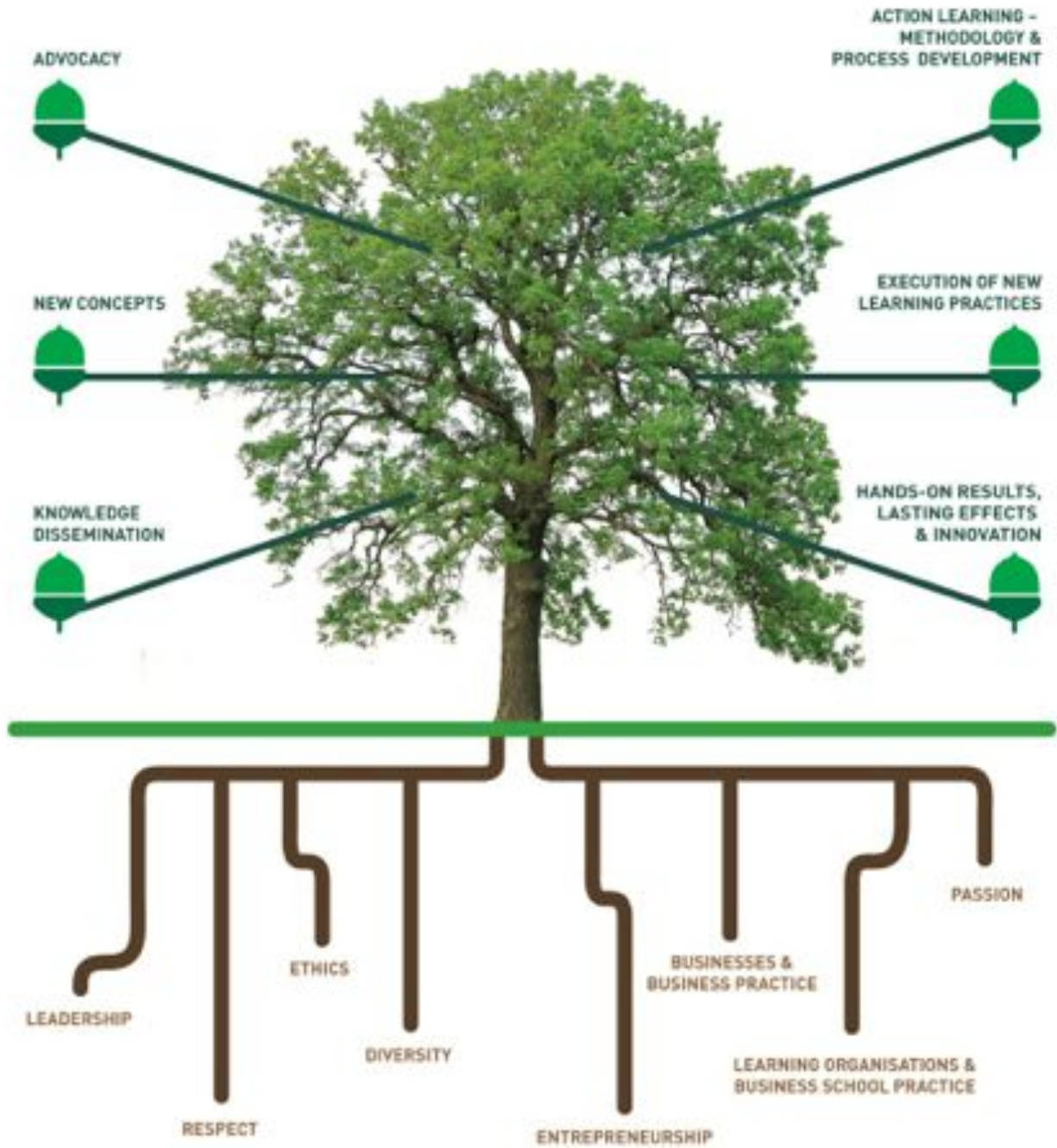


Global Responsibility

The GRLI Partner Magazine



GLOBALLY RESPONSIBLE LEADERSHIP INITIATIVE



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A Co-creative Stakeholder Engagement Process for Solving Complex Problems

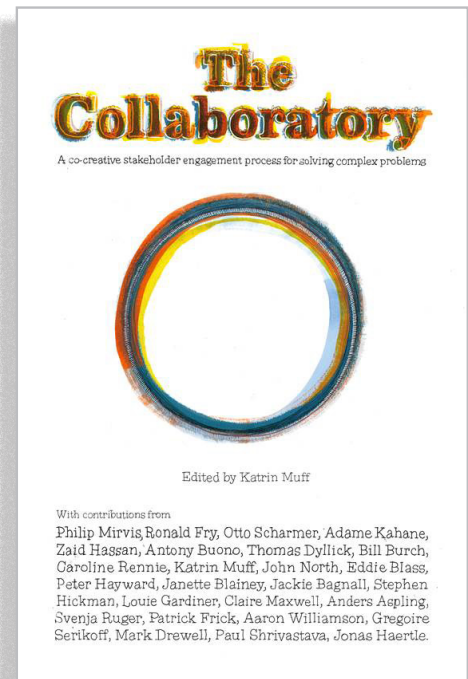
Katrin Muff

July 2014 200 pp 234 x 156 mm
paperback ISBN 978-1-78353-143-1 £24.99 €29.99 \$39.99
Also available: ebook | hardback

The Collaboratory is a handbook for experienced or aspiring practitioners in all fields of change. This book is about empowering ordinary people to make a difference in the world. It explores the transformation that emerges when groups working on similar issues collaborate rather than compete.

- A comprehensive guide to the collaboratory methodology which unites stakeholders to solve local or global problems
- An easily accessible reference book structured from the perspective of the user
- Contributions from influential academics and practitioners

More details: www.greenleaf-publishing.com/collaboratory



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PUBLISHING

Rethinking the Enterprise

Competitiveness, Technology and Society

Philippe de Woot

June 2014 110+x pp 210 x 148 mm
paperback ISBN 978-1-783531-46-2 £9.99 €11.99 \$15.99
Also available: ebook | hardback

This thought-provoking essay suggests that an evolution of the system is possible, but that it requires a more radical approach than has been suggested. It is only by changing its culture in depth that enterprise can restore the ethical and political dimension to its acts.

- Provocative thought-piece from one of the world's leaders in corporate global responsibility
- Explores whether enterprise can always serve the common good

More details: www.greenleaf-publishing.com/rethinking





GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

On Responsible Leadership

DEPTS

EXE
LEARN

Dear Reader,

Why do some step forward when they see the need for change and others do nothing?

In my decade of involvement in the GRLI from its very beginnings, the answer to this question has been the most elusive of all the questions that surround the agenda of developing globally responsible leadership and practice as we seek a world worth living in for all its inhabitants.

As always, this edition of Global Responsibility contains many examples of people stepping forward. They do so with ideas and with action. This is the essence of the GRLI as a global community.

In the past weeks I have found my answer to why they step forward.

I believe it is because every one of them is on a journey to wisdom. Such a journey has nothing to do with the positions they hold or the organisations they work for or the cultures and countries from whence they come.

It is an inner journey of the heart and of the soul. In globally responsible leadership and practice, these aspects of what it is to be a human being wield the mind to a greater purpose that has nothing to do with "the business case" or the logic of the dominant paradigm or the way things are done.

Globally responsible leadership is an inner journey to wisdom. There are no magic formulas, no seven key steps, no three core principles. There is just the journey.

It has been a privilege to know people on this journey and to travel with them. It has been and will remain a wonder-filled ride.

Mark Drewell

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

"Dwell on the beauty of life - watch the stars and see yourself running with them."
Marcus Aurelius

Global Responsibility The GR LI Partner Magazine N° 11

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On Responsible Leadership

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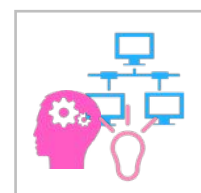
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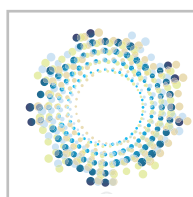
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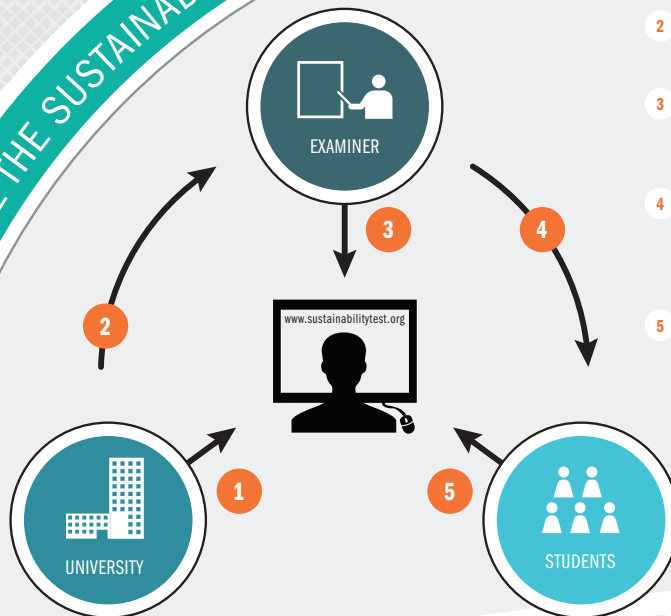




THE FIRST INTERNATIONAL TOOL TO ASSESS AND VERIFY THE SUSTAINABILITY LITERACY OF YOUR STUDENTS

www.sustainabilitytest.org

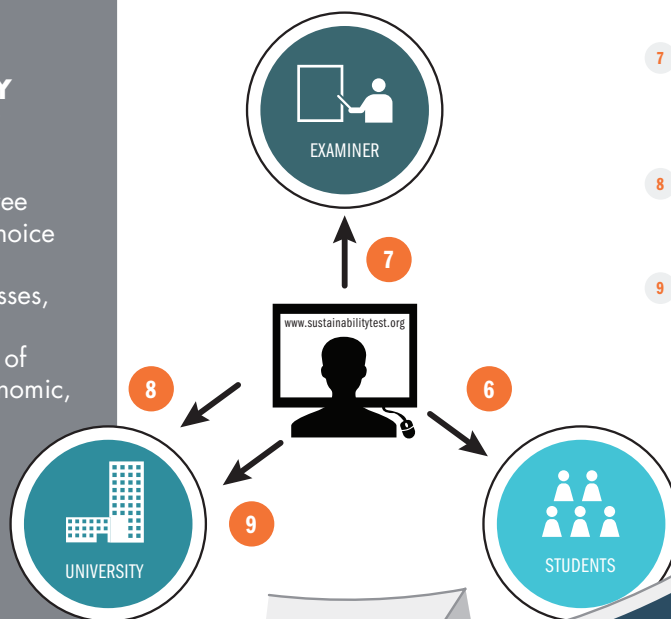
5 STEPS TO USE THE SUSTAINABILITY LITERACY TEST



- 1 HEI***
 - registers (creation of a university/college account)
 - nominates examiner(s).
- 2 HEI**
 - sends examiner(s) login & password.
- 3 EXAMINER**
 - creates examination session(s) (time, duration...).
- 4 EXAMINER**
 - invites students for a specific examination session (exam session number & personal student login**).
- 5 STUDENT**
 - creates an account (exam session N°, personal student login & password***)
 - chooses the language (when available)
 - takes the test.

