

global focus



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Special supplement

Globally Responsible Leadership - sharing insights and experiences

In partnership with



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When Global Focus magazine published its very first special issue in 2007 it was dedicated to the work of a small and newly formed foundation - the Globally Responsible Leadership Initiative (GRLI).

As a joint initiative of EFMD and UN Global Compact, the GRLI began its work in earnest during 2004 when 21 companies, business schools and leadership learning centres formed a unique working partnership focussed on how leaders can contribute to the creation of economic and societal progress in a globally responsible and sustainable way.

Nearly twenty years later the enquiry held by the GRLI Foundation stands in contrast to a global context where responsibility in leadership and practice is sadly not yet the norm. The impact of the grand challenges we face collectively are growing more evident by the day and encroaches on the very livelihood of people and the planet alike. There is urgent and radical work to be done to bring this continually emergent paradigm of Global Responsibility to prominence - to help shift the collective consciousness from "I" to "We", to "All of Us".

In the management education landscape we see an increasingly crowded playing field of networks and initiatives focussed on advancing responsible leadership and responsible management education, and this is where the unique work and approach of GRLI is invaluable and why the special relationship between EFMD and GRLI continues to grow and now includes AACSB International (since 2015) and oikos international (since 2021) as strategic partners.



There is urgent and radical work to be done to bring this continually emergent paradigm of Global Responsibility to prominence

Being an independent partner-driven initiative focussed first and foremost on the impact of its ongoing enquiry GRLI remains uniquely positioned to challenge the status quo and to work with the hard questions for which there are no easy answers. In a context where borders, boundaries and divides are increasingly seen and felt the GRLI works on initiatives that have sparked over the years a wide-ranging impact on teaching, learning, research, accreditation, rankings and more.

This special issue of Global Focus provides a glimpse into the ongoing learning and experimentation held with and driven by the GRLI Partner and Associate network. In sharing the insights and experiences with you, the reader, we would like to emphasize that there is no silver bullet or ready-made solution when it comes to catalysing the development of global responsibility in how we learn, live and lead. . The GRLI community spirit and work of learning with and from others, of fostering deep and genuine collaboration for collective impact and of engaging as whole human beings helps keep the hope alive for whole system change. That is the direction of travel we advocate for and pledge to adhere to.

Global Responsibility? GRLI continues to hold the question.

Will you hold and work on it with us?

John North

Executive Director

The Globally Responsible Leadership Initiative

Eric Cornuel

President

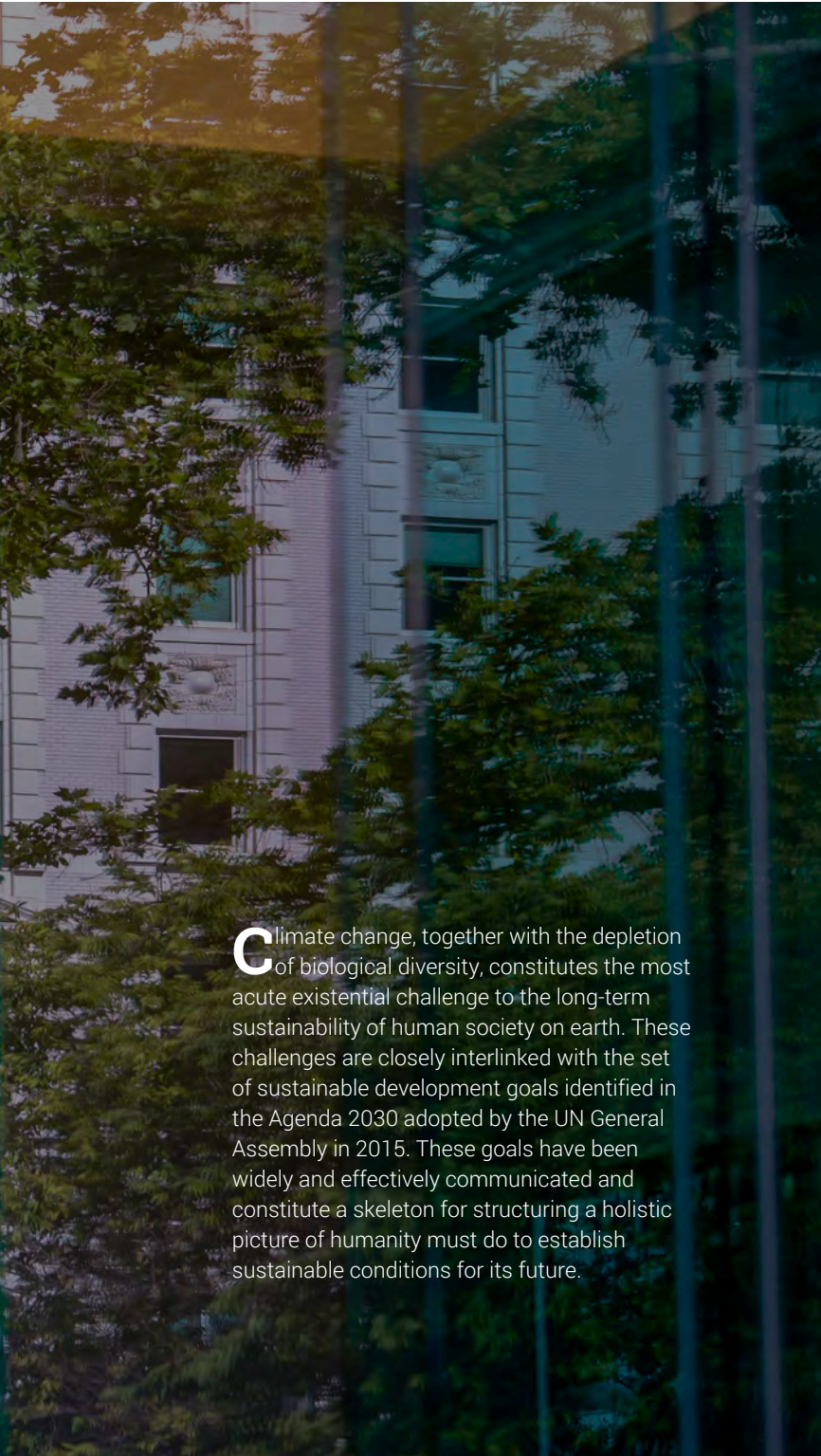
EFMD Global



By
Per Cramér



Our global context calls for global responsibility: Reflections on the role of business schools in meeting the challenges of our time



Climate change, together with the depletion of biological diversity, constitutes the most acute existential challenge to the long-term sustainability of human society on earth. These challenges are closely interlinked with the set of sustainable development goals identified in the Agenda 2030 adopted by the UN General Assembly in 2015. These goals have been widely and effectively communicated and constitute a skeleton for structuring a holistic picture of humanity must do to establish sustainable conditions for its future.

In the aftermath of a two-year long pandemic, we have faced a shocking deterioration of geopolitical stability manifested in an armed aggression by Russian forces in Ukraine constituting a major breach of international law.

Under the shadow of this turbulent situation, a worrying new report compiled by the Intergovernmental Panel on Climate Change was published on 1 March, 2022 (<https://www.ipcc.ch/report/ar6/wg2/>). The core message of the report was that human-induced climate change has already had widespread adverse impacts and caused related losses and damages to nature and people. Moreover, the report clarified the close interrelation between climate change and the degradation of ecosystems, most importantly the loss of biological diversity, and also outlined that safeguarding biodiversity and ecosystems is fundamental to climate-resilient development.

The report describes the effects already caused, the inappropriate responses that have been made to remedy the situation, while calling for effective actions to attain the goals set by the Paris Declaration. The seriousness of the overall message was amplified by the UN secretary General Antonio Gueterres who referred to the report as an ‘...atlas of human suffering and a damning indictment of failed climate leadership.’

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We have witnessed the development of strong social movements demanding increased political action

The findings of the report should be seen in the light of the increased general awareness of the effects of climate change and the commitments that have been made with the objective of helping fulfil the objectives of the Paris Agreement. We have witnessed the development of strong social movements demanding increased political action, *Fridays for Future* being a prime example (See more at: <https://fridaysforfuture.org>). Increasing societal engagement is also demonstrated by the fact that over 1,275 companies have signed the Business Ambition for 1.5°C commitment (<https://www.unglobalcompact.org/take-action/events/climate-action-summit-2019/business-ambition/business-leaders-taking-action>). More than 1000 cities, over 1000 educational institutions, and over 400 financial institutions have joined the Race to Zero, pledging to take rigorous, immediate action to halve global emissions by 2030 (<https://racetozero.unfccc.int/join-the-race/>).

After COP26 in Glasgow, more than 70 countries, including the biggest polluters – China, the United States, and the European Union – have committed themselves to an alignment with the Paris Agreement by making a pledge to attain Net Zero in emissions of greenhouse gases by 2050. These commitments cover about 76% of global emissions (Report available: <https://wedocs.unep.org/bitstream/handle/20.500.11822/37350/AddEGR21.pdf>). To different degrees, these commitments have been translated into plans for implementation in combination with the allocation of economic resources for the necessary societal





transformation. See, for example, the EU Green Deal with the stated objective of transforming the EU into a modern resource-efficient and competitive economy that ensures no net emissions of greenhouse gases by 2050, economic growth decoupled from resource use, and no person and no place left behind. There are a number of EU funding mechanisms in place to facilitate the Green Deal, totalling over € 1 trillion. (For more information: https://ec.europa.eu/commission/presscorner/detail/en/qanda_20_24).

However, assessments of the impact of the nationally-determined contributions show that these are not enough to meet the target of the Paris Agreement.

In sum, there are clear indications that awareness of the need for action is increasing rapidly. At the same time, the alarming reports regarding the insufficiency of the moves so far to remedy the interrelated processes of climate change and the depletion of biodiversity demonstrate that this awareness has not been translated into necessary action.

Rather, it seems to be increasingly obvious that the room for political actions that are necessary to fulfil the objectives of the Paris Agreement are seriously hampered by a number of trends in societal development that, to different extents, have affected states all around the globe: Nationalist populist movements that claim to be the "true" voice of the people are gaining ground. The rhetoric of these movements is increasingly blurring the important boundary between opinions and statements of fact. Half-truths, conspiracy theories, and outright lies are presented as being descriptions of reality while the space for an open, reflective discussion of difficult issues is at risk of shrinking or being eliminated. Faith in democratic ideals is waning in many places and fundamental human and civil rights are increasingly being side-lined. At the same time, the established multilateral structures for international collaboration are being eroded while the imperial ambitions of authoritarian powers such as China and Russia are giving rise to strong geopolitical tensions.

One of the most worrying consequences of this development is the erosion of the established multilateral structures for multilateral cooperation such as the UN system and the WTO. As a substitute for failing multilateralism there has been a rapid rise in regional or bilateral arrangements, in the format of ambitious preferential agreements as well as in new types of hub and spoke structures with asymmetrical power relations such as the Chinese Belt and Road Initiative.

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The sustainability challenges we face all have global implications and they must be met by responses that are coordinated globally with clear commitments when it comes to the distribution of responsibilities. It is also clear that the most pressing challenges such as climate change and the loss of biodiversity can only be effectively met if we take into consideration the differences in resources between industrialised, industrialising, and less developed states. This implies an urgent need for effective inclusive structures for multilateral cooperation that are attributed powers to handle the balance between economic and non-economic interests. This would require a legitimate linkage between the regulatory structures for international trade, capital mobility, and agreements to take the actions necessary to reduce emissions of green-house gases and safeguard biodiversity as well as the international agreements on core labour standards.

It is a sad paradox that, in a situation when the world acutely needs structures for effective multilateral cooperation in order to tackle acute existential challenges, the existing relevant multilateral frameworks are in a stage of erosion.

How can business schools contribute?

The challenges to the sustainability of our societies have increasingly been acknowledged by business schools all over the world. This acknowledgement has led more than 800 business schools in 98 countries to make a formal commitment by signing up to the UN Principles for Responsible Management Education, or PRME to integrate sustainable development into their research, education programs, and partnerships. PRME is an integral part of the United Nations Global Compact, founded in the year 2000, and the world's largest UN initiative on responsible management education. Moreover, the two major systems for furthering quality development in business related research and education, EQUIS and AACSB, have both included and successively developed sustainability related criteria in their respective

accreditation standards. There is also an increasing collaboration between business schools on responsibility and sustainability issues in network structures such as the Global Responsible Leadership Initiative, (initiative co-funded by EFMD and the UN Global Compact in 2004, see: <https://grii.org>) and the Global Business School Network (<https://gbsn.org>).

Several policy makers and business school leaders have promoted reforms of business education underlining the responsibility of business schools to help meet challenges to societal sustainability. Business schools have increasingly translated such initiatives into





explicit strategic objectives in order to have an impact on societal development, furthering sustainability as well as making the internal operations of their school more sustainable.

However, the real effects of integrating sustainability perspectives in business school curricula and research agendas do vary, and we still lack a deeper understanding of the extent to which this actually has an impact on societal development. Nevertheless, I strongly believe that the trend that has been established must be furthered and that business schools will increasingly be prepared to meet up to their societal responsibility.

Turning to what ought to be done, I believe that a business school's most important instrument to make an impact on societal development is its alumni.

Business education is an advanced, research-based education that leads to professional positions in society where the individual is vested with power to make decisions that influence the development of other individuals, organisations, and society at large. As business schools we must acknowledge that we educate talented young people for positions in society where they will have the power to make decisions with large societal impact. Applying

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fundamental ethical values, we must therefore teach our students that with power comes responsibility. This responsibility transcends an individual's own well-being and embraces the organisation in which he or she is active and the development of society at large. Business schools must consciously avoid educating self-interest-maximising instrumentalists.

Business schools are well positioned to champion sustainable societal development through their educational operations. Obviously, this requires there to be a clear link between research and education and that the business school conducts high quality research on sustainability-related topics as well as actively participating in international academic discourse, thereby contributing to a universal process of knowledge creation. The complexity of the issues confronting us warrant that we, when appropriate, apply multidisciplinary approaches to develop knowledge that is relevant for societal development. Basic research contributions should be translated into applied research projects in cooperation with external partners, thereby contributing to a process of impactful knowledge creation of high societal relevance.



In addition, in order not to be perceived as hypocritical and to establish legitimacy for the integration of sustainability perspectives in research and education, business schools must also live as they learn. They must in themselves be sustainable and as far as possible aspire to be role models for sustainable operations within their specific context. This would imply that business schools could be transformed into experimental laboratories for sustainable solutions.

Finally, business schools must address the hard issues that follow from contemporary societal development. In this, the fundamental ideal of academia as a free, knowledge-seeking force with a responsibility to contribute to the development of society takes on crucial significance. We must defend fundamental





academic values, critical and independent thinking and the demarcation line between opinions and statements of fact. I also strongly believe that business schools must act to defend the idea of multilateralism, underling its importance for meeting challenges of a global dimension. This refers both to the way business schools operate and to the substance of research and education. Referring to the way we operate, global orientation includes a borderless exchange of ideas, international collaboration in research and education, and a continuous transboundary movement of students, faculty, and staff between different national contexts. All with the objective to enhance the quality in research and education through close intercultural collaboration and communication. In terms of substance, curricula, with a link to research, must include issues relating to the structural aspects of international cooperation and help students develop an understanding of the regulatory frameworks for regulating international economic relations including the tensions between multilateralism, regionalism, bilateralism, and unilateralism. Moreover, I believe that students must be provided with an understanding of how these structures establish balances between economic and non-economic interests and the extent to which they have potential importance for the attainment of a legitimate sharing of burdens in the efforts to meet the sustainable development goals.

By educating future decision makers with a global mindset, combined with a clear understanding of the individual's responsibility in a societal context, business schools can contribute to the common cause of meeting the pressing existential challenges to the long-term sustainability of the conditions for human civilisation.

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By
Julia Christensen Hughes

Reflections of a former business school dean: Mounting efforts to transform business school rankings

I am writing this article as a former business school dean who came to understand the tremendous influence that rankings can have on a school's priorities, including the research of the faculty, for better or worse. In fact, I found the influence of the *Financial Times* ranking to be so profound that some selection committee members tried to argue that candidates without a strong publication record in FT50 journals should be eliminated from consideration for faculty and leadership appointments.

This contribution is a brief story of my efforts to challenge this type of thinking, while building a school committed to 'business as a force for good'. It is also an invitation to business school deans from around the world to engage with initiatives underway to transform business schools and rankings' metrics, to help build a more sustainable future.

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The vision we adopted in 2010, through a highly collaborative process, was 'to be and develop leaders for a sustainable world'

Building a vision: Towards sustainability

For ten years (2009-2019) I served as dean of a newly-created college of business and economics at the University of Guelph, Canada. The vision we adopted in 2010, through a highly collaborative process, was 'to be and develop leaders for a sustainable world'. Further, we identified three guiding pillars: transformational learning, research with impact, and community engagement. These mutually reinforcing commitments reflected the interests of our faculty, students, and alumni, as well as the University's commitment to 'improve life'. They also powerfully served to differentiate us from the many, well established, and well-funded internationally ranked Canadian business schools in close geographic proximity.

Our vision was met with a range of reactions at the time, from hostility and scepticism in some quarters, to offers of support and enthusiastic endorsement in others. Inspiration and encouragement for enacting our vision came in part from our active engagement with the Globally Responsible Leadership Initiative (GRLI) and, later, the founding of the GRLI's Dean's and Directors cohort; a group of likeminded decanal change agents who not only shared a common commitment to transforming business education and research, but also the strategies and tactics they had successfully employed to do so (<https://grli.org/initiatives/deanscohort/>).



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My school had also become an active member of the UN's Principles for Responsible Management Education (or PRME) champions group. I had the honour of representing PRME signatories at a meeting of the UN General Assembly in NYC in 2015. This assembly was focused on the need to support the UN's Sustainable Development Goals (SDGs) and 2030 agenda. In my address I called for radical change in what and how business schools teach as well as better mutually supportive partnerships between business schools and UN Global Compact members – organisations committed to stakeholder capitalism. I also challenged rankings' metrics (such as salary increases) that drive business school priorities away from a focus on sustainability and toward short-termism and shareholder primacy.

Curricular innovation: The great ethical dilemma

One of the strategies that proved particularly effective in helping move Guelph's business school forward, was hiring a faculty member – Kathleen Rodenburg – for the express purpose of transforming our Introduction to Management course into one that would creatively 'onboard' approximately 800 new BComm students to our values each fall. The approach that emerged saw senior undergraduate students trained as learning facilitators, teaching seminar sections of approximately 50 students each. In the seminars, first semester students were assigned the task of studying particular industries and organisations, and then – as a culminating project – were presented with a 'great ethical dilemma', a fictional yet realistic problem that an organisation in the industry they had studied might well encounter. Applying various ethical frameworks, each team was required to propose and justify a solution to a board of directors, comprised of actual industry executives and volunteer faculty. Feedback about the course has been resoundingly positive, with testimony to the transferable skills



and values students have acquired, including critical thinking, ethical problem solving, teamwork, and presentation skills, laying a solid foundation for future courses.

In subsequent years, students were required to take a course on the SDGs, while SDG themes were incorporated in discipline-focused courses across the curriculum. In the final year, the SDGs were explicitly revisited once again, in an integrated way, in a final capstone strategy course.

The need for external validation: The power of accreditation & rankings

Despite implementing numerous innovations such as the one just described, one of the biggest challenges I faced was the lack of formal external validation. When I was appointed dean, we were not yet accredited, ranked, or named and my mandate was very clear; I had ten years to deliver on all three. And





so, I was more than relieved when towards the end of my first term, AACSB began to revise its approach, ultimately embracing new standards, allowing schools to pursue their own strategic plans and values. Prior, sustainability and ethics had not been a major focus for AACSB, and I had not been prepared to give up our differentiating vision to accommodate a successful bid. Accreditation through EFMD was also on the school's agenda, but we had decided to complete our work with AACSB first – becoming successfully accredited in 2021.

In terms of rankings, after a review of the criteria of several 'name brand' options, including the FT50, we concluded that the best match for us was Corporate Knights' 'better world' MBA ranking. Following a business school deans meeting in Davos during the 2018 World Economic Forum (WEF), hosted by Corporate Knights and the UN's PRME Champions group, we made the decision to participate. We had no idea how we would perform, but we were keen to establish a benchmark for continuous improvement, hopeful that we might appear anywhere in the 'top 40'. We were understandably thrilled when we ranked in the top ten globally, most recently in sixth place.

Contributing to a global movement for change

During the roundtable portion of the 2018 Davos meeting, I had challenged the lack of rankings for undergraduate programs, suggesting that MBA rankings may be falsely creating a 'halo effect' for some business schools, not accurately reflecting the experience of undergraduate students. Some at the meeting agreed that resources could be deliberately redirected away from large undergraduate programs in order to improve rankings in elite MBA offerings, while driving school reputation overall. Accordingly, I was delighted when Corporate Knights launched a ranking of Canadian undergraduate business programs in 2020.

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We had no idea how we would perform, but we were keen to establish a benchmark for continuous improvement

Witnessing the power of Davos to focus attention on business school rankings and bring about change, I was pleased to have the opportunity to facilitate two subsequent events in Davos, in which the unintended consequences of rankings were further explored and recommendations made to mitigate them. In 2019, the *Dean's Dialogue at Davos*, centred on the report "Business School Rankings for the 21st Century" (Pitt-Watson & Quigley, 2019). The focus groups for this publication were supported in part by John North, Executive Director of the GRII and the findings were simultaneously released at EFMD's meeting for Deans and Directors in Shanghai. The discussion that followed was captured in the report '2019 Dialogue at WEF Davos on Business School Rankings'. At this event, participants observed that (pg. 1)

'many existing business school ranking systems [...] have had perverse (unintended) consequences on the focus of faculty research, curricular and pedagogical innovation, and the student experience (particularly for undergraduate students). Driven by the desire to be well-ranked (with the concomitant rewards that such rankings engender – such as significantly enhanced brand and credibility amongst potential donors – faculty, students and senior university administrators), business schools have been strongly incentivised to "play the game" and engineer results, particularly in the areas of student salaries and faculty research.'

During WEF 2020, a similar event for deans and other business school stakeholders was held. An invited panel representing Corporate Knights, the FT50, and the Positive Impact Rating (PIR) further debated the shortcomings of current rankings, resulting in additional recommendations for change. Participants agreed it was time to (p. 2):

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‘fundamentally reconsider the metrics and methods used to rank and rate business schools, in order to create a more aligned system, in which business schools are encouraged and recognised for prioritising actions that contribute to long-term, positive societal impact in their teaching, research and service activities.’

The results of PIR’s first foray were also announced in 2020, along with powerful recommendations from students, which included ‘making sustainability and social impact training mandatory in curricula’ (p. 3). Given that the PIR’s results largely came from undergraduate student perceptions, I was particularly pleased that Guelph was rated highly, as a balance to our MBA rating.

While I personally benefitted – and was energised – from the opportunity to work with and learn from global change agents at these various events, the results proved seminal to the successful naming of Guelph’s business school. Benefactors Stu and Kim Lang had been contemplating naming my school for some

time but wanted to first be assured that we had the potential to be globally leading. More specifically, they had challenged me to secure an internationally recognised endorsement. With a ranking and rating in hand, and with accreditation well underway, in 2019 they decided to name Guelph’s business school after Stu’s father Gordon, who throughout his career had promoted ethical and humane business practices. In my final month as dean, Stu and Kim provided a gift of 21 million USD to support the school’s sustainability initiatives, the largest single gift in the University of Guelph’s history.



Life post-Dean

As I stepped down as dean and had the opportunity to consider the next chapter in my career, I reflected on the tremendous power of rankings and accreditation bodies to shape the priorities of business schools and universities, and how they are perceived. I decided to continue to be an advocate for change in curricular innovation, as well as through my own research and external service activity.

In July 2021 I was appointed President of Yorkville University (YU). In my new role, and with the support of CarringtonCrisp, I am focused on revisiting our business education, particularly for international students aspiring to remain in Canada, and for mature, undergraduate domestic students (studying online). In YU's other disciplines, such as education, there is already a strong social justice agenda, and I have enjoyed learning of our approach, not only the curriculum, but also innovation in student and faculty assessment. We also offer one of North America's largest Master's programs in Counselling Psychology, helping meet the ever-increasing societal need for mental health support.

I also continue to support the work of Kathleen, who now heads a sustainability research team at the University of Guelph. In the spirit of continuous improvement, this work has recently explored the efficacy of the Positive Impact Rating (<https://doi.org/10.3390/su13126519>), challenged the SDG framework as a useful tool for measuring research impact, and analysed the extent to which articles published in the FT50 are aligned with the UN's 2030 agenda. Through this work, and consistent with the philosophy of the PIR, we have argued for a greater voice for undergraduate and graduate students in the rankings of their schools, strongly weighting their perceptions of their preparedness to become ethical change makers.



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It is more than time to make these efforts mainstream. And so, this is a call to action

Using an online, cloud-based text analytic software tool, we have analysed the SDGs. Addressing criticisms of conceptual overlap, which have challenged the use of the SDGs as a rigorous assessment tool, we have identified eight unique themes that can be used to evaluate the alignment of the curriculum and research publications of business schools.

Using this same tool, we have also analysed the content of FT50 publications. In 2019, three million unique concepts were presented in the 4576 articles published in FT50 journals. Of these, just over 10% (304,636) were ‘explicitly related to the eight core themes of the SDGs’. Further, a full 76% of these came from just one journal – the *Journal of Business Ethics*. That said, 25% of the concepts were found to have an implicit connection (largely in management-related journals), suggesting that while the content of the majority of FT50 journal articles was neither explicitly nor implicitly aligned with the SDGs, there is an immediate opportunity for greater emphasis, simply by encouraging management scholars to become more explicit about the implications of their work for the SDGs. Our current project is investigating other potential areas of bias in FT50 journals.

With these insights in hand, Kathleen and I have begun to collaborate with others pursuing similar research, such as Wilf Mijnhardt, Policy Director RSM at Rotterdam School of Management, Erasmus University, and his school’s SDG Dashboard Project (<https://www.rsm.nl/positive-change/students/sdg-dashboard/>). We have also collaborated with David Steingard from the Haub School of Business, St. Joseph’s University and Simon Linacre, formerly of Cabell’s and their SDG Dashboard (https://sdgdashboard.sju.edu/?page_id=22). Some of this work was presented at the PRME North American conference in April 2022.





GRI and HESI

I have also continued to serve as a Director for the GRI and in particular, support GRI's engagement with the UN's Higher Education Sustainability Initiative (HESI). During 2021, HESI produced a series of articles providing advice to rankings organisations and higher education institutions, encouraging greater alignment with the SDGs. Relatedly, HESI formed the Rankings and Ratings Roundtable, an initiative that has brought together senior individuals from various ranking organisations, including Elsevier, the FT50, Quacquarelli Symonds (QS), Times Higher Education (THE), and others. I have been encouraged by some recent steps, such as the move by the FT50 to include measures of Environmental, Social & Governance (ESG) curriculum content alongside additional diversity, inclusion, and equity criteria. THE also launched a new ranking in 2019 to measure the progress of universities toward the SDGs. I am encouraged by the willingness of these rankings organisations to engage with others in improving their approaches, including THE's search for a responsible research assessment tool.

Through HESI, I have also had the opportunity to engage with representatives from the UN's Publishers Compact, helping to catalyse SDG alignment through, for example, changes in the peer review process. Here, I have suggested that editors could have a significant impact, simply by directing reviewers to comment on the extent to which submitted papers are aligned with the SDGs. Where appropriate, they could also encourage authors to make any such connections explicit, in keywords as well as findings, supporting the assessment of SDG alignment and encouraging deeper reflection on social impact.

A Call to Action

There is no doubt in my mind that business schools and their deans can play a major role in catalysing change, helping to address the world's most pressing challenges, contributing to a more sustainable future for our children and our children's children. Thankfully, many already are. It is clearly time for us to move beyond rankings and metrics that have long reinforced shareholder capitalism, arguably contributing to the existential threat the world is facing today. Thankfully, change is underway.

It is more than time to make these efforts mainstream. And so, this is a call to action. For business school deans to acknowledge the potential influence they hold, and to invite them – to invite you – to engage more fully in efforts that are underway, not only to ensure that the curricula, research and rankings your school's faculty are pursuing are aligned with the SDGs, but also that the types of systemic change being explored continue to build momentum.

If you are looking for a way to engage this agenda, the GRI is a terrific place to start.



About the author

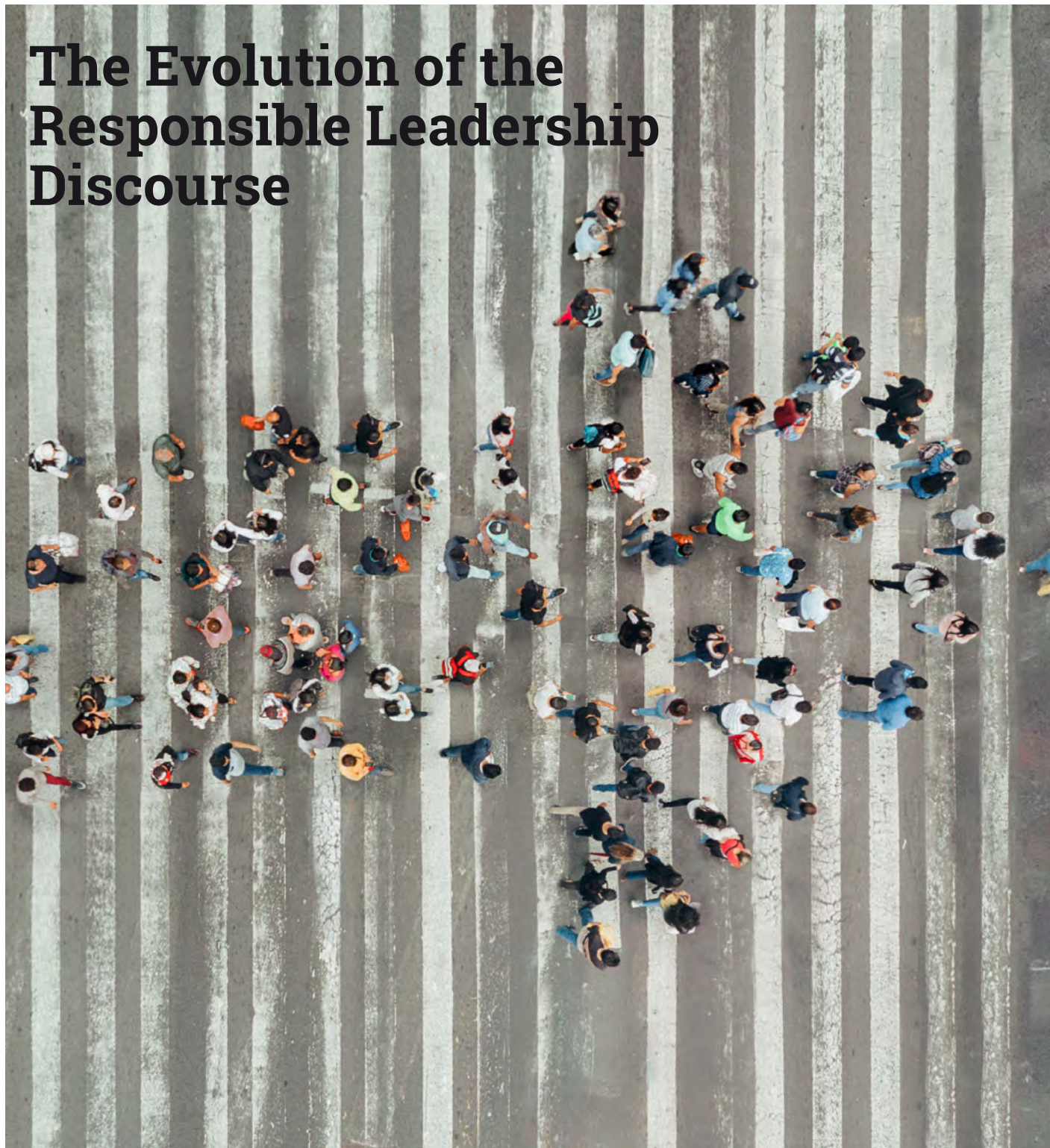
Julia Christensen Hughes is President of Yorkville University




By

Nicola Pless and Thomas Maak

The Evolution of the Responsible Leadership Discourse





The idea of good leadership has traditionally been linked to the effectiveness of a leader, or a leadership team, in influencing others to achieve a set of given objectives. This view, and concomitant research and leadership practices, has always suffered from two major flaws: one, it assumes that leadership work happens predominantly in dependent dyadic relationships in organisations and two, it overlooks the fact that to determine good leadership we must look at both the ethics and the effectiveness of leadership. This is especially true in multi-stakeholder environments where values are contested and role expectations of leaders are changing to include not only multiple stakeholder concerns, but also a broader set of responsibilities – social, environmental, and political. In other words, in an environment of contested values, not to be responsible means not to be effective as a leader.

Since 2005, *responsible leadership* has emerged as a research field of great practical relevance. It contributes to addressing grand societal challenges with an aspiration to change the world for the better. The field of responsible leadership examines the roles, responsibilities, and relationships of business leaders in a stakeholder society (Maak & Pless, 2006). As such, it is a normative phenomenon at the interface of leadership studies and corporate social responsibility and rooted in stakeholder theory and ethics.

Since the first call for responsible leadership by the European Foundation for Management Development (EFMD) in collaboration with the Globally Responsible Leadership Initiative in 2004, the field has grown rapidly. Indeed, in 2017, the World Economic Forum in Davos dedicated its summit to the topic 'Responsive and Responsible Leadership'. These developments reflect the realisation of many business leaders that 'a changing world demands a new leadership style emphasizing societal impact and commitment to the common good' (de Bettignies, 2014 – <https://knowledge.insead.edu/responsibility/the-five-dimensions-of-responsible-leadership-3685>). Responsible leadership has also become the most widely discussed topic in the broader public debate on leadership, dominating the leadership discourse on the World Wide Web exceeding two billion hits. (Google, accessed March 11, 2022)

Hence, the study and practice of responsible leadership responds to an ever-growing need for guidance on, and enactment of, "good" leadership in a complex and unpredictable world. What good means may be contested, but scholars and stakeholders alike agree that leaders need to do better, and more. Leaders must recognise that their organisations operate in multi-stakeholder environments and that many of these stakeholders may have legitimate claims and that these claims should be considered in the form of inclusive value-creation. The acknowledgement by the U.S. Business Roundtable in 2021 and the commitment of its members to all stakeholders was an important step in this direction.

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However, as operating environments have become more complex, and often create paradoxes and dilemmas, business leaders need to step up their game by embracing more responsibility for the state of the world and their organisation's role in it. This requires leaders to have a role understanding that mirrors this complexity, shifting between different role expectations, the interpersonal ability to span boundaries and connect stakeholders, *relational intelligence*, a moral compass and the reflective capacity to deal with ethical dilemmas, or *moral intelligence*; and vision work that seeks to clarify not only the purpose of an organisation but enables "new ways of seeing" – in other words, integrative, creative, and connected thinking.

The publication of our book *Responsible Leadership* comes at a time when there is an urgent need to orient knowledge and ideas on the matter. Leading authors in the field remind us of challenges and core concepts, but also point us in new directions spanning a wide canvas and conceptual frame on how to lead responsibly, what it means to do so, and how responsible leadership qualities can be developed. Core ideas continue to focus on how leaders can integrate ethics and effectiveness, and the relational abilities and role definitions of being a responsible leader. It has become clear in recent years that leaders need to embrace the role complexity of varying but interconnected role expectations: providing inspiration through vision and purpose; acting as a steward of organisational resources *and* the environment; serving others to become leaders in their own right; and living political co-responsibility as a citizen, committed to the well-being of communities, countries, and the planet as a whole – as indeed, many business leaders have done recently in matters pertaining to diversity and inclusion, climate change, and the Russian assault on Ukraine.

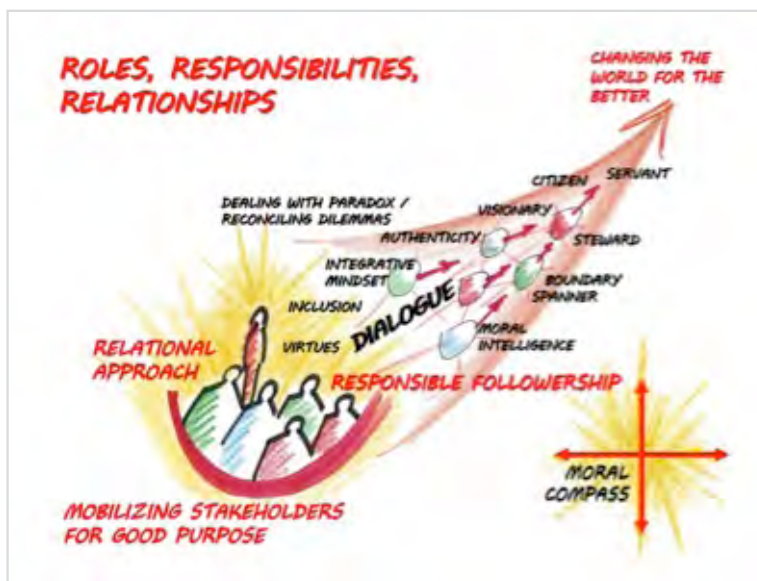


Figure 1: Roles, Responsibilities, Relationships

Reference: Image prepared by Hans-Juergen Frank, Dialogarchitect

Figure 1 visualises the essence of responsible leadership as an enacted relational, inclusive, and virtuous approach to business. It is about mobilising stakeholders for a common and good purpose. It is about addressing societal challenges, dealing with paradoxes and reconciling dilemmas through inclusive dialogue and empowering responsible followership. Actors are guided by a moral compass and a purpose-based vision, apply integrative thinking and moral intelligence, and behave as boundary spanners, stewards, servants and citizens for changing the world for the better.

In the new edition of *Responsible Leadership*, newly added contributions shed a light on how the field has developed in recent years. For example, Peter Wuffli, former CEO of UBS and Chairman of IMD, makes the case for inclusive leadership against the background of his work on social impact leadership through the elea foundation. Anne Tsui addresses the paucity of reliable science-based knowledge on responsible leadership and encourages the scientific community to share in the





responsible leadership. They argue that the idea of simply “acting on one’s values” or “being true to oneself” is at best a starting point for thinking about authenticity. Freeman and Auster develop the idea of the poetic self as a project of seeking to live authentically. Kim Cameron argues that responsible leadership is rare, not because most leaders are irresponsible, but because responsibility in leadership is frequently defined in a way that ignores an important connotation of responsible leadership: *virtuousness*. Indeed, in his chapter, Cameron equates responsible leadership with *virtuousness*. Barbara Kellerman has shed light in her work on two areas of leadership that are often overlooked: the nature and impact of bad leadership and the “flipside” of leadership, that is the nature and social construction of *followership*. Kellerman argues that leadership should be conceptualised as a system with three equally important parts: the leader, the follower, and the context within which they are situated. Arménio Rego, Miguel Pina e Cunha, and Stewart Clegg argue that, while leaders with a responsible leadership mindset are more likely to adopt a responsible leadership style, two leaders’ characteristics – namely a paradox mindset and practical wisdom – operate as boundary conditions.

Their argument is based on two interrelated observations: (1) responsible leadership implies engaging in dialogue with a plurality of stakeholders; (2) considering that stakeholders’ identities, claims, and interests are frequently conflicting, managing the stakeholders’ network is fraught with contradictions and tensions. Daniel Diermeier, Chancellor of Vanderbilt University, argues that leaders need to develop the tools and mindset to operate in a world of contested values where they are increasingly pressured to take positions on



responsibility to address the grand challenges of humanity by engaging in responsible research which strives for *both* rigour (credibility of evidence) and relevance (usefulness of the knowledge). Steve Kempster argues that a moral form of capitalism can realise good purposes and enable humanity to flourish. However, a shift in thinking about capitalist leadership is required, namely a focus on “good dividends” – a case for coupling together the notions of moral capitalism and responsible leadership through purpose. Ed Freeman and Ellen Auster, in their contribution, shed light on the concept of “authenticity” for the study of

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controversial social and political issues. This requires the ability to understand different moral motivations and incorporate them into corporate decision-making. In other words, leaders need to learn how to compete in an environment of moral values.

