THE 50+20 AGENDA

MANAGEMENT
EDUCATION
FOR THE
WORLD

The junction in the road

Human beings are transient creatures. We inhabit this planet for an all-too-brief period and rarely appreciate the larger picture, the long-term view. In the not-so-distant past, our ancestors wandered the Earth in small bands across a bountiful, *seemingly* endless landscape. The concept of a limited world was largely ignored.

Now things are different. Spectacular technological advances and complex economic systems have allowed us to flourish. Seven billion of us are collectively pressing against multiple ecological frontiers. Societal and economic turmoil further threaten to destabilize our world. Given our limited resources and our bad habits of expansion and over consumption, we cannot expect consistent human progress in the future – at least not for *all* of us.

The time has come to initiate a fundamental change in the way we think and live.

Much of our present-day society currently follows the twin tenets of expansion and consumption. Both these behaviors are largely fed by an economic growth model that implicitly assumes we inhabit an infinite system. However, as we now know, the system is *not* infinite but rather a close-knit set of interdependencies; make a mess of one piece and chances are good we ruin the rest. The current economic model based on unrestricted growth and consumption is obsolete.

We stand at a junction in a road:

> **We can either continue playing the developed world's economic game of musical chairs, hoping that when the music stops we are not the ones left without a seat. This is a dangerous path, leading to a disrupted world.**

> **The alternative is to attempt something fundamentally different, namely to develop the well-being of all of us – and indeed of all living things – while respecting the limits of the planet.**

Developing such a new world requires us to find new indicators to measure our progress. In our current paradigm, we often confuse the end with the means. For example, governments measure their nation's well-being with their gross domestic product (GDP), while businesses focus on net profits as the key measure of success. Most of us measure our own happiness in the context of material wealth only, while losing sight of what is truly important. Instead, we must first determine our *common goals and objectives* – only then can we derive appropriate measures, the benchmarks that serve as valid indications of our progress towards a world worth living in.

One vital element that will help us achieve these common goals is to ensure that we have leaders equipped to resolve the complex global issues that lie ahead. This requires, among other things, a fundamental transformation of management education. Currently, management education draws its core logic from the "take, make and throw-away" philosophy of the twentieth century.

The 50+20 Agenda *describes a vision for the transformation of management education,* in which the common tenet of being the best *in* the world is revised in favor of creating businesses that are designed and led to achieve the best *for* the world. Given that the very foundations of business and management education are critically examined, the vision concerns business, management and leadership education in general. Stakeholders in this landscape include not only business schools, leadership and executive development programs or corporate universities, but also think tanks, business consultancies and vocational training centers.

We envision three new roles of management education. First of all, we refocus education to ensure that we educate and develop globally responsible leaders. Secondly, we transform research into an applied field, with the clear purpose of enabling business organizations to serve the common good. Thirdly, we add a new role for management educators to engage in the transformation of business and the economy by joining the ongoing public debate. As such, our vision is represented by the philosophy of a *collaboratory* – an open space for action learning and research.

The 50+20 vision is primarily aimed at those who sense that something is fundamentally amiss with the world, and who realize the need for deep changes in the way we live.

The search for a sustainable solution

In some respects our society is better off today than it was in 1972, when the Club of Rome shook the world with its "Limits to Growth" report that made us aware of the world's finite capacity to support us. 40 years later, we find that fewer of us are living in poverty. More children are attending school, of which increasing numbers are girls. Such improvements have been achieved *despite* a growing world population, which is finally showing signs of slowing – but therein lies a problem. Slower population growth does not equate to population *stabilization*; we still expect the world to grow increasingly overcrowded. Barring any disasters, the overall population will reach about 9 billion by 2040.

Housing, clothing, feeding, transporting and entertaining our growing society brings its own price. The Planetary Boundaries Report has identified a total of nine critical earth system processes and their boundaries. Based on their initial estimates, scientists conclude that human activity has already transgressed the boundaries associated in three areas: climate change, rate of biodiversity loss and changes to the global nitrogen cycle. We are also approaching boundary limits in four more areas.

Participants of the 50+20 project recognized the need to chart an entirely new course for management education by proposing something revolutionary, daring and altogether new and different. We require different standards and examples against which we can measure a *collaborative* rather than *competitive* approach. We call these examples "Emerging Benchmarks". Throughout the 50+20 Agenda we include a small selection of initiatives across the globe as a sample of what we have uncovered to date. A growing list of Emerging Benchmarks can be viewed and discussed at **50plus20.org/benchmarks**.

"Emerging Benchmarks" is also the title of a mobile exhibit and prototyping platform where management education for the world can be demonstrated and shared during the RIO+20 Summit. The exhibit consists of artistically designed and decorated two-seater benches, commissioned from artists around the globe and constructed from reclaimed materials. When arranged in a learning circle the benches are symbolic of a commitment to reclaim management education for the world, and provide a physical metaphor for the collaboratory: a concept central to the 50+20 vision. The benches will be used to host collaboratory prototype sessions during RIO+20.

EMERGING BENCHMARKS

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While the arguments continue in some quarters, most of us are finally (albeit reluctantly) reaching a collective understanding that our actions are triggering a series of tipping points as multiple environmental thresholds are breached, risking irreversible damage to both ecosystems and society.

In response to this realization the Brundtland Commission introduced the concept of *sustainable development* in 1987, followed by the Earth Charter which was officially launched in 2000. Sustainability is a powerful idea which – if correctly and comprehensively applied – addresses the delineation of boundaries and critical thresholds for planetary development, as well as acting on interconnections between society, the natural environment and the economy.

Our Ecological Footprint (EFP) measures our society's demand on the Earth's biosphere for productive land and sea resources. According to calculations based on humanity's EFP, we are using 135 percent of the resources that planet Earth generated in 2011. The 35 percent overshoot indicates that we are using natural capital faster than it can replenish itself.

Incremental improvements have fallen well short of meeting the world's social and environmental needs. Our unsustainable economic model consistently shoulders aside the well-meaning efforts of sustainable development policy makers and practitioners.

It is up to our generation to change this trajectory. The task of creating a world worth living in is a megaproject that dwarfs anything our society has attempted in the past, an unprecedented feat that will demand genuine and sustained collaboration between nations, organizations and individuals. True sustainable development requires persistent, far-reaching planning, systemic analysis and a collaborative engagement across our entire society – collective action based on a realistic assessment of a far larger picture that spans across time, space and disciplines.

So, where do we begin?

The premise on which this agenda is based – that solutions for a sustainable world require new business models – is absolutely right. Equally true is that management education can play a bigger and more proactive role in developing the leadership thinking and qualities needed to bring new business models about. *Paul Polman - CEO, Unilever*

Breaking out of the paradigm prison

Some thought leaders suggest that we should prepare ourselves for persistent economic turmoil, a future where instability is the norm rather than the exception. Governments have their own problems as they grapple with runaway national debt, forcing extensive reductions in public spending which further produce detrimental effects on the global economy. Meanwhile we struggle with a fundamental financial crisis characterized by rising unemployment, unresolved accumulations of bad debts – and no credible safeguards to prevent future debacles.

No wonder then that many of us consider business as being disconnected from overall society, unwilling or unable to direct its productive capacities to more constructive uses. Business currently represents part of the problems the world is facing, instead of being a part of the *solution*.

Figure 1: *The four dimensions of globally responsible leaders*

Who and What is 50+20?

The environmental, social and economic state of the world demands deep change in many domains. 50+20 offers a vision of how management education can contribute to a world worth living in. At its core, the vision creates a space: a collaboratory for stakeholders to resolve transdisciplinary issues. To achieve this, business and management schools must educate and develop globally responsible leaders; enable business organizations to serve the common good; and engage in the transformation of business and the economy. 50+20 is a collaborative initiative between GRLI, WBSCSB, and PRME, reflecting the concerns of students, parents, entrepreneurs, and scholars world-wide.

To date, business and management education efforts at large function in line with an agenda that was set during the 1950s by the Carnegie and Ford Foundation reports.

Over **50** years have therefore passed since the agenda for management education has been set. The RIO+20 United Nations Conference on Sustainable Development (June 2012) marks the 20th anniversary of the 1992 Rio Earth summit: **20** years have passed since governments were urged to rethink economic development and find ways to halt the destruction of irreplaceable natural resources. It is at this juncture in history where the **50+20** project takes action to reset the management education agenda for the coming **20** years.

For a comprehensive list of resources, references, information, and news, please visit the website at: www.50plus20.org.

Having entered the Anthropocene epoch (where humans have become a geological force) entails a new responsibility, for all of us. It is due time to take a different path, also for how we educate and develop responsible leaders. The 50+20 vision is an inspirational project that offers a new meaning to business and management education
Göran Carstedt – Society of Organisational Learning

If we want a sustainable economy we need to take a closer look at the *purpose* of business. The Friedmanian doctrine – coupled with the shareholder value concept and stock option plans – has proven to be a powerful argument in favor of legitimizing ever-increasing returns and private income for shareholders and managers. The 1970s and 80s witnessed the rise of investor capitalism in Western industrialized countries that fundamentally changed business. Since then, institutional investors became the *de facto* business owners, managing their holdings largely for *short-term* profits, proudly listed in quarterly reports. In this paradigm prison, the business of business is profit – but that is not enough.

In order to create a world where all citizens live well and within the limits of the planet we will need a new kind of society, including a revised economic framework where business is celebrated for its *contribution* to society and the world. The starting point for reframing business is to reassign economics to its appropriate status as a *subset of a larger system, not its center*. We must develop a global society that is supported by the economy, based on a new environmental, societal and economic framework that serves the global common good. Businesses need to become intimately involved in this transformation by *accepting challenges and responsibilities* that lie beyond short-term economic performance. The purpose of business should be measured through its positive contribution to the transformation of society towards a better world.

Responsible leadership for a sustainable world

Such drastic changes will not materialize without leadership. Specifically, we will need *globally responsible leadership* in order to manage the transformation and build a new society. In this context, the concept of leadership not only concerns individual traits but represents an *adaptive process* that encompasses *multiple levels* of society and knowledge. Responsible leadership for a sustainable world is a culture of responsibility, a collective phenomenon that occurs within a global context.

Responsible leadership begins (but does not end) with individuals. Globally responsible leaders will need more cognitive sophistication to cope with the complexity of multidimensional responsibilities on a *global* level – as well as reflected awareness, critical thinking, multi-cultural and societal wisdom and the moral depth to weigh competing choices. These new dimensions complement existing known traits such as entrepreneurship and leadership competencies.

On a larger scale, *shared leadership* requires multiple individuals to expand their interpersonal, group, and social integration skills while operating in increasingly fluid, loosely-structured teams. Their decisions will be guided by distributed intelligence, whereby local managers take locally appropriate decisions that are mindful of the global context.

Shared leadership leads us to *organizational leadership* within an ecosystem, where divisions by hierarchy and function give way to cross-functional forms of collaboration that span countries and cultures. Such forms of collaboration will require a multi-generational and multi-cultural workforce with a strong empathy of what stakeholders want within the context of social and environmental challenges.

Most importantly, globally responsible leadership guides organizations through the transformation based on their moral authority and values-based ethic, through which renewed purpose and goals are shared throughout both organizations and society in favor of sustainability.

Responsible leadership can be considered a combined function of the individual leader (*Me*), of responsible institutions (*We*), and of the entire planet – including all inhabitants and ecosystems (*Us*). Responsible leadership is therefore a commitment to leadership *for* the world.

But how will we develop globally responsible leadership?

The challenges for leadership development in business and society are increasing with the size, interconnectedness, and complexity of business organizations in a globalized world. With business organizations increasingly interacting with all kinds of different institutions, today's most pressing challenges span multiple boundaries – as must leadership.

Without a strong development framework, our efforts to progress toward more responsible leadership will remain limited, constrained, episodic – and more often as not marginalized in commerce and trade. In order to develop globally responsible leadership we must *re-think our entire management education framework*, which will require participation from all players who contribute to the field.

From now on, serious discussion of the constructive roles that business leaders can play should begin with this important, comprehensive vision.
Howard Gardner - Hobbs Professor of Cognition and Education,
Harvard Graduate School of Education

The Globe and Humanity
Planet Earth / Its support systems
and its collective inhabitants

Institutions
Companies / Organisations
Industries / Nations / Economies

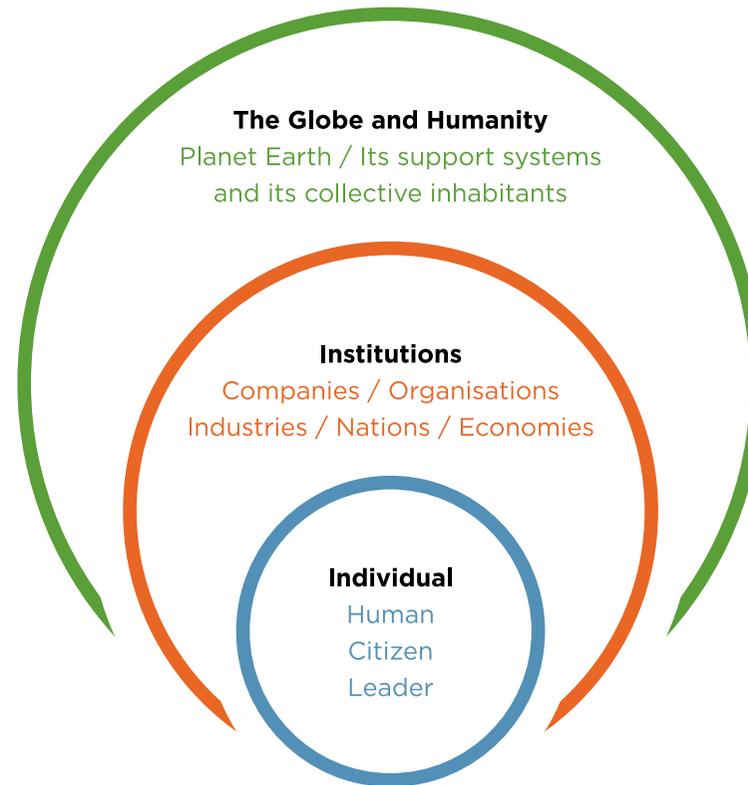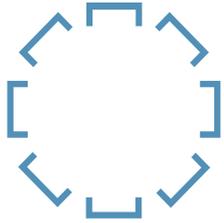**Individual**
Human
Citizen
Leader

Figure 2: Three combined spheres of globally responsible leadership

A new vision for management education

Over the past decade business schools have been subjected to renewed scrutiny with regard to their fundamental nature and contribution to society. Increasingly, the sector is perceived as being too customer and business focused at the expense of professional orientation and public contribution. Such largely self-imposed limitations have fuelled public criticism and political pressure. On one hand, the challenge for management education is achieving *re*-legitimization, particularly in the wake of corporate scandals and recent financial and economic crises. On the other hand, management educators are challenged to fundamentally rethink their fundamental purpose.

Rather than training managers for organizations that operate within twentieth century logic, management educators need to answer the call of service to become *custodians of society.* The 50+20 project is searching for ways to tackle these difficult challenges. Its vision is grounded in the understanding that management education must provide a service to society.

The management school of the future understands that transforming business, the economy and society begins with *its own internal transformation.* A school that embraces the vision will walk its talk in a transparent and inclusive manner, leading by example through being the change it wishes to progress. More concretely, we envision three fundamental roles in management education which refine and enlarge the current purpose of education and research:

- Educating and developing globally responsible leaders,
- Enabling business organizations to serve the common good,
- Engaging in the transformation of business and the economy.

Each of these roles holds significant implementation challenges and is supported with *enablers* that aim to

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THE DREAM FACTORY: WORKING FOR THE COMMON GOOD

A not-for-profit initiative working in India empowers participants to create and lead their own social projects through issue-centred training in subjects ranging from leadership, organization building, project management, financial planning and fund raising. The institute offers a one-year program that uses a hands-on fieldwork approach, with a heavy emphasis on real world case studies. The curriculum is designed to support the "dream factory", where participants learn how to convert their dreams of social change into reality.

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facilitate the *transformation* ahead for any management educator interested in embracing this vision.

This call of service to society represents the ability of *holding and creating a space* to provide responsible leadership for a sustainable world. Holding such a space is an art and science about co-creation in service of larger societal issues. By inhabiting this space, participants connect to their individual potential while also reconnecting with the society and the larger world.