WHAT IS THE SUSTAINABILITY LITERACY TEST?

The Sustainability Literacy Test is a free on-line Multiple Choice Question (MCQ) assessment. It assesses, in 30 minutes, the minimum level of knowledge in economic, social and environmental responsibility, applicable all over the world, in any kind of Higher Education Institution (HEI), in any country, for students from any kind of tertiary-level course (Bachelors, Masters, MBAs, PhD).



- 6 STUDENT**
 - receives their personal score (directly at the end of the exam).
- 7 EXAMINER**
 - receives their individual students' scores with statistics per topic (at the end of each session).
- 8 HEI**
 - receives all students' scores for the institution (confidential).
- 9 HEI**
 - receives statistics and worldwide survey (anonymous results) at the end of the Version 1 period (V1 closes at the end of July 2014).

4 LEVELS OF RESULTS

* Higher Education Institution
 ** In order to allocate students with their Personal Student login, examiners could for example use existing student ID such as student card number.
 *** Which will allow student to come back to the test

WHY DO IT?



GET FEEDBACK

on what else you need to teach to enhance the quality of your students' knowledge of our sustainability challenges and potential solutions.



ENHANCE SUSTAINABILITY LITERACY

around the world with statistics and worldwide survey.



BENCHMARK FOR YOUR INSTITUTION

with statistics and worldwide survey.

WHERE DOES IT COME FROM?



The Rio+20 Conference in 2012 confirmed sustainable development as the international framework for action and cooperation and **highlighted the role of Higher Education Institutions (HEI)** in the awareness of sustainability for graduates. Actors of Higher Education Institutions and related organizations acknowledged the responsibility that they bear in the international pursuit of sustainable development. They agreed to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts in the communities in which they reside, and engage with and **share results through international frameworks.**

But there was no tool to ensure that universities were producing sustainability literate graduates before the Sustainability Literacy Test.

The Sustainability Literacy Test is a concrete action for the Higher Education Sustainable Initiative, led by an NGO, hosted and supported by KEDGE Business School and governed by a General assembly composed of international organizations for the Senior Advisory Board and Academic networks for the Regional / National Expert Committee.

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FLOURISH & PROSPER

THIRD GLOBAL FORUM FOR
BUSINESS AS AN AGENT
OF WORLD BENEFIT

GRLI 16th General Assembly @
The Third Global Forum for
Business As An Agent of World
Benefit 14-17 October 2014

In business, forward-thinking leaders are always looking for the next “big thing.” What if the next “big thing” was accessible to all businesses—regardless of size, industry sector, or profitability?
And what if this “big thing” could help all businesses thrive?

“ ”
 ...

We have a once-in-a-civilization opportunity to combine the power of business, technology, and creativity to discover and design innovative solutions that will better our world

The next “big thing” is here. It’s flourishing.

Flourishing is defined as “growing vigorously; thriving; prosperous.” And a flourishing business does just that because it has achieved a state where people, place, product, and culture have been provided creative opportunities to reach their highest potential.

The concept of a flourishing business—being hailed as “the new spirit of business”—will be explored at “Flourish & Prosper: The Third Global Forum for Business as an Agent of World Benefit.” This landmark gathering, hosted by the Weatherhead School of Management at Case Western Reserve University, and convened by the Fowler Center for Sustainable Value at Weatherhead, GRLI, and the Academy of Management, will explore how today’s businesses are moving beyond traditional notions of sustainability to full-spectrum flourishing. Dynamic speakers, interactive workshops, Appreciative Inquiry design summits, CEO panels, and special opportunities for networking will be featured at the Forum, which will be held in Cleveland, Ohio, USA, on the campus of Case Western Reserve University, 15-17 October 2014.

According to David Cooperrider, the Fairmount Minerals Professor of Social Entrepreneurship at the Weatherhead School of Management, Case Western Reserve University and one of the architects of the Global Forum series, past forums have resulted in remarkable outcomes. “Not only do participants come away with real-world, actionable plans and ideas to use in their own organizations, past forums have resulted in landmark outcomes such as the Principles for Responsible Management Education (PRME). The collective energy, wisdom, and desire to improve society through the power of business are a potent combination.”

Chris Laszlo, Associate Professor at the Weatherhead School of Management agrees. “Flourishing is the business opportunity of the 21st century. Every social and global issue of our day is an opportunity to ignite industry leading innovation, eco-entrepreneurship, and new sources of value.” Laszlo, along with Judy Brown and the fellows of the Fowler Center for Sustainability at Weatherhead, explore the topic in depth in their upcoming book *Flourishing Enterprise: The New Spirit of Business* (Stanford University Press). “Thriving businesses

have learned how to instill a sense of connectedness to others, to the planet and to self, which results in a sense of well-being on the part of employees, greater profits, and a deeper sense of doing well.”

Flourish & Prosper will bring together a thousand leaders in business, academia and the nonprofit sector. It’s an opportunity to hear from exceptional speakers and engage in groundbreaking workshops in a “design studio” format. Keynotes and breakout session leaders are a fascinating mix of Fortune 500 CEOs, world leaders, entrepreneurs, creative thinkers, and management educators.

According to Cooperrider, in addition to providing participants with tools and information they can use in their own companies, they’ll have the opportunity to design solutions to some of the most important challenges of our time. “We have a once-in-a-civilization opportunity to combine the power of business, technology, and creativity to discover and design innovative solutions that will better our world,” he said. “Imagine a world of abundant renewable energy, education for all children, cradle-to-cradle factories that turn waste into wealth—moving toward these outcomes is an unprecedented opportunity for businesses in every sector.”

The Forum will feature keynote speakers throughout the two and half-days, including Raj Sisodia, a leader in the Conscious Capitalism movement; Naveen Jain, entrepreneur and philanthropist; Martti Ahtisaari, former president of Finland and winner of the Nobel Peace Prize; and Bart Houlahan, founder of B Lab and B Corps and recent winner of a Skoll Award for Social Entrepreneurship. More speakers, workshop leaders and design summit facilitators are being announced daily; a complete list of speakers and presenters, along with detailed information about the conference can be found at [www.globalforumbawb.com].

Registration for “Flourish & Prosper: Third Global Forum for Business as an Agent of World Benefit” is now open. Visit www.globalforumbawb.com to learn more about how you and your organization can join the journey toward full spectrum flourishing!

GUEST COLUMN

HOW THE GRLI CAME TO BE

ANDERS ASPLING



Introduction

In the previous instalment of this series Philippe de Woot presented and elaborated on some of the achievements of GRLI when it comes to what have been produced - especially regarding new concepts for the development of responsible business and leadership.

There is a constant flow of work going on following the routes that Philippe laid out in his text. We may have the opportunity to return to this in coming issues of the series.

For now, I would like to follow Philippe in looking at where the GRLI comes from and how we got started. My focus in this text will be on the “how” rather than the “what”.

The Start

In November 2001 the Steering Committee for the 2002 EFMD Annual Conference in Bangkok met to decide the theme and design the meeting; which was held in relation to the Global Forum on Management Education.

As chair of this meeting – and the upcoming conference, I opened with a question for all of us to reflect upon to start with: “What are your greatest concern for the time being – in your role as management educators and/or generally?”

Jean-Francoise Poncet, Liliana Petrella, Pierre Kletz and other members of the committee pondered the question for the opening 15 minutes of the meeting.

When we all shared our thoughts around the table, it became apparent that the prepared agenda with proposed themes for the conference, and traditional thoughts on speakers and break-out sessions, became irrelevant. The full time of the meeting passed while we discussed the challenges of the world with great engagement, energy and concern. And, we seriously wondered where the business schools of today were positioned and what they were doing in relation to the larger picture and urgent issues we debated.

We wondered about globalisation and what role we should play as individuals and educators, and about the role of our organisations in this context.

Following further discussion the theme for the 2002 Annual Conference was decided to be Global Responsibility; and our ambition was to investigate the meaning of these words, and the implications of this meaning for us, our organisations and EFMD.

The phrase "Global Responsibility" resonated with everyone involved and we set out to discover what else was being done in this new "field", and if we were perhaps duplicating any existing work on the issue. An internet search in November of 2001 for the phrase "Global Responsibility" yielded zero results. We saw this as a strong confirmation of the relevance and urgency to address this topic.

The conference started out with an opening session introducing the theme and followed with a number of inspirational talks on the concept. This was followed by parallel workshops working with the proposed investigation; all with assigned reporters.

Following the report back to plenary, EFMD's Presidents' Task Force¹ on Global Responsibility gathered to finalise and present the Global Forum with the "EFMD Bangkok Manifesto on Global Responsibility"². The final touches were made by Gerard "Ray" van Schaik, Willy de Clercq and myself. Ray presented the manifesto at the opening of the Global Forum.

Preparing for Action

Later in 2002 the EFMD board decided to produce a position paper based on the Manifesto and the reports from the annual conference in Bangkok. The position paper was presented at the 2003 Deans and Directors Meeting of EFMD³.

At the board meeting in January 2003, the board decided on a next stage – let us try to put these values into action. I was assigned with the task.

During 2003 the design of an action oriented project was carried out. It intended to invite engaged and dedicated organisations – schools and companies – to work on the implementation of Global Responsibility. My Swedish colleague Björn Larsson and myself designed the invitation together and used our networks to try and make it unique and as result-oriented and pragmatic as possible.

In November 2003 we signed a MoU with United Nations Global compact; agreeing that this was an opportunity where we could build on the corporate partners of UNGC and the academic members of EFMD, and achieve

“ ... ”

An internet search in November of 2001 for the phrase “Global Responsibility” yielded zero results

quality in participation from businesses and learning institutions - and join forces based on our aligned and complementary ambitions.

At the 2004 EFMD Deans and Directors meeting in Lisbon, Georg Kell, Chief Executive, UNGC, participated in the invitation to schools and companies.

In the invitation the following was stated:

“The European Foundation for Management Development, efmd, and the United Nations Global Compact have formed a unique partnership to address the question of how to best develop a new generation of globally responsible business leaders.

We are inviting the most motivated, leading and entrepreneurial minded among our members - 500 business schools and more than 1,200 companies from around the world - to take part in this initiative.