Additional contributions investigate RL from an Asian perspective, through the lens of different conceptual frames, and with a focus on social impact through the analysis of qualitative cases in South America building for instance on the 'Roles Model of Responsible Leadership' (Maak & Pless, 2006). David Waldman calls for more systematic efforts to conduct quantitative research (e.g., through developing measures of responsible leadership, or RL, and examining antecedents and outcomes of RL, conducting RL research across levels, and cross-cultural comparisons. Nicola Pless and Thomas Maak start to tackle the question of responsible leadership measurement. They unpack and explain the relationship between individual-level responsible leadership orientations, or styles, and organisational-level outcomes such as stakeholder engagement and the breadth and depth of corporate social responsibility (CSR), and the societal-level impact of CSR regarding the Sustainable Development Goals. Finally, Hans-Juergen Frank, Nicola Pless, and Thomas Maak introduce 'dialogarchitecture' as a platform for methodological processes or artistic practices that facilitate dialogue, co-creation, problem solving, learning, and development. The authors give an overview of its process, providing insights into how it can be used for learning purposes, especially with a view to leadership development.





Pless, N.M. & Maak, T. (2021). *Responsible Leadership*. 2nd revised and extended edition. Routledge.

Figure 2: Dialogarchitecture
Reference: Image prepared by Hans-Juergen Frank, Dialogarchitect



In the coming years, deans and business schools need to make sure that their institutions mirror the complexity and respond to the challenges of leading business in communities and societies around the world. This requires not only new courses on responsible leadership and related topics, including experiential learning experiences, but also an integrated curriculum that succeeds in developing future responsible leaders at a global scale, a curriculum that enables innovation and new ways of seeing, one that nurtures critical and systemic thinking, integrity and character, and develops graduates into responsible leaders and managers, equipping them with the mindset and skillset to build a better more inclusive and sustainable world.

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By

Anicia Jaegler and **Isabelle Fagnot**

Inclusivity matters!

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The development of this double tool will enable higher education institutions to measure their progress on diversity

31

These four dimensions are measured against 31 indicators for all the stakeholders, students, alumni, employees, and partners, to ensure that each stakeholder-dimension combination is measured

Inclusivity is quickly becoming one of the most challenging issues of higher education. Inclusivity is also having an impact on how successful higher education is at preparing students for the society and work environment of today and tomorrow. More than that, higher education has a responsibility to ensure that talented people, whoever they may be, get into higher education. Inclusivity must be systemic. Higher education must be inclusive in its operation, in its student recruitment, but also in the knowledge delivered to students. This requires different actions at different levels, but in all cases involving all stakeholders. Kedge is committed to helping higher education meet the challenge of developing an inclusive measurement model consisting of two tools.

Universities and schools are taking the subject in hand, but their policies are often disparate, and they lack tools to monitor the impacts of their actions. The most current measurement is to distribute questionnaires of perception to students. This is a first step, but it has two biases: Measuring perception is not sufficient to know whether higher education is inclusive, and measuring student perception does not address all stakeholders in higher education. To address that gap, Kedge developed and pilot tested an 'Inclusivity Index' that measures both the level of awareness of stakeholders, and four essential dimensions: disability, gender, social openness, and identity in the broadest sense. These four dimensions are measured against 31 indicators for all the stakeholders, students, alumni, employees, and partners, to ensure that each stakeholder-dimension combination is measured. The levels of inclusivity of each dimension are assessed but not ranked, as assessing is a great lever of progression. The tool calculates an overall level of inclusivity but also allows to see results classed by dimension or by stakeholder. This tool gives a picture at any given time of the

composition of all the stakeholders of higher education and goes beyond perception of stakeholders alone. The second tool is a perception questionnaire for all employees and students. This double measure will ensure a global view of inclusivity. We will know, for example, how many stakeholders are reported to have a disability but at the same time whether the higher education environment is welcoming to them.

Several studies show that diversity and inclusivity are performance levers because they increase creativity and enrich decision-making (e.g. Khan, 2009 ; Homberg and Bui, 2013) They are therefore essential in higher education for both the working and learning environment. Kedge's inclusive measurement model is intended to help define an action plan for the institutions and to monitor the impact of these actions thanks to the various indicators. The development of this double tool will enable higher education institutions to measure their progress on diversity, to stimulate a supportive and collaborative community of good practice, and to design, implement and evaluate inclusive practices. The future steps of the research agenda would be to share this initiative and create a circle of higher education organisations that together will assess their inclusivity level to make an impact in our community and beyond. If you are interested in collaborating on this project, do not hesitate to contact us.

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By

Lars Moratis and Frans Melissen

The future of business schools: Existential innovation or obsolescence?



UNPREPARED



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Scholars and practitioners of management as well as other observers have criticised business schools for myriad reasons

While business schools have been instrumental in enabling business success and economic development around the world, they have also failed the world dramatically. Amid the upheaval caused by the pandemic, the climate catastrophe that is upon us, and the invasion of Ukraine, the time has come for business schools to show their true colours and engage in existential innovation. The key to such innovation is burying business case thinking once and for all and embracing a role as activist.

'Obsolescence never meant the end of anything, it's just the beginning.'

Marshall McLuhan (1911-1980)

Despite the fact that business schools have been considered as being one of the most successful categories of organisation globally, their historical development is fraught with crisis and controversy. Over the years, scholars and practitioners of management as well as other observers have criticised business schools for myriad reasons, including: an unscientific grounding of the management curriculum, a too narrow and rigid scientific model of management, teaching capitalism

as the only form of organisation to their students, a failure to impart practical skills to their graduates, Americanisation of curriculum contents, lack of faculty's business experience, surrendering to the rankings and the market, a disregard for instilling norms of ethical behaviour in future leaders, and not delivering on their original promise of contributing to public value through developing management as a profession, to name just a few. In fact, the list goes on and on (for a concise overview, see Khurana and Spender, 2011). Notably, the corporate fraud scandals at the turn of the century, the 2008-2011 financial and resulting economic crisis, and the innate and evident destruction of the natural world by businesses and economies worldwide have fuelled critical assessments of business schools' societal roles and responsibilities. Martin Parker, who is among the most outspoken contemporary critics of business schools, has said that 'If we want to be able to respond to the challenges that face human life on this planet, then we need to research and teach about as many different forms of organising as we are able to collectively imagine. For us to assume that global capitalism can continue as it is means to assume a path to destruction'.

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Truth be said, business schools have responded to recent critiques by displaying a willingness to adopt Responsible Management Education (RME) as a concerted effort to contribute to tackling the systemic crises our world is experiencing. With a myriad of RME initiatives, many – if not most – business schools have by now integrated sustainability-related topics in their management education programs and have started pivoting towards some sort of “responsible capitalism”, addressing sustainability as a business case and driver of product and business model innovation, studying sustainability impacts as risk drivers, embracing topics such as impact investing, and acknowledging that management students are seeking ‘purpose over profit’. Moreover, over the past couple of years, the Sustainable Development Goals (SDGs) have become a focal point of attention for business schools’ teaching and research (Miotto et al., 2020; Weybrecht, 2022a).

However, the inconvenient but inescapable reality check is that, for the larger part and notwithstanding the fact they are not without merit, these responses have been too superficial; business schools’ innovation efforts have fallen short of qualifying as substantive. In fact, as Mijndhardt suggests, ‘business schools are lagging behind’ other disciplines, and have ‘moved more slowly than other academic departments to work on more interdisciplinary, collaborative and socially relevant themes’. This notion is also reflected in a recent study into 5,500 articles published in top-tier management journals between 2008 and 2018 by Harley and Fleming (2021). Their results show that only 2.8% of articles critically addressed global grand challenges, including inequality, climate change,



racism, and gender discrimination. Also, Weybrecht concludes from her research based on progress reports of business schools that have committed to the Principles for Responsible Management Education that ‘the response of management education has been a bit like cities adding bike lanes – haphazard and only done when convenient’, that ‘while some departments and institutions had shown leadership, sustainability had yet to permeate the system’ and also that ‘schools talk about sustainability, but too many of the activities they describe are weak, fragmented and superficial.’ In a recent article for this magazine, based on an examination of business school websites, we demonstrated that even their ‘talk’ about sustainability, notably the SDGs and climate change, is sparse (*‘Are business schools talking the walk?’* (2022), *EFMD Global Focus*, 16(1): 8-13).





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Truth be said, business schools have responded to recent critiques by displaying a willingness to adopt Responsible Management Education (RME) as a concerted effort to contribute to tackling the systemic crises our world is experiencing

We should therefore acknowledge the conclusions from Tufano’s historically-informed analysis about the way in which business schools are responding to systemic global challenges, including the COVID-19 pandemic, heightened inequality, and the climate catastrophe: ‘most business schools are adapting, as opposed to using this as a moment of transformation’. Such inert behaviour is partly a direct result of outdated and rather passive conceptions about the role of business schools merely attributing them an enabling role in businesses staying and/or becoming successful in today’s world. Whereas such statements may strike one as neutral at first glance, they actually leave room for – and even stimulate – business school faculty to take and communicate a stance on the issue of business – and business school – responsibilities that is a long cry from being sustainable. For instance, Theo Vermaelen, Professor of Finance at INSEAD, in response to an article in the *Financial Times* that addressed the fact that large banks have not delivered expected seed funding for a United Nations-backed green investment fund launched during the Glasgow climate summit, recently wrote: ‘[Perhaps] banks realise that they should worry about their investors’ interest first, before worrying about the climate?’, adding that ‘After all, no bank has an impact on the climate, but they do have an impact on their investors’ welfare’.



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In the light of such conceptions of the roles and responsibilities of business and business schools, it is as necessary as it is inconvenient to acknowledge that business schools have been instrumental in the destruction that modern-day business and economic thinking have brought upon the planet and the human and non-human life inhabiting it. By implication, business schools are among the main culprits of the perfect storm of systemic crises that the world is witnessing. Through their teaching and research activities, they have propagated a business culture and enabled business practices that are not just diametrically opposed to improving the well-being of humans and preserving the natural world, but seeking to actively destroy them. In doing so, they have pondered on existing power structures, notably those anchored in fossil fuels and ecological destruction, and not only contributed to leaving these intact, but also to reinforcing them. Acknowledging their role in reproducing patterns of so-called “petro-masculinity”, reflecting identity formation based on a toxic combination of climate denial, racism and misogyny (Daggett, 2018), and against the background of current events, business schools are therefore as complicit as business (and, in fact, Western consumer culture) in enabling the perpetrators of authoritarian regimes, including the war in Ukraine. Their failure to really prioritise sustainability means that business schools’ so-called hidden curriculum continues to send one clear message to students and staff alike: business schools themselves, as well as the governance structures of business schools, not only represent a reflection of petro-masculinity, but also justify this worldview.



By celebrating values underlying extractivism, financialised capitalism, and neoliberalism, business schools’ efforts in relation to ecological quality and social justice have reduced sustainability to a means towards business economic ends rather than the other way around. In management education, this business case approach towards sustainability argues that sustainability is a source of innovation, a way to economise on operational costs, an enabler of developing new markets, and other manifestations of corporate success. Such an interpretation of sustainability could be argued to be even more harmful than the reviled “bolt-on” or “plug-in” strategies that businesses were taking as part of living up to their corporate social responsibilities. Accepting business case approaches uncritically, as a pragmatic and fair effort to ‘align the interests of business and society’, means accepting and giving grounds for a deliberate and perverse reversal of the moral foundations that should have been guiding business schools in their quest to take up the societal roles and responsibilities that truly fit the world’s grand challenges.





Through focusing on the business case of sustainability, business schools have actually legitimised incremental and atomised corporate action, thereby leaving the role of business in power relations and the primacy of economic growth largely intact. This, in turn, has supported the adoption of sustainability in the seductive guises of ‘doing well by doing good’, green growth, purpose-driven business, and, more recently, deceptive labels such as net-zero emissions and nature-positive business. In other words, sustainability – or, to be more precise, the way in which business schools have embraced sustainability – has become an integral part of the problem, as it has been hijacked to serve corporate agendas of growth in times that scientists are unequivocally showing the need for degrowth and abandoning the path of capitalism (Hickel, J. (2020). *Less is more: How degrowth will save the world*, William Heinemann. The business case concept, therefore, is the symbolic quagmire that represents obsolete and wanting assumptions about the roles and responsibilities of business and business schools in society that halt proper and effective solutions for the biggest social and environmental problems of humanity and our planet. As such, rather than offering a promising avenue for making business schools an indispensable part of achieving the SDGs and Agenda 2030 (from which these goals originate), it mirrors no less than an internal value crisis of the business school community that is actually compromising its societal legitimacy.



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It mirrors no less than an internal value crisis of the business school community

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In fact, the inevitable conclusion is that business schools must embrace a radical political agenda

If anything, and thereby echoing the words of Parker, business schools should reimagine and reinvent themselves and their future against the deep concerns about raging patterns of ecological destruction, human exploitation, possibly already irreversible climate tipping points that are destabilising societies worldwide, and power structures rooted in petro-masculinity. This means that business schools should go well beyond teaching (future) business leaders to appreciate the complexity of socioeconomic and natural systems, sensitising them to the consequences of their (in)actions, and familiarising them with the trade-offs involved with sustainability-informed corporate decision-making. While that may already be much more than what is happening now in business schools, this will not suffice. Truly acknowledging the urgency, scope, and interconnectedness of today's global conflagrations should lead to a profound reflection on the roles and responsibilities of business schools in societies. Undoubtedly, such a reflection should lead to defining roles and responsibilities that go way beyond merely acting as an enabler for realising business success through maximising the business case for sustainability. In fact, the inevitable conclusion is that business schools must embrace a radical political agenda that is underpinned by Earth System Science and the



sociology of power (see e.g., Castells, 2016). In order to truly assist in changing the festering power structures that underpin the social and ecological crises ravaging our planet, business schools should adopt an activist posture towards the challenge of systems change rather than passively hiding behind their outdated and fossil-fuelled business models. Capitalising on the roles and functions that business schools have in society and business – notably teaching and research – starts with intellectual activism (Contu, 2020) and should epitomise an overhaul of the very idea of what a business school and management education are, and what they are capable of in our world. Obviously, this is no less than a daunting task for (everyone involved in the functioning of) business schools. However, rather than being afraid of taking on this task, they had better embrace it and act on it with conviction. There has never been a better time for business schools to show their true colours.





If business schools continue to be complacent and remain focused on incremental change and (justifying) the celebration of values that run counter to society and nature, their future will be pale, not bright. As management scholars know, every institution has its expiry date. And thus, business schools face a choice: urgently embark on an existential innovation journey inspired by what they can become, or submit to certain obsolescence following from what they have been.

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About the authors

Lars Moratis and Frans Melissen are the holders of the Chair in Management Education for Sustainability, a joint initiative of Antwerp Management School and Breda University of Applied Sciences

By
Wayne Visser

Thriving: Regenerating nature, society and the economy through business & innovation



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We have great responsibility as educators of current and future leaders

This paper challenges the concept and practice of "sustainability" and argues for more ambition by reframing the agenda in terms of "thriving" and net positive impacts. This includes going: (1) from breakdown to breakthrough: how the science of thriving helps us understand global systems change; (2) from solutions to synergies: how innovation happens on the journey to thriving; (3) from inspiration to integration: how organisations can practically implement thriving; and (4) from lagging to leading: what leadership looks like in a world transitioning to thriving.

Sustainability: An idea whose time is past?

As a GRLI board member and representative of Antwerp Management School on the GRLI's Deans and Director's Cohort, I am part of a community of learning partners that is constantly questioning, and questing, and where we challenge each other to move from creating awareness of sustainability to taking bold actions with transformational impacts.

We have great responsibility as educators of current and future leaders; therefore, we must constantly question whether our most cherished assumptions about globally responsible leadership is still fit for purpose. And if we conclude that our past efforts have not been effective, we must be brave enough to change our framing of the problems and the solutions.

We can start with sustainability itself – or more precisely, sustainable development – which entered our global lexicon 35 years ago. Could it be time to grant sustainability a graceful retirement? There are three main reasons to do this: 1) it is misunderstood; 2) it is misapplied; and 3) it is uninspiring. Let me comment briefly on each in turn.

First, sustainability is misunderstood, in large part because it was abbreviated from its original framing as 'sustainable development' (the classic 1987 Brundtland definition). As a result, what was primarily an agenda for improving human development quickly turned into a green badge for anything environmentally related.

Second, sustainability is misapplied, which is the main reason that John Elkington, who coined the 'triple bottom line' of sustainability (people, planet, profit) in 1994, withdrew it as a failed management concept in 2019. Elkington meant for sustainability to be transformational; instead, it became a management approach for incremental change.

Third, sustainability is boring. Not only is it jargon that fails to register with the general public, but it is unambitious – as a goal to survive, to endure, to continue – and therefore also uninspiring. When you ask somewhat what their dream is, you never hear them say: to sustain my life. So why would we have that dream for the world?

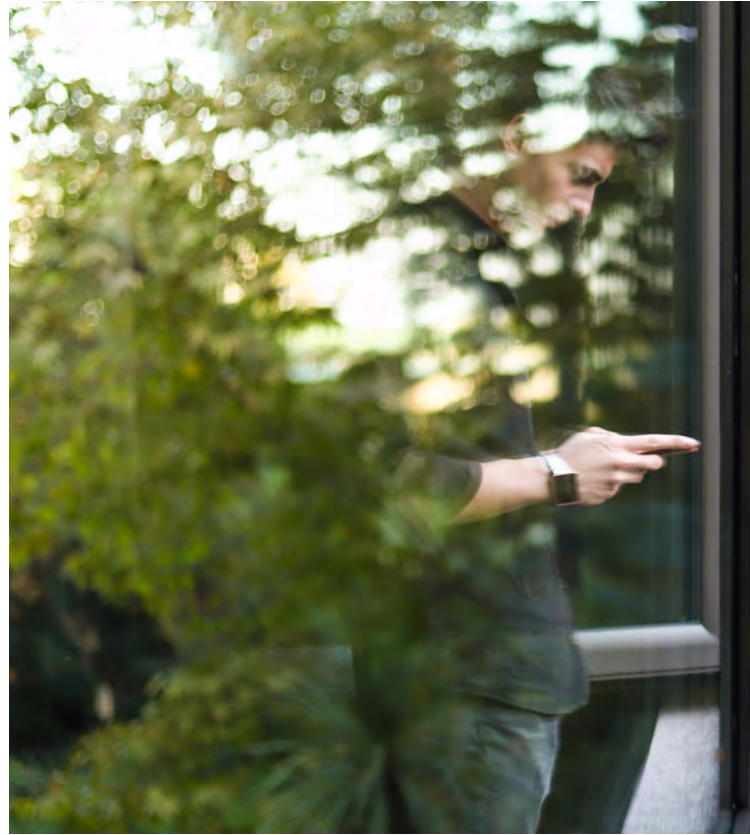


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Thriving: An idea whose time is come

By contrast, if you ask someone if they would like to thrive – in their careers, in their relationships, in their personal journey of development – most likely, the answer will be, ‘yes, absolutely’. Unlike sustainability, thriving is widely understood. It is also being applied through exciting innovations, and it is something that can inspire us.

In my new book, *Thriving: The Breakthrough Movement to Regenerate Nature, Society and the Economy* (2022, Fast Company Press), I describe it as a movement from breakdown to breakthrough, with six great transitions across nature, society, and the economy (Figure 1). In nature, we see the transition from degradation to restoration of ecosystems, and from depletion to renewal of resources, with business supporting the eco-services (nature-positive) and circular (zero-waste) economies.