Within the context of creating and holding a space, the three roles are best reflected by the newly introduced philosophy of the *collaboratory*: a facilitated circular space created around any issue of relevance, attended by members of a community (stakeholders, elders, students, researchers, parents, thought leaders across disciplines) who meet on *equal* terms in order to develop viable solutions to our current challenges. As a philosophy and concrete approach, the collaboratory can be used by anybody – it is meant to enable all members of society to help create a world worth living in. The collaboratory embodies the overarching philosophy that unites the three proposed roles into a concrete research and learning approach.

Let us examine each of the three roles in more detail.

Role 1: Educating and developing globally responsible leaders

The effectiveness and relevance of management education have been questioned in recent years. Does the sector provide its students with genuinely useful knowledge and skills? Can business schools prepare students for the professional demands of our turbulent world? What do business students really *learn*? Are business schools developing the *right* kinds of leaders?

Some critics argue that management education has failed to provide students with the right competencies, citing a variety of reasons that largely concern a disregard for integrated thinking, external contexts (e.g. social, cultural), a strong ethical framework, self knowledge, and soft skills. Such critical failures include a lack of integration between business theory and practice, but also between the task and the individual. When educating, we need to move beyond *knowing* by including the states of *doing* and *being*.

While there are some notable exceptions and some interesting pockets of innovation, particularly at some of the outliers (see Emerging Benchmarks), management education in general has a long way to go before it can seriously claim to be producing the types of leaders who understand the context and possess the know-how to address global issues.

Given where we are, we consider three critical enablers to support the development of globally responsible leaders, namely:

- Transformative learning
- Issue-centered learning
- Reflective practice and fieldwork

Transformative learning

Most of us are never taught how to consider the viewpoints of others. We are largely unaware of how self-
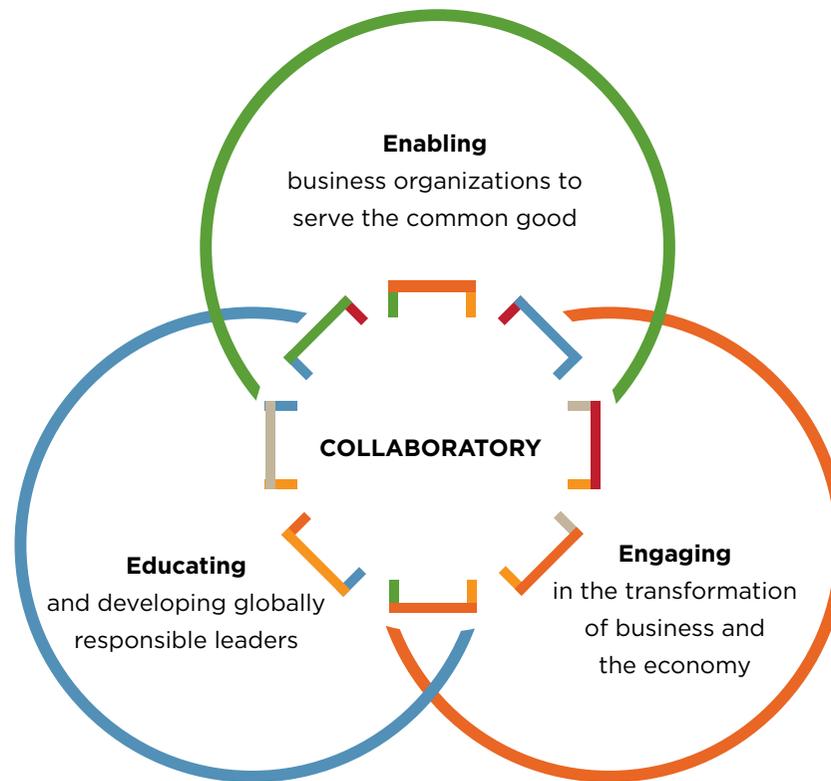
Figure 3: *The three roles of the 50+20 vision, supported by the collaboratory.*

Educating

Transformative learning

Issue-centered learning

Reflective practice and fieldwork

Enabling

Research in service of society

Supporting companies towards stewardship

Accompanying leaders in their transformation

Engaging

Open access between academia and practice

Faculty as public intellectuals

Institutional role models

The collaboratory

As the preferred place for stakeholders to meet

Where all three domains overlap and where the vision truly comes alive

Collaborative action learning and research platforms organized around regional & global issues

limiting beliefs are formed and transformed, or how we waste our mental and physical resources with thoughts and emotions that are disconnected from a particular context. By knowing ourselves and others we will better cope with uncertainty while maintaining a commitment to our own values, beliefs and ethics. Achieving such awareness requires a fundamentally different approach to teaching and learning.

Transformative learning involves *un*covering and *un*learning. Knowledge and intellect – whilst critically important – are by themselves not enough to produce a rounded leader. Responsible leadership requires a deeper empathy and values-based ethic: an innate understanding of oneself, as well as of colleagues, organizations, communities, the environment, and how all these factors relate to one other.

The key concept in transformative learning lies in the process of *perspective transformation*, enabling individuals to revise their beliefs and modify their behavior. We understand transformative learning not only as a rational or intellectual exercise but fundamentally consider personal experience as a critical enabler to trigger a transformation in the participant. Such learning is embedded in a philosophy of *whole person learning*: respecting a person in their mental, emotional, physical and spiritual dimensions, and recognizing the need to develop all these aspects of the individual in order to progress towards an increasingly integrated and therefore "whole" person.

Issue-centered learning

Future-relevant learning needs to be organized around societal, environmental and economic issues both globally and locally – rather than around isolated business disciplines. A key element of issue-centered learning is a *trans*disciplinary, systemic approach to problems, potentially enabling complex decision-making processes. Problems are by nature multifaceted and transdisciplinary. Anticipating side-effects and consequences across multiple intricate systems requires considerable fluency in systemic thinking, as well as a talent for distilling complexity. Responsiveness to a shifting context is a critical skill for good leadership.

We do not suggest that traditional disciplinary and functional knowledge are unimportant. Instead, we want to emphasize that most business education institutions mistakenly base their curricula on *functional* knowledge, occasionally supplemented by a bolt-on issue-centered learning module towards the *end* of a student's business studies. A stronger issue-centered learning approach would better enable future leaders to adopt "deep" sustainability solutions based on the triple bottom line of environmental, social and economic problems.

DEVELOPING REFLECTIVE AWARENESS AMONGST THE YOUTH

A global leadership education initiative is collaborating with graduate and MBA programs, colleges and high school students to unlock human potential by providing leadership training to a broad group of youthful participants, helping identify and train our future leaders. The initiative fosters a greater understanding of leadership and personal development through a transformative learning process that enhances self-awareness, self confidence, interpersonal skills and greater clarity of future challenges and goals.

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EMBRACING THE ARTIST MIND-SET TO CREATE A NEW ECONOMIC MIND-SET

A UK University working with a Canadian Leadership centre employs dramatic arts as a way of developing practical leadership and management expertise. By tapping into the artist's mind-set and specifically through the kinaesthetic approach, where you learn not through watching but doing, students and participants harness their creative capabilities in order to recreate their economic mind-set.

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Reflective practice and fieldwork

Reflective practice and fieldwork involves providing students with hands-on experience: an active fusion of traditional functional disciplines, question-based techniques and integrated skills. No textbook can serve as a substitute for true *experiential* learning.

The consensus among stakeholders of management education is that leaders cannot be developed without a solid foundation of work experience. Reflective practice and fieldwork (such as internships and project work) need to be incorporated in all educational endeavors of significant duration, particularly in undergraduate and graduate studies, where students have virtually no working experience.

Another aspect of leadership creation concerns *guided reflection*: a critical but often ignored technique that instills a practice of both life-long (internal) and shared (external) learning, helping teachers understand their students' core issues and challenges. Such a process is a first step towards creating a shared learning journey, involving participants in co-creating a course syllabus and thereby encouraging them to assume *responsibility* for their learning.

Role 2:   Enabling business organizations to serve the common good

As with the current economic model, most management education organizations inhabit a realm that is desynchronized with the increasingly distressing realities of our world. Management education needs to evolve in order to make itself useful again by becoming *a service to society that works towards the common good*.

Academia is increasingly criticized for being out of touch with the business world. Scholars often retreat into their own secluded academic domains, sustaining a never-ending carousel of refinements to economic problems that are as incomprehensible as they are meaningless to businesses operating in the real world. Many management scholars are more concerned about a rigorous research process leading to defensible theoretical generalizations, rather than addressing *tangible* economic problems. The fact that the value of scholarly work is defined chiefly by the frequency of citations by *other* business scholars suggests that the current approach is not practically useful – except perhaps to academia itself.

RESEARCH THROUGH THE LENS

Lengthy-jargon filled reports mean nothing to anyone outside the small academic sphere. A group of academics is working to overcome this. How? By conducting and presenting their research in video format. All the principles of academic rigour are maintained, but the end product can be accessed at the click of a mouse and understood easily because of its clear, multi-dimensional format.

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We consider three key enablers to be of particular relevance in supporting business organizations to serve the common good:

- **Research in service of society**
- **Supporting companies towards stewardship**
- **Accompanying leaders in their transformation**

Research in service of society

Management research will adjust both its purpose and methods to serve society by encouraging the creation of business solutions which address global and local transdisciplinary challenges. Such an agenda includes a critical reflection of dominant theories in management, finance and economics.

Researchers will redefine their role primarily as developing, testing and adapting alternative research methodologies that allow for *future*-oriented problem solving. The shift in research emphasis means that scholars will direct their attention away from analyzing historical events in favor of future-oriented research which cannot be studied by the same methods. For better or for worse, examining past trends is becoming less helpful in our attempts to understand a more complex future obscured by a host of unknown variables.

By engaging in an ongoing dialogue with a broader range of stakeholders, researchers will be able to jointly identify research topics and add value by ensuring academic rigor and a critical academic perspective. By applying a transdisciplinary approach that addresses real-world problems, research scholars will again become active players in business and society by producing truly useful knowledge.

Supporting companies towards stewardship

Business organizations must transform themselves into *stewards* – an ethic that embodies responsible and sustainable management of available resources that are common property or belong to an external party. Many business leaders already understand that transforming the present economic system and creating a sustainable business model will serve their long-term interests. Business organizations need to embrace the role of stewardship with the implicit knowledge that they are not the *real* owners of the natural resources they use and occupy.

What forms of support will business organizations need if they are to embrace the transformation? Whilst these domains will undoubtedly evolve over time we do offer a few suggestions, such as:

- *Creating business solutions for a sustainable world:* Developing shared value for business and society requires new strategies and business models. These will be developed collaboratively and address current sustainability problems.

- *Developing new performance measurement systems:* Organizational performance needs to be measured across *all* dimensions of sustainability. Whilst measuring economic performance is a well-established practice, environmental and societal performance and inherent trade-offs between these dimensions need to be defined and standardized.

- *Specifying professional and ethical standards:* Strategies and business solutions should be embedded into standards clarifying the specific demands on corporate and individual behavior, ranging from company standards to broader industry and global standards. Management schools will be closely involved in creating such standards – as well as providing ongoing professional training.

A NATIONAL VISION OF COMPANIES AS AGENTS OF CHANGE

A South American Business School ensures that national, regional or urban issues are integral to coursework on each degree program they offer. Corporate Social Responsibility is a fundamental criterion in all grading, and most of the final reports are considered for publication, thus ensuring they have a national impact. They are also supporting a national initiative to promote Corporate Social Responsibility.

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Accompanying leaders in their transformation

Leadership development is a life-long learning adventure following different stages of mastery, starting from awareness, actionable knowledge and guided practice, moving to independent application, and finally skilled performance. If businesses are to succeed in the transformation and become stewards of the common good, then we clearly need leadership based on a different set of values, skills and competencies.

It is one thing to equip new and emerging leaders with the skills to embrace current and emerging challenges – but it is quite another to retrain *existing* leaders. Business executives in roles of responsibility need to learn the language of serving society and the planet while continuing to address the needs of their more traditional stakeholders. Leading a transformation while simultaneously undergoing a profound inner transformation is no simple task. Those brave enough to face the storm will need considerable and sustained support, coaching and counseling.

We need new types of support for existing leaders that are more comprehensive than anything currently offered in the field of executive and leadership training. In time, we anticipate that customized individual or group coaching and facilitation techniques will become more important than traditional off-the-shelf executive training.

Guided reflection of past experiences will be one of these new supportive domains. Most leaders have not yet understood the value of internalizing an experience and integrating key lessons learned prior to

DEVELOPING THE ENTREPRENEURIAL ECOSYSTEM IN NIGERIA

A development centre in Nigeria offers business development assistance, web-based resources and customized training programs to small and medium enterprises (SMEs). Recently, the centre implemented a national business planning competition for entrepreneurs which received more than 24,000 entries. They are also actively collaborating with other similar centers and openly share their business model to encourage and stimulate similar initiatives. At least 10% of their alumni base are either social entrepreneurs or operate in the social sector space.

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Three key enablers would help management education become an effective contributor in the transformation:

- **Open access between academia and practice**
- **Faculty as public intellectuals**
- **Institutional role models**

Open access between academia and practice

Academic scholars tend to be strangers to the business world, typically possessing little or no personal experience in real-world problems. In much the same way, business practitioners live outside the academic world – though a small number occasionally accept limited engagements as lecturers or adjunct professors at a business school or other institutions. Some business schools have introduced professorships for management practice as a potentially attractive career choice for experienced practitioners. However, such occurrences remain a rarity.

embracing a new challenge. We envision a type of "leadership sanctuary" that serves as a complimentary platform for on-the-job guided reflection. A leadership sanctuary would welcome professionals for retreats, offering a powerful and safe space maintained by a variety of supportive services, such as coaches, facilitators and development workshops. The leadership sanctuary will form an integral part of the management school of the future or serve as a stand-alone operation, where managers and leaders retreat from the day-to-day demands in order to reflect on the past, crystallize lessons learned, and assess critical considerations and adaptations for the future.

STRENGTHENING LEADERSHIP IN A FAMILY BUSINESS

In the past more businesses were managed according to the long-term interests of the owners and their families. One peer-based learning organisation in the UK employs transformative learning techniques to help a large family business retain its core values of independence, creativity, innovation and quality, sustainability, globally responsible practice and financial conservatism.

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> **Globalization today is not working for many of the world's poor. It is not working for the environment. It is not working for the stability of the global economy.**
> *Joseph Stiglitz, Globalization and its Discontents*

Both sides would profit if the walls between academia and business practice were removed. Given the size and range of the transformation required, society at large will benefit from such a development. We need to enable open access between academia and business practice by establishing *open dialogue* between thought leaders (irrespective of their origin), including scholars, authors, journalists, consultants, psychologists, activists and the public. A heightened exchange of ideas and expertise can also be achieved by enriching both management education and research with *real-life experiences and perspectives*.

Role 3: Engaging in the transformation of business and society

We have reached a stage in our history where society is growing increasingly aware of global issues. More importantly, we are beginning to actively adopt various tools to discuss and resolve them.

The broad scale of the envisioned transformation cannot be a self-contained effort, a quiet initiative running in the background. The problems we face are simply too pervasive, encompassing all spheres of human activity, the economy and the environment. The transformation can only be achieved by openly embracing the power of public interest and intellect within a larger societal, economic and ecological context. The future is a public affair that concerns us all.

Management institutions need to be *active contributors and leaders* when tackling sustainability problems in theoretical, conceptual, as well as practical capacities. Management education providers need to support business, government and communities to participate in the education process, but should also help shape and lead the agenda that will reform the economic system and redefine the role of future business. Such reforms include rigorous theories and models for a sustainable world, the creation and management of platforms for meaningful public debate, as well as sustainability incubators which provide a suitable environment and practical support for sustainable business creations.

Such an exchange will enable scholars to become *role models* that lead co-creation in learning and education by working in tandem with business practice, NGOs, the private sector and the public. Open access between academia and practice is essential to bring about transdisciplinary collaboration, facilitating work on more future-oriented concepts; and proposing ideas and solutions that will help resolve current issues in business and management.

Faculty as public intellectuals

In order for us to achieve sustained transdisciplinary and societal discourse we will need the expertise of public intellectuals – but not only because of their expert knowledge within a given field. Rather, we require their gift for *synthesizing* knowledge and coherently relating it to wider socio-political issues in a manner that makes sense to the public.

Many public intellectuals today are journalists or novelists, rather than academics. The curtailed role of academics as public intellectuals is not usually the result of a public choice, but rather by the academics' *own* design. Research that is addressed to other members of the scientific community helps build scholarly reputations, while contributions concerning public issues are not usually assigned the same value.

The transformation in business and economics requires the extended participation of scholars in the role of public intellectuals. We need their knowledge, expertise, their added credibility in public debates, as well as their ability to coherently describe critical developments. Part of the regular tasks of business and management faculty members will be to serve as public intellectuals and pro-actively engage in societal debates through research, teaching and public service. Further, management schools must find ways to support and reward their faculty's public engagements – through performance appraisals, for example.

'ORDINARY' PEOPLE CAN DO EXTRAORDINARY THINGS.

With little guidance, encouragement and space to grow and exhibit their talent and abilities, people considered 'very ordinary' are often discarded by larger society - but such people are equally capable of doing extraordinary things. An NGO in India provides services and solutions to problems in rural communities, aiming to make them self-sufficient and sustainable. The concept has been applied from the outset where, for example, the college itself was designed and built not by urban architects and contractors, but by the locals with ample experience of building their own houses.

EMERGING BENCHMARKS　　　50plus20.org/benchmarks

Institutions as role models

Management schools of the future must fundamentally rethink their approach in order to become role models for a world that increasingly seeks *socially, environmentally and economically just* organizations. The transformation will involve changes in structure, a new generation of teachers and researchers; and new ways to measure success. Governance structures and decision processes will include concerned stakeholders who jointly define priorities and ways to measure the institution's *social* contribution.

Management schools need carefully trained teaching and research collaborators who possess entirely new skills sets and competencies. A significant challenge concerns the ability to hire or re-train educational and research faculty members who can create safe and effective collaborative learning platforms. Re-training existing faculty is one of the most important levers in the successful implementation of the 50+20 vision.

QUESTIONING WHAT WE THINK WE KNOW

Which cultural foundations and changes leave their mark on our society? How can we create optimal educational opportunities for our future leaders? A university in Germany has embraced culture, sustainability and entrepreneurship as its thematic focuses in research and teaching – helping address the future of social commitment to civil society in the twenty-first century.

EMERGING BENCHMARKS　　　50plus20.org/benchmarks

A critical factor will involve evaluating to what degree an institution applies its strategy in a real-world setting, requiring relevant measures for the three proposed roles of management education. These measures will be demonstrated by the degree to which the three roles are *embedded* in the activities of its administrative, teaching and research staff. Future curricula will be evaluated based on their content, pedagogy, actions, fieldwork, and their transdisciplinary approach to learning. The evaluation of acquired skills, competencies and attitudes of graduates requires both short- and long-term reviews. Further, collaborating with alumni and stakeholder organizations can open the pathway to establishing and monitoring an agreed-upon oath to uphold responsible leadership for the world.

The collaboratory

The philosophy of the collaboratory involves a circular space that is open to concerned stakeholders for any given issue. The collaboratory is the space where action learning and research join forces – where students, educators and researchers work with members of all facets of society to address current dilemmas. The collaboratory is a key feature of the 50+20 vision, *a new philosophy* in promoting management education *for* the world – as seen in the context of the three roles and corresponding enablers discussed previously.

The collaboratory represents an open-source metaspace: a facilitated platform based on open space and consciousness building technologies. Once understood, a collaboratory can be established anywhere, virtual or real, within companies, communities – or within a management school. Its primary strengths lie in enabling

BUILDING HOPE ON THE AFRICAN CONTINENT

A South African University have restated its mission to be true builders of hope on the African continent, and to blaze new trails with a "science for society" strategy that puts its strengths and expertise at the service of human need. The project, that has received considerable funding from internal and external sources, enables research on local, regional and African challenges and provides opportunities for learning and growing new generations of thought leaders.

EMERGING BENCHMARKS　　　50plus20.org/benchmarks

issue-centered learning, conducting research for a sustainable world, and providing open access between academia and practice.

The philosophy of the collaboratory is diametrically opposed to the thinking behind the lecture theatre – a conventional space commonly employed in management education. The traditional lecture theatre is a forum for the "sage on the stage" who dispenses "wisdom" to largely passive students. The collaboratory by contrast provides an *open* space for a broad group of stakeholders to meet on equal terms, where the teacher is replaced by a skilled facilitator. The collaboratory also offers a powerful alternative for public debate and problem solving, inclusive of views from business and management faculty, citizens, politicians, entrepreneurs, people from various cultures and religions, the young and the old. Everybody must have a voice, hence the need for a *trans*disciplinary approach.

A collaboratory is conducted without formal separation between knowledge production and knowledge transfer, while focusing on visceral real-life issues and providing solutions that are driven by *issues*, not theory. Participants in a collaboratory employ problem-solving tools and processes that are iterative and

Towards a new breed of faculty

The faculty of the future needs advanced facilitation, coaching and mentoring skills to complement traditional lecturing. We encourage an "and and" rather than an "either or" approach, moving beyond a currently dominant dichotomous perspective. Business schools will need to encourage exchanges and collaborations between academics and practitioners to an extent where their differences dissolve, replaced with evolved professionals who routinely cross from one role to another. In effect, the future faculty will serve as institutional role models for social entrepreneurship.

We anticipate far greater diversity of educators and researchers, including discipline-oriented, transdisciplinary, collaborative and practice-oriented faculty. In future, collaboration across disciplines and different walks of life becomes the rule rather than the exception. Similarly, compensation, selection and promotion schemes for both education and research faculty will grow to reflect these requirements in a stimulating and transparent manner.

There are five main areas which need to be considered when creating a faculty ready to embrace our vision:

1. A professional commitment to serve the common good
2. A commitment to the mission of the school
3. A passion for teaching, learning and discovery
4. A strong interest in issue-based research and action research methods
5. Diverse experiences, skills, backgrounds and interests.

Broadening the skills, experiences and competencies of faculty represents the single biggest level in achieving the 50+20 vision. Business schools are urged to create conditions that trigger faculty's intrinsic motivation to grow and develop. Creating an environment that promotes change and an appetite for learning and development is one aspect. The next challenge lies in the creation of effective training and re-training programs for both new and existing faculty. Such training needs to ensure the development of skills and competencies that are rarely present in today's faculty, including:

- A concern for broad, up-to-date, transdisciplinary knowledge of the complex existing and emerging environmental, social, technical and economic trends worldwide.

- Exposure to emerging practices and tools for measuring and evaluating economic, environmental and social concerns across all fields of business.

- Knowledge of the application of the basic management disciplines, matched with knowledge of ethics, entrepreneurship, leadership, sustainability and technology.

- Interdisciplinary business knowledge across all subject areas to ensure critical, well balanced and relevant business thinking.

- Strong coaching competence and skills to ensure personal learning and development.

- Expertise in the methodologies of action learning and the creation of effective action learning platforms as well as whole person learning and person centered learning.

- Mastery of systemic thinking and risk analysis together with other approaches which enable holistic decision-making in a fast-changing environment.

- Networking capabilities to establish field work projects in partnership with a broad range of stakeholders worldwide.

50+20 is currently exploring three concrete concepts, consisting of a 2-month and a 6-month immersion program, as well as a new approach to PhD and DBA education. Given that training both existing and new faculty represents a collective challenge, professional associations like EFMD, AACSB or academic associations like the Academy of Management support the creation of such regional or global training initiatives and platforms. Collaboration with existing providers of transformational learning, leadership or coaching training will speed up the creation of off-site training and development centers for existing (and potentially new) faculty.

TOWARDS AN ECONOMY THAT SERVES EACH INDIVIDUAL

A public interest organisation in Switzerland believes that globalization can and should serve and enhance the common good. At an international summit hosted annually they bring together over 200 entrepreneurs, economists, politicians and NGO representatives for the purpose of bringing more humanity into the process of globalization and making practical recommendations to leaders for an economy serving the human person and the common good. They aim to inspire and equip an emerging generation of leaders who may implement key recommendations from these Summit meetings through a number of selected projects.

EMERGING BENCHMARKS   50plus20.org/benchmarks

emergent. Proposed solutions are directly tested, contested and modified while supporting both knowledge production and diffusion, which occur in parallel.

Of course, the idea of open and equal collaboration is nothing new. Sometimes it works, sometimes not. One may easily mistake the philosophy of the collaboratory as a free-for-all gathering of affable individuals who automatically become friends and miraculously agree on credible resolutions without encountering any significant obstacles. We know all too well that without the proper systemic approach a gathering of this kind may disintegrate following (for example) a prolonged argument over the minutiae of an issue under discussion. Skilled facilitation and a robust methodology are therefore required to address the complexities of vested interests, group dynamics, and problem resolution. To us, the collaboratory is a living experiment whereby we co-create its meaning, its power and strength during each new session held around the world. Together, in an open-source spirit, we have started to create a new philosophy that continues to evolve.

The 50+20 vision can be interpreted as a severe criticism of the existing system – which it is. However, we would like to honor the many courageous and innovative initiatives emerging around the world. As is often the case, such paradigm-shifting innovations do not usually occur in well-established institutions, but tend to emerge amongst the outliers: the smaller, hidden and often ignored pockets of creativity that are also part of the colorful landscape of management education. We refer to these innovative initiatives as

BIOSPHERE RESERVES AS A GLOBAL BUSINESS SCHOOL PROTOTYPE

UNESCO's World Network of Biosphere Reserves is, in effect, an example of the new style of business school. Its aim is to encourage sustainable development, and to do this it practices action oriented learning. This shared vision of sustainable development practices is creating an ever-evolving global campus for learning about how to develop human social and economic practices in order to increase levels of sustainability.

EMERGING BENCHMARKS   50plus20.org/benchmarks

EMERGING BENCHMARKS: an initial set of examples that share a relation to the three proposed roles of responsible leadership. Collecting emerging benchmarks runs parallel to the 50+20 vision development, and will continue as the initiative grows.

We consider benches a useful visualization for a new paradigm of joint learning and research. The term *benchmark* was derived from cobblers who measured their customers' shoe sizes by placing their feet on a bench and marking an outline, or rather a *measure*. We may progress the metaphor further: sitting on a *bench* involves sharing one's own space with another individual in a public space. The proximity of an adjacent stranger sharing the same view provides a different kind of exchange when compared to individuals sitting oppositely in single chairs. A series of benches can further be used to create a *circle of learning*.

Finally, benches are often perceived as a temporary place for rest, reflection and brief reunions – reminding us of the transient nature of our activities and existence while stressing both the common origin and purpose we share as global citizens.

Figure 4: The 50+20 visual identity depicts a circle of benches.

WE ARE MADE WISE NOT BY THE RECOLLECTION OF OUR PAST, BUT BY THE RESPONSIBILITY FOR OUR FUTURE.
George Bernard Shaw
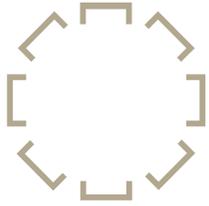
The elders of the Native Americans talk of The Children's Fire. This fire is a reminder of the promise: "No law, no action of any kind, shall be taken that will harm the children."
Tim M. Macartney

A call to action

Good ideas are abundant. Implementing them is hard. Our emerging benchmark examples highlight how some of the ideas have already been implemented by some schools in certain domains. There is much to be done, though we are aware of a small number of initiatives that effectively address all three roles for management education. However, we may expect institutions of higher learning to be resistant to such drastic changes. How then will the proposed transformation come about?

An important pre-condition to realizing the vision is to create the conditions which enable existing and future faculty of business and management to embrace the upcoming challenges. We believe in the potential of human beings: their unlimited capacity to change, develop and grow. Such a transformation is possible if the individual is *willing* to change, and is supported by a set of conditions that allow and enable such change. The biggest challenge for management educators is to identify and create these conditions, producing an environment that favors the intrinsic motivation of its faculty to embrace responsible leadership for a sustainable world. Our goal is to generate the desire for change amongst our many stakeholders, and to convince them to join us in the journey of transformation.

Change can be brought about in many different ways. Some changes may result from an external trigger such as government cutting subsidies. Others will emerge from a conscious strategy of institutional transformation, whereby business schools integrate global responsibility into their mission, strategy and operations. Such a strategy may be supported by building on an already *existing* framework, such as the Principles for Responsible Management Education (PRME). PRME serves as a useful platform to measure progress, share best practices and promote success stories. In this context the 50+20 vision is perhaps best considered a touchstone – a guide on the journey of transformation. The three roles, their related enablers and the collaboratory can serve as an inspirational basis for implementing the six PRME principles for Responsible Management Education.

At the same time we also expect a host of entirely new initiatives, along with a new generation of management schools that will help tackle global issues in a responsible and effective way. In reality we will probably see a mixture of multiple approaches. We suggest three different means of implementing the vision: an orientation of key implementation priorities, a systematic process of engagement, and ideas for stakeholder engagement.

Key implementation priorities

Our collaborative process has resulted in identifying six key priorities for implementation. We illustrate each of these with some suggestions for action, with the hope of triggering a debate among the players in the landscape of management education and our wider community. The implementation priorities are:

- *Faculty training and development:* A successful implementation of the vision depends most critically on faculty developing a passion for teaching, learning and discovery. Equally, faculty should be at ease with transdisciplinary approaches, multi-stakeholder engagements and with engaging in public discourses – which would require different types of training and development programs. See "*A new breed of faculty*".

- *Creating prototypes of the vision:* Setting up a variety of prototypes dedicated to one or several aspects of the vision allows testing of how the new roles of management education can be interpreted and translated into action. The collaboratory plays a central role in many of these prototypes, both in their creation and incubation phase, as well as in shaping new forms of education, research and platforms for public engagement.

- *Orienting research toward the common good:* Encouraging the development of collaborative research centers dedicated to transdisciplinary approaches, new future-oriented research methods, as well as new incentives and measures for researchers.

- *New measures for management education:* Implementing the vision requires different incentives and measures of success. Management education organizations require alternate evaluation and ranking tools, such as new criteria for assessing the value and impact of research, and evaluation of criteria for measuring faculty contributions to society.

- *Celebrating excellence:* An important engine to drive change is to create recognition and awards for successfully living the three roles of the vision. New projects, transformation on an institutional level as well as initiatives and engagements by faculty need to be widely communicated – and praised.

- *Professionalizing the management of schools*: Management education providers are challenged to evolve towards professional management, supported by leadership that is experienced in change management and transformative organizational processes. Many existing senior leaders have not enjoyed appropriate exposure or training to successfully lead the change needed to accomplish such a transformation.

The 50+20 Agenda is an opportunity for many activists and Associations to move to take action. It succeeds in expressing common ideals and intentions while encouraging each of us to do what we can in our own spheres of influence.
Jonathan Gosling - Professor of Leadership Studies, Exeter Business School's One Planet MBA

A process of engagement

The world cannot be changed with a single grandiose epiphany. A one-size-fits-all solution would be dangerous and highly prone to failure. Rather, we propose a *process of engagement* which provides participants with the freedom and flexibility to begin where their organization is currently placed, leaving

open how they wish to implement concrete actions. Actors in management education will undoubtedly choose different paths and produce variable approaches that depend heavily on their missions, strategies, and circumstances.

A useful starting point to implement change is to examine an institution as it exists today and bring together the people involved, including students, academics, administrators, business people, NGOs and government representatives. Together, such a group will explore how to turn the vision into action. The process may produce a number of outcomes, such as momentum to change the institution, to combine with others to change the system, or individual actions.

Some institutions may opt for a *"tip toe"* approach: testing the waters by encouraging an engagement with some elements of the vision, while others will opt for a *"deep dive"* – a full commitment by making the vision the fundamental basis for engagement in the field of management education. Some activities can be oriented towards removing existing barriers to implement the vision, while others may be oriented towards encouraging the emergence of innovative solutions.

One way to go about implementing change is by undertaking a simple yet effective gap analysis. Using the methodology of a collaboratory, players and stakeholders can mutually support and engage with each other to suggest ideas for implementation, collaboration and engagement. The emerging *learning community* can develop and co-create solutions that are beyond our current level of imagination. In order to provide a framework for institutions, we highlight the essential steps of such a gap analysis:

THE MAIN ETHICAL QUESTION FOR OUR TIME IS TO CHOOSE WHAT KIND OF A WORLD WE WANT TO BUILD TOGETHER WITH THE IMMENSE RESOURCES WE HAVE AT OUR DISPOSAL.
The Globally Responsible Leadership Initiative (2008)

Ideas for stakeholders: sparking a wider debate

Whilst the process of engagement is paramount in importance for implementing the vision for business schools and other members of the management education community, other stakeholders may also wish to contribute to bringing about the necessary changes. Numerous suggestions are listed on the **50plus20.org** website, grouped according to the following stakeholder types:

- *Buyers and clients*, including decision makers, leaders and managers in organizations and companies of various sizes, prospective students and their immediate influencers.

- *Influencers*, which includes international and national accreditation bodies, the media, rating and ranking agencies, civil society organizations, or social media.

- *Funders*, such as policy makers, alumni, donor agencies, foundations, wealthy individuals and governments.

- *Providers* include existing business schools, universities, leadership and executive development centers, corporate universities, profvessional training institutes, research institutes, think tanks and academic and professional journals.

Management educators need to pay particular attention to emerging and developing countries. At present, many regions across the globe simply do not have enough business schools. A drive to provide a new kind of learning in such environments therefore presents a unique chance to avoid the mistakes made in business education within more developed nations. It also offers unique opportunities for utilizing some of the new tools and techniques previously discussed – such as the collaboratory.

Of course, some (or all) of our ideas may prove to be obsolete or otherwise deemed unsuitable well before any attempts at implementation are attempted, given how new and improved initiatives will undoubtedly develop the moment we embrace the transformation in management education. More than anything, our hope is that these preliminary ideas will spark a wider debate amongst the players in management education and the wider community.

Towards a new type of business school

An effective transformation of business schools depends on the ability to create a new type of school with a broader responsibility to society. One effective strategy involves a process of active engagement within the wider community of management education to generate ideas and opportunities.

Designing the management school of the future in light of the three roles of the vision requires sweeping changes in both structures and policies within existing institutions. We foresee future challenges in three particular areas:

▪ **MANAGING FACULTY DIVERSITY:** Implementing the vision requires different capabilities and motivations on the part of the business school faculty. The management school of the future will need to find ways to break down existing walls and rebuild bridges between different internal faculty fractions. The core challenge, however, lies in building bridges between their faculty and the outside world. More windows in the ivory tower will not suffice.

Business schools must embrace an open borders policy between practice and academia: a prerequisite condition to create the collaborative learning environment required for action learning and research. Moving between *reflective work* in a management school and *applied work* in business is a critical success factor in ensuring high relevance of the faculty in their role as lead-learners in the educational and research process.

More than anything, the management school of the future needs a comprehensive mix of educators and researchers with a wealth of experience and backgrounds. Encouraging a sense of diversity both among the faculty and as a life-long learning goal for every person requires establishing conditions that promote the related intrinsic motivation.

▪ **NEW CRITERIA FOR QUALITY AND SUCCESS***:* Establishing *outcome*-oriented measures for the three new roles of management education is an useful starting base. The related educational *criteria* need to evaluate to what degree graduates can face challenging issues in organizations and society. Relevant research measures must evaluate to what extent research output produces results that can be used to resolve pressing issues in business and society.

The role of engaging in the transformation of business and the economy further requires measures that assess a business school's presence in, contribution to and impact on the greater public. In addition, the school needs to implement indicators that allow measuring the progress of the school itself in terms of how the three roles are lived.

▪ **PROVIDING LEADERSHIP AND CHANGE MANAGEMENT:** Changing established institutions within higher education represents a real challenge. Such institutions were often structured to assure stability and academic freedom in the face of different external influences. As a result, faculty is equipped with significant power to resist change, even if proposed by a school's own leadership. Creating the capacity for strategic change coupled with conditions that encourage an intrinsic motivation to change in business schools are critical pre-conditions.

A second critical element is the leadership team's capacity, competence and courage to embrace their role and *lead change*. While this seems an obvious statement, we should remember that many current deans or presidents have academic backgrounds, with little or no previous leadership experience.
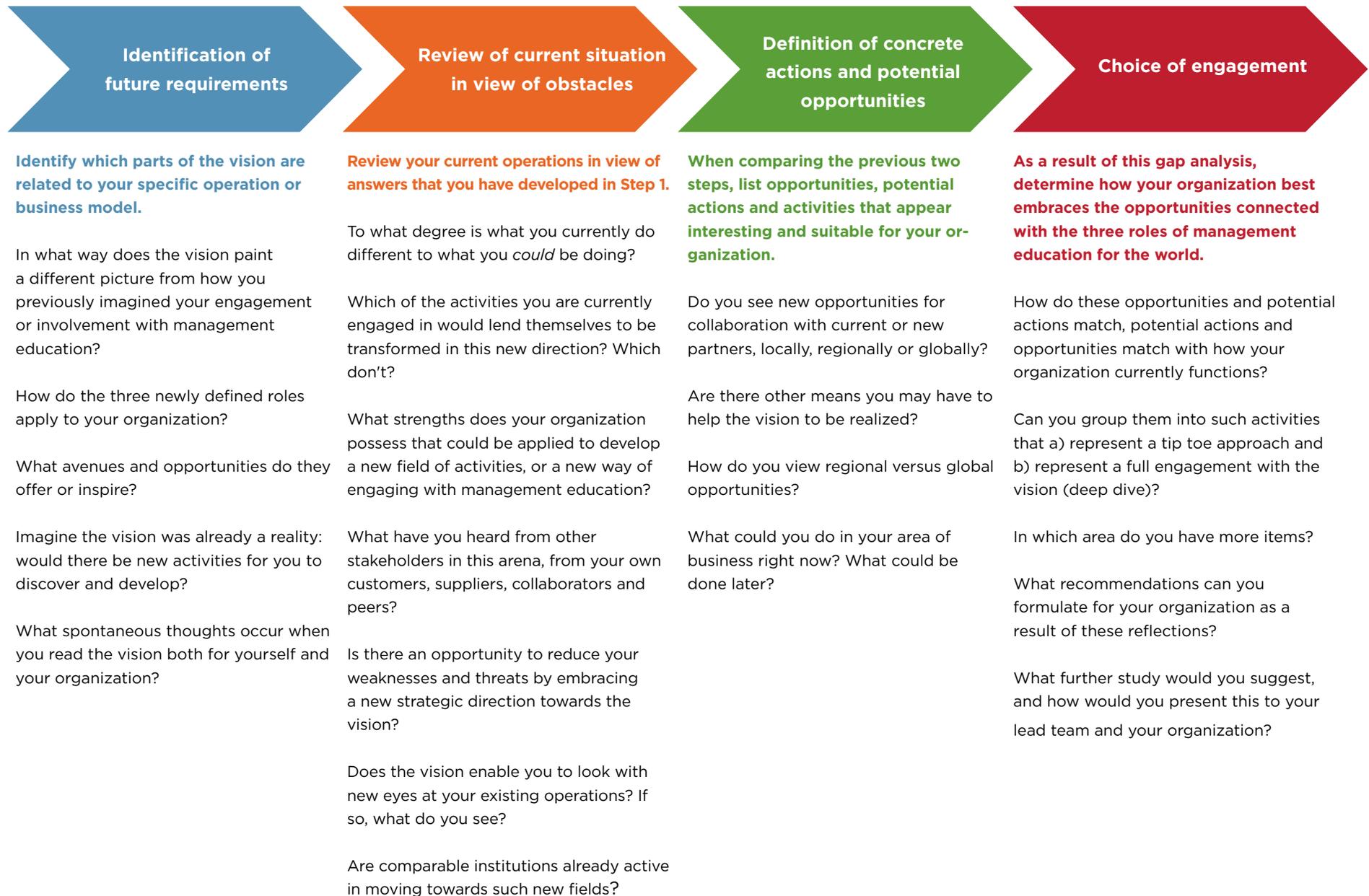
Identification of future requirements	Review of current situation in view of obstacles	Definition of concrete actions and potential opportunities	Choice of engagement
Identify which parts of the vision are related to your specific operation or business model.	**Review your current operations in view of answers that you have developed in Step 1.**	**When comparing the previous two steps, list opportunities, potential actions and activities that appear interesting and suitable for your organization.**	**As a result of this gap analysis, determine how your organization best embraces the opportunities connected with the three roles of management education for the world.**
In what way does the vision paint a different picture from how you previously imagined your engagement or involvement with management education?	To what degree is what you currently do different to what you *could* be doing?	Do you see new opportunities for collaboration with current or new partners, locally, regionally or globally?	How do these opportunities and potential actions match, potential actions and opportunities match with how your organization currently functions?
How do the three newly defined roles apply to your organization?	Which of the activities you are currently engaged in would lend themselves to be transformed in this new direction? Which don't?	Are there other means you may have to help the vision to be realized?	Can you group them into such activities that a) represent a tip toe approach and b) represent a full engagement with the vision (deep dive)?
What avenues and opportunities do they offer or inspire?	What strengths does your organization possess that could be applied to develop a new field of activities, or a new way of engaging with management education?	How do you view regional versus global opportunities?	In which area do you have more items?
Imagine the vision was already a reality: would there be new activities for you to discover and develop?	What have you heard from other stakeholders in this arena, from your own customers, suppliers, collaborators and peers?	What could you do in your area of business right now? What could be done later?	What recommendations can you formulate for your organization as a result of these reflections?
What spontaneous thoughts occur when you read the vision both for yourself and your organization?	Is there an opportunity to reduce your weaknesses and threats by embracing a new strategic direction towards the vision?		What further study would you suggest, and how would you present this to your lead team and your organization?
	Does the vision enable you to look with new eyes at your existing operations? If so, what do you see?		
	Are comparable institutions already active in moving towards such new fields?		

Figure 5: *A process of engagement*

Living the vision: implementation suggestions

PRIORITIES AND SUGGESTED ACTIONS

FACULTY TRAINING AND DEVELOPMENT

• Setting up a global faculty development program for existing business school faculty

• New doctoral training programs for upcoming young academics

• Second faculty into activities that are important for society, including political assignments

• Encouraging faculty to dedicate their sabbaticals to projects in organizations of all kinds, including emerging and developing countries for deep immersion

• Pairing of academic faculty with teachers of a professional background to create new student learning environments and broaden the perspective of the faculty

CREATING PROTOTYPES OF THE VISION

• Securing funding for a number of new management schools around the world as showcases of the vision

• Launching "pop-up" business schools in developing and emerging countries

• Setting up a virtual management school offering business and management education for free – for anybody with a thirst to learn

• Creating a range of regional collaboratories on specific critical issues (e.g. the "Africa Lead" program or through PRME regional chapters)

• Creating regional or global programs in partnership with institutions involved in living the vision

ORIENTING RESEARCH TOWARD THE COMMON GOOD

• Supporting interdiscipli-nary and transdisciplinary research centers

• Creating a library of reflection for professionals (both online and real – see the leadership sanctuary)

• Organizing issue-based in-company collaboratories reviewing strategic progress with engaged stakeholders

NEW MEASURES FOR MANAGEMENT EDUCATION

• Developing a stakeholder-managed tool to rank business schools according to their review; a "trip advisor" for management education

• Developing new criteria for assessing the contribution of research to society (such as rating of journals, rating of individual contributions)

• Creating new evaluation criteria for faculty, measuring their contribution to society (including hiring, promotion, creating incentives and funding opportunities)

CELEBRATING EXCELLENCE

• Creating awards in all relevant categories of implementing the three roles of the vision, both regionally and globally

• Celebrating the social engagement of faculty

PROFESSIONALIZING THE MANAGEMENT OF SCHOOLS

• Developing executive development for existing administrative leaders (deans, vice presidents, chancellors, directors) rather than only new deans

Figure 6: *50+20 Implementation suggestions*
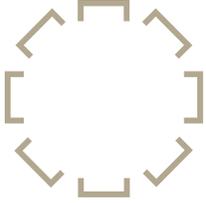
Working towards a sustainable future

The 50+20 vision is intended for both organizations and individuals who hold a deep awareness and understanding of the upcoming global challenges, who share a sense of urgency to bring about change – and embrace the idea that we *all* own the responsibility to transform society.

We will always be a species on the move, a bigger tribe inhabiting a smaller world – but now it's time to take a different path. In order to survive, we need nothing less than an evolution in thought and cooperation, a transition into becoming a responsible society. We are, after all, working towards a more human future, leaving behind centuries of expansion and rampant consumption.

If nothing else, we urge our readers to imagine how business, the economy and the world will look if we think and act *inclusively* in a *long-term* setting. Picture our world – say, a century from now – where traditional economic growth has reconnected to human and ecological goals, supporting a diverse society with wholly redefined definitions of prosperity, the basis of profit, loss, progress and value creation. This society is visibly more stable, healthier and happier as it works towards a sustainable future.

In this future, business will be celebrated for its *contribution* to society. Thoughtful leadership and sustained collaboration are commonplace not only within organizations, but also actively address the (notably fewer) remaining regional and global problems.

Business scholars and management consultants are respected as sustainability stewards, helping build a better world through research and advice, jointly determining how organizations can develop and implement real sustainability strategies. Similarly, governments, corporations, NGOs, activists, citizens, parents and educators all contribute their knowledge on a regular basis without regard to tenure, reputation, qualifications or social standing. The best solutions, as everybody knows, are those reached by adopting a transdisciplinary approach, across *all* fields of expertise, age groups and cultural backgrounds.

This future world includes education and research organizations which positively influence the development of society as a whole. Places of knowledge sharing are deeply embedded in the *midst* of communities (much like the prototype collaboratories from the early twenty first century). These nodes are the heart of the new society: dynamic meeting spaces where ideas are born, where participants and contributors can freely express their views and share knowledge in an open environment.

We may picture a world where risk-taking is encouraged, a place that is intensely alive with mutual respect, friendship, vibrant thought, insightful questions, where creativity blooms across all generations. Such a renewed, living world enables lifestyles that offer different levels of immersion between work and learning within a new and more open society.

Environmental disruption has been virtually eliminated. Once more, the world has wide tracts of untouched, high-biodiversity wilderness. The human population is finally stable. People are content, unified – but also more diverse. Its citizens are determined, passionate, argumentative but ultimately cooperative, a well-organized civilization working towards the singular goal of sustainability.

This is a world worth living in. **Let us begin creating it.**

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With such an initiative, there is always a core team whose contributions are pivotal to its success.

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IMAGINE A WORLD WHERE BUSINESS IS CELEBRATED FOR ITS CONTRIBUTION TO SOCIETY.
Nick Main, Deloitte

GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

The Globally Responsible Leadership Initiative is a worldwide partnership of over 74 companies, business schools and learning organisations working together to develop a generation of globally responsible leaders. Founded by EFMD and UNGC in 2004 it published "A Call for Engagement" in 2005. This and subsequent work in catalytic projects, new learning practices, advocacy and thought leadership is focused on a deep transformation in management education beyond incremental changes. In 2009 the GRLI began creating a blueprint of the business school of the 21st century. This work has been incorporated into the 50+20 Agenda for and beyond the Rio Summit.
www.grli.org

World Business School
Council for
Sustainable Business

The World Business School Council for Sustainable Business (WBSCSB) was founded in August 2010 at a pre-conference to the Academy of Management Annual Meeting, organized by Paul Shrivastava of the O'Brien Center at Concordia University in Montreal. A small number of deans and directors from around the world agreed that it was high time for the community of business schools to engage in the public dialogue on sustainability and how management education could contribute to resolving global challenges. The WBSCSB is a platform for action rather than a membership club and is fully engaged in project 50+20.
www.wbscsb.com

PRME Principles for Responsible
Management Education

The Principles for Responsible Management Education (PRME) is a UN Global Compact sponsored initiative with the mission to inspire and champion responsible management education, research and thought leadership globally. The Principles seek to establish a process of continuous improvement among management-related academic institutions to develop a new generation of business leaders capable of managing the complex challenges faced by business and society. Over 450 academic institutions in 80 countries have signed up. PRME's Steering Committee includes AACSB International, EFMD, AMBA, GMAC, the Association of African Business Schools and Association of Asia-Pacific Business Schools, CEEMAN, Latin American Council of Management Schools, EABIS, GRLI, and Net Impact.
www.unprme.org

Endorsements for 50+20

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

Paul Polman - CEO, Unilever

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

Peter Bakker - President, WBCSD

The future of humanity depends on the quality of its political and business leaders. The 50+20 vision gives us hope in a despairing world, direction for a lost journey, energy to an apathetic generation, and inspiration for a new model of management education and research aimed to develop transformational and responsible leadership for a better world, a better future.

Anne S. Tsui - Motorola Professor of International Management, Arizona State University

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

Rakesh Khurana - Marvin Bower Professor of Leadership Development, Harvard Business School

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www.50plus20.org