This invitation is for a 12-month hands-on action learning process, forming effective global alignments and establishing pace-setting practices for business schools and companies. Those who will become part of this initiative will take a global lead.”

The selection principle was to a large extent built on the principle presented in "Good to Great" by Jim Collins; "First Who, Then What". Preference was given to those with a proven track record of being action oriented and engaged in these issues, and highly motivated newcomers.

Diversity regarding experience, geography, industry and profile/focus was also taken into account, as was the fact that the participating organisations had to have issues of responsibility as key dimensions of their strategy and be represented by participants in decision making positions and enabled to take action. We encouraged "partner applications", i.e. representatives from a company and its main business school partner; or a business school and a partner company.

A one-year work process

The design of the one-year co-creative learning process aimed at distinct outcomes for individuals, their organisations and for the pioneering group as a whole. The rewards for joining were to be found in the outcomes and in the process itself.

In October 2004 21 organisations gathered at Chateau de Limelette outside of Brussels for the first of six work meetings.

The flow can roughly be described in the following way, meeting by meeting:

First meeting: Getting together, introducing each participant and organisation and their ambitions, and starting the creation of a shared vision. Laying out and agreeing on key values and principles for the initiative⁴. Action plans for investigating best practice.

Second meeting: Work on each participating organisations ambition within thematic clusters shaped during the first meeting. Identified needs for further information and resources.

Third meeting: Continued work based on prepared information and requested resources

Fourth meeting: Prototyping final outcomes.

Fifth meeting: Testing and practicing engagement of key stakeholders and communication.

Sixth meeting: Finalising action plans and final deliverables.

After the sixth meeting the group jointly published a ground-breaking fully co-written report – "Globally Responsible Leadership: a Call for Engagement"⁵. It also decided to continue the learning journey and invite others to join.

... and, the Continuation

At this stage the facilitating core team⁶ faced a crucial challenge. The initiative was based on fundamental principles

- Action orientation
- Genuine ownership of the agenda and ambitions by the partners
- Activities driven by the challenges, interests and energy of the participants
- Self-organisation

We never had the intention to create another member serving organisation, but rather to keep a global community

of action and learning vibrant and developing through the engagement of a selected group of dedicated and active partners.

The first of the continued meetings was held at INSEAD in the spring of 2004. The 21 pioneering organisations were joined by eight new partners.

In order not to risk becoming leaders, managers and organisers for a traditional pre-organised service-based organisation, the facilitating core team decided to run the meeting based on the open space principles of Harrison Owen. Harrison was assigned the task to facilitate the meeting; allowing for the core team to participate on equal terms with the rest of the participants.

The outcome of the INSEAD meeting was clear: The Globally Responsible Leadership Initiative - GRLI - was launched. It was organised as a global community of engaged partners. The coordination of the further development was assigned the core team, and the facilitation of the continued learning process was shared with active participants (especially the Oasis School of Human Relations).

"The baby was born", as Pierre Tapie, President of ESSEC, phrased it. "Now we all need to carefully nurse it and watch it grow." The profiling of GRLI and the preparation for its further development and wider impact began. The logo was shaped based on "Three ellipses forming a circle as they expand – our globe. They represent I, we and all of us – from the smallest to the largest. They have the colour of a blue ocean and a clear sky".

Final words

Since 2006 GRLI has had an impact on management education world-wide. Hundreds of organisations have participated in and related to our work - based on an exciting co-creative and peer-based learning process. An innovative process of implementing global responsibility in practice is both in place and still emerging. This is the story of the early years. Information about both the "what" and the "how" of the years since 2006, will be next to tell about.

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5. *Globally Responsible Leadership: A call for engagement*, published by GRLI in 2005 (available on www.grii.org)
6. The team was composed of Anders Aspling, Gay Haskins, Björn Larsson, Liliana Petrella and Geoff Tudhope.

A garden in Eden

Zilla and John North report on a grassroot collaboratory initiated in their hometown of George



Introduction

In an upcoming Greenleaf and GRLI title "The Collaboratory" (see advertisement on page 2 of this issue of Global Responsibility) John North and Anders Aspling argues for a broader definition and understanding of "collaboratory" as recently described in the management education context and specifically in the 50+20 vision "Management Education for the World".

The 2012 General Assembly hosted by Spier Wine Estate outside Stellenbosch in South Africa's wine producing Western Cape sparked the formation of a Western Cape Wine Collaboratory involving key industry bodies, several wine producers and societal stakeholders across government, civil society and academia. This event gave rise to the idea of initiating collaboratories situated entirely outside of the Business School or Management Education context and fostering through that process a grassroots community of responsible action.

When considering and defining "collaboratory" outside of the management education context, North and Aspling propose that it may be thought of as "an emerging methodology for initiating a multi-stakeholder inclusive discourse convened around societal issues, aimed at catalysing systemic change through individual and collective action."

An opportunity presented itself in our hometown George, capital of the Eden district in the Southern Cape and the biggest human settlement at the heart of the world famous Garden Route, to apply the collaboratory concept in a very different setting.



The buffer zone

George is a small city housing roughly 200,000 inhabitants and is located approximately 10km inland from several popular coastal holiday towns in the Garden Route. The area is well known for its pristine beaches, world class golf courses, year-round temperate climate and the unique fynbos floral kingdom. Fynbos literally translated means fine bush with reference to the intricate leaf and flower structures of this branch of the floral kingdom.

Under the shadow of the Outeniqua mountain on the western edge of George, along the Malgas river, lies the suburb-village Blanco - the setting of our collaboratory and emergent community of responsible action.

This suburb was originally a Khoi settlement before the arrival of white farmers and long before the Dutch East India Company established a woodcutters outpost in the area in 1776. In 1811 the newly founded nearby town was named after King George III. While many of the indigenous Khoisan population, the first people of Southern Africa and some would argue of all modern humans, were displaced and enslaved, some descendants remained in Blanco and today still identify themselves as Khoi rather than the generic and often insensitive South African race classification "coloured" used to refer to people of mixed descent.

White settlers rezoned large areas for the establishment of suburbs, a gravel quarry, the prestigious Fancourt Golf estate and, at the end of the apartheid era, a buffer zone separating the "white" and "non-white" parts of Blanco with a large stretch of open and currently mostly unused land, which to this day stands testament to pre-democracy South Africa. After 1994 a large influx of resettled farm workers were housed along the western foothills of the Outeniqua in a council housing development called Golden Valley which now also forms part of Blanco.





With Fancourt (Africa’s premiere golfing resort) at the southern end, the shanty town and Golden Valley towards the north, and mixed middle-class housing wedged in between, Blanco epitomizes the economic and social inequality that earns South Africa the dubious honour of having the highest Gini coefficient (income inequality) in the world.

At the epicentre of this varied community and adjacent to the buffer zone is a small state run primary healthcare clinic. The common problems addressed at the clinic are malnutrition, food insecurity and tuberculosis due to poor immunity. These qualms relate to low levels of social capital, poverty, unemployment and environmental degradation. This, despite Blanco being historically known for its fertile ground and with many residents holding indigenous knowledge of growing and foraging herbs, medicines and food.

The Best FOR Blanco

The “Kos en Fynbos” (Food and Fynbos) movement was initiated between health care workers in the clinic, local environmentalists and the nearby George campus of the Nelson Mandela Metropolitan University. Taking a cue from the 50+20 vision we proposed setting up a gardening competition in Blanco to find the best gardens FOR

Blanco. In other words those gardens that worked hardest to improve the plight of the people and natural environment of Blanco.

We arranged with the local newspaper to run a weekly column in which we featured a different competition entry each week as well as a short article on topics such as environmental education, soil erosion, permaculture, water stewardship and other relevant issues. Following some good local media coverage and with local authorities, local government and business (including Fancourt) taking note of this movement the competition quickly got off the ground.

Ten water harvesting kits and tanks, loads of compost, wheelbarrows and gardening implements and other prizes were donated. Over 50 gardens were entered and a process was facilitated whereby entrants set the competition judging criteria. They were then organized to assess the gardens of their neighbours and fellow competitors rather than getting external experts to judge.

Local amateur photographers took photos of all the gardens and every single entrant won either a gold, silver or bronze certificate which also included a photo of them in their garden. For many of the Blanco gardeners this was the first time they would have a photograph of themselves.

From competition to collaboration

A few weeks after the prize-giving, we handed out flyers to the participants and other interested parties to join a collaborative – which we simply called “Praat Saam. Doen Saam.” (translation “Talk together. Do together.”)

The opening question was “what should we do together that we can’t do on our own?”

The meeting was facilitated using a “talking stick” – in this case a microphone as we had over 60 seats and a noisy community hall in which a number of stalls were setup. During the 3 hour meeting each and every participant had an opportunity to speak and by the end of the meeting four key actions were identified and each participant closed with a statement of individual and collective intent.

Some powerful ideas and connections were formed. A compost making task force was setup to train community members in composting but also to help distribute compost to those with limited soil of their own. A local swop shop extended an invite to residents to share in its activities and profit.



A group formed to investigate the possibility of taking down alien tree species next to the river and building an outdoor gym on the buffer zone using that material. Water stewardship was identified as a key issue and this resulted in a local Khoi leader, with intimate knowledge of natural water sources and fountains that were damaged due to development, teaming up with the groundskeeper at Fancourt to find ways in which parts of the Malgas river and its historical sources can be restored which will also benefit the Gary Player designed Links golf course.

Conclusion

At a local level, with most participants being uneducated, impoverished individuals, the collaboratory's strength lies in giving voice to the marginalized and withdrawn people in the community. These are usually people with poor connections and communication channels with authorities and important role-players in society. An

example is the struggle for this community to re-zone the buffer zone to allow for establishing allotments and other community focused infrastructure like parks and a marketplace. On the other hand, the influential individuals, businesses and NGO's in a community often lack insight in ground level needs and problems, as well as the connections to reach the people who can benefit from their support. As an example, the Department of Agriculture is mandated to install a number of water harvesting tanks and kits in the area, but recipients must fall within a low social economic bracket, and this target group is hard reached by regular marketing and communication tools. The collaboratory set a stage for the community to make powerful and meaningful connections.

The other meaningful outcome was for participants to express a vision for the future. To explicitly voice a wish, concern or idea in a public meeting was an eye-opener and daunting first for many of the

participants and merely this exercise was in itself already meaningful and thought provoking for most. Outside the non-threatening and engaging atmosphere of the collaboratory circle, this would not have been possible.

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Rethinking the Enterprise



If there is a key trend in our time it is that of the progress of science and technology. This trend has become a steamroller whatever the vagaries of history and economic conditions.

Science has undergone an unprecedented acceleration in the last century and several factors have contributed to this.

The accumulation of knowledge and its rapid dissemination have provided researchers with broader and more ambitious research fields, with inter-disciplinary approaches and universal access to information that has fostered new and bolder research. Technological competition, now global, has expanded and multiplied the means of funding research and development.

We have got to the heart of many secrets that seemed indecipherable just a few decades ago. We have discovered the mechanisms of life. We have come up with precise figures on the origin of the universe. We have discovered its first moments and are beginning to know "the music of the stars".

It is enterprise that transforms scientific knowledge and technologies, often as soon as they emerge, into products and services. By mastering the methods and tools of techno-science, enterprise has the power of knowledge behind its economic strategies.

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Enterprise being the ultimate agent of economic and technical creativity, it was long believed that it automatically served the common good through the virtues of the market and its famous "invisible hand"

Techno-science constantly provides new opportunities and more powerful competitive weapons. It thus becomes a key element of economic development and competitive power. Enterprise is therefore the main mediator between science and society. Yet is it an agent of progress?

Questioning the purpose of enterprise and the development model that drives it means questioning material progress, its orientation and its ambiguities.

This question has intrigued humans since the beginning of civilization.

Greek myths extensively discussed it and placed it in its proper perspective, which is that of creative impulse but also the concerns of men: pride and fear. For them, the creators of material progress played a major role in society. They were heroes – but damned heroes.

Everything happens as if technical progress since the dawn of time is perceived as beneficial and dangerous at the same time, as essentially ambiguous. This approach leads to the question of whether men, these "ephemeral beings", can appropriate mastery of technology without giving it a societal purpose or subjecting it to a broader vision of the common good. This a question that, in various ways, transcends history.

Enterprise being the ultimate agent of economic and technical creativity, it was long believed that it automatically served the common good through the virtues of the market and its famous "invisible hand". The market economy has undoubtedly been a source of considerable progress for that part of humanity that it lifted out of poverty. Many leaders justify this system by saying that overall the benefits outweigh the disadvantages.

Today, the link between economic growth and the common good has become less clear. A globalised, neo-liberal approach has gradually “de-linked” economics from ethics and politics.

Globalisation, the acceleration of techno-science and the lack of global regulation give the economic system autonomy and unprecedented power. It operates according to its own criteria: profitability, competitiveness, the race to win market share. In the absence of global regulation this approach tends to become dominant and impose a development model on us that has no purpose other than its effectiveness and dynamism.

Led solely by its own instrumental logic, this model becomes increasingly ambiguous and paradoxical. While providing economic growth unprecedented in human history, our model runs out of control, pollutes, excludes and generates domination, injustice and social disintegration.

Never has our ability to create wealth been greater and never has the absolute number of people in poverty been so high.

Never has our scientific and technical knowledge been so great and never has the planet been so threatened.

Never has the need for economic governance been so compelling and never have governments of nation-states been so toothless.

This raises the question of whether the current model is still politically and morally acceptable without profound change. One might even ask if we are not completely blinded to the excesses of it, if we are not complicit in its overall malfunctions and if it does not lead us into a kind of madness.

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Never has our ability to create wealth been greater and never has the absolute number of people in poverty been so high

Our model generates systemic risks that are not explicitly desired and are difficult to measure, albeit not unexpected, and whose consequences can endanger social harmony, existing regulations and institutions, and the planet itself. We are in a high-risk society that forces us to question ourselves, to take more responsibility and to invent new modes of co-operation and governance.

The challenges of the 21st century are immense: implementing a more sustainable development model, maintaining markets and societies as open as possible, deploying entrepreneurial dynamism in the service of the common good, boosting employment, re-industrialising Western countries while promoting the development of emerging countries.

How can we better focus our extraordinary creative capacity to meet the challenges ahead?

Enterprise is the central agent of our economic system. We focus on it not to impute to it full responsibility for the excesses and failures of our economic model but rather to outline the role enterprise could play in its transformation.

By changing its culture, it can be a powerful tool to better meet the global challenges of our century. Given the power it holds over resources, enterprise has a major responsibility.

Entrepreneurship, creativity and innovation are necessary responses to societal challenges. Although the current economic model is the source of major deviations, enterprise in the broadest sense can help correct many of them. From problem it can become solution.

Entrepreneurship, creativity and innovation are necessary responses to societal challenges. Although the current economic model is the source of major deviations, enterprise in the broadest sense can help correct many of them. From problem it can become solution.

This approach is particularly realistic today given that creativity, innovation and entrepreneurial activity go far beyond the scope of capitalist enterprise and the market. Thousands of initiatives appear throughout the world to propose solutions: social entrepreneurship, the social economy, fair trade and so on. These are a sign of devolved and more accountable entrepreneurial activities.

Many of them co-operate with capitalist enterprises that are inspired to transform their culture and meet their social responsibilities. This abundance of creativity brings with it new forms of enterprise, which, far from competing with more conventional forms, are an indispensable complement and a source of cultural inspiration.

Many companies, among the most enlightened, have already begun this process. But alone they are not enough to restore the ethical and political dimensions to economic activity. Enterprise is obviously one stakeholder among others. The public authorities, social forces and civil society are expected to contribute to this transformation.

Real cultural change drives leaders to rethink three major business functions: creativity and innovation (entrepreneurship), organising and leading a community (leadership) and serving the common good (statesmanship).

The aim of the book is not to discuss in detail each of these functions but to outline some practical pathways for change toward restoring the ethical and political dimensions to economics.

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ABOUT THE BOOK

Available June 2014, paperback ISBN 978-1-783531-46-2, £9.99, €11.99, \$15.99 Also available: ebook | hardback, Greenleaf Publishing.



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



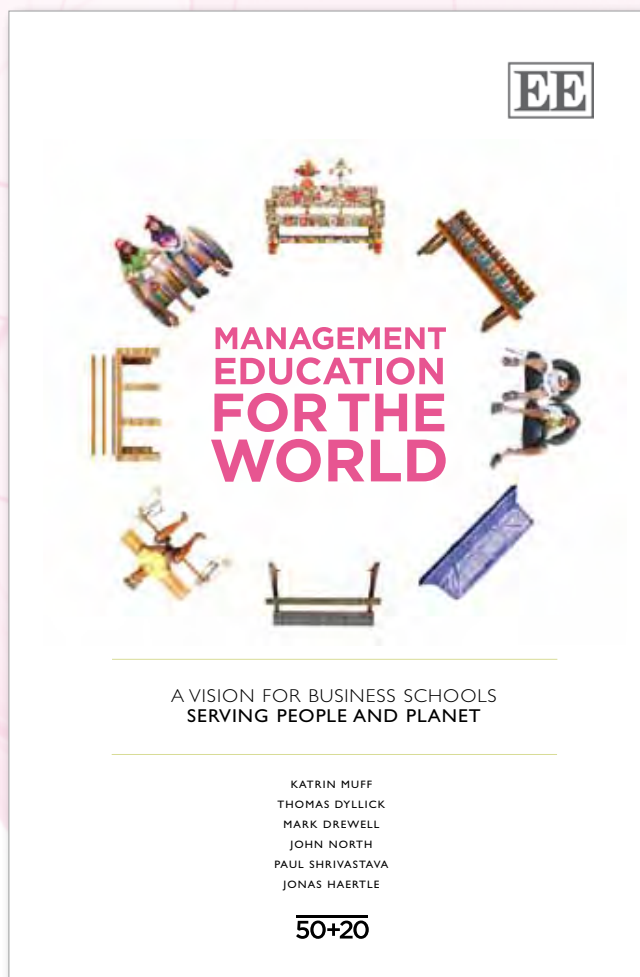
This 50+20 vision was developed through a collaborative initiative between the Globally Responsible Leadership Initiative, the World Business School Council for Sustainable Business and the UN-backed Principles of Responsible Management Education (PRME) and draws on the expertise of sustainability scholars, 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
Edward Elgar Publishing:
<http://bit.ly/10UQM4M>



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

Innovation in Action: Shaping Management Education For the World

John North and Anders Aspling explore the work of the first GRLI Management Education Innovation Cohort

In May 2013 a group of deans and directors of business schools and corporate learning and development specialists met at EFMD's Brussels headquarters drawn by the question how do we drive change towards management education that serves a world in transition?

They envisioned a shared journey and programme for business schools, other educators and corporate university leaders to build on insights developed through the 50+20 vision "Management Education for the World" and issued an invitation to a global network of committed peers to pilot and test responsible change in education and business.

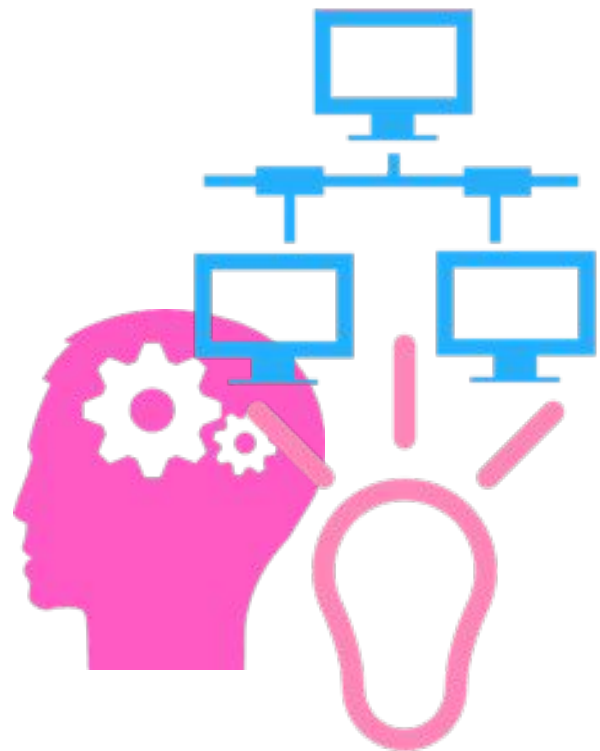
Less than a year since the meeting in Brussels the first "Management Education Innovation Cohort", a group of 18 individuals representing 16 institutions (see box page 25) is actively driving three hands-on projects (described below) aimed at transforming management education in the service of society.

1. Leveraging accreditation for change

Integrating ethics, responsibility and sustainability (ERS) into all major areas of business schools and measuring its impact is an ongoing challenge in today's management education world.

The accreditation systems of both EFMD and AACSB International revised their accreditation standards and criteria in 2013 and established far-reaching demands that would integrate ERS into all major areas of business and management education.

The changes imply that responsible and ethical behaviour should be an integral part of business schools' values as



well as strategy and should be reflected in their regular activities.

These recent developments reflect the need of business schools to contribute to the resolution of societal challenges and to act at all times as "good citizens". This implies heavy demands on a school's strategic and institutional development.

However, questions arise over how to interpret the new standards, what constitutes quality in ERS, and how can we define and measure successful developments?

