

Global Responsibility



GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

The GRLI Partner Magazine
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Leader Relations

Anne Keränen investigates leadership
as a shared phenomenon

Featured in this issue:

COMMIT

An invitation from the
Next Generation.

It starts with me

Featuring Roberta
Baskin, Liliana Petrella,
Mary Gentile and Sauli
Sohlo.

NIT Hamburg

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**GLOBALLY RESPONSIBLE LEADERSHIP
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Global Responsibility

The GRLI Partner Magazine N° 14

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Roberta Baskin



Liliana Petrella



Mary Gentile



Sauli Sohlo

On global responsibility

In this edition, we continue to investigate catalysts and catalytic actions. In doing so, we get a clearer picture of the true character of the Globally Responsible Leadership Initiative (GRLI) as a movement that inspires and sparks many programmes of action across the globe.

Anne Keränen (Martti Ahtisaari Institute, Oulu Business School, Finland) is one of our contributors and kindly agreed to appear on the cover. She was photographed during her recent visit to the University of Stellenbosch, where she worked on a programme for women entrepreneurs and leadership professionals.

Mark Reno and his co-authors complete their discussion on the importance of developing character – in all of its many facets – in business students, and how character is an important driver for responsible leadership.

Chris Taylor explains how a change in business education can also be driven from the students' side. He tells the story of COMMIT, a student movement focusing on integrating sustainability in business education, and their first two years on the ground.

This is followed by several examples of and personal reflections on responsible leadership and the work of the GRLI and its network, from catalysts such as Verena Fritzsche, Mary Gentile, Liliana Petrella and Sauli Sