deloitte are putting specific procedures, structures or systems in place to facilitate right-thinking and right-acting employees. Further, they are using plain language to explain the types of behaviours that are acceptable, or not. Third-party 'ombudsites' allow individuals to report unethical behaviour without fear of retribution.<sup>4</sup>

Furthermore, organizations who are committed to ethical dealings are reaching out to spread the word, and to make an effort to remodel expectations as to what business leaders should be. In April of this year, we launched a new ethical leadership initiative that is corporate funded, but student led, both in its design, activities, and selection of award winners. Our students decided that it was 'Ethics in Action' that was important, so the new activities bear this name within the Faculty of Management. The initiative grew out of a conversation I had with one of our alumni and benefactors, Brian Porter, President of Scotiabank. He

wanted to see students being rewarded for applying ethics in everything they do. The bank wanted to encourage doing, and thinking about, the right thing. Moreover, both the bank, and Porter, wanted to see the initiative not as the end of the discussion, but as the beginning of a conversation about ethics that would ripple through the Canadian business, government, and not-for-profit sectors – and beyond. We looked for ways to encourage the press to cover the many 'good news' stories about ethical courage and leadership, instead of the steady litany of greed and corruption.

The new initiative builds on our 8-year history of running a very successful Business Ethics case competition (the Dalhousie Business Ethics Case Competition, or DBECC). It goes the next step beyond integrating ethics into our classes and programs. The initiative features a student-led Ethical Leadership Conference, the first to be held at our university. We've expanded the case competition to include both undergraduate and graduate streams. There are new essay and video essay contests to prompt students to think about what ethical leadership means to them and their future careers, and to drive thought-leadership in the area of ethical leadership. In partnership with Scotiabank and the Canadian Chamber of Commerce, we have launched the first National Ethical Leader Award. Business leaders will nominate people they believe have made tough ethical choices, but again, it will be the students who will lead the selection of the winners.

Remembering the ethical core of values-led management is bearing fruit. Not only is it making our students think more carefully about the decisions they make when solving problems or answering questions in class, but it is evident in the companies who are choosing to recruit at our university. They are

recognizing that we are producing a different kind of graduate. The end result is that our students are making better choices, and setting examples for those around them. But there's more: because employers see Dalhousie turning out management students who are diverse, interested in the greater good and the needs of others, and willing to work consensually, more and more doors are opening for our graduates. That means our graduates are not only making great choices, but they have great choices. To us, there could be no better example of a return to ethics generating a self-replenishing reward for both business and society.

#### ABOUT THE AUTHOR

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**Megann Willson** is the Director of Marketing and Special Projects in the Faculty of Management at Dalhousie. She is also Partner and Co-owner of, Panoptika, a marketing research and consulting firm. She has been instrumental in helping to manage and launch our new Ethics in Action program, which has been supported by a gift from Scotiabank.

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# AN INTRODUCTION TO THE GLOBAL ORGANIZATIONAL LEARNING AND DEVELOPMENT NETWORK – GOLDEN

FRANK BRUECK & MAURIZIO ZOLLO

GOLDEN is a major initiative to study and, at the same time, facilitate the evolution of the business firm towards sustainable enterprise models. Through a unique global network of academic thought leaders partnering with corporations, institutions and stakeholders, it is developing a comprehensive approach to the study of corporate transformation that focuses on the questions: How do firms evolve toward sustainable enterprises? What factors explain the effectiveness of their initiatives to integrate sustainability?

Any business, irrespective of size, industry or even expertise in sustainability practices, constantly evolves its understanding of what its own sustainable enterprise version really is. This is simply because the expectations on corporate conduct by customers, employees, suppliers and business partners, shareholders and local communities, are constantly and rapidly evolving. Therefore, the answer to the question “what should we do to be sustainable?” is never fully discovered, since the “end game” (the sustainable version of my company) is a moving target. Moreover, there are many ways in which the (fundamental) transformations in the purpose, the strategies, the products, the organizational systems and operating processes, the culture and values, essentially all the defining traits of a company, can be realized. Which ones are the best approaches to realize this ambitious change strategy across those traits, applied to all the key line and staff functions of our company? What approach works best (for our company, in a specific context) and what does not? Why is it so? And, most importantly, how do we find out early in the game, and possibly without taking too much risks and costs?

Whether a company is far advanced or a new entrant in the game, to the extent it is serious about integrating sustainability across all the aspects of its business model(s), it will have to experiment with different change approaches to find out what works best across its functions, its product divisions, its geographies and local

cultures. Sustainability is, in a nutshell, an unprecedented innovation and corporate change challenge. No one has “the answer”, by definition; every company, no matter how many sustainability experts it can rely on, is in a constant search for the best ways to more effectively, rapidly and (possibly) cheaply, change itself to get closer and closer to its ideal model of a sustainable enterprise.

That is the challenge that the community of scholars, managers and institutional leaders decided to tackle under the GOLDEN program: studying how firms can innovate more effectively and efficiently their entire “enterprise model”, not only new products and new processes, but an entirely new way to conceive of and run its business(es) which integrates and simultaneously achieves the best possible economic, social and environmental performance. The way GOLDEN does it is by having scholars and managers work together to design scientifically rigorous change experiments to tackle strategically important sustainability issues. Below, you will see more details about how this works.

## The Scale of the Effort and the Creation of SUN

The work on the concept of GOLDEN started in 2010 with a workshop at the Bocconi University in Milan, Italy. Today GOLDEN is governed by a board (the GOLDEN Council) consisting of the main academic investors (Bocconi University, WU Vienna and the University of Minnesota) and invited members. A management team around the Academic Director, Maurizio Zollo, and the Managing Director, Frank Brück, is in charge of the management of the program.

However GOLDEN is grounded in the belief that only a concerted collaborative effort of all players in the sustainability arena can address critical issues around global and corporate sustainability today. Such an audacious goal requires sustained efforts at a large scale from several perspectives:

- **Geographic:** Sustainability expectations vary substantially from country to country. To study how companies can conceive and address them, GOLDEN is present in 28 countries across all continents.
- **Timeframe:** Studying, and simultaneously facilitating, the evolution towards sustainable enterprise as the norm in business is a huge, ambitious, goal, which will take years to realize.
- **Stakeholders:** For “the sustainable enterprise” to become the norm across industries and geographies, the entire eco-systems of companies and their stakeholders must be engaged in collective experimentation, learning and transformational change processes.
- **Across academic disciplines:** The need for interdisciplinary research to understand sustainable pathways makes it necessary to link not only departments within management schools, but to reach out to social sciences, neurosciences and environmental sciences.
- **Functional lines:** The focus on transformation of the corporation means that all the relevant functional units within each participant firm must be engaged.
- **Levels of analysis:** Deep, system-level, transformational change needs to be addressed simultaneously at the individual, enterprise and eco-system levels.
- **Commitment:** Each of the actors involved (research centers, companies, institutions) commit to the success of the global program by investing, to the extent possible, their human, relational and financial capital.

### The Research Network

The research network of GOLDEN currently consists of:

- Links with more than 130 researchers
- Engaged at more than 40 research centers and other academic institutions
- Spread over 21 countries worldwide
- Cooperation with 12 public and civil society organizations and NGOs

This urgent need for transformational, large-scale and systemic responses to mounting global environmental, economic, political and social challenges and opportunities has given rise to a large number of valuable initiatives, programs, institutions and projects. However, real impact requires greater coherence, synergy, depth and scale. Therefore **GRLI and GOLDEN** decided to cooperate and join forces rather than to keep working in parallel. Both networks aim to support scaling the real impact of transformation efforts in the interface between business, business education and research, and the broader society, and have developed complimentary initiatives to achieve this goal.

Whereas GRLI works to develop the next generation of globally responsible leaders by introducing industry collaboratories, initiatives for the transformation of business schools in 50+20, and learning technologies, as well as methodologies, with the GRID and the Whole Person Learning approach, GOLDEN focuses on transformation by means of research using innovative change experiments on the individual, organizational and ecosystems level.

The first highly successful product of this cooperation was the SUN ESSEC meeting in Paris in June 2013. Folding together the GRLI annual meeting and the GOLDEN workshop proved to be beneficial for both sides, improved the scale and depth of the discussions and created a greater impact than separate efforts could have created. The Alliance has exciting plans for the future:

- hosting thought and action leadership projects;
- creating coherence and synergy between initiatives;
- coordinating fundraising activities;
- jointly undertaking new engaged scholarship projects;
- cross-disseminating knowledge across all available channels; and
- inviting further networks and initiatives working on the same agenda to further increase the scale of the cooperation towards shared goals.

GOLDEN has recently linked up with further important players in the field:

- **Sloan Management Review:** SMR and GOLDEN agreed to cooperate in publications (case studies and special issues), joint research and fundraising activities.

**Center for Collective Intelligence at MIT:** GOLDEN and the CCI leverage complementary research

models. CCI specializes in large scale crowdsourcing programs to generate potential solutions to hard sustainability problems (e.g. climate change). GOLDEN designs experiments to test promising solutions with companies or institutions.

- **The World Bank Institute:** WBI and GOLDEN will co-design experiments on capacity development initiatives related to country or regional-level sustainability issues.

### The Principle of Engaged Scholarship

GOLDEN made the principle of Engaged Scholarship (ES), pioneered by Andrew Van de Ven (2007), a central pillar of its work. ES stresses the importance of meaningful participation of both researchers and corporate employees in research projects to ensure mutual value and relevance.

ES also emphasizes the importance of diverse perspectives – across disciplines for researchers, across functional lines for corporate participants, and across stakeholder groups for all. It does not hold that there is a “single truth,” but rather encompasses multiple perspectives simultaneously. By “stepping outside of themselves” and using engaged forms of scholarship, people can create innovative and productive ways to build the emerging business model of sustainable value creation. The process is not simply about understanding “what is;” it is also about creating “what can be” beyond our individual, partial, perspectives. Nevertheless, rigor and discipline as well as validity and relevance are key ES concepts, ensuring that the methodologies associated with GOLDEN will be scientifically valid as well as managerially impactful.

#### Experimental Labs at Three Levels

- A **form of inquiry** where researchers involve others and leverage their different perspectives to learn about a problem domain.
- A **relationship** involving negotiation, mutual respect, and collaboration to produce a learning community.
- Studying complex problems **with** rather than for practitioners and other stakeholders using a wide variety of methodologies
- An **identity** of how scholars view their relationships with their communities and their subject matter.

Andrew Van de Ven at a GOLDEN community workshop in Vienna in June 2011.

The GOLDEN Labs involve active exploration and experimentation with emerging responses to sustainability issues and potential opportunities.

The word “experiment” is nowadays used in very differently contexts. For example, business people frequently undertake innovations that are popularly referred to as “experiments.” GOLDEN uses the term in the scientific sense. The scientific experimental method is considered by many experts to produce the highest quality of knowledge, for scholars and managers alike, since it relies on comparisons with carefully identified and measured alternative interventions, under controlled conditions. As well, the experimental method can be the most direct link to the production of usable tools for business and public-policy makers, since they actually get to tackle the problem, experience potential solutions and reflect on the outcomes produced.

GOLDEN conceives of “experiments” using a novel approach that is distinguished by its “engaged scholarship” methodology. Following the “engaged scholarship” approach GOLDEN utilizes the collaborative engagement of the people and organizations in the experiment as co-developers. This aims to further ensure the value of the experiment to all stakeholders, by building their own knowledge and capacity. GOLDEN can thus support the emergence, design and test of highly creative and promising change strategies towards the sustainable enterprise.

#### Individual Level Labs

The individual level labs “map” the distance between current managerial mind frames and those that firm considers aligned with its notion of sustainable enterprise. They then test the effectiveness of several alternative approaches to the learning and personal development challenge, and will utilize the most advanced techniques for assessing their impacts at the behavioral, psychological and neurological level (through EEG and fMRI technologies) to assess change as objectively as possible. This will allow companies to learn how to effectively develop the mindsets and consequent behaviors and skills consistent with the requirements of what they consider sustainable enterprise models within the industry and regional contexts where the firm acts.

#### Organizational Level Labs

The organizational level research labs are designed around individual companies, to observe, and at the same time accelerate, their initiatives to embed sustainability in their strategies, systems or activities. Following the identification of a strategically important sustainability challenge, scholars work with executives to (a) identify

alternative initiatives to tackle the sustainability issue/ opportunity, (b) develop a system of impact measures to assess the economic, social and environmental outcomes of the different initiatives, and (c) work out the research design, the organizational and logistic issues to ensure a scientifically rigorous and managerially insightful execution.

After pre-intervention (baseline) measurement, the alternative change approaches are deployed to (randomly selected) units or teams. When these interventions end, post-measurements are carried out, analyses performed and a confidential report highlighting the results, the potential explanations and recommendations for future steps, are produced for the senior management. If mutually agreed, a case study is written for publication on a managerial review. No scientific report will identify the company unless formally approved.

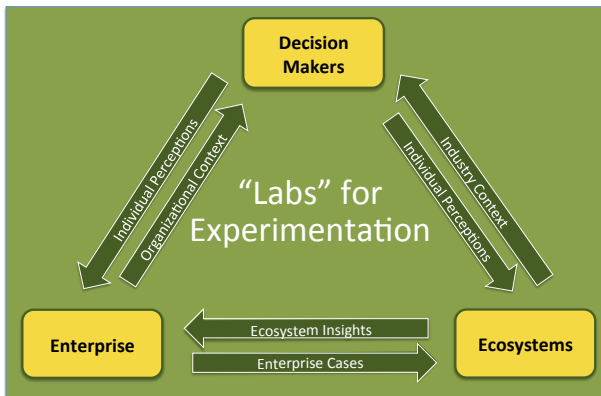


Figure 1: The Experimental Labs of GOLDEN

Examples of such experimental designs include, but are not limited to:

- Alternative incentive and performance evaluation systems to align managerial and employee behavior with sustainable enterprise goals
- Changes in the capital budgeting, management accounting, auditing and reporting processes to ensure the systematic assessment of the environmental and social implications of any capital investment before and after commitment decisions are made.
- Changes in the management of supply chain to monitor and enhance supplier’s capacity to address environmental, human rights, or other sustainability issues
- Alternative R&D, marketing and sales strategies designed to enhance (the consciousness of) the

- ethical, social and environmental impacts of product designs, advertising approaches and customer interactions.

**(Sector/regional) Ecosystems Labs**

Every firm is part of a larger group of connected organizations spanning its value chain or populating the community in which they it operates. The most difficult sustainability issues for any firm to address are characterized by strong interdependencies with other stakeholders (not only competitors, but downstream and upstream partners, communities and local governments, capital funders, etc.). Particularly hard are so-called “collective action” problems, where each individual firm’s acting in its own best interest can bring the entire eco-system down. To this end, many industries, countries and regions, have generated collective, multi-stakeholder, initiatives to address these “larger than any firm” issues. However, these initiatives have rarely met expectations and are typically plagued by all sort of “free-rider” behaviors. More importantly, there seems to be very little systematic effort, in these initiatives, to learn from their own experiences, share lessons learned across initiatives, and, in particular, to innovate and rigorously experiment with different approaches (“theories of change”) that could generate more or less powerful and desirable results.

The GOLDEN Ecosystems Labs aim to bring to the table experts from the business, academic, consulting, policy, local government and NGOs to address a specific collective action, large system change, challenge. Particular case is taken not to duplicate ongoing or past initiatives, but to actually study and potentially enhance their effectiveness through the combined use of several visualization, scenario-building, simulation, change and learning methodologies.

The first industry-based Eco-System Labs are already working on the energy, extractive, food and finance ecosystem. Other regional-based Labs are being discussed with the World Bank Institute in the context of capacity development projects to help the public administration and its stakeholders to address critical sustainability issues in developing countries.

**Supporting Research Initiatives**

**The Observatory**

The success of field experiments at the individual, company and eco-system levels will leverage other important assets, developed through specific research initiatives. The first one has to do with the Global Observatory on the Evolution of Sustainable Enterprise,

or the Observatory for short. GOLDEN is creating the first global repository of data on sustainability-driven strategic initiatives. Importantly, this differs from the social rating agencies' assessments on firms' ESG (environmental, social and governance) performance in that it focuses on the single initiatives launched by companies. The observatory will map the evolution of sustainability practices across industries and across regions. It will thus provide the basis for confidential benchmark reports for each participant company as well as a common knowledge base (sanitized of company identity and any recognizable feature) for global consumption and aggregated reports on the evolution of sustainability practice and their impacts.

As of today, the Observatory includes about 6,000 sustainability initiatives, primarily in the energy and telecommunication sectors, piloted in the core hub at Bocconi University in Milan. GOLDEN is in the process to diffuse the tested and validated protocol to other research centers across the continents to broaden the coverage of industries and companies in all regions of the world.

### Multi-level Simulations

Furthermore, GOLDEN scholars are currently developing computer simulations to study the processes through which individuals, groups, organizations and eco-systems generate ideas and initiatives to change their behavior and enhance the economic, social and environmental impacts of their decisions. These models can leverage the Observatory data, as well as the results of the field experiments, to design and fine-tune the equations that link firm and collective action to sustainability outcomes. In turn, the models will be able to generate evidence-based descriptions of the business and systemic impacts of strategic change decisions, of collective action initiatives and of public policy interventions. They will thus support "what-if" analyses and scenario-building in the context of corporate and eco-system experiments. In due course, these simulations will be able to offer evidence-based and micro-founded guidance to policy-makers at the local, national and international levels.

### Engaging with GOLDEN

The possibility to use these simulation models to estimate the potential impacts of planned change initiatives is only one of the potential benefits companies can realize by engaging with GOLDEN. Others are:

- The opportunity to engage directly with a network of global thought leaders, whose expertise covers the various domains of sustainability;
- The possibility to create a confidential assessment of the effectiveness of sustainability change initiatives launched in the past and/or ongoing;
- A high level workshop for the co-development of the company's Road Map towards Sustainability - a change strategy to master sustainability challenges;
- The design and deployment of an experimental change action to tackle one of the strategically relevant sustainability objectives of the firm;
- Individual participation in the GOLDEN Business Lounge, offering a whole host of events and services designed to co-develop competence and insights through dialogue across business, academic and public sectors;
- Publication of a case study on sustainability-driven change initiatives on the Sloan Management Review or another prestigious outlet.

Of course, such an ambitious collective undertaking faces significant challenges. However, new ways of organizing global action through decentralized networks, the leadership of outstanding scholars and managers involved, the support of world class institutions in academia, in business, in international organizations and NGOs provide reasons for optimism. The €2.5 million funds committed by academic, business and government institutions to the program over the last 3 years bears a strong testimony to the concrete potential impact perceived by GOLDEN members.

Finally, the successful launch of a share GRLI/GOLDEN platform at SUN ESSEC shed new and bright... light on the future development of GOLDEN, particularly in its capacity to produce private value for businesses as well as public good benefits for academia, policy-making and society overall. But the most important prize will be acceleration of corporate evolution toward enterprise models capable to realize economic and social development without compromising on the quality of the natural environment.

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# Advert

# BOOK REVIEW

In this article GRLI Ambassador Brigitte Roediger reviews Anders Aspling Chapter for the newly published book "Shaping the future of Business Education"

GRLI Secretary General Anders Aspling writes about business, management education, and leadership for the common good. In his chapter he refers to how the world is currently characterised, the different visions of the Western and Eastern hemispheres, and the organisations that make it their purpose to operate holistically within the natural and man-made world. He breaks down what the role of businesses, business schools and individuals should be in order to

Today's world is characterised by interconnectivity, interdependency, and -- since the turn of the century -- responsible business practices. A business can work within a society either separately or collaboratively. Aspling suggests that the world needs a far more collaborative approach than what is currently being practiced in the Western hemisphere and alludes to the Eastern holistic philosophy that man is not independent from the environment in which he lives.

The interconnectivity of the world requires a holistic, systemic view of the natural world and the man-made world. Two organisations that have taken on this task are the UN Global Compact (UNGC) that focuses on human resources, labour, environment and anticorruption principles; and the European Foundation for Management Development (EFMD) with a focus on the global responsibility within international business and management education. Their 2005 report suggested that one organisation was needed to focus on responsible leadership, management development, and the sustainability thereof; and thus the Globally Responsible Leadership Initiative (GRLI) organisation was formed.

Aspling mentions that the world in which we live is diverse and ever-changing where organisations play a critical role in reviewing the way in which businesses operate, business schools educate, and individuals lead. Each of these is discussed below.

## Business For the Common Good

Aspling addresses two key questions when referring to the role of business in society. A business needs society in order to function; therefore should it not play a part in

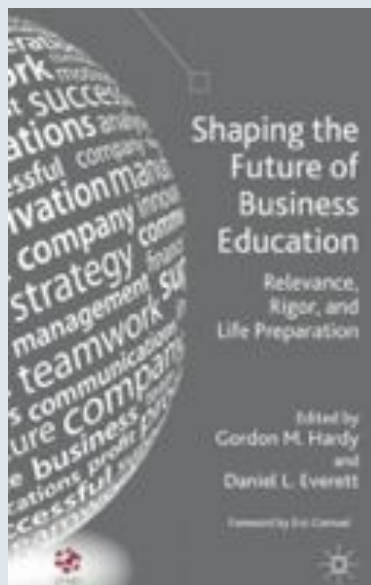
contributing to society? Furthermore, should this be an equally shared responsibility or should those who have greater power and influence (and therefore require society more) contribute more?

The chapter refers to one particular model presented in the EFMD magazine Forum that addresses the three different levels of how a firm can integrate global responsibility with the organisation's strategy. The first level is identified as "risk management," where businesses just comply with the basics. The second level recognises the strategic importance of sustainability, where organisations have some form of Corporate Social Responsibility (CSR) committee in place. The third level represents the futurists, those who innovate and emerge themselves in stakeholder engagement and incorporate sustainability into all systems. This is the holistic level at which businesses need to operate for the common good.

Thomas Stattelberger suggested that future heads of recruitment encourage interruption of careers, non-linear progression, and hiring for character instead of skill -- as this will produce employees who want to serve people, lead, and diversify through cross-disciplinary skills.

## Management Education For the Common Good

This chapter delves into key questions and proposed solutions around the role of management education and how it changes how people think so they can bring that knowledge to influence the organisations they run. Various thoughts on the state of development include that change is not happening fast enough, that learning should take place from multiple sectors, and that not only business



emphasis on individual personal development and leadership. Too often programs about responsibility, globalization, sustainability, and leadership development are a free choice or an elective, and this fact results in developing a mindset that correlates to a level two company (as mentioned above) and not the futurist-thinking level three mindset that is needed.

Thomas Sattelberger suggested that by focusing on a stakeholder model, learning through experience, diversity of perspectives, and partnerships with organisations will resolve management education for the common good. Furthermore, to encourage this new model of business school, the accreditation agencies such as the EFMD Quality Improvement System (EQUIS) and Association to Advance Collegiate Schools of Business (AACSB) have adapted their requirements by putting more emphasis on sustainability and responsibility issues.

### Leadership for the Common Good

In 2007 GRLI was one of the co-conveners of the UNGC's Principles for Responsible Management (PRME). This addresses the purpose, values, method, research, partnership and dialogue around the development of future responsible leaders for the common good.

Various traits of a globally responsible leader were discussed, including the following six characteristics: A leader should have true global understanding together with systemic awareness, a capacity for innovation and entrepreneurship, statesmanship to participate in the societal debate, personal values that extend beyond compliance, and the ability to be ethically grounded.

Anders Aspling concludes that it is up to each individual to take responsibility, and where better to do this than the organisations we work for and the institutions responsible for education.

#### ABOUT THE AUTHOR

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#### MORE INFO

The Book is Available here

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# GRLI AMBASSADORS IN ANGLIA RUSKIN UNIVERSITY UNITED KINGDOM

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An active and growing number of students at Anglia Ruskin University in Cambridge have established one of the strongest and most successful GRLI Ambassadors groups within the GRLI. They now have 17 members, hold regular weekly meetings, have hosted a number of events and raised funds, and have secured the support and engagement of many members of management and faculty at the University. This article outlines some of the work done by this group, their plans for the future, and some tips that can assist other societies at the University.

**Who they are and what they do**

GRLI Ambassadors in Anglia Ruskin University Cambridge Campus is an active young group of students who come together to uphold the GRLI vision of developing the next generation of responsible leaders. The group is made up of students from different disciplines and faculties in Anglia Ruskin University who have come from diverse cultural backgrounds, which according to these young Ambassadors has enabled them to think globally and act locally. These students are passionate about change, and they've been working towards becoming the change they desire. GRLI Ambassadors in Anglia Ruskin University are among the active GRLI Ambassador communities. The Ambassadors, who share GRLI's big vision of promoting the understanding and practice of global responsible leadership, have engaged in student lead activities in creating and developing this awareness among students and businesses in their community.

The group have regular weekly meetings where the Ambassadors discuss and plan how to direct and initiate responsibilities and sustainable behaviour among themselves as a group while reaching out to other students on these vital global issues. Their meetings are spiced with activities such as debates, inviting people from other societies in the university to share ideas, and planning with university staff on the way forward for the association. The association has been growing since its inception and has received encouragement and support from university stakeholders to achieve its members' objectives of making the world a better place to

live and do business. The creation of the GRLI Ambassador society in Anglia Ruskin University has widened the Ambassadors' individual and group network base and has increased their commitment to contribute to their community by engaging in student-driven programmes.

GRLI Ambassadors in Anglia Ruskin Universities has participated in international conferences across the world to increase their engagement and awareness on how to drive change by leading a responsible and sustainable life. The Ambassadors have a Facebook page and a blog where members connect and share information and discussions bordering but not limited to: Ethics, governance, strategy, public policy, corporate social responsibility, human rights, employee/community engagement, transparency in business and leadership, human resource management, environmental impact, organizational development, change, cross-cultural issues, leadership theory, and leadership and sustainability.

**Activities**

In October 2011, four GRLI Ambassadors from Anglia Ruskin University attended the Daimler Students World Dialogue in Stuttgart, Germany. These Ambassadors gained transferable knowledge on issues of leadership, sustainability, and corporate integrity, and on how ethical behaviour in business can promote business success. The Ambassadors had the opportunity to widen their social and professional network through this event and learned the principles of living in the path of a desirable and doable tomorrow. For these Ambassadors, the event created a new platform for exchange and discussion between the current and next generation of globally responsible leaders. Their experiences were published in the Lord Ashcroft International Business School Magazine and on the university's website. Professor Mike Thorne, the university's vice-chancellor, sent a congratulatory message to the Ambassadors who participated in the Daimler Student World Dialogue. He said: "You have carried our name forward at the highest global level and you should be as proud of yourselves as we are of you





In November 2012, one Ambassador from Anglia Ruskin University attended the GRLI conference in Stellenbosch, South Africa, where they engaged in discussions and workshops on leadership, the impact of migration, self and identity, common good, economics, systemic thinking, and Africa. The Ambassador, Charline Collard, gained transferable knowledge on making globally responsible decisions, promoting knowledge of self for a better society, and thinking systemically about the challenges future leaders will face. She wrote: "As a result of being a GRLI Ambassador and attending this event, I will never forget what my life principles are again. This will enable me to act as a responsible human being. I realised that as much as others can have an impact on me; I also leave a print of myself in others. So if we all live in respect of the Common Good, we can change the world, even if we start with baby steps. The Ambassador's experiences were published in the GRLI magazine in January 2013 and on the university's website.

GRLI Ambassadors invited Mark Drewell, the CEO of the Globally Responsible Leadership Initiative (GRLI), in December 2012 as a guest speaker to an open lecture. Mark was very pleased with the Ambassadors. He commended their unity and promised to help them whenever needed. The Dean of Lord Ashcroft International Business School held a meeting with the Ambassadors in February 2013 and discussed how the business school management can help the Ambassadors achieve their goals. The meeting was attended by two other senior staff of the university who were pleased with the activities and enthusiasm of the Ambassadors in promoting a responsible and sustainable culture.

GRLI Ambassadors in Anglia Ruskin hosted a seminar in Anglia Ruskin University on "Whole Person Learning" (WPL) April 16, 2013, and invited Nick Ellerby from Oasis Human Relations, a peer-based learning organisation inspiring and developing 21st century relationships for meaningful, responsible and sustainable action. The Ambassadors attended the GRLI General Assembly in Paris in June 2013 and plan to attend the GRLI General Assembly in Peru in November 2013. The Business School has promised to support the Ambassadors financially to enable them attend those events.

Dr. Jonathan Smith a member of GRLI and a senior lecturer in Lord Ashcroft International Business School in Anglia Ruskin University, has played a very crucial role in organising the GRLI Ambassadors in this university and has been very instrumental in helping them gain access to the school's management. Sharing his enthusiasm about the Ambassadors' activities, Dr. Smith said: "I am really excited about our students being directly involved

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with us in this fantastic initiative. Their thinking and enthusiasm will be the critical factor in this initiative making a real difference to the future of management education and management practice." Regarding their success, the GRLI Ambassadors said that it has been driven by their activities -- such as organising open lectures with interesting topics -- that has enabled them widen their network with external societies such as the Zero Carbon Society of Cambridge University. Other activities such as having regular meetings and steady communication among members, the use of word of mouth to convince others to join the group, collaboration with other societies in events, inviting guest speakers, and contacts with local business have also contributed to the group's success.

Overall, GRLI Ambassadors in Anglia Ruskin University are very passionate about change and have demonstrated their desire to become global responsible leaders of tomorrow by engaging other students in seminars and workshops on these topics. They are active and have incremental plans that will keep them on track towards achieving their dreams of leading and fostering change that is sustainable and responsible. They are proud to be agents of change within the University in charge of fostering the 50+20 agenda. The Ambassadors believe that being an active GRLI Ambassador can give students the opportunity of enriching their CVs as they are exposed to professional experiences for their personal career development.

**ABOUT THE AUTHOR**

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# The GRLI Global Partnership





YELLOWWOODS

# Globally Responsible Leadership Initiative

developing a next generation of globally responsible leaders

## ABOUT Globally Responsible Leadership Initiative ([www.grii.org](http://www.grii.org))

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 51 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). Its 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 (50+ 20 Management Education for the World). The GRLI meets twice per year in General Assemblies hosted by a member partner.

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