The Innovation Cohort has set up the Values in Action (ViA) Project Group to evaluate and assess, using EFMD's EQUIS accreditation scheme as reference point, the role and potential of accreditation in developing ethical and globally responsible citizens and its contribution to sustainability.

The project group is working to produce guidance for applying the standards in practice and establishing benchmarks to measure performance. The Cohort members will pilot these recommendations as part of their own strategic development process to meet and exceed the new standards.

The group also aims to contribute to the understanding of the rationales and motives for integrating ERS into business schools, concentrating on the strategic "what" and "why" and not primarily on the operational "how".

ViA also seeks to define best practice among business schools and stimulate discussion on applying and assessing the new ERS Standards by business schools and peer review teams.

The following key questions guide the work of the ViA Project Group:

- What is a business school's value proposition for strategically and systematically integrating ERS?
- What are appropriate methods and tools to analyse ERS exposure and to assess the ERS performance and impact of business schools?
- What are good practices for business schools in the different areas of activity addressed by the new EQUIS standards?

2. Motivating faculty to lead change

The goal for this project is to create a framework for motivating faculty to integrate responsibility and sustainability into their offerings and approaches – a framework that change agents in business schools and business programmes can use in their own context.

In developing the proposed framework, Innovation Cohort members are investigating and reporting on their own institutional understanding concerning the following questions:

- What sustainability and responsibility related content is taught?
- How is such content taught?
- What are the most important challenges when teaching sustainability and responsibility related content?
- What would help and motivate faculty to teach sustainability and responsibility related content?
- How can we develop pedagogical methods, assignments and student performance evaluation criteria to support faculty in integrating sustainability and responsibility into their teaching content and methods?

3. Shifting to peer learning from the “sage on the stage”

A third group within the Cohort recognised that there are learning and development needs that are not being answered or met within current learning institutions and

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Thinking of the big long-term questions that you are facing about how management education can meet the societal and environmental needs of the world in the 21st Century, what do you need to learn or understand that you cannot learn within your current learning environment?

approaches. This project aims to engage with students, educators and business practitioners in an online learning experiment, to explore the following challenge:

“Thinking of the big long-term questions that you are facing about how management education can meet the societal and environmental needs of the world in the 21st Century, what do you need to learn or understand that you cannot learn within your current learning environment?”

The project aims to spark the development of innovative learning environments capable of inspiring and equipping a new generation of leaders to find their way into the future. In doing so this project has set these specific objectives:

- Identify the gaps in current learning regarding decisions in management that are truly good for the world
- Pilot new forms of collaborative learning using advanced technology
- Capture the shared learning that emerges as we make connections through dialogue across education and business boundaries

By creating a space for people to explore ideas and connections, the project aims to enable participants to co-create their own learning agendas and discover their own benefits, which may include:

- Consciousness of different perspectives around a shared agenda
- Learning how others are dealing with these questions in their own environments
- Making mutually beneficial connections outside their own organisations

The peer learning project has been actively experimenting with Google Hang Out to connect with people from diverse backgrounds CD business leaders, consultants, academics and students CD encouraging participants to explore and address their challenges through learning differently.

Topics to date have been wide-ranging: from how young people conduct collaborative business using social media to leveraging cross-cultural awareness and expertise when establishing enterprises in developing markets.

These conversations have generally been characterised by a willingness to listen and to understand further diverse experiences and perspectives. Participants bring what really matters to them in terms of their unique experience shaped by their values and participate with great energy and an enthusiasm to learn more.

Facilitation of the Innovation Cohort

The core GRLI team of Nick Ellerby, Claire Maxwell, Anders Aspling and John North facilitates this participant-directed programme, which is built on a framework incorporating Whole Person Learning and a Theory-U process. It builds on insights developed through the 50+20 vision and GRLI's 10 years of experience developing unique learning facilitation and methodology.

The Cohort operates along the same guiding principles that inform Communities of Responsible Action and the GRLI itself. From the outset it was agreed that the Cohort's work would answer to the key dimensions of:

- Result orientation CD will it deliver visible results on the ground?
- Long-term effects CD will it live on and continuously affect the development of globally responsible leaders and practice?
- Uniqueness CD will it get things done that could not be achieved elsewhere?

- Along with these criteria the Cohort also agreed to undertake its work being mindful of the following:
- To encourage development through innovation with others
- To mobilise both our collective and individual potential
- To work with learning approaches that seek to offer both safety and freedom
- To prepare the self as an instrument of change

Underlying this approach is an acknowledgement and desire to develop globally responsible leadership and practice at individual, organisational and systemic levels – or, put differently, through “me”, “we” and “all of us”.

In parallel, the facilitation team is exploring the principles and terms of engagement that will enable future Management Education Innovation Cohorts to continue the work. It is commonly felt that what is done is not done elsewhere and that it represents a new, different and emerging format of genuine and effective peer learning.

Apply now to join the second Management Education Innovation Cohort

The experience and learnings from the first round of the Management Education Innovation Cohort will be used in starting and conducting the second. The first cohort passes on the torch both regarding learning related to the process and to results and outcomes of their work.

EFMD member schools that are interested in joining the next intake of the Innovation Cohort are welcome to contact John North at john.north@grli.org.

The programme is planned to start during the third quarter of 2014.

The journey of the first Innovation Cohort

In the beginning each of the 18 participants representing 16 institutions prepared an overview on what they would like to contribute to the Cohort and also gain from participation in it. It was clear from the outset that this was a group of dedicated and committed change agents who were willing to engage fully in a process of co-learning and co-creation.

Within a day and half of the first cohort meeting held at University of St Gallen in Switzerland in October 2013, the group organised itself into the three working clusters or projects.

At the second meeting in New York in January 2014, Innovation Cohort members accompanied faculty and students of The New School (a non-traditional US college in New York City founded in 1919) on visits to five project sites of community-engaged innovation.

The projects address a range of local challenges – connecting fresh food access to under-served

communities, running a food truck business employing formerly incarcerated young peoples, rebuilding housing in Brooklyn after Hurricane Sandy and reimagining the juvenile justice system.

The third meeting at Oulu Business School in Finland in March reinforced the Cohort's sense of purpose and the understanding that changing the face of content, pedagogy and impact of management education requires a hands-on collaborative "do-tank".

The learning and journey to date is perhaps best summarised by cohort participant Daniel Serra, Dean at Barcelona School of Management and host of the upcoming fourth and final meeting in June, who says: "I am learning that innovation is not about me, it's about the people we serve."

This article was produced with input from all the participants of the first Management Education Innovation Cohort are listed below.

-
- Anders Sandoff, University of Gothenburg - School of Business, Economics and Law
 - Charles Cho, ESSEC Business School
 - Daniel Serra, Universitat Pompeu Fabra - Barcelona School of Management
 - Edith Littich, Vienna University of Economics and Business
 - Francesco Rullani, LUISS University Guido Carli - LUISS School of Business and Management
 - Graham Boyd, Learning Transfer Systems
 - Leticia Greyling, Rhodes University - Rhodes Business School
 - Mark Reno, Western University - Ivey Business School
 - Mary Godfrey, Bettys & Taylors Group
 - Mary Watson, The New School
 - Mathias Falkenstein, LUISS University Guido Carli - LUISS School of Business and Management
 - Olivier Brenninkmeijer, Business School Lausanne
 - Philip O'Regan, University of Limerick - Kemmy Business School
 - Rudolf Müller, Maastricht University - School of Business and Economics
 - Satu Nätti, University of Oulu - Oulu Business School
 - Sheila Killian, University of Limerick - Kemmy Business School
 - Sybille Schiffmann, University of Plymouth - Plymouth Business School
 - Thomas Dyllick, University of StGallen

For profiles on all the participants and more information on the work of the Innovation Cohort please visit www.50plus20.org/jc2014

JOIN THE CONVERSATION ON GLOBALLY RESPONSIBLE ADVISORY AND CONSULTING

LOUIS KLEIN, CHRISTIAN WEILAND

The global financial crisis (GFC) from 2008 brought a number of issues into sharp focus: the harmful side of globalisation, the prevalence of casino capitalism and the complete inadequacy of governance systems to a name a few. Even more worrying is how poorly business leadership and management are equipped in general to conceive and implement a positive alternative future.

On-going societal and governance reactions to the crisis suggest that the GFC and associated conditions are far from blowing over. Meanwhile the contrast between current capabilities and best practice in leadership and management compared to what the world needs in uncertain times grows stronger. The call for responsible leadership and practice at individual, organisational and systemic level echoes louder.

Consultancies, advisory firms, trainers and coaches have become key players in this development. They influence management and leadership. They are viewed as role models for by individuals and companies they advise. They position themselves as exponents and enablers of best practices to the extent that they do not challenge underlying orthodoxies such as the pre-eminence of unfettered free markets, shareholder value and profit maximisation, they seem to reinforce them.

Extending Globally Responsible Leadership Initiative's (GRLI) vision to form a worldwide network of companies and learning institutions characterised by vast action and thorough exchange of learning towards consulting therefore seems like a natural fit. Building on the rich experience of a global community of practice, the GRLI therefore wants to explore the landscape of global responsibility in advisory and consulting by starting a dialog with practitioners in the field to development a common understanding and answer to the following question: *What role do, can and should advisory and consulting organisations play in developing globally responsible leadership and how do they themselves practice responsibility?*

This starting question can be seen as the nucleus of a complex set of question that emerge when looking at the landscape of consulting and advisory, as it is today. Three perspectives emerge on first glance:

- First, there is the arena of consulting and advisory work explicitly aimed at developing some dimension of global responsibility. This is most visible around the discourses of sustainability, corporate social responsibility and compliance. How can a business be sustainable in its entire conduct? What is corporate social responsibility in the light of the larger stakeholder landscape especially including the various levels of government and society? And how can legal regulations, especially in the arena of corruption, be systematically enforced?
- Second, there is a need for the question of globally responsible leadership and practice within consulting and advisory companies. How is global responsibility reflected in the value set that drives the consultancies? What are the individual and organisational implications of that? What does the company bring to the world? What does it bring to its clients, to its employees, and to the society in general? How does it use its power and influence and what does it stand for?
- Third, there is the consideration of how developing globally responsible leadership and practice specifically is delivered within the advisory and consulting practices provided to clients. What does the disciplinary set, the models, methods, instruments and tools aiming at global responsibility look like? How can consulting and advisory practices be conceived which are orientated more strongly towards global responsibility? And what is the attitude in consulting and advisory that comes with global responsibility?

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What role do, can and should advisory and consulting organisations play in developing globally responsible leadership and how do they themselves practice responsibility?



While challenges and questions are easily found, as the listed perspectives do not even capture the entire picture, there are no quick answers - unfortunately. The first reflexes were looking at codes of ethical conduct - a Hippocratic Oath for consultants? We can think of the accreditation of practices or the certification of people and companies. However, do we really need another declaration, manifesto or charter? Perhaps the reflection needs to be broader and deeper at the same time and innovative as to overcome the pitfalls of expecting new results from old thinking. A meaningful exploration, which enables sustainable action, can only be achieved by not talking about, but with the consultants, advisors, trainers and coaches.