Forces of degeneration	Forces of regeneration
 <p>Degradation of ecosystems, as a result of land-use change and pollution</p>	 <p>Restoration of ecosystems, supported by nurturing complexity</p>
 <p>Depletion of resources, due to overconsumption and waste</p>	 <p>Renewal of resources supported by circular business models</p>
 <p>Disparity in communities, exacerbated by inequality and discrimination</p>	 <p>Responsibility in communities, ensuring creativity through diversity</p>
 <p>Disease in individuals, caused by unhealthy lifestyles and harmful workplaces</p>	 <p>Revitalisation of individuals, in pursuit of body-mind coherence</p>
 <p>Disconnection from or by technologies, as a result of the digital divide and automation</p>	 <p>Rewiring of technologies, bolstered by the convergence of innovation and markets</p>
 <p>Disruption of infrastructure, due to natural disasters, pandemics, and human crises</p>	 <p>Resilience of infrastructure, resulting in continuity in the economy and society</p>



Figure 1: The Six Great Transitions to Thriving



In society, we are moving from disparity to responsibility in communities, and from disease to revitalisation of health, with business promoting diversity and inclusion in an access economy, and tackling non-communicable diseases (mental illness, diabetes, cancers, strokes, heart disease) through the well-being economy.

And in the economic sphere, we are shifting from disconnection to rewiring through technology, and from disruption to resilience of institutions and infrastructure, with business closing the digital divide, using technology to address social and environmental problems, and reskilling workers at risk of having their jobs automated, while helping to prevent, prepare for, and recover from crises like climate events, pandemics, or wars.

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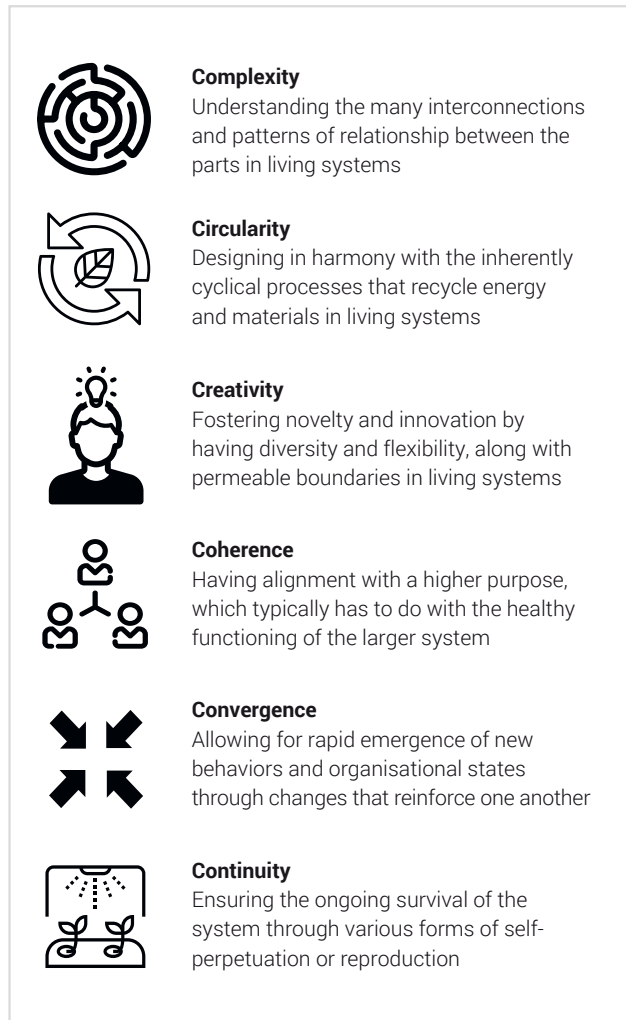


Figure 2: The Six Scientific Keys to Thriving

Breakthrough: The science of thriving

As we navigate these extraordinary transitions in the world, science gives us clues about how to be more effective in catalysing and shaping the changes. This is based on our growing understanding of how complex systems in nature, society, and the economy develop, adapt, and thrive. This body of knowledge is known broadly as the theory of living systems, and I've distilled it into the six keys to thriving, which I will group into three for brevity's sake (Figure 2).

First, living systems need complex coherence to thrive. In practice, this means building and maintaining as many healthy networks of relationships as possible (which





is what scientists mean when they talk about complexity), as well as having a clearly-defined larger purpose, which gives direction and inspires unity of action. This can also mean supporting movements or partnering with other organisations that are aligned with your societal mission.

Second, living systems need creative convergence to thrive. This combines the power of innovation with the “perfect storm” of converging trends, such as we see right now with the alignment on climate action between policy reforms, market opportunities, financial deployment, technological solutions that are scaling, and social movements that are building the pressure for more urgent and ambitious change.

Third, living systems need cyclical continuity to thrive. This is about ensuring that we not only survive in the short term, but also thrive in the long term by constantly regenerating our resources, organisations, and societies. To do this, we must think and act in cycles, moving from a linear to a circular economy, and making strategic decisions that create value for multiple stakeholders and for future generations.

Synergies: The secret sauce of innovation

One of the lessons we learn from nature is that creativity – including the ability to adapt and evolve – comes from diversity. Today, we have many solutions to our societal and environmental problems, but we must not fall into the trap of thinking in silos. Instead, we must think systemically, seeing the connections between problems and solutions across multiple parts of our global system.

For example, if we use drones to rapidly replant deforested areas, we create benefits across nature, society and the economy. Reforestation restores ecosystems, and absorbs carbon, thus reducing the risk of climate disruption. Using drones makes reforestation cheaper and more accessible for poorer communities, while also providing a renewable resource that improves local air quality.



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Figure 3: The Six Aspects of Integrated Value Management



Another good example is the Barefoot Solar project, which works with illiterate grandmothers from developing nations and trains them within six months to be solar engineers. They go back to their rural villages where they install and maintain a full solar lighting system. Besides increasing renewable energy, which is a climate solution, they are breaking down social prejudices around age, gender and rural living.

These are synergistic solutions, where the whole is greater than the sum of the parts. They challenge us to always look at the benefits of a solution (and the unintended costs) for other parts of our global social, economic and environmental system. And then to intentionally design our products or services, our processes or policies, our organisations or communities, to achieve thriving synergies.



Integration: How to implement thriving

Thriving is a pragmatic agenda. In fact, it only happens when we implement the principles I have described. Most often, this means making thriving operational in organisations. There are six aspects where organisations need to apply thriving, in a process that I call integrated value management (Figure 3). Each step provides clarity and direction for the next step, although they can also be addressed simultaneously.

First, organisations must rethink patterns by applying systems thinking. This means understanding the complex socio-cultural, ecological and economic systems that they are part of, and how trends are shaping the rules of their market game. Second, they need to realign with partners through stakeholder engagement. This makes societal expectations clear and brings collaborative action to tackling entangled problems.

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Figure 4: The Six Characteristics of Leaders for Thriving





Third, organisations must renew their principles through a values dialogue among their employees. This ensures that professed values match up with how people are treated and incentivised in the workplace. Fourth, they need to redefine their purpose through strategic goals. Most already have strategic goals but have not distilled three or four that are bold, societal goals that define where they are going to make a big impact.

Fifth, organisations must reassess performance by defining new metrics and using the latest reporting frameworks, like the Future Fit Business Benchmark or the Stakeholder Capitalism Metrics. Sixth and last, they need to redesign their portfolios of products and services through innovation. Each product or service should be classified on a thriving spectrum from detractors to enablers and accelerators.



Leading: The transformational imperative

Good leadership helps complex systems to change and there are various characteristics that make organisational leaders more effective in turning societal breakdowns into breakthroughs (Figure 4). Remember, however, that leaders are not only at the top of organisations. In fact, in nature, self-organisation is common (termites colonies are a good example). This means that leadership is, in effect, distributed and shared.

Leaders for thriving are systemic, since they see the interconnections between different parts of the global system, especially the links between social, environmental, economic, and ethical impacts. They are also inclusive, knowing that diversity and fairness makes organisations better, and teams achieve more than individuals.

Leaders for thriving are strategic, committing to create value for the organisation, society, nature, and the economy in the long term, rather than trading these off for short-term financial gain. They are also caring, showing that they are not afraid to bring passion and emotion into the workplace and to connect personally with people and nature.

Leaders for thriving are innovative, recognising that the challenges we face are enormous, difficult and urgent; hence, they will not be solved by incremental thinking or yesterday's solutions. Finally, they are courageous, always prepared to stand up for what is right and to set ambitious goals for improving the world, no matter the risks.

Hope: The final frontier

For thriving to succeed, we need to embrace hope as an action verb. We do not need to have blind faith in a thriving future; rather, we must learn to recognise the signs of its emergence all around us. Fighting against injustice and ecocide and working for thriving is the basis of active hope – for we are the system we are trying to change. And as we transform, so the world transforms.



About the author

Wayne Visser is a Cambridge academic, writer and speaker and author of *Thriving: The Breakthrough Movement to Regenerate Nature, Society and the Economy*

By
Rumina Dhalla and **JC Carteron**

Responsible leadership business model: Shifting from competition to collaboration

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Their investigation also found that commitment and integration effort at SDG are communicated poorly

More and more business schools and business scholars across the globe are making an overt commitment to practice responsible leadership and integrate UN Sustainable Development Goals (SDGs) in their teaching and research. It is without doubt that many are signalling their commitment by joining global organisations such as Globally Responsible Leadership Initiative (GRLI) and Principles of Responsible Management Education (PRME). Some, however, may be failing to meet their stated commitment and by consequence are failing to meet stakeholder expectations. Lars Moratis and Frans Melissen, who have investigated this lack of success, offer some insights in a recent article in *Global Focus*. They suggest that responsible management strategies at business schools are isolated, are implemented sporadically, poorly, or inauthentically or are considered a fringe topic ('Are business schools talking the walk?' (2022), *EFMD Global Focus*, 16(1): 8-13). Their investigation also found that commitment and integration effort at SDG are communicated poorly. Those who do excel in communication





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in the promotion of their positive, anecdotal actions, are likely to be accused of greenwashing by their stakeholders. We acknowledge that it is likely that some business schools may be authentically achieving their stated goals and are incorrectly perceived to be greenwashing, thus further investigation is needed to highlight those who are successfully accomplishing SDG integration.

Building on prior work, we suggest that the lack of success in the integration of SDG content in business school education is likely due to the traditional business school mindset of competition (not to say the dogma) rather than collaboration which is critical for authentic responsible leadership and transformation to responsible management education. For example, much of the popular media attention on business school is focused on rankings, signalling competition between business schools. A quick search online for the best business schools quickly brings up some well-recognised media names all purporting to rank the 'best' including Forbes (The Best Business Schools List), Princeton Review's 'Best Business Schools', and US News 'Best Global Universities for Economics and Finance'. The rankings and the jockeying for top spot signal a culture of competitiveness among business schools. We believe that successful integration of responsible leadership mindset requires a shift from an entrenched mindset of competition to greater collaboration across business schools, across nations, and across disciplines.

It is not a question of denying that competition exists, or even that it can sometimes drive innovation, but rather of allowing spaces for collaboration. Thus, while competition can be an effective and well-known strategy to bring people together to focus on a common issue and seek out the best solutions,



cooperation between stakeholders has a number of advantages. For example, collaborators can share expertise and resources for mutual benefit, thus reducing need for individual investments, they can benefit from diversity brought by collaborators and benefit from the individual participants' social capital and network. Collaborations can diffuse risk for potential failures and mistakes and allow collaborators to leverage on economies of scale. Another advantage of specific cooperation between institutions of higher education, based on personal, anecdotal experience of one of the authors of this article, is that it can reduce the potential of unethical competition, as without mutual trust and respect, authentic collaboration is unlikely. For example, it is less likely one will openly compete with the same institutions that have helped yours by sharing their best practices.

SDG17

SDG 17 specifically calls for partnerships and collaboration for sustainable development



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...commitment to responsibility and ethics are inauthentic, and simply decoration

Given the size, scope, and severity of the challenge and the speed with which humanity will have to radically change to avoid catastrophic failure and “hitting the wall too violently”, collaboration is required. No institution can claim to know all the solutions, how to implement them and how to single-handedly transform the whole system. No longer can climate crisis and societal challenges be the responsibility of a “few”.

SDG 17 specifically calls for partnerships and collaboration for sustainable development. We are beginning to see a number of universities publicly commit to cooperation. For example, higher education institutions are heeding the SDG 17 call and universities are signing pledges for cooperation for SDGs. In Canada, universities have launched a pan-Canadian initiative that highlights SDG-related involvement and collaborative projects.

Focusing on individualism for competitive and reputational reasons, while very well accepted and practised in the traditional profit-driven business models, need now to be authentically transformed to strategies that engender a collaborative, inclusive approach. Popular media has taken business school education to task by pointing out that business schools teach traditional business practices and commitment to responsibility and ethics are inauthentic, and simply decoration.



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We must be willing to reach across nations and disciplines to engage to find solutions to societal issues and address the climate crisis and sustainable development

This is particularly important if we are to be able to include previously excluded stakeholders and nations. We must be willing to reach across nations and disciplines to engage to find solutions to societal issues and address the climate crisis and sustainable development. Where in the past business schools were able to achieve sustained competitive advantages through specialisations, branding, and achieving top spots in rankings, winning at sustainable development will require collaborative, inclusive, and responsible leadership. Anything less will be considered inauthentic and ‘greenwashing’. A mindset of focusing on one’s own success will create barriers required to seek innovative, inclusive solutions. Schools may value the power and performance of certain corporations and their ability to innovate in order to outperform, or even overwhelm, their competitors, and Michael Porter’s Five Forces framework is a familiar tool to assess competition in business and strategy.

If business schools are to authentically contribute to the SDGs, then responsible leadership dictates that there is a need to shift both business and business schools towards collaborative business models. This will likely require the dedication of meaningful resources to design and deploy their strategies at an institutional and systems level. Collaboration is a ‘bolder vision for business schools’ as noted by Peter Tufano in Harvard Business Review (<https://hbr.org/2020/03/a-bolder-vision-for-business-schools>). Tufano argues that if business schools are going to call upon businesses to collaborate and partner with





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In nature, competition certainly exists, however cooperation and mutual aid between and within species is widespread and effective

stakeholders and be inclusive, then business schools themselves must also do so, authentically, and lead by example. Business schools must acknowledge that the time where control and competition for competitive advantage has melded into the past; the current turbulent times require collaborative and responsible leadership to solve the critical issues facing our society.

In nature, competition certainly exists, however cooperation and mutual aid between and within species is widespread and effective. While much of business strategy focuses on the tenets of survival of the fittest, the natural environment thrives on connectedness and sharing of resources. It may benefit the higher education institutions to be inspired by what has made life a highly resilient system. SDGs address global challenges at a systems level, and successful solutions will require collaboration across systems. This has implications for individual institutional survival as well. Business schools are seen to be lagging behind business in addressing climate change issues in their activities, thus if they to espouse their vision and commitment to sustainability but enact anything less, they will likely always be stuck at ‘greenwashing’.

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By
Anders Aspling



Global responsibility and globally responsible leadership

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‘The world of today is getting smaller, the interdependence between people, nations, organisations, businesses and regions is more apparent than ever, and the responsibility for sustainable long-term development is recognized by many. A key word for long-term socio-economic and environmental sustainable development is trust. Trust between stakeholders is needed to ensure such development. Without the trust factor, in the long run transactions and communication between the different stakeholders will neither be smooth nor efficient and will lead to social chaos, economic and environmental disaster combined with political disturbances.’

Anders Aspling and Eric Cornuel, Global Responsibility: An EFMD Initiative towards Sustainable Societal and Business Management Development, January 2003

In November 2001, the Steering Committee (SC) for the EFMD General Assembly – to be held ahead of the Global Forum on Management Development the following year – met in Brussels. The group discussed the future of business and management education in the light of September 11 and early information and budding worries regarding unethical conduct at the two corporations World.com and Enron.

Putting aside regular topics for annual meetings, responsibility in a global perspective became the focus for the discussion. It was decided that global responsibility should be the theme for the meeting, and the format should be to invite all participants to join in inclusive discussions. What meaning would they give global responsibility – from a personal or professional perspective? What would be the implications and practical consequences of that meaning? What support would they welcome from EFMD in the work they foresaw?

After the SC meeting the communication director of EFMD googled the General Assembly theme ‘global responsibility’. No hits.

A manifesto on global responsibility

At the Global Forum for Management Development in Bangkok the following year, an EFMD President’s Task force prepared a manifesto on global responsibility. It was to be finalised based on the work at the General Assembly and presented at the opening of the Global Forum.

The General Assembly met in Bangkok on 9 June 2002 and thereafter presented the EFMD Bangkok Manifesto on Global Responsibility at the opening of the 2002 Global Forum on Management Education.

It was evident from the work during the Assembly that Global Responsibility was given different meanings by different people - also depending on where you come from. It was concluded that there were several interpretations of the concept of Global Responsibility. They all seemed to converge towards ensuring long-term sustainable development of society at large.

The Assembly acknowledged that:

- the process of internationalisation/globalisation is not a new phenomenon, but it has increased in importance;
- the future is shaped by our mutual actions and Europe has a role to play in this context because of the recognised influence (socio-political, economic, technological and cultural) it exercises on the global scene; it has the responsibility to consider not only the European but also others’ perspectives;
- management professionals and educators – including the young generation – can significantly contribute to the issue of globalisation and the search for sustainable development; and
- a dialogue involving various players of society – across constituencies, cultures, and generations – is of key importance.

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The Assembly recognised that the education of globally responsible leaders and decision-makers and the development of responsible corporations and education institutions are sine qua non conditions for a European sustainable development strategy.

At the opening of the General Assembly, I stressed that 'there is a growing realisation that we need to think and act with new perspectives in mind – ecology, health, social welfare and sustainable economic development – as we make way for the 'seventh generation'. Global responsibility is about what we believe to be good and right.

'What then is good and right? There is no single answer to this question. My personal answer would be: To act in the interest of the common good – with the aim that all people will be able to develop to their full potential.'

Again, it was obvious from the work and the comments during the General Assembly that Global Responsibility has different meanings to different people in different contexts.

Thus, as a concept – and in action – Global Responsibility should be applied with a continuously emerging contextual meaning.

The Bangkok Manifesto led to a Global Responsibility position paper being presented at the EFMD Deans & Directors Conference in January 2003. In November of the same year, the United Nations Global Compact (UNGC) and EFMD signed an MoU for collaboration and took action by inviting and selecting a group of 21 schools with business partners to join in hands-on development of a next generation of globally responsible leaders.



Globally responsible leadership

In 2005 the 21 schools and businesses published '*Globally Responsible Leadership: A Call for Engagement*', while inviting more schools and businesses to the work they had begun. The Globally Responsible Leadership Initiative (GRLI) was founded, and two years later it became a not-for-profit foundation of public utility under Belgian law. Its governance structures and processes build on its values, purpose and guiding principles, with an administrative board giving strategic direction and securing sound funding and finances. The partners are driving the mission and purpose of the foundation and deciding on issues regarding activities and focus through its partner council and its group of guardians. Later, at the UN Global Leaders Summit in 2007, the UNGC and its co-conveners AACSB, ABIS, Aspen Institute's Business and Society Program, EFMD, GMAC, GRLI and Net Impact launched the Principles for Responsible Management Education (PRME).

After one year of intense work the pioneering schools and businesses calling for a globally responsible leadership made the following core conclusions:





2009

The 2009 Call for Action proposed the idea that at the heart of the financial crisis there was a lack of both responsibility and leadership

These characteristics can be informed and developed through dialogue and debate. Guiding principles that establish a starting point for globally responsible leadership include: *fairness, freedom, honesty, humanity, tolerance, transparency, responsibility and solidarity; and sustainability*. These are not fixed ethical points but need to be constantly refined and developed.'

In 2009, leading up to the PRME Global Forum, GRLI formulated a Call for Action on Globally Responsible Leadership (GRL). By then GRLI had been engaging in advocacy, execution of practices, and thought leadership/concept development for close to five years. Leading thinkers and researchers had contributed, and, for instance, the concept of whole person learning was rapidly developing conceptually and in practice.

The 2009 Call for Action proposed the idea that at the heart of the financial crisis there was a lack of both responsibility and leadership. 'We need more responsible leadership to implement a more comprehensive model for sustainable development, and this requires a profound change in individual mindsets and behaviours as well as overall corporate culture. What is necessary is that both individuals and corporations assume their responsibility towards the Common Good.'

Globally responsible leadership demands that this cultural change and evolution of mindsets should be based on revisiting three areas:

First, *entrepreneurship* and the *raison d'être* of the firm; second, *ethical fitness* and *leadership* as embedding and catalysing values and responsibilities in the organisation; and third, *corporate statesmanship* as broadening the debate and dialogue with society at large.

The 50+20 Agenda: Management Education For the World report to the Rio+20 Summit 2012 is grounded in four dimensions of globally responsible leaders:



'The new global business context requires a definition of business that encompasses corporate aspirations, responsibilities and activities in realistic and contemporary terms that go beyond purely financially focused explanations. *The purpose of the globally responsible business is to create economic and societal progress in a globally responsible and sustainable way.*

The leadership required now, and in the future, can be described as globally responsible leadership. This is *the global exercise of ethical, value-based leadership in the pursuit of economic and societal and sustainable development*. It is based on a fundamental understanding of the interconnectedness of the world and recognition of the need for economic and societal and environmental advancement. It also requires the vision and courage to place decision making and management practice in a global context.

Decisions made by globally responsible leaders rely both on their awareness of principles and regulations and on the development of their inner dimension and their personal conscience.

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Today, global responsibility and globally responsible leadership are integrated as espoused ambitions of many learning institutions

Sustainable Entrepreneurship – Visionary & long-term perspective, *Responsible Leadership* – Ethical & inclusive perspective, *Enlightened Statesmanship* – Societal & political perspective, and *Reflective Awareness* – Universal perspective.

The vision of the 50+20 Agenda is to enable business organisations to serve the common good, to educate and develop globally responsible leaders, and to engage in the transformation of business and the economy.

Here and now

Since 2002, several views and contributions as to what leading responsibly means and requires have been developed as part of a growing field of research and study. They all add to what was presented in 2005 and in different ways they contribute to thinking our way into acting more responsibly and to acting our way into thinking differently about the meaning of global responsibility and globally responsible leadership.

In 2009, we believed a new practice was being shaped. An education and a “school” where

- disciplinary boundaries would be bridged in new and different ways,
- the challenges of the business world and society would increasingly drive the growth of intellectual capital,
- the role of business in society would be addressed repeatedly with a holistic global perspective in mind,



- leadership, personal growth, and refinement would explicitly be on the agenda, as would statesmanship and the capability to participate in and contributing to the societal dialogue,
- learning would be enhanced in line with a whole person approach,
- partnership with business, public, and civil organisation would have developed further,
- the mission would be clear and of explicit value to all stakeholders, and
- a vision of a better local, regional, and global future would drive each part of its functioning and development – for the common good.





Today, global responsibility and globally responsible leadership are integrated as espoused ambitions of many learning institutions. However, it is not as easy to find them as theories-in-use.

Hand in hand with a changing local, regional, and global context it is impossible not to be concerned. Diversity has been recognised for the crucial value it provides for effectiveness and sustainability, and inclusion is a must for learning, understanding, and development.

Recently we have seen an alarming IPCC report, entered a third year of a pandemic, and witnessed an unprovoked military invasion of a free and independent nation – and we are witnessing the consequences as they spread and ripple across the globe.

It certainly is a time where the need for global responsibility is more evident than it has ever been.

The inquiry into Global Responsibility and our strivings to make it real in the way we live, learn and lead is continuing relentlessly – individually, organisationally and systemically/holistically.

So many years have passed. The work is more urgent than ever, and so much remains to be done. Even if the end of globalisation the way we've believed it to be for three decades has come to an end.

The academic community plays a crucially important role in transcending boundaries and enabling collaboration and learning across borders. It plays an utterly important role in connecting people and cultures – not least to provide all the care we can for every one of us, no matter who we are and where we come from.



50+20

The vision of the 50+20 Agenda is to enable business organisations to serve the common good, to educate and develop globally responsible leaders, and to engage in the transformation of business and the economy

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About the author

Anders Aspling is Founding Secretary General of the GRLI

By
JC Carteron and **E. Pilz**

"Measure what is measurable, and make measurable what is not so"

Galileo Galilei



For several centuries, measurement has been at the heart of the scientific approach and in the world of business schools. W. Edwards Deming's quote '*You can't manage what you don't measure*' has become a mantra. Indeed, measurement plays a key role in many managerial processes – without measurement, no PDCA (plan-do-check-act) process can be implemented. Nevertheless, questioning the choice of what we measure or how we measure it is at the centre of many discussions and debates both in society and within organisations.

The most publicised controversy in the last decade is probably around the criticisms of GDP – and especially the measurement of growth or “success” based on GDP. Measuring the totality of economic exchanges is indeed an important factor in understanding the economic dynamics of a country. Nevertheless, it is easy to understand the limitations of a measurement tool when most people do not remember how it is constructed (and therefore what it actually measures). A road accident, a burglary, or a natural disaster often contributes to an increase of GDP, while in contrast, volunteering in projects that contribute to the well-being of a part of the population tends to diminish it (since this volunteer work can potentially replace a commercial exchange).

Measuring requires, of course, an upstream decision about what to measure and why to choose these indicators. Measurement is, therefore, a technical but also a political act that allows us to understand what is important for a group of people at a given moment.

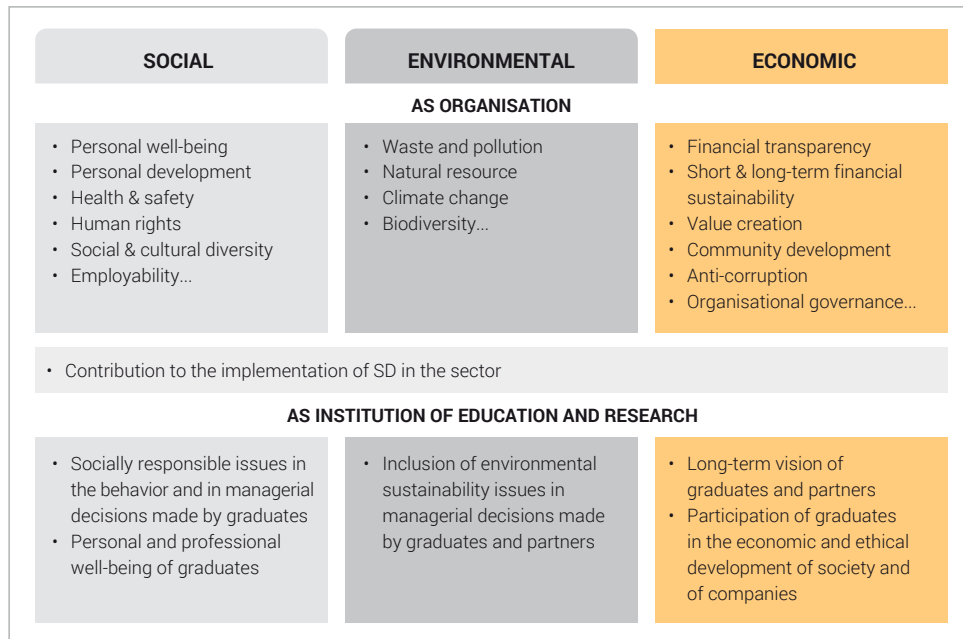
It is very likely that most of the decision-makers who are now committed to reducing CO₂ emissions had no idea of the importance of this metric even ten years ago and did not imagine that they would one day measure it.

Since the advent of sustainable development and the deployment of CSR in organisations, the question of what to measure is absolutely key. Less easy and universal than measuring a turnover or a margin, measuring actions in favour of sustainable development (or their impacts) requires agreement on the scope of responsibility of the organisations concerned. A very effective method consists of making an exhaustive list of the actual or potential impacts of an activity on each of the stakeholders of its ecosystem. Once analysed and weighted, organisations can define the indicators that they will implement and monitor.



It is very likely that most of the decision-makers who are now committed to reducing CO₂ emissions had no idea of the importance of this metric even ten years ago

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The Scope of HEI Responsibility

The specificity of higher education institutions lies in the fact that they have two levels of responsibility. On a day-to-day basis, Business Schools, like any organisations, have an immediate impact on their environment in social, economic, and environmental terms (schools consume resources, produce waste, and are not always exemplary in terms of accessibility...). As providers of education, they also – indeed, probably above all – have an impact on the people they train as well as on the partners they support.

Because they help shape the behaviour and decisions of future managers and business leaders, focusing solely on the carbon footprint and social performance of their campuses is not enough.

It is therefore crucial to understand the full scope of their responsibilities and the impact of their activities, both positive (e.g., employment) and negative (e.g., potential discrimination, pollution).

Once the scope of responsibility has been analysed, the institutions will be able to set up a certain number of actions and indicators allowing them to measure and monitor their individual and combined impacts.

For several years, the university community and their stakeholders have been reflecting on ways to measure the integration of sustainability at different levels of their organisations.

Many initiatives have built assessment tools to evaluate the university as a whole (as is the case with accreditation, national labelling, ranking & rating...), while others focused on a specific programme, or even on a specific course. Finally, some will assess what every student should know at the end of his or her programme.

At an institutional level, it is possible to measure elements concerning governance and strategy, but also to implement indicators related to social or environmental policy.

In many countries, associations or networks of higher education institutions have been creating tools to measure at the institutional level for the past fifteen years. While some have unfortunately been abandoned, the American **Stars** initiative (led by AASHE), the **Green Plan** in France (led by the CGE and CPU and the supervisory ministries) or the **Sustainability Leadership Scorecard** in the UK and Ireland are still working well. More recently, some have moved from self-assessment tools to labels & endorsement.





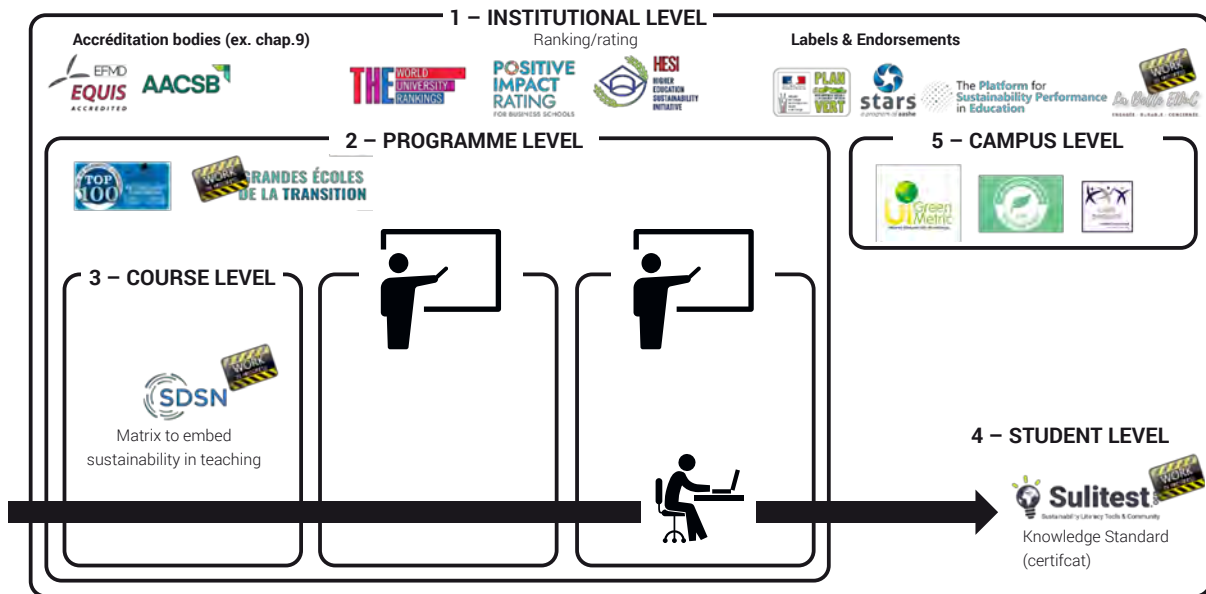
Accreditors, key stakeholders in measuring the performance of business schools, have tried to integrate elements related to social responsibility in their accreditation criteria. As such, since 2013, **EQUIS** has included not only a dedicated 'ethics and responsibility' chapter, but also has a specific paragraph on the topic in each of the other chapters of its evaluation grid.

More recently, dedicated measurement tools have emerged. In 2017, a group of researchers, NGOs, students and representatives of the business world started to think about the creation of a new tool to evaluate the contribution to the construction of a sustainable world. The PIR (**Positive Impact Rating**) currently measures students' perception of their school's governance, culture, programmes, teaching methods, student support, institution as a role model and public engagement. Starting in 2020, **the Times Higher Education Impact Rankings** attempted to measure universities through the lens of the 17 Sustainable Development Goals (SDGs). The third edition of the rankings was published in April 2021, including assessment of more than 1,200 institutions from 98 countries and regions. This is an interesting sign of the growing interest in these issues within schools and amongst young people. It is interesting to note that this movement is also appearing at the regional level, for example in France, where the first edition of the **Echo start** was the most successful to date.

Beyond these dedicated rankings, the historical ranking providers are thinking about how to best integrate indicators or new methodologies to make conventional rankings evolve. In particular, the *Financial Times* has integrated CSR criteria such as inclusion or diversity in 2019.

But if we can be pleased with this recent evolution, there is still a long way to go. We might even deplore the mediocre quality of

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Few assessment initiatives on different levels

non-exhaustive list
Source : JC Carteron – Kedge BS/ SDSN 2020

some initiatives, which are often communication operations that can discredit the approach and make greenwashing quite possible. It is in this context that **HESI** (the UN Higher Education Sustainability Initiative launched at the UN Rio +20 conference in 2012) has produced a guide for the ranking organisations. The most influential ranking organisations – such as the FT, QS or THE – have committed to integrate these principles and we are looking forward to the next UN high-level political forum in July to review the progress of the work.

As with any change, building, equipping, and empowering a coalition of changemakers is crucial. At universities, beyond the work done with some committed teachers (or on courses dedicated to sustainability), it is now time to support the entire faculty community to integrate the sustainability paradigm in conventional courses. Here again, measurement is essential to establish an action plan. In this regard, **SDSN**, with the collaboration of **GRLI** and other partners, have initiated the Self-assessment matrix to embed sustainability in teaching. The matrix has been tested through a survey taken by more than one 160 research professors worldwide.



The integration of Sustainability into the course is...

COUNTER PRODUCTIVE	WEAK	BASIC	PROMISING	HIGH	IMPRESSIVE (High) +
Student are prompted to act or think in ways that have a negative impact on sustainability transitions.	Students are able to perceive some links between the subject taught and few societal issues.	Students are able to identify few SDG's directly impacted by discipline / subject taught.	Students are able to: <ul style="list-style-type: none"> Understand the positive and negative impacts of the course (tools, usual techniques and subjects) on one or more SDGs Understand the (potential) impacts of sustainability challenges on discipline / subject taught Apply the knowledge acquired during the course to act on one or more SDGs. 	Students are able to: <ul style="list-style-type: none"> Understand the positive and negative impacts of the course (tools, usual techniques and subjects) on the 17 SDGs Understand the (potential) impacts of sustainability challenges on discipline / subject taught Apply the knowledge acquired during the course to act on several SDGs and some of their interlinkages. 	Students are able to: <ul style="list-style-type: none"> Link the achievements of this course with those of other subjects and teaching experiences and are able to think and implement in a systemic way Understand the impact of mindset in the transition needed.

Self-assessment matrix to embed sustainability in teaching (V0)

Source: T. Lagoarde / A Decamps / JC Carteron – Kedge / SULITEST/SDSN / UNEP / GRLI 2020

While numerous tools exist to measure input (courses aligned to sustainability, percentage of students enrolled in these courses, etc.), measuring the output of these actions is an important piece of the assessment puzzle.

Sulitest is an organisation that equips educators with tools to map and improve sustainability literacy at the individual level. **Their best-known tool, Awareness Test, has been used by almost 250,000 people across all continents**, offering an opportunity to learn about sustainable development while better understanding where the current level of awareness is at. Sulitest will soon launch a robust assessment, certifying sustainability knowledge.

Moreover, considering the outcome is equally important. Are your students interested in integrating sustainability into their careers? Do they feel equipped to do so? Who are your alumni working for? What initiatives or companies did you entrepreneurial alumni start? What positive changes are they creating? The long-term impact of a university is carried by its graduates, so considering these “future-focused” questions and back-casting what curricular changes need to happen in today's strategy is vital.

Whether to define a strategy, to manage, to control, to improve, or to provide evidence to stakeholders, measurement is absolutely essential. Building and choosing social and environmental performance indicators is always an exciting task because it forces us to make choices.

Accreditation and ranking bodies have enormous power, and therefore enormous responsibility, to guide the academic sector.

Many of them have become aware of the need to change their criteria for measuring the performance of higher education institutions. Many initiatives have emerged to either improve current standards or create new ones.

Given the expectations of students, the growing statement of higher education presidents, and the many emerging initiatives, it's a safe bet that the next few years will be full of lessons in the world of measurement. Let's hope that the emergence of those assessments will push the entire sector to better prepare future generations to become responsible leaders.



About the authors

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E Pilz is Community Manager at Sulitest

By
Lana Jelenjev and **Chris Taylor**

Hope in the time of collapse





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The world is highly vulnerable and the situation is getting steadily worse

In case we were in any doubt, the IPCC's latest report has made the situation abundantly clear: 'Approximately 3.3 to 3.6 billion people live in contexts that are highly vulnerable to climate change (high confidence).'

This is half the world's population – 'highly vulnerable'. The emergency that so many in the rich world have felt was somewhere off in the future, is here. Now. It's just somewhere else. To be blunt: It's experienced by people of colour. It is felt most directly by people whose lives, lands, and loves have been colonised, robbed and trashed during the past five centuries.

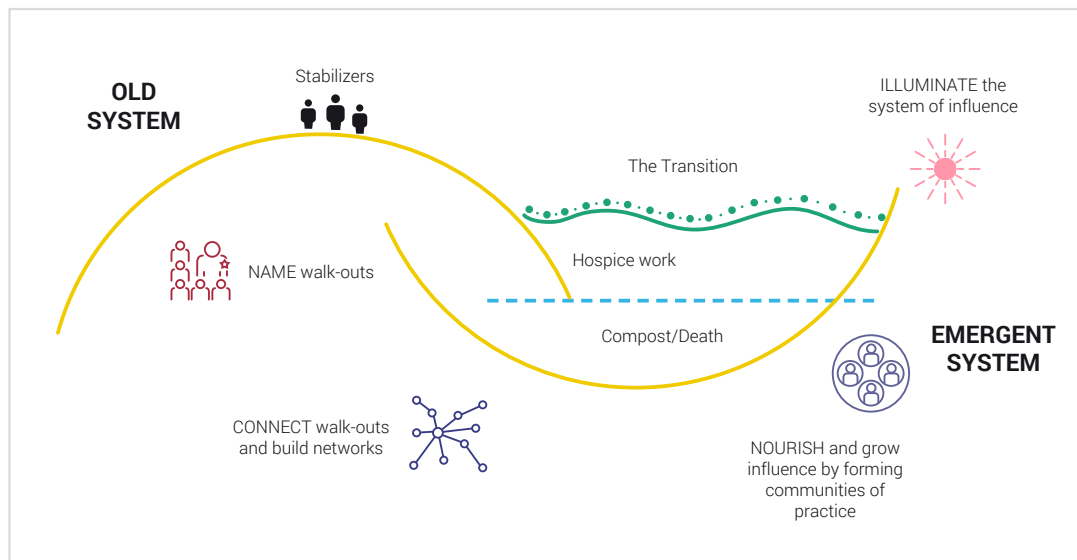
The world is highly vulnerable and the situation is getting steadily worse. We believe we are heading for a train wreck that is likely to result in the demise of the global system as we know it. But we do not expect every person reading this article to agree with us. We ask only that you open yourself to the possibility that the chaos around you may mean that the world is changing irrevocably. Surely we can all agree on that?

We are meeting increasing numbers of folk, from all walks of life, who have come to this conclusion. It can be a disorientating, overwhelming position to find yourself in. For those readers wanting to find a way out of overwhelm, we offer here a framework that we have both found useful.

We believe that our world is currently in the Transition between systems, the difficult, turbulent place where things are uncertain because what is familiar is dying and what is emerging is not yet clear. It is a difficult, painful space but it's also incredibly fruitful and creative. (This process of collapse and transition is described on a microsite hosted by Oasis entitled Navigating the Unimaginable.)

In this transition a number of roles are useful, even crucial. (See <https://afternow.today/wp-content/uploads/sites/8/sites/14/2017/09/TwoLoops.pdf>). We'd like to describe the ones that in our experience have been helpful and which we guess will be increasingly necessary in coming years. It can be summarised in the following diagram from the Berkana Institute. (<https://berkana.org/home/>) Here's an overview of how the model works:

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Two Loops Model (Berkana Institute)

As a system reaches its peak, **Pioneers** begin to notice something new is needed. They innovate in a myriad ways. Some realise the system is dying and **Walk Out**, they start to build their version of a new system from the ground up.

As the transition becomes more obvious it becomes clear that institutions and approaches are dying. This is where **Hospicing** starts – the process of helping things to die with grace, to heal the wounds of those involved and those left behind.

At the same time, other things, happening spontaneously, tended by the Walk Outs, are starting to be born. Here too help is needed in the **Birthing** process. First to assist the delivery and then to connect, nourish and network the new.





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As one system collapses it creates room for a new one to grow. There is always something wanting to be born

Four tell-tale signs of a system in collapse

No system lasts forever. Cities, civilisations, dynasties, and empires all have a shelf life, which is usually determined by their make-up and their relationships with other neighbouring states. The difference now is that for the first time ever we live in a single global system. This time round, system-change means global holistic change.

So, how do we know the phase of transition described in the diagram is actually upon us? The consensus amongst historians (See, for example, <https://www.bbc.com/future/article/20190218-are-we-on-the-road-to-civilisation-collapse>) seems to be that four factors are common during this phase:

1. Climate change
2. Environmental degradation
3. Growing Inequalities
4. Increased complexity

A detailed analysis of these phenomena is contained in the Oasis Foundation paper on *The Evidence for Collapse*, so we do not intend to rehearse the data analysis here. Suffice to say, if you can feel the overall pace of these four trends accelerating, you know we are heading for radical change – either voluntary or involuntary.



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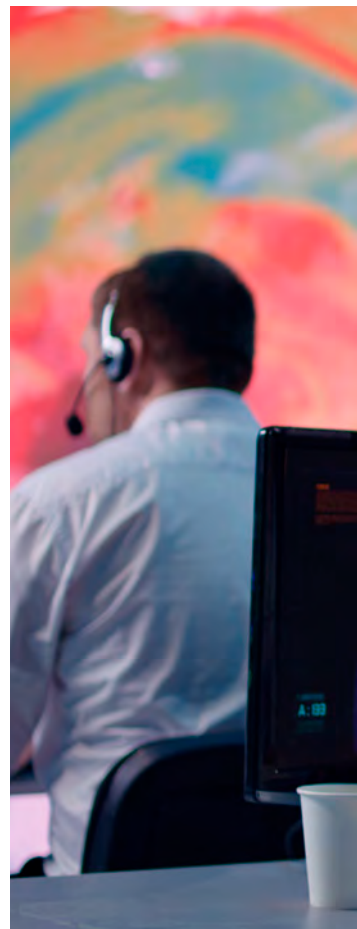
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In virtually every field of human endeavour we see the emergence of projects, initiatives, systems and processes which are moving towards eco-centrism

Birthing the new

As one system collapses it creates room for a new one to grow. There is always something wanting to be born. We have been asked what this new system is. In answering we must be careful not to come to any firm conclusions too soon. By its very nature the process is emergent: the precise nature of what's forming will not be clear until its birth. Before then is a long period of trial and error. In the space left by a collapsing system, all manner of experiments emerge. Some survive, others do not. Many grow and transform and merge together.

That said, we can with some degree of probability make a broad statement about the nature of what is wanting to be born. This is based on the patterns of new initiatives we are encountering and also on our interpretation of the trajectory of human history. Our current system is severely testing the ecological boundaries of the planet. We are stretching every boundary our ecosystem has. And things are beginning to creak, buckle, and break. In doing this, humanity as a species is trying clumsily to learn a lesson: What might it mean for humans to live in alignment with the planet and for both to thrive? We call this an Eco-centric Civilisation.



In virtually every field of human endeavour we see the emergence of projects, initiatives, systems and processes which are moving towards eco-centrism. There is an explosion of organic and regenerative agriculture, the re-emergence of local micro-breweries, bakeries, crafts, and arts. New organisational models are supporting self-organisation, distributed power, and horizontal decision-making. Peer-support models are evolving in nearly all areas of welfare from physical and mental health to criminal justice and substance misuse.





We could go on, but the list is growing endlessly. And the real question is how would you know whether what you're doing (or imagining) will turn out to be on the right side of history? Here are three guiding questions we think will help:

1. Is my work aligned to thriving life?
2. Are we healing the future or stealing the future? (This question comes from Paul Hawken's *Regeneration: ending the climate crisis in one generation*, Penguin Random House, 2021).
3. Does what we're doing build strength through diversity?

If your answer to any one of these is negative, we suggest you take time out for a redesign. Only initiatives based on all three propositions will be enough to see us into a healthy and thriving future. Everything else is part of the dying paradigm.

The art of connecting

While we have used the metaphor of 'birthing' as described in the Berkana Institute's model, like all metaphors it breaks down a little under closer inspection. What we're birthing right now is not an individual, like a baby, a calf, or a kid. What we're doing is growing an ecosystem – a new and complex set of relationships between a vast array of social systems and patterns.

This is why the model emphasises the creation of networks, the building of relationships, communities of practice and 'systems of influence'. We all intuitively understand that any system is more than the sum of its parts. The connections, relationships, and spaces between components are as important as the parts themselves.



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So another crucial role is that of **Connector** or Relationship Builder. Perhaps we all have a role here: To look up from what we're doing, notice who else is doing what, and reach out to them. In an ecosystem each part feeds another: Dead salmon fished out of the stream by a bear feed the riverside trees; mycelium bring nutrients to plant roots. So it will be with the emerging system – parts will feed each other, create unforeseen symbioses, build into diverse and evolving systems. By connecting the dots we are helping to support an ecosystem that will overgrow the outgoing system.

Hospicing the old

Death can be a challenging process – especially if it feels like there is “unfinished business”. This can raise all kinds of dynamics. Despite this I (Chris) have repeatedly witnessed people adopt a range of strategies to provide someone with a peaceful or graceful death. This is even the case between people who were not previously on the best of terms.

I have seen people bury the hatchet, leave their differences behind, and agree to have a good enough relationship at the end. I have seen people make simple, seemingly nonchalant yet profound apologies for the way they have treated others. And when it's too painful I have seen relatives stay away rather than risk causing a scene at the deathbed. All of these strategies and more are likely to be needed at a systemic scale as we transition from one system to another.

When we consider the process of systemic collapse, we are interested in the role of the **Stabilisers** (sometimes also called the Settlers). These are folk who up to now have taken great pride in making the system work smoothly, effectively and in a timely manner. Lately they may also have been involved in trying to shift the system towards a fairer or more sustainable direction. In doing so they have amassed great skills of organisation, efficiency, and the ability to embed practice.





These skills will certainly be needed in the future, once the new global order becomes clearer and more widespread. We wonder if there is a way to reframe their role slightly: from Stabilisers to **Stewards**. It feels like this allows people more scope for change. It recognises their role in taking care of systems and processes while also giving them a role of protection. Could this become about protecting the future rather than stabilising the past?

We would like to think that this shift from Stabiliser to Steward can be facilitated by the way we engage with people. Here are a few things we've found useful in this regard:

- Approach each conversation with curiosity – being curious about another's views, drivers and attitudes opens the door to collaboration.
- See everyone as a potential teacher.
- Seek out people three steps away in all directions – the ones three steps forward will stretch your sense of what's possible, those three steps back will teach you what's needed to bring everyone along, and those

on either side are your tribe, the support network that will keep you well resourced.

- Think about what voices are not being heard and explore ways to include them.
- Start from a place of healing intentions and compassionate invitations.

These approaches have consistently helped us to engage with and learn from people whose perspectives are different from our own. By doing so we have both broadened our own view of what's possible and helped to identify common ground from which to move forward together.

What's wanting to die?

So, to the next part of the model. Perhaps this is the most controversial bit. What exactly is wanting to die so that a new Ecocentric civilisation has room to grow? This is controversial because we are all to a greater or lesser degree invested in the old order. We have all spent our lives working within it, trying to make it more humane or sustainable or ethical. And our livelihoods are still bound up in it. This may make it hard to let it go.



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So what is it that's dying or needs to die? Let's try this by way of a compassionate invitation to you, the reader. Here are three questions to answer, to help for you to capture what's bubbling up for you. When you look around at the world today, at global events, at your work-life, your community, and home:

- What is it that does not serve thriving life?
- What does not create a more whole, more healed future?
- What does not promote the inclusion of all perspectives?

These are the things that are dying and will continue to die over the coming decades of transition.

A note on composting

This is where the notion of **composting** is useful. In nature, the decaying matter of plants and animals becomes the soil for future growing seasons. Humans have developed the amazing ability to speed up this natural process of decay through composting. If done well, composting is not only quicker at creating soil it can also create much richer soil which is teaming with the microbial life that feeds plants of all types.

The important thing here is that we are a long way from throwing out everything about the dying system. First we harvest whatever fruits we can, then we clear away the dying matter and carefully digest it until it becomes the fecund soil for new growth. Admittedly this involves the complete disintegration of what came before but it is precisely through this process of deliberate dismantling, mixing, cooking, and tending that the richest soil is produced.



Conclusion

So what now? How might any of this impact on you, your life, your work? Where do you find hope in the face of collapse? How can your life contribute towards a safer, more equitable, more regenerative world?

What we're suggesting in this article is a number of steps we can all make along the journey. They might go something like this:

Locate Yourself in Transition - Find a way to locate yourself within the model – what would it mean for you to more fully step into the transition space between global systems?

Become Your Purpose - Become clear about what you are birthing and what you are helping to die.





Heal the Future - Explore ways to make the hospicing work essentially about healing: How can you help to heal the wounds that have been created by the old order and offer compassion to those on the deathbed of history?

Steward Life – to be regenerative, the future will be about valuing life, nourishing it and stewarding the well-being of the planet. You can make this your orientation now, use it to guide your decisions, your actions, your state of being.

Act like it's already so – be the future now. Step fully into the state of Stewarding Life and act from this place. From here we are acting *for* something not *against* something; we are creating not reacting.

Nourish Yourself – you too are life, the greatest gift you have to give the world. Nourishing life means being kind to yourself, showing compassion towards your own wounds, past decisions, hopes, fears, and dreams.

Will this be enough to see us through the coming turbulence? Who knows! The survival of the human species hangs in the balance and with it the future of millions of other species. A path is emerging from extraction and domination into regeneration and thriving life. The outcome is not yet certain. But what's clear is we can all make a difference. Creating a space for thriving life is worth doing either way.

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By
Lisa M. Gring-Pemble

People, Planet and Prosperity Depend on the Health of Pollinators like the Humble Honey Bee

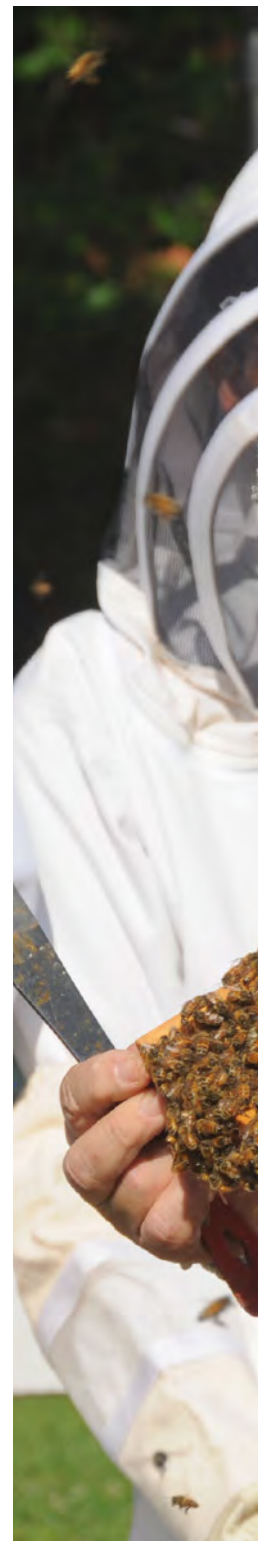
The Honey Bee Initiative (HBI), housed in the Business for a Better World Center at the School of Business of George Mason University, responds to an important global food security crisis. The U.S. Pollinator Health Task Force observed that 'pollinators are critical to our Nation's economy, food security, and environmental health'. Bees pollinate one-third of the food we eat and contribute more than 15 billion USD in pollination services in the United States alone. No wonder then, that at a 2019 Royal Geographical Society of London meeting, bees, now an endangered species, were declared 'the most important living beings on Earth'.

But for many reasons – colony collapse disorder, invasive mites (*varroa destructor*), and pesticides – honey bees are dying at unprecedented rates. Between April 2019-2020, nearly 44 % of all US honey bee colonies, already in decline, were lost, with terrible implications for pollinator diversity and survival. Human food security, the agricultural industry, and the environment are all compromised without bees. People, planet, and prosperity depend on bees thriving.

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Human food security, the agricultural industry, and the environment are all compromised without bees

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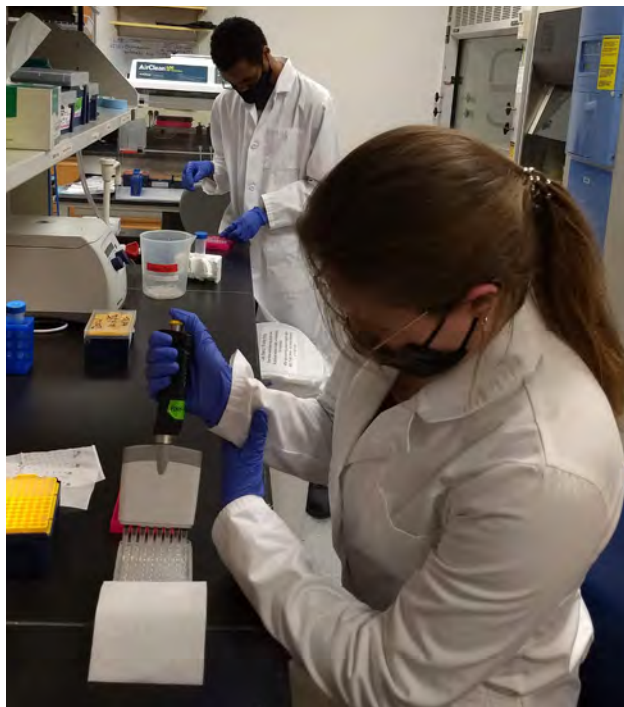


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Mason, seeing the opportunity to educate students about the United Nations Sustainable Development Goals (SDGs), embraced the imperative to respond to this pollinator crisis and to prepare future leaders for a better world. This is done in a variety of ways by units across the university, but most directly through HBI. The Initiative has provided us with an ideal vehicle for educating both students and the community about how to tackle global goals around food security, gender equality, life on land, among others.

We began modestly in 2012 when we acquired seed funding from a Mason grant to purchase four hives for the initial purpose of educating our community about the benefits of sustainable hive management in an urban setting. Soon thereafter, we launched a beekeeping class and explored possibilities for further programme development. More specifically, we inventoried complementary campus-wide initiatives, natural resources on campus, and existing partnerships. Further, we consulted with potential faculty and staff partners from a wide range of disciplines, including biology, business, global and community health, nutrition, environmental and sustainability studies, art, and education. HBI was officially launched in 2013 with a mission to empower communities through sustainable beekeeping. One of the Initiative's primary goals is to introduce students, faculty, staff, and community members to the green economy and inspire them to take meaningful action for the benefit of people and planet.

Focusing on impact, business for good, science education and research, and programme scale, our work is guided by the UN Sustainable Development Goals. Today, with over 700 hives (domestically and internationally), an established teaching and research programme, thriving international programmes, and dynamic public-private partnerships, HBI continues to grow the impact of the programme. We promote multi-disciplinary, experiential, and entrepreneurial approaches to honey bee sustainability.



Students from the fields of business, the humanities, education, engineering, health, science, and art collaborate on initiative-related problems and projects. HBI offers opportunities for engaging in scientific research, art projects, innovative teaching, community outreach, and even study abroad. For example, science faculty and undergraduate students have used DNA sequencing to study pollen to illustrate the diversity of plants used by honey bees across the growing season. And an art professor designed an exhibit called 'The Living Hive', which toured up and down the East Coast educating museum-goers about the plight of pollinators. Currently, faculty from the School of Business, the College of Education and Human Development, and the College of Engineering and Computing are working on a National Science Foundation grant to develop new technologies for beekeepers to monitor their hives more effectively.





Notably, our work in Colombia focuses on implementing beekeeping and meliponiculture programs to support community development, environmental sustainability, and the empowerment of rural women. The Colombian program was selected by 'Premios Latinoamerica Verde' as one of the 15 best social and environmental projects in Latin America and the Caribbean. Many of our students have travelled to the Santander region of Colombia to see our beekeeping programs with rural women in action.

Over time, we have learned many invaluable lessons. First, partnerships are vital to the success of the initiative and we are committed to collaborative multi-sector efforts that are supported by a variety of stakeholders such as government, business, non-profits, institutions of higher education, and community members. Second, our programme success is only possible when the communities we serve are driving the mission, measurement, and outcomes of our partnerships. Third, a sustainable business plan is essential to the long-term success of the program. Consequently, we are developing a sustainable beekeeping business plan that will allow us to replicate beekeeping businesses both regionally and internationally. Fourth, we have a moral imperative to address the pollinator crisis. Our very survival depends on it.



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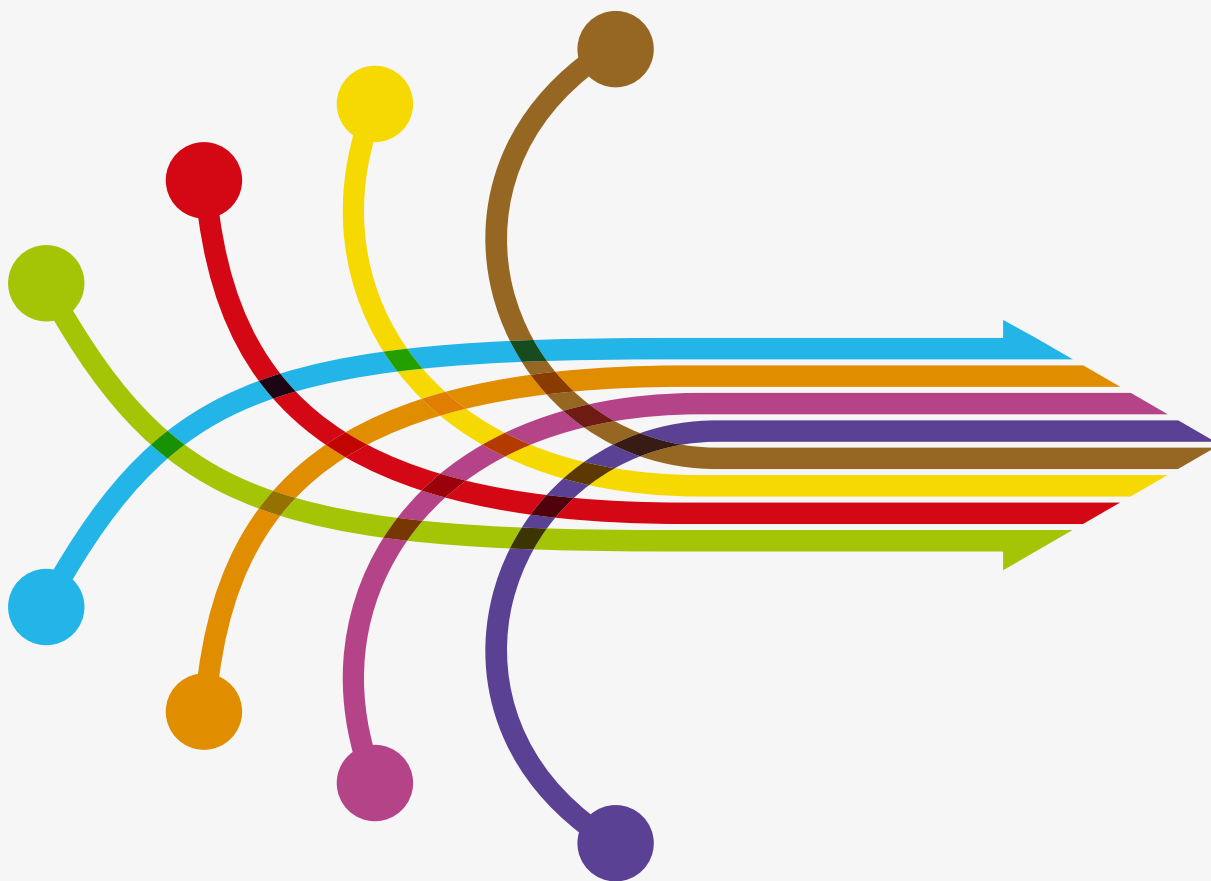
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By
Gunnar Köhlin, Marie Stenseke and Jenni Strömstad

The SDG 8 Dilemma: How the School of Business, Economics and Law at University of Gothenburg is taking action on this front



The 17 global goals for sustainable development in the 2030 Agenda, commonly known as the SDGs, speak to different areas, but it is emphasised that they are integrated and indivisible. As such, SDG 8, *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*, concerns a core controversy of sustainable development – the link between environment and economy. SDG 8 builds on the recognition that the existing economic system is not sustainable, and that modifications or alternatives have to be explored. At the same time, SDG 8 contains an implicit presumption that it is possible to decouple economic growth from environmental degradation and growing inequalities. Despite actions being taken, this has not yet been accomplished. Critics have questioned the inclusion of economic growth in the 2030 Agenda and the presumption of decoupling as possible, arguing that more fundamental changes are necessary. The evidence that alternative models for the economy have been effective are, however, thus far inconclusive. The critical situation for the planet and the global human community, hence, begs for increased and intensified production of applicable knowledge on how the economic and financial systems need to adjust and change in order to contribute to fostering sustainable development.

The International Association of Universities (IAU) advocates for the idea that higher education can play a key role for sustainable development. Through the strategic thematic priority Higher Education and Research for Sustainable Development (HESD), IAU promotes a Whole Institution Approach to SD. The IAU Global HESD Cluster is a unique network of universities engaged with the SDGs, and The School of Business, Economics and Law (SBEL) has a key role in the University of Gothenburg's assignment as leader of SDG 8. Importantly, the work on SDG 8 involves eight universities in the Global South, facilitated by the research network Environment for Development and its global hub, located at SBEL. The ambition is to engage and support a global community of researchers and to mobilise academic work and policy interaction in support of sustainable economic growth with good conditions for an increasing number of workers. In practice, it means transdisciplinary, applied research and policy interaction that focus on solutions to growth- and work-related challenges.



The ambition is to engage and support a global community of researchers and to mobilise academic work and policy interaction

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SDG 8 comprises a wide range of topics, such as per capita GDP growth, new policies for economic development and the labour market, improved resource efficiency, innovation, health and safety in the workplace, youth employment, child labour, and sustainable tourism. At present, a number of SBEL scholars, along with researchers from other faculties and institutions, nationally and internationally, are engaged in compiling and writing literature reviews on specific themes connected to the targets of SDG 8. Drafts have been presented and discussed at workshops and conferences. In these papers, targets and their indicators are critically scrutinised to reveal inherent biases, contradictions, and links to other SDGs. Most importantly, the researchers are identifying the most salient research themes for successful implementation of each SDG 8 target. These papers will be the basis for dialogues between researchers and policy makers in each of the participating countries. The ambition is that these dialogues, and in particular the critical review of the related indicators, will be reflected in the Voluntary National Reviews that all countries present at the UN High Level Political Forum, and ultimately in the countries' implementation of SDG 8.

It is also expected that new and policy-relevant research will result from a co-creative process, with academia taking the politically-agreed SDGs seriously and devoting time and effort to discussing their implementation with policy makers, thereby advancing knowledge by identifying key areas for further research. To reinforce youth and future leaders, the integration of research-based knowledge on sustainable development in HE is crucial and is therefore naturally a focus area to be further explored in the SDG 8 Initiative in the years to come.



This engagement with SDG 8 started in 2019 and has in many respects been successful. There are, however, also challenges and obstacles that merit reflections, e.g., related to:

- (i) administrative structures, such as how to initiate, finance, and implement a broad collaborative and interdisciplinary initiative in a traditional academic organisational structure;
- (ii) identifying and channelling interest and capabilities among staff when it comes to interdisciplinary and transdisciplinary cooperation, particularly given that collaboration and utilisation are weakly promoted in the prevailing merit system;
- (iii) international North-South collaboration, which requires relevance and mutual interest, as well as creativity, persistence, and financial resources to overcome physical hurdles;





International Association of Universities

HESD cluster



Satellite universities

University of Concepción, Chile
 Universidad de los Andes, Colombia
 Addis baba University, Ethiopia
 University of Nairobi, Kenya
 University of Nigeria, Nsukka, Nigeria
 University of Dar Es Salaam, Tanzania
 Makerere University, Uganda
 University of Economics Ho Chi Minh City, Vietnam



University of Gothenburg

Collaborating partners

Chalmers University of Technology
 Karolinska Institutet (medicine)
 The European Network Education and Training in Occupational Safety and Health (ENETOSH)

(iv) contextual differences between regions and countries, that affect the interlinkages between different goals and their targets. An obvious example is the discussion around economic growth, where a clear distinction must be made between the Western hemisphere vs. the Global South. In LDCs, economic growth is a necessity to alleviate poverty and hunger, whereas in high-income countries, it is rather a matter of responsible consumption and production, and systemic transformations for a sustainable future.

However, the challenges so far have been more than balanced by a heightened sense of purpose and the excitement of new constellations among the participating researchers. Through the work of the SDG 8 Initiative, a multidisciplinary, international community of researchers is under development. The literature reviews thus far show interesting results and tangible measures that have potential value at policy level, demonstrating the vast amount of knowledge available. This points to the importance of

transdisciplinary collaboration in academia, in order to contribute to the realisation of the 2030 Agenda. It also suggests that there is much that researchers can do to be part of the transition to a more sustainable world by 'rolling up their sleeves', compiling knowledge already at hand, scrutinising it the way academics should, and presenting it in a way that is apprehensible to policymakers and practitioners.

The year ahead includes a second international research conference on SDG 8 at SBEL in Gothenburg, as well as research-to-policy workshops, likely to take place in Africa in the autumn.

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By
Michaela Rankin, Suzanne Young and Suzanne O'Keefe

Transforming Education in Australian business schools: Our past, present, and future



Historically, business schools have seen their mission as delivering curriculum to ensure the development of technical skills and capabilities to allow graduates to seamlessly enter the business world; but the past twenty years have seen rapid changes, not only in education but in what business and society is expecting from business schools and their graduates. Recent events have also sharpened the focus on disruption and have given weight to the notion that multidisciplinary is essential to confront pressing environmental and societal challenges. Business schools have an important role to play in developing future leaders who will be equipped to work across geographical and disciplinary boundaries, and this requires a rethink of curriculum and pedagogy. Using climate action as an example, in this article we examine recent curriculum innovations by Australian schools to produce graduates who are prepared for the world of work, but who also see their own potential as agents for social change and future leaders. Recognising there is still some way to go, we propose a model of education that has the potential to develop graduates who are able to take on the increasingly complex challenges of business and society.

Australia is an island continent that has traditionally relied on fossil fuels as a major source of both energy and of export income. This has significantly influenced government policy on energy and climate change. The Federal Government has come under increasing pressure following recent climate-related fires and floods across the country, and from other members of the G7, to commit to stronger emissions targets by 2030, and Net Zero by 2050. In practice, until now the Federal Government has taken a hands-off approach,

and leaving real action to individual State governments and industry. Universities across the country, including our own, are also leading in Net Zero commitments. This activity has put climate policy and action at the forefront of business and is driving the need for business school graduates to be equipped to contribute to strategy and action on climate, in addition to other Sustainable Development Goals (SDGs).

Since 2007, the United Nations Principles of Responsible Management (PRME) has provided a framework and capability-building platform for business schools globally to critically examine their environments and transition their learning outcomes and delivery. Currently 32 business schools in Australia – approximately 75% – are signatories to PRME. Australian PRME signatory schools have, for some time, been integrating climate change and sustainability into their curriculum and research in various ways, with great impact. Climate change has been identified as a significant issue by the Australian Business Deans' Council, which is currently funding research exploring best practice in both actions to combat climate change, and best practice in curriculum design. Examples include: La Trobe's Business School, which has developed a business analytics tool for the University (La Trobe Energy Analytics Platform) to monitor energy consumption across the campus; a new major in Climate Change that has been introduced with subjects addressing La Trobe's Sustainability Thinking Essential; a Climate Change Week hosted by UNSW; a Climate Talks podcast offered by the University of Melbourne; research themes on Climate Adaptation explored at UNSW, University of Queensland, and Newcastle Business School, to name a few. The University

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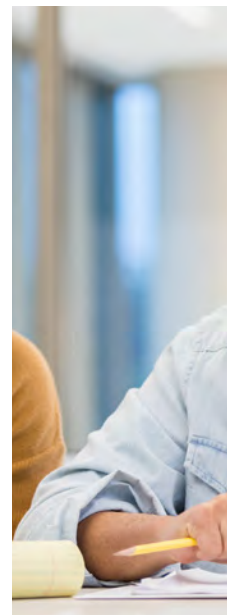
of Queensland Business School offers an extra-curricular Carbon Literacy Program to both staff and students in order to fill the knowledge gap and to put participants in a position to be able to take action. Monash Business School is supporting industry education through its executive education programme 'Climate Change and Business Risk'.

While in many ways business schools are leading the way in climate action through research and education, some students are still struggling to understand the relevance of sustainability and climate to the world of business and their future careers. For example, with a focus on Responsible Management, students in La Trobe's MBA have questioned how the focus on 'responsibility' will assist them in their careers. It is therefore the responsibility of academic leaders to ensure that students, and our own colleagues, understand the link between climate action and the SDGs more broadly, and the world of work. We also need to be clear about the role business schools play in developing graduates who are agents for social change and their future roles in industry as innovative strategic thinkers, and as leaders for society in adapting to the changing global and local environment.

To ensure we develop graduates who can contribute, through their future careers, to successfully tackling climate change and meeting other SDGs we need to develop educational experiences that are interdisciplinary and immersive. We know that interdisciplinary research teams are needed to successfully tackle global challenges. For example, through an interdisciplinary whole-of-university approach, La Trobe's Climate Network brings together academics from across the University to engage with the challenges faced by climate change; while Monash's RISE (Revitalising Informal Settlements and their Environments) programme brings together academics from across the university to work at the intersection of health, environment water, and sanitation across



informal settlements in Indonesia and Fiji. Monash University is taking an interdisciplinary approach to offer a funded, immersive education experience, at scale, to all undergraduate students in their second year of study. At Monash, with a focus on the SDGs, this transformative education experience provides the opportunity for students from all faculties to complete at one of Monash's overseas campuses or study centres. Multidisciplinary student teams work with over 100 education, government, industry and NGO partners. This approach provides an opportunity for students to experience academics collaborating with partners, and to engage in an education experience with purpose. Evidence suggests that this approach has a positive influence on grades, student retention, and employability.





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Engaging in this way with industry, government and NGOs allows business school students to understand the role of business in solving global challenges and meeting the SDGs

Engaging in this way with industry, government and NGOs allows business school students to understand the role of business in solving global challenges and meeting the SDGs.

To effect this transformation, there is a need for entrepreneurial change agents or institutional entrepreneurs to drive change in business schools from the bottom up and top down. Only by having a multi-level, whole-of-university approach will change occur where business school academics work with those in environmental science, political science, and history.

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By
Sophie Charrois and Darija Miletic

Where the new leadership hides: A call for acknowledging extracurricular commitment

Students and faculty alike are sitting with the quest for a way of leading and learning that will move us towards a more sustainable future. Conversations around a different kind of leadership, a new set of skills, and a more human-centred way of participation, are gaining traction. We at oikos, as student change agents for sustainability, claim and see that this vision is already practised in many spaces referred to as 'extracurricular'.

It's time for a different kind of leading – a truth that can hardly be denied at the dawn of a global sustainability crisis

Facing this reality, students and faculty alike can sense that the traditional ways of learning and teaching are not enough to move us towards the future we imagine. All too often, the conversations nowadays revolve around a new set of skills and a more human-centred way of participation, which is backed up by a growing body of scientific evidence across multiple fields.

Deans, faculty and other shapers of the education system find themselves wrapped in questions of 'how', 'when' and 'where' as they start giving into the 'why'.

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Facing this reality, students and faculty alike can sense that the traditional ways of learning and teaching are not enough to move us towards the future we imagine



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Our role is to support students in their personal development through diverse leadership initiatives, offering platforms to build a strong global support network

What's overlooked: there are multiple spaces in the context of higher education where these new skills are already being practised, where the envisioned has been status quo for the past years or even decades. oikos, our international student initiative for sustainability in management & economics education, is one of these spaces. Ever since 1987, a growing number of local groups has been gathering around questions like 'How do we want to lead, learn and live together?', translating their visions into realities on campus and beyond. oikos chapters find themselves intrigued by the shortcomings in their own education, by the clearly visible steps one could take to make the campus greener, and the impact of bringing people together around a shared purpose. They might not always have the most scientific or professional language, but they have the passion that drives them to create projects like conferences, community learning programmes, or small, yet impactful campus initiatives, and to even reach out to their faculty, setting out on the journey of transforming their own education. Our students support each other in their work as they find new ways to organise and relate. They live co-creation and facilitate the new between all the commitments of student life. There is play, there is joy, there is a drive to have an impact. There is serious, purposeful commitment and engagement with the hard work everyone is putting in.





Observing the increasing power and strength of our network, we at oikos International recently reinforced our purpose of tending this beautiful community. Our role is to support students in their personal development through diverse leadership initiatives, offering platforms to build a strong global support network, and collaborative, context-specific programmes to accompany the chapters' work in transforming their own education.

Whereas we can only talk about oikos and our own experience, we want to acknowledge that there are thousands of great student initiatives out there. Each of them is unique, and all of them are united by the idea of providing a brave and safe space for exploration, practice and proactive change. All deserve to be seen as learning playgrounds, where students step out of their comfort zones, take ownership, and experience true leaps in their personal development.

What would be possible if we'd acknowledge these spaces, start to collaborate and integrate what is there, and thereby narrow the gap between formal and informal learning?

Where around you does the new leadership hide?

We, the student change agents at oikos and beyond, not only invite you to ask yourself this question, but also to reach out proactively and acknowledge our work and learning. Our hands and hearts are open, and we are seeking allies on the paths towards a more thriving future.



gf

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Sophie Charrois and Darija Miletic are Co-Presidents of oikos International

By

Stephanie Antezana Oxley and **Vanessa Duckenfield**

Developing a whole-person coaching culture at Bettys & Taylors Group: A business perspective

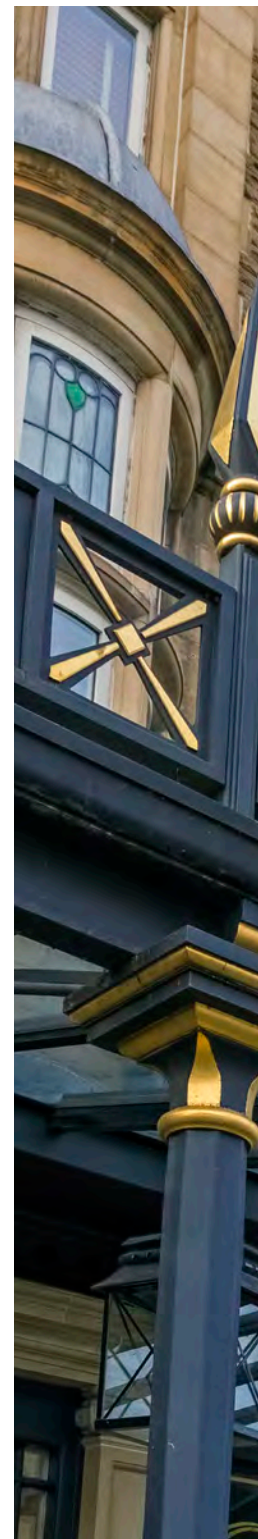
In this article we share the learning from developing an internally run and resourced coaching scheme, which supports our commitment to a culture of distributed leadership and whole-person learning. We share the impact on individual and organisational performance, as well as explaining how the scheme aligns with our organisational purpose to make a positive difference in the world.

Bettys & Taylors is a 100-year-old, values-led family business with a commitment to a stakeholder model and sustainable relationships with suppliers, customers, employees, community, and the wider planet. The Group is committed to creating a culture where people can be their very best, where leadership is distributed, and the family business's purpose and values are deeply embedded and lived powerfully.

With a strong programme of learning and development for all – and as part of a wider programme of culture change – over the last decade the business has developed an innovative internal coaching scheme. Going beyond traditional performance coaching, Bettys & Taylors '1 to 1 Development' programme is a whole-person approach which helps people find ways to address their own individual needs through reflection and dialogue.

Fundamental to the programme is a partnership with Oasis School of Human Relations, one of the founding members of the GRLI. Ten years into the scheme, there are now 23 Oasis trained in-house coaches working with 'clients' on a one-to-one basis from every level and area of the business, enabling them to work on their personal development and relationships with others that make a meaningful difference.

To date, over 250 employees have participated in the coaching programme. The scheme is open to all, and objectives don't have to be specifically related to an individual's job role. Coaches have helped people during life transitions such as career changes, parental leave, and planning for retirement, through to developing new skills or behaviours, working on challenging relationships, or simply creating space to step back and think. One coach commented of the programme: 'It has taught me that it is far more valuable for an individual to be supported to find their own best response to a situation, than to be directed towards one.'





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Feedback has highlighted how coaches influence and instil the Group's cultural behaviours and beliefs into both one-to-one relationships with a wider range of peers and into decision-making. 'This has helped me be more challenging, open and honest, and afforded the freedom to act in a peer-based way with colleagues in leadership teams,' commented one client.

Beyond the immediate benefits to coach and client, the programme has brought multiple benefits to the wider business in helping build a culture of strong relationships, self-awareness and self-initiating behaviours, and a deeper connection with the business's purpose and values. One in-house coach explained: 'The skills I learned during those sessions have made me a more confident leader, enabled me to act as a more proactive, supportive and challenging peer to my colleagues and, more broadly, working with my clients has brought an additional richness to my working life. The more time you spend with different individuals, understanding their concerns and successes, their perceived strengths and weaknesses and the principles they hold, the more (you) learn to value and celebrate that difference.'



Kate Donnelly, Learning & Development Partner at Bettys & Taylors, agrees that the programme has had a significant impact on the approaches used across the business: 'The extent to which one-to-one coaching is becoming so prevalent across the business demonstrates the culture change we're working towards. In uncertain and challenging times, we know it's important for our people to lead with our values, empathy and curiosity. Thanks to the scheme, we have a broader pool of people working in this way and the ripple effect can be felt across the business.'

Coaches have regular professional supervision to make sure their practice remains fresh and to support how they can navigate the inevitable conflicts of interest that may arise when supporting others in one's own organisation.





The business's Head of Learning & Development, Vanessa Duckenfield, has been involved in the programme since its inception: 'Increasingly leaders need to be able to lead in a changing context, with an ability to identify and adapt their leadership style in various situations. This takes a great deal of consciousness and personal understanding. This is why a whole-person approach to learning is so important to us. For many of our leaders, their development has been truly life-changing.'

Several coaches are now pursuing additional qualifications, such as Mental Health First Aid training, or professional accreditation from the Association for Coaching, to complement their experience to fulfil longer-term career aspirations in this area, or offer their skills to support their wider communities.

In ten years, the programme has evolved significantly however there are still opportunities for further impact. In 2021, the Group launched a prototype scheme offering coaching to an external partner, supporting teachers working in disadvantaged communities across the UK, at a time when the impact of COVID-19 was still being felt significantly across schools, with virtual learning and staff shortages leading to impacts on well-being. This was a first formal step to understand how Bettys & Taylors 1 to 1 coaching may support people outside of the business. The prototype has been extended into a second year, with a further prototype beginning this year, offering coaching to a group of charity and community leaders in the region.

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By

Mias De Klerk, Armand Bam, and Mark Smith

A Responsible leadership blind spot – where are the emerging economies?



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Around 70 articles on responsible leadership have appeared in peer-reviewed journals since 2005

Since the conceptualisation of the term responsible leadership and a plea for leadership to be more responsible, the discourse on responsible leadership has grown significantly. Around 70 articles on responsible leadership have appeared in peer-reviewed journals since 2005 yet most research on responsible leadership has been conducted in Western countries and developed economies. Indeed, responsible leadership articles mainly originated from authors resident in developed economies and the northern hemisphere: Europe (45%), Asia (26%) and North America (19%). Of the others, only three articles originated from Africa and just one from South America, the two continents that house mostly emerging economies. In contrast, emerging markets account for more than 50% of global economic output.

There is a clear shortage of voices from emerging economies and research to examine and understand the application and challenges of responsible leadership in emerging economies. Indeed it is apt that pioneers in the field, Pless, Sengupta, and & Maak, state that although 'significant advances have been made in recent years towards a better understanding of the concept, a gap exists in the understanding of responsible leadership in emerging countries, specifically how leaders resolve prevalent moral dilemmas.' (<https://doi.org/10.1007/s10551-021-04865-6>)

An improved understanding of responsible leadership in emerging economies is essential to promote responsible leadership practices, prevent further responsibility failures, and indeed for the responsible leadership agenda to have a global impact. The situations of emerging economies are both distinct and also shed light on the extreme challenges that the most developed economies face in more muted forms – poverty, resource extraction, agriculture, and inequalities.

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Poverty

Perhaps the biggest challenge facing emerging economies is that of poverty. We cannot anticipate a future any different from what we are experiencing today if we fail to see the role of responsible leadership in rebalancing for the poorest in our societies. While there are shared global concerns related to poverty eradication, access to health care, education and economic participation, emerging economies sit with specific realities that might fall outside more idealistic approaches and conceptualisations that might apply to developed economies. Over 75% of the world's poorest countries are in Africa and with the rising number of poor people, global poverty is increasingly becoming an African problem. Furthermore, rising wealth inequality and growing income inequality serve to entrench this experience for many in Africa. The imagery of a just society identified by John Rawls requires everyone to work purposefully towards rendering the most vulnerable less vulnerable. Management education and business schools play a significant role in cultivating leaders that can exercise sound judgment and grapple with these real and complex issues.

Primary extraction

Emerging economies also tend to have a greater relative economic dependence on mining and extractive industries. Mining in these countries is often associated with a larger imbalanced wealth distribution toward those in power, at the expense of the environment, communities, and employees. The mining industry presents a particularly complex and precarious stakeholder landscape for responsible leadership. The destructive impact of the industry on the natural environment as a silent stakeholder is well documented. Furthermore, over the past decade, the mining industry in emerging economies has been tainted with responsibility failures such as



environmental disasters, worker-safety-related tragedies and an instance where failed wage negotiations led to the massacre of employees.

Indeed, South African research on responsible leadership in the mining sector has found a complex mixture of paradoxes and dilemmas. Responsible leadership requires continuous trade-offs between short-term profit maximisation and long-term sustainable business practices to remain competitive and create sustainable stakeholder value, augmented by an array of social responsibilities. However, senior mining leaders are currently not purposefully developed or equipped for the level of relational complexity encountered in engaging with various external stakeholders.





Agriculture

Similar to mining, emerging economies tend to be dependent on the agricultural industry. Again, emerging economies deal with several dilemmas and paradoxes on a different level than in developed economies. Some of these challenges are compounded by climate change. However, problems also include strict labour practices that often favour the continual employment of workers due to historical disadvantages and low employment rates. These workers may come at a high cost, yet there is a social responsibility for job creation and employment that inhibits mechanisation, but which impedes competitiveness. Emerging economies also have to deal with unique situations that are often related to their tumultuous and colonial pasts. For instance, in Southern Africa, the redistribution of farming land and commercial farms to previously disadvantaged persons is one of the most complex and contentious problems and has been a point of tension since the transition to democracy.



Inequalities

Emerging economies are typically characterised by extreme inequalities, relatively high unemployment and a large complement of poor, unskilled, or semi-skilled labour. For instance, the official unemployment rate in Southern Africa was 35% in 2021. However, a third of those who do work are unskilled or semi-skilled. In such dire conditions, a focused need for short-term job creation, as was noted in the paragraphs on the mining and agricultural industries, is arguably more “responsible” than adhering to some of the idealistic sustainability goals of responsible leadership. Moreover, these workers may be highly unionised, with union leaders having different ideas than executives of

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Norms around gender equality can differ strongly between emerging and developed economies

the meaning of responsible leadership. Union leaders and executives often converge on the notion that responsible leadership is about active corporate citizenship outside of the organisation and being guided by a moral compass. However, African research has found that executives connect responsible leadership with a multiple-stakeholder focus, while union leaders tend to perceive responsible leadership to be concerned with an employee and employment focus.

Further, while gender and race cut across these inequalities in all countries, these intersectionalities can be particularly stark in emerging economies. Norms around gender equality can differ strongly between emerging and developed economies even though high-profile women leaders courageously give voice to gender inequalities. The inequalities are challenging along racial lines and nowhere more so than in South Africa. While race and gender are prioritised we also see very little attention paid to disability and the experience of inequality. Managers and leaders face daily decisions around their responsibility for their organisations and stakeholders as well as a responsibility to a country in need of change. While these are particularly challenging for emerging economies, they also demonstrate that an understanding of responsible leadership in these contexts can and should be a source of knowledge for leaders around the world.



A Future of responsible leadership in emerging economies

Leading responsibly is about continuously making difficult trade-off decisions between internal and external stakeholder needs to stay in business, both short and long-term. This array of paradoxes and dilemmas represents unique and complex challenges and requirements to leaders, especially in emerging economies. Emerging economies often face the extremes of challenges present elsewhere in the world such as climate change, inequality, diversity, and the protection of the natural environment.

For responsible leadership to be globally relevant we need new understandings that will help to guide leaders in emerging economies with specific responsibility issues. An in-depth understanding of the intricacies of responsible leadership in emerging





economies is urgently called for in the research agenda on responsible leadership. This contribution is essential in emerging economies and especially in Africa, where stakeholder value and profit margins continually have to be traded off against one another in the complex relationship between short-term business viability, social viability and responsibility, and long-term business sustainability in a complex stakeholder environment. However, this contribution is also relevant to the rest of the world in terms of the knowledge relevant for a global leadership agenda in all contexts.

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By
Dean Outerson, Ian Fenwick, Ana Simaens, Adrian Zicari and Tom Gamble

Global responsibility in practice: Examples of collaboration, alliance, and inter-dependency from GRLI partners and associates

In practice, Global Responsibility often comes to life through innovative collaborations that span programmes, disciplines, borders, and institutions. For GRLI Partners and Associates, alliances and connections acknowledge the truth of our interdependency and the power that comes from bringing the best of different elements together. As a mini-showcase of innovations and creative impact, the three case studies below – two based in Europe and one in Asia – illustrate how GRLI Partners & Associates are making impact within programmes, across disciplines, and beyond borders.

In the first, Dean Outerson and Ian Fenwick of the Sasin School of Management in Thailand demonstrate innovation across disciplines by integrating sustainability and entrepreneurship throughout their curriculum.

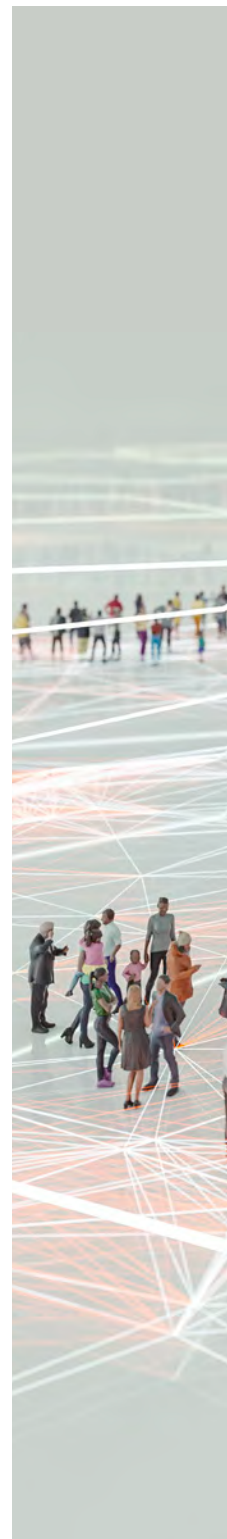
Next, Ana Simaens, Associate Dean for Engagement and Impact at Iscte Business School in Portugal shares the positive impact gained by embedding sustainability into the university's well-established Quality Management System at an institutional level.

And third, Adrian Zicari and Tom Gamble from ESSEC Business School in France offer the case study of facilitated collaboration across institutions for system-level impact through the CoBS alliance.

Integrating sustainability and entrepreneurship at Sasin School of Management

Innovation is at the heart of achieving sustainable development: new ways of doing business, new ways of working, and new ways of consuming. Discussion of the private sector's commitment to sustainability has mainly focussed on large companies. However, innovation is often found through entrepreneurial activities not only at the heart of existing businesses, but also in new startups.

At Sasin School of Management, our approach to responsible management has two major pillars. First, we emphasise the goal of sustainability and the private sector's role in achieving the UN Sustainable Development Goals. And second, we identify the role of





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entrepreneurship in creating innovative solutions that will deliver on the sustainability agenda in a way that also generates profitable new business opportunities. We work in partnership with all our stakeholders to define, debate, and promote responsible business management.

In our MBA program, students are introduced to the concepts of sustainability and entrepreneurship during a five-week, blended, foundational module called Sasin Skills & Values. With a future orientation in mind, they learn the inter-relationship of these important concepts and the necessity of finding new business models that are both innovative and responsible. The concept of responsible management is presented not as an ethical exercise but as a practical way to generate additional value for both businesses and communities. At the heart of this is our belief that responsible management drives profitability.

In our DBA program, students explore a series of case-based research examples that look at how profitable small businesses have created solutions to the loss of biodiversity around the world. This illustrates the power of entrepreneurship to deliver on sustainability, creating value for businesses and value for the environment and local communities. These examples demonstrate that profitable businesses which are driven by a clear social or environmental purpose will deliver real value for people and the economy.

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We have also developed an Executive Education course, in association with the Globally Responsible Leadership for Sustainable Transformation Program (GRL4ST), looking at creating shared value through the lens of social innovation. Here, the emphasis is on showing senior managers how profitable business opportunities can be created through innovation around social and environmental needs. Through case studies, it demonstrates very clearly how profits can be generated by purpose-driven businesses while value is created for other stakeholders.

The work of our Sasin Sustainability & Entrepreneurship Center (SEC) is at the heart of this integrated agenda. Created from two separate centres, we were convinced that the sustainability and entrepreneurship agendas strengthened each other when integrated into a new approach based on purpose and driving impact. We are not without some silos in our thinking from time to time, but when you are persuaded that innovation links what was once separate thinking, we are convinced that integrating the best of both approaches leads to increased creativity, better solutions, better contributions to our communities and the stakeholders we serve. And most importantly, enthusiastic engagement from our students and researchers.

We generate impact by working with partners in Thailand. For example, in partnership with SCG we host the SCG Bangkok Business Challenge @ Sasin, Asia's longest-running global student start-up competition, where sustainability is part of the judging criteria, and 30% of our entrants have gone on to incorporate, raising 230 million USD in investments. The winner of the competition in 2011, Siam Organic, has since become Thailand's foremost scalable social enterprise and Thailand's first B Corp-certified food company.



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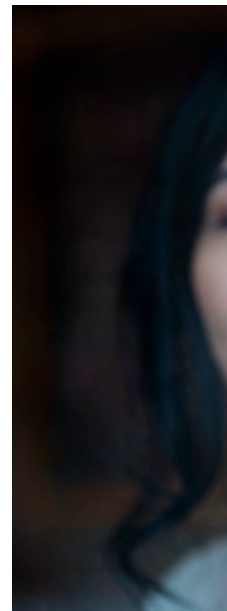


We have learned four valuable lessons from our experiences:

- Developing partnerships with a whole range of stakeholders is central to our approach to responsible management. Importantly, we have formed relationships not only with large companies in Thailand and the region, but we have also engaged institutions that are central to supporting small businesses and entrepreneurship. This is important since the vast majority of people work in smaller enterprises, and future growth in our economies will be driven not by mature markets, but by innovative and creative start-ups that have a strong focus on sustainability.
- It is often difficult to break down the traditional disciplines that exist in most business schools, let alone to begin to try to integrate them into new models and approaches to global responsibility. But once people recognise that responsible management education and research requires multi- and inter-disciplinary approaches, people do become enthusiastic. We have often been driven by our students who are from generations which are less interested in long-term linear careers and more interested in creating their own opportunities for business success.



- We need to put more emphasis on small businesses where innovation can thrive and solutions for sustainability can be found. Yet, research, case studies, and education are lacking when it comes to the role of smaller companies and their contributions to responsible business management. Yet our students are often excited and enthusiastic when we present them with entrepreneurial models that they can use in their own plans for the future.
- Generating impact requires us to focus on what will be most successful. We are inundated with opportunities in Thailand, but we cannot deliver on all of them and have to make tough choices in order to ensure that what we do makes a difference.





While this process of integrating sustainability and entrepreneurship across our programmes, our research, and our thinking is not without challenges, it's clear that combining the "how" (entrepreneurship) with the "why" (sustainability) helps us achieve maximum impact, especially with younger generations who will be leading businesses and their own start-ups for many years to come.

Quality & sustainability go together at Iscte

Sustainability efforts call all sectors and levels of society to action, and higher education institutions (HEI) have a critical role in shifting the paradigm, as they produce and disseminate new knowledge while shaping the future of those who cross their doors. HEIs aiming to lead this change have progressively been embedding sustainability in their policies, curriculum, and practices, strategically supported by a coordinated and integrated governance approach. In the current era, HEIs are rethinking their core activities in a systemic way to address the 2030 Agenda in their strategy. For its part, Iscte has embedded sustainability into the university's well-established Quality Management System, creating an integrated system for Quality and Sustainability (SIGQ_Iscte).



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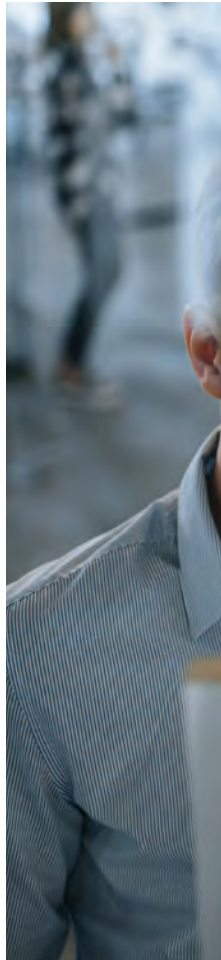
The working groups of the three sustainability dimensions – Planet, People and Prosperity – have been critical in this process

Iscte Business School is one of the four schools of Iscte – University Institute of Lisbon (referred herein as Iscte), a medium-sized public higher education institution founded in 1972 in Lisbon, Portugal, which became a public institution with a foundation status in 2010. The campus, located in the heart of Lisbon, is a warm and welcoming place for educational innovation. It is a specialised University Institute, which holds a top position at the national level regarding its two founding domains, management, and sociology, further expanded with the inclusion of economics and other social sciences, public policy, architecture, and technologies.

Under the mission defined for SIGQ_Iscte, Iscte has established its commitments in the Sustainability Policy in the context of its educational, research, and social outreach activities, and affirmed the limits and intrinsic opportunities in human and natural ecosystems, Iscte has been a leader in its integration of sustainability in a holistic perspective into strategy, including teaching and publishing about the SDGs, and progressively integrating sustainability concerns throughout all its activities.



The integrated management system evolved from the ISO 9001 certification, established ten years ago, into the ISO 14001:2015 certification of the Environmental Management System in 2018, and the Social Responsibility Management System certified in 2020, under the Portuguese norm NP4469:2019. To achieve this degree of integration, support from sustainability leadership at various levels and the engagement of the community were critical. Iscte publishes its Sustainability Report following the guidelines of the Global Report Initiative (GRI), seeking to communicate its performance in the three dimensions: Planet (environment), People (social), and Prosperity (economic). It reflects the recognition of institutional responsibility in promoting sustainability, in alignment with the UN Nations Sustainable Development Goals.





The working groups of the three sustainability dimensions – Planet, People and Prosperity - have been critical in this process. The evolutionary approach led to three plans built upon each other that today are integrated into a single sustainability plan to be incorporated into the strategy at both the rectorship and Business School levels.

As a part of its mission, the Iscte Business School in particular is highly committed to empowering students with the knowledge, skills, values, and attitudes to contribute to globally responsible leadership. To that end, the school engages in key partnerships to make improvements in this area while providing new opportunities to its students, faculty, and staff. Iscte Business School welcomes collaborations in the topics of ethics, social responsibility, and sustainability that allow for a higher positive impact on society.

Alliance with a Purpose – The Council on Business & Society (CoBS)

'How many business schools does it take to change the world?' This was the rallying call coined when, back in 2011, a small group of business schools and leaders in their respective countries, decided to create an alliance dedicated to teaching and promoting responsible leadership. Along with inspiration and support from long-standing friends and partners the GRI and UN PRME, this collaboration became the Council on Business & Society, or CoBS.



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Initially focusing on business and society issues, in 2017 the CoBS naturally began to include the Planet within its scope, impelled by a surge and interest from all sectors of business and society to address environmental issues and the climate crisis. What impact does business have on society and planet? How do we change the way we teach business and management practices? How do we shift from a purely profit objective to a focus on the common good? How does research play a part? How many business schools does it take to – *positively* – change the world?

Today, the CoBS alliance counts eight member schools on four continents. Friends and working partners include the OECD, B4IG, GBSN and ESG Consulting firm Ksapa in addition to GRLI and UN PRME. Together, the CoBS pools the resources and knowledge of 12 campuses in 10 countries, approximately 700 faculty members, 32,650 students and 258,000 alumni. We have an ambition to remain ‘small and beautiful’ with a limit on member schools established in key geographical regions across the world. The aim is to offer insight on global issues, but also be able to offer their unique local and regional identity and skills.

Since 2018, the CoBS has used the approach of identifying truly actionable research from its faculty and transforming this high-level expertise into readable and engaging knowledge, tools and initiatives for students, professionals and the thinking public. We offer this through three main areas of activity: Research & Publications, Pedagogy, and Events. CoBS’s digital imprint now hovers around the one million mark per year, with the unprecedented events and subsequent solidarity of 2020 seeing an all-time high outreach of 1.4 million.



Although dedicated to working for each of the member schools, the CoBS is inclusive. Since 2018, we are one of *the* only – if not the only – body that encourages both external faculty, students and citizen participation in our initiatives. Our thought leadership platform CoBS Insights offers a Wednesday slot for readers and non-CoBS students to post their work, with a growing number of submissions – subject to a stringent quality process – since 2020. Guest faculty, practitioners, and reader submissions are featured alongside CoBS faculty in our quarterly magazine *Global Voice*.





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Online masterclasses are open for the public to raise questions and enliven the debate. From autumn 2022 onwards, ESSEC-CoBS will hold a Science & Society forum where citizens from the region and beyond will be encouraged to attend and actively take part in the various debates and workshops alongside CoBS faculty, researchers, students and policy-makers.

So, how many business schools does it take to change the world? We like to think the CoBS counts in this tally, but not only aiming to be the best in the world in terms of education and responsible leadership, but also the best *for* the world.

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