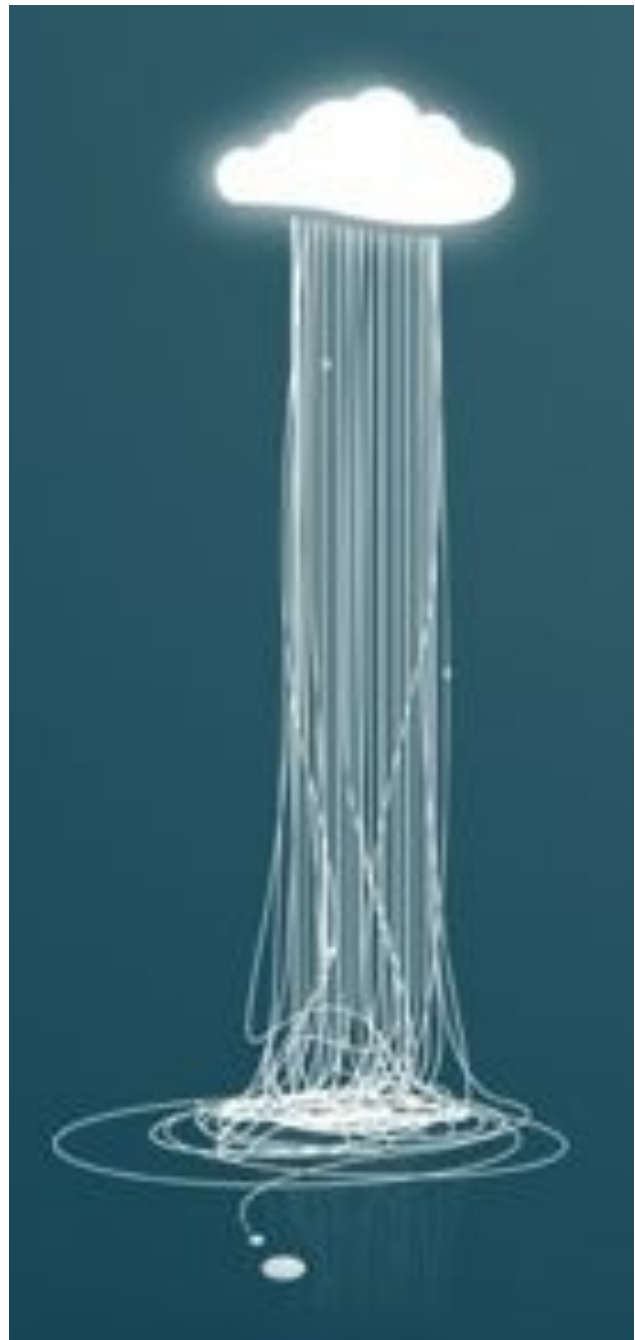
In keeping with the GRLI approach the first simple step was to establish a place and space where the energy and interest of consultants and advisors drawn to this issue may converge. Shortly after establishing a LinkedIn group the first face-to-face dialog took place as part of the GRLI 15th General Assembly in Oulu, Finland in

March 2014 a pioneering group of consulting and advisory practitioners set out to explore their potential role in the development of globally responsible leadership and practice. The main goal at the first meeting, facilitated by Louis Klein of Systemic Excellence, was to investigate what a shared agenda around global responsibility in consulting and advisory services might look like. Within that context the group initiated actions to:

- Explore, map and share various perspectives on globally responsible advisory and consulting.
- Identify and initiate individual and joint activities to bring about the change needed in and from advisory and consulting practices.

During the one-day workshop participants were invited to share their perspectives and to start developing a common language to deal with this important challenge.

Any value-driven endeavor as such tries to tackle the big questions about worldview, citizenship, the meaning of sustainability/social justice, etc. is confronted with the challenge of developing a common understanding without getting lost in semantics. In the case of consultants and advisors, a second layer comes into play: who are these people called consultants? As global responsibility and sustainability, consultancy has become a collective term for a broad range of definitions. Thus, considering that consultants work in different fields and sectors, and that what it means to be sustainable, ethical and responsible will differ accordingly, there does not seem to be an overarching aspect of global responsibility that can guide practice.



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What does it mean to “be good” and to “do good”?



Convening an active GRLI corps of Global Responsibility consultants and advisors is big and so are the possibilities, just to name a few that were discussed:

- Developing education and training programmes
- Investigating potential certification systems
- Growing the community of practice

This ongoing discussion within GRLI also offers the chance to reflect on current best practices in global responsibility and reflect on ones own perspective. The first meeting in Oulu raised more, and broader questions than it gave answers:

- How to balance people, profit and planet?
- How to apply aspects of corporate citizenship, responsibility in projects through responsibility conscious attributes and a holistic mindset? And how do you serve, teach/guide, and educate clients accordingly?
- What does it mean to “be good” and to “do good”?
- Is there a difference between consultants that choose to be conscious/responsible regardless of their field/sector; and those who are sustainability/responsibility consultants?
- Does responsibility mean selecting projects, clients etc. according to ones integrity, i.e. personal conviction or a common understanding?

But raising the right questions is what GRLI aims to do. And so the result of Oulu, is the awareness of finding the

right questions before giving answers to questions that were never asked. So what is the result of the Oulu workshop? First, that the challenges for consultants and advisors are global, second that global challenges needs global inputs, but most of all: it is important and can be started one person at a time. Participants became aware of the need to include more perspectives and the next pragmatic step before the next GRLI meeting in Cleveland: share the word, invite more people, challenge your own perspective via discussions.

In this spirit, this article is as much information as it is a call to action, a call to bring people together who do normally not speak with each other a lot. A community of interest that is prepared to think big, start small, and act now. A community taking responsible action and also openly sharing the outcomes of this conversation critically with the broadest possible audience as an invitation to join the conversation and embark on a learning journey towards global responsibility in consulting and advisory services. It is an invitation for you to join to be part of the landscape or become part of the solution!

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What you can do

- Join the discussion on LinkedIn at the group called "Globally Responsible Advisory and Consulting"
- Write to the GRLI consulting and advisory community of responsible action at grac@grli.org and share your thoughts and ideas
- Join the next GRLI gathering in Cleveland during the Third Global Forum for Business As An Agent of World Benefit (14-17 October 2014)

PARTNER PROFILE

The University of Guelph's College of Business & Economics: Changing lives and Improving life

Canada's University of Guelph is renowned for its commitment to building a better planet through innovations in food, the environment, health and community.

As Canada's 'food university', Guelph faculty and students work on projects across the entire food value-chain in search of solutions to both local and global food and hunger-related issues. Guelph's approach to environmental problems uniquely integrates the life, physical and social sciences. In support of enhanced health, Guelph doesn't teach traditional 'medicine' but rather focuses on "one health", exploring the relationship between the health of humans, animals and the environment, from the molecular to entire ecosystems. Guelph is also Canada's first university to concern itself with the development of rural communities, and is a leader in addressing economic, social and environmental well-being.

One of seven colleges at the University of Guelph, the **College of Business and Economics** reflects the University's values through its vision of *developing leaders for a sustainable world*. Formed in 2006, from a foundation of teaching business courses for nearly 50 years, Guelph's business school has always done things a little differently. Like most universities, Guelph seeks to deliver its vision through the three key components of teaching, research and service but within the business school we refer to these as our three pillars of transformational learning, research that counts and community engagement. While we cover traditional subject areas one expects of business and economics, our faculty and students also seek to challenge conventional wisdom around these topics, and delve deeper into questions of sustainability and corporate responsibility from student-based community consulting projects focussed on social enterprise, to faculty research questioning the vexing environmental economics surrounding alternative energy. We take a more holistic



approach, look at the bigger picture and prepare the future business leaders the world needs. While we are clearly not alone amongst many Canadian and other global business schools who have begun to appreciate the importance of these issues, what we tend to define today as 'sustainability' represents the foundation upon which our University was originally formed.

Guelph's is a relatively large university business program with 3200+ undergraduates (pursuing one of four disciplines or five industry-focused majors); 200+ graduates (including an MA and PhD in Leadership and MBA specializations in food and agribusiness, and hospitality and tourism). Supported by over 100 talented and dedicated faculty and staff, and many enthusiastic student leaders, delivering on the values inferred in our vision takes on many forms. Students can pursue specialist studies in leadership, dig deeper into corporate responsibility and business sustainability, and/or become a business consultant, working with real-world clients through unique consulting opportunities with our Centre for Business and Student Enterprise. Responsible learning and leadership also carries through into our graduate programs where we recently launched a new specialist stream on '**Sustainable Commerce**' in our niche MBA. This program explores what CSR and sustainability means

“ ... ”

We are a business school that believes passionately that business – done right - is the sustainable solution to the world’s most pressing problems.

and leadership also carries through into our graduate programs where we recently launched a new specialist stream on ‘Sustainable Commerce’ in our niche MBA. This program explores what CSR and sustainability means to the organization, and seeks to develop leaders who will inspire positive change in business and society, with key courses on ‘sustainable value creation’, ‘business strategies for sustainability’ and ‘environmental governance’.

In 2013, we were the first university in North America to introduce the *Micro-Tyco* business challenge (<http://www.wildheartsinaction.org/microtyco/>) to our incoming undergraduate class of 800+ commerce students. Unlike many traditional student business competitions, where business plans are judged, in *Micro-Tyco* the business plans are judged and executed, where real money changes hands. Starting with \$1 of ‘seed capital’, student teams are challenged to develop and present their ideas, turn them into a micro-enterprise, operate them for a month and generate as much real wealth as (legally) possible. At the end of the month, the proceeds are pooled and donated to the WildHearts Group in Scotland which created *Micro-Tyco*, an organization that re-invests the funds as micro-finance loans to primarily women in developing countries, helping “the world’s poorest people work their own way out of poverty with dignity and self-respect”.

In the *Micro-Tyco* challenge, our students become entrepreneurs to help fund entrepreneurs in the developing world. To do so, they need to think creatively, critically and are forced to move beyond their comfort zones. They learn and practice basic business concepts, succeeding in some, failing in others, all the while continuing to learn from their ideas and actions. This type of active and experiential-learning that takes place through the *Micro-Tyco* challenge, and the efficacy of what it represents on the global stage, reflects the core values of our business school and our University. Our commitment to this unique learning opportunity will most likely evolve from year to year as we seek to engage more people, link into local primary and high schools, and look to support micro-finance initiatives in parts of Canada as well. Overall, as the *Micro-Tyco* program suggests, this project is about ‘creating compassionate global citizens and inspiring the leaders our world deserves’, which in part is what we mean by our *Vision of being and developing leaders for a sustainable world*.

Other examples of our approach can be found within our curriculum and in the variety of co-curricular and extra-curricular activities and experience open to our students. Our **Certificate in Leadership** presents an opportunity for any student (business or otherwise) to develop their understanding and practice of leadership,

“ ... ”

The program emphasizes leadership as a mindful, purposeful activity in which leaders are responsible for those they lead and for making the right choices.

including 120 hours of documented leadership practice. Much of the learning examines the way in which leadership is represented in our culture and in media and how that shapes individual leaders. The program emphasizes leadership as a mindful, purposeful activity in which leaders are responsible for those they lead and for making the right choices. Our **Certificate in Sustainability** (currently under development) will commence with a general overview of sustainability, examine the three pillars of economy, society and environment from various perspectives, and conclude with a focus on corporate social responsibility as the 'sustainability' response from the world of business. We also partner with colleagues in environmental science to deliver a program on environmental economics and policy, which applies the lens of science and economics to environmental issues. In this program students develop their knowledge and skills to identify, prioritize and solve environmental problems by integrating both scientific and economic realities.

Outside the classroom, we encourage and support a number of initiatives designed to further develop a common sense of community and shared responsibility for our planet including:

- a local undergraduate chapter of **Net Impact**, a non-profit organisation which seeks to 'drive transformational change in the workplace and the world'. Our chapter, formed in 2009, has created a Campus Speaker Series and an Impact Case Competition. In 2012-2013, Guelph finished 4th overall, and 1st for international schools by Net Impact Central. Most recently, the Chapter was active in the "Small Steps, Big Win" global challenge;

- **My World, My Choice!** - an extra-curricular educational program teaches students about sustainability and challenges them to grow as leaders in their schools and communities. This program shows students that the choices they make have a lasting impact on our world. Through volunteer initiatives, university students work with local primary schools and has inspired more than 1200 students to create projects designed to help reduce their school's footprint in ways such as 'community gardens', paper and waste management, improved use of school facilities and bottle free lunches;

- the **University of Guelph Sustainable Restaurant Project (UGSRP)** is a movement within our hospitality business program that seeks to develop a better understanding of sustainability within the food services sector, including environmental social and economic issues (<http://restaurantsustainability.wordpress.com/>). For its 3rd annual 'Sustainability Talk' in 2013, Professor Bruce McAdams, along with guests Robin Poirier of Ocean Wise and Jonathan Bloom, food commentator and author of "American Wasteland", explored the contemporary issues of food waste, sustainable harvesting and food packaging to a packed house of students, faculty, industry and members of the local community;

“ ... ”

70 universities working to alleviate hunger and malnutrition at home and abroad.

- **Universities Fighting World Hunger (UFWH)** - an international initiative launched by Auburn University in 2004 with the UN's World Food Programme (WFP), is now a coalition of more than 70 universities working to alleviate hunger and malnutrition at home and abroad. Guelph was the first Canadian university to host the Annual UFWH Summit, and in 2012 with a throng of 2,000+ university and community volunteers set the world record for packing over 315,000 'famine relief meals' in one hour;

- **Garden2Table** - founded in 2009, Garden2Table is an experiential learning program which pairs University of Guelph students with local primary schools. Each year, an interdisciplinary team of students work on an educational 'hands on healthy food' initiative with local school children. Since its inception, over 1000 children have been introduced to organic farming and honey production, alongside learning basic culinary skills as well as simple and healthy alternatives to common processed and packaged foods;

- **Youth Led Innovation Challenge, 2014** – in partnership with our local enterprise organisation (Innovation Guelph), a group of 46 students worked in teams to co-create a design solution to support youth (ages 18-25) engagement within the community. Topic areas included mental health, skill development, entrepreneurship, education, employment, voting and volunteerism. The topics were chosen in consultation with the local community organizations. The teams had 90 minutes to craft a solution, prepare an elevator pitch, and present their pitch to the group. The team tackling mental health created "Smash the Stigma", a blog used to inspire conversation, raise awareness and ultimately change the identity of mental illness by encouraging youth to go online and share their story.

We are proud signatories to the UN Global Compact on Principles of Responsible Management Education (PRME) and members of the PRME Champions Group. We joined the Globally Responsible Leadership Initiative (GRLI) in 2012, and continue our efforts to deliver on the promise

of globally responsible leadership through our teaching, research and service to the community. As these various examples suggest, our educational mission continues to be one of providing a transformational learning environment that encourages critical reflection, personal growth, community engagement and global awareness, and promotes comprehensive understanding of both traditional and emerging themes in management and economics. We are a business school that believes passionately that business – done right – is the sustainable solution to the world's most pressing problems. As such, we focus on developing business acumen while fostering social and ethical responsibility and preparing graduates for leadership roles that will improve the effectiveness of their organizations and the well-being of people in Canada and around the world.

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<http://smallsteps.netimpact.org/>

Reflections from a GRLI Newcomer

Martha Miser

I spent the last week of March 2014 in Oulu Finland, a fair distance from my hometown of Boston.

Why was I there? At the invitation of a colleague, I had taken the leap and committed time and resources to attend the 15th GRLI General Assembly. After viewing the website and devouring GRLI's Management Education for the World, I was excited about joining a community that was aligned with my scholarly interests and consulting practice in leadership and change, supporting purpose-driven companies.

Did I find the community I had hoped for? Yes! Plus much more. What follows are a few reflections of my very rewarding encounter with GRLI.

First, a few words about our conference hosts. The program was sponsored by Oulu Business School's Martti Ahtisaari Institute of Global Business and Economics. Although the Finns are characterized as introverted and reserved, I found our hosts to be welcoming, warm, and anxious to acquaint us with their culture. This was accomplished in several ways. First, through the active participation of Oulu's business school dean and faculty. Secondly, by introducing us to a number of local business entrepreneurs. Third, by feeding us huge quantities of salmon in a variety of venues, including a lovely gala dinner held in the atrium of their city hall and an elegant meal in a historic home by the sea. And, fourth, by taking our group on an outing that included an afternoon of ice fishing and/or silent walks across the ice (a unique and magnificent experience) and an evening in a traditional Finnish sauna.

Over the course of the week, I began to understand why Finland was such an appropriate location for the conference theme: "Responsible Leadership in Business and Society." This became clear as we learned how key stakeholders have coordinated their efforts help Finland's economy and society rebound from the economic crisis. Because of their reliance on the pulp/paper and electronics industries, Finland was particularly hard hit by the crisis. In this post-Nokia era, there has been a conscious strategic choice to shift Finland's economy from technological innovation to business innovation. Government spending is credited as being a key factor in

the resurgence of the economy. This includes an ongoing commitment to education which is provided free for everyone in Finland.

On a local level, the Oulu business school has responded in kind by reshaping its curriculum to become an international, multidisciplinary institution, offering a range of programs including an international MBA. Because tuition is free and the school internationally regarded, they receive hundreds of applicants, making them highly competitive. This has not only benefited the school, but the local community because all MBA students are required to work in one of Oulu's local companies. What became evident was the existence of a cultural norm, a tacit understanding among Finns that business has a responsibility to society. We learned that this ethic of responsibility is one of the reasons that so many people come here to study and to work.

In terms of the conference, the format alternated between working GRLI sessions, plenary presentations/dialogues, experiential activities, and selected learning journeys to visit various local organizations to explore their approaches to sustainable business and responsible leadership. Having attended a number of conferences in the past, it was a refreshing break from the traditional hotel-bound plenary/breakout session format.

Technology was a key theme, with a focus on "life after Nokia" which left over 3000 highly qualified former Nokia professionals in Oulu looking for their next opportunity. What's interesting is how this tremendous resource of talent is re-emerging in myriad of new ways. One such way is Oulu's Business Kitchen¹ described as an innovation and entrepreneurial hub, a learning and research ecosystem, and a 24/7 working space for entrepreneurs. Highlights from our visit include:

- Innovative methods of "pitching" new business ideas to potential investors included the quintessential Finnish "Polar Bear Pitch" which requires entrepreneurs to pitch their idea standing in a hole in the ice. As you can imagine, this means they are in bathing suits, standing in icy water up to their chests. Apparently no pitch exceeds 5 minutes. If you don't believe it, Google "Polar Bear Pitching" on YouTube.

- Several entrepreneurs made presentations on their companies. This included an e-health start-up collaborating with seven other small businesses across the spectrum of chronic disease management; an ex-Nokia team of engineers (with psychology & coaching backgrounds) developing a method to gather just-in-time, continuous employee feedback using phone technology; and an entrepreneur with a language background who has created an online, interactive, voice activated learning program for business English.

We also heard several fascinating presentations exploring the theme of “New Technologies and Digitalization as a Driver for Structural Change in the Global Economy.” These included:

- Marko Ahtisaari, former head of product design at Nokia and now a Fellow at MIT’s media lab. Ahtisaari shared 9 principles for “AI” (After the Internet) which can be accessed in this recent TED talk². One fundamental implication for business, Ahtisaari says, is that “the cost of planning and assessing risks now exceeds the cost of trying and building. Why do we spend the time planning? Instead, innovators have moved “from planning to trying... It’s easier to build something and learn from it.”
- The Finnish scholar Esko Kilpi³ began his presentation by discussing why the industrial system is an outdated, if not immoral, model for thinking. Reliance on factory production, division of labor, efficiency, individual job definitions, have resulted in a reductionist, cause and effect model of management. Kilpi said: “Networks are the architecture of work and are valuable as shared resources... Networks are the new commons.”
- Sasu Ristimäki, an equity analyst at Merrill Lynch, talked about network economics, or the study of how networks create value. He contends that historical models of value creation based on the ability to command and allocate resources are obsolete. “Mark Zuckerberg is correct,” says Ristimäki, “networks of 1 million members are incredibly valuable. There is no equation for capturing this value today, which leads people to say if you can’t measure it, it doesn’t exist... this is the wrong conclusion.”

The General Assembly was also an opportunity to further the GRLI agenda in specific ways. This included work and/or discussion on these key initiatives:

- GRLI’s first Innovation Cohort, a peer-based experiential learning program, comprised of members from 16 business schools and other organizational leaders. The focus of this first Innovation Cohort is on the transformation of management education. The outcomes are encouraging: in addition to the personal/professional growth, the group has initiated three action learning sub-projects which include: 1) Integrating ethics, responsibility and sustainability into business school curriculum; 2) Developing a framework to motivate business school faculty to teach sustainability and responsibility; and 3) A peer learning process that will enhance the learning environment within business schools.



GRLI 15th General Assembly
24-28 March 2014
Oulu, Finland



GLOBAL RESPONSIBLE LEADERSHIP
INITIATIVE

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- The GRLI Ambassadors program has also been launched. Quoting from the website, this is “a community composed of dedicated young people below the age of 35 who embrace the GRLI’s vision and are committed to sustainable human progress... The Ambassador community serves as incubator for new ideas, implements projects and raises awareness among peers.”
- Our French colleague, Jean Christophe (JC) Carteron, CSR Director for the KEDGE Business School introduced a Sustainability Literacy Test, described as “the first international tool to assess and verify the sustainability literacy of your students.” The assessment is currently being piloted with an initial 25 countries. As the number of participating countries expands, the next step will be to develop a learning program to prepare students for the test⁴.
- Izabel Rimanoczy, from Fordham University, has initiated a project called LEAP – a curriculum and process designed to create a “sustainability mindset” and capability among educators⁵.
- The GRID, a three-phase diagnostic tool which provides structure and guidance for organizations and individuals on how think and talk about their globally responsible leadership behavior and actions. The GRID is currently being tested in several organizations⁶.
- Finally, our host, the Oulu Business School, has developed a Sustainable Leadership Scorecard, with the acronym SEFE⁷. If you access the site, Google will also translate from Finnish into your native language.

After an exciting and intense week, I offer a few final reflections as a newcomer to GRLI. First, it’s important to note the considerable effort that has gone into making structural changes that impact business school curriculum and management over the past ten years. These are among the many important accomplishments that are described in the GRLI website. However, the point I’d like to make is that, on first glance, it would be tempting to pigeonhole GRLI as predominantly European academic organization, when in fact that is not its full mission. From the beginning, GRLI has aspired to be a multi-stakeholder community, organized around the core idea of transforming the leadership and management of businesses. For this reason, it welcomes a variety of participants from businesses and other institutions as well as individuals such as consultants and practitioners.

It's also important to clarify that GRLI does not view itself as a typical membership organization, providing services and resources. Rather, if you belong to GRLI, you are considered a partner, which conveys an expectation that you will actively participate in shaping the thought and actions that define the organization. As such, you are not a passive member; but a committed participant in an emerging and ongoing movement for change. As you can imagine as a first timer, the meeting did not feel like your average conference! Instead, I found myself with a relatively small group of dedicated professionals ready to roll their sleeves up and get to work for an entire week. This created an energizing environment which, in turn, generated a great deal of learning, intimacy and deep dialogue.

Of course this is not to say that GRLI is a fully evolved organization. Although I was completely engaged by both the content and the participants of the meeting, I was simultaneously noticing what appeared to be missing, and also what I might hope for in the future. For example, I would like to see more global representation and diversity, more leadership scholars, more business practitioners, more measurable outcomes, etc. However, I felt that these wishes were shared by others and the dialogue an important part of the ongoing growth and development of the organization.

So of course there are tensions – seemingly productive tensions – as one would expect with any group of really

smart people committed to a big vision. As I enter the organization, it feels as if GRLI is facing a crossroads of sorts as its members look ahead to the next ten years. With that in mind, a new strategy is in the works, along with a host of new initiatives. Notably for those in my part of the world, one of these priorities is to bring GRLI to North America in the academic, corporate, and consultant sectors.

I returned from Finland enriched by many new relationships with like-minded friends and colleagues and hopeful about what this community can accomplish as it embarks on its next chapter. The next opportunity to do that will be from October 14–17 at Case Western's 3rd Forum for Business as an Agent of World Benefit, which will also be GRLI's 16th General Assembly. For those of you who are curious to find out more, my recommendation is to join us and see what we can create together!

ABOUT THE AUTHOR

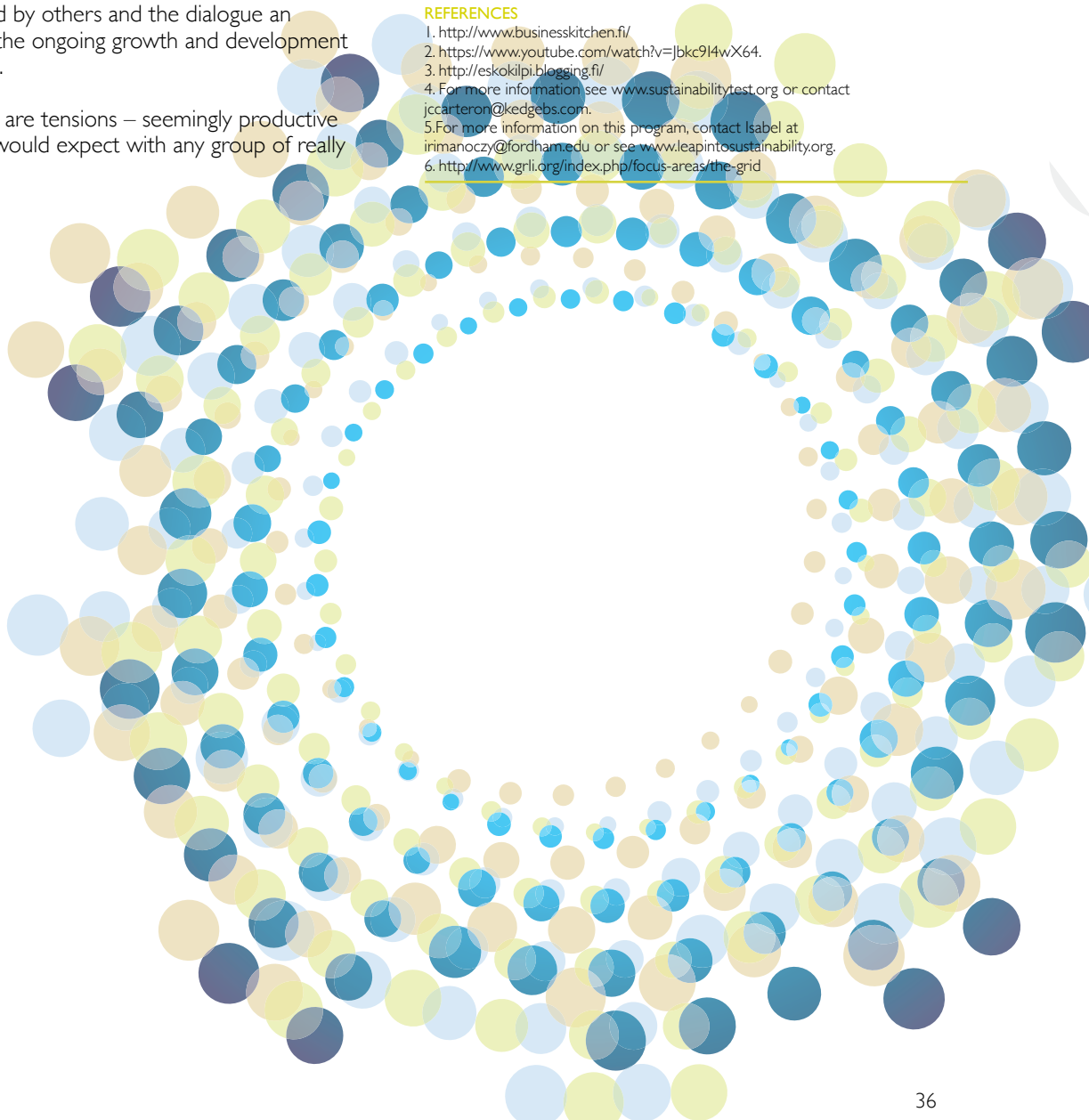
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BOOK REVIEW

Ann Dinan reviews Sir Mark Moody Stuart's new book *Responsible Leadership, Lessons From the Front Line of Sustainability and Ethics*.

To fully understand the context of this book, it is important to recognize and understand at the onset that Sir Mark Moody Stuart was the Managing Director of Shell Oil from 1991-2001 and Chairman from 198-2001. He was also the Chair of Anglo-American, a South African Mining Group from 2002-2009.

In terms of his new book, at first blush it would be easy to think this is just a book about Responsible Leadership. Perhaps a typical leadership book, if you will. And, given the urgency in the world today for all sectors to understand and practice responsible leadership, this would be perfectly acceptable, totally warranted and welcomed. But there is nothing typical about this leadership book. Those thoughts are dispelled as soon as the book is opened. This book goes further. It is not a textbook, but it provides tremendous learnings. I would say it is a fine example of narrative leadership. At times, it is confessional, and always entertaining and educational. It is a modern record of responsible leadership; it is his record of responsible leadership. His stories provide the ballast for the lessons of responsible leadership peppering the book with personal and professional anecdotal tales.

This book does not just make a case for the urgent need for responsible corporate leadership, although that would be welcome as well. Sir Mark Moody Stuart instead advocates, and in fact spends the entire book convincing the reader, that trust must be developed first and foremost in order to lay the

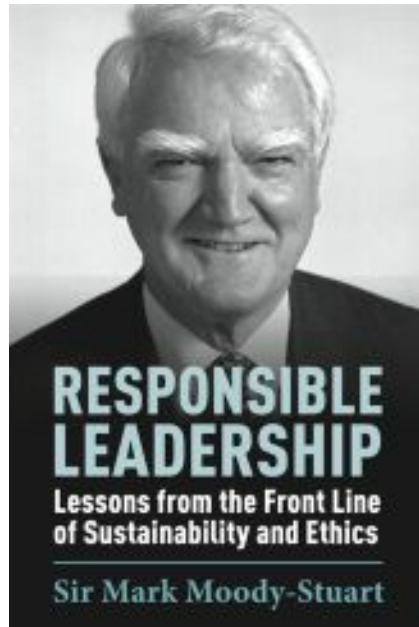
solid foundation for governments, companies and civil society to work together in a trustful manner towards the goal of responsible leadership – a goal worthy of aspiration by us all.

A few stories you will find in the book relate to:

- UN Global Compact, conception and inception
- Extractive Industries
- Country-specific stories (China, Africa, UK for example)
- Human Rights Issues
- Corruption Issues
- Collaboratory examples

Critical observers will note that the author steers clear from proposing a radically different direction for fossil fuel companies

at a time when climate science suggest that the industry needs to entirely reinvent itself. But why not come and quiz Sir Mark Moody Stuart himself when he speaks at the co-ovened Case Western Reserve University and GRLI Global Forum, Business as an Agent of World Benefit from October 15-17 in Cleveland, OH (see details on page 9)



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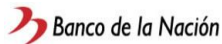
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Responsible Leadership, Lessons From the Front Line of Sustainability and Ethics, Mark Moody-Stuart, Greenleaf Publishing, March 2014, ISBN 978-1-906093-96-9

The GRI Global Partnership





YELLOWWOODS

Globally Responsible Leadership Initiative

developing a next generation of globally responsible leaders

ABOUT Globally Responsible Leadership Initiative (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 52 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 21st Century, a young ambassadors programme, blueprinting the business school of the 21st 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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For more information on the GRLI, please contact us at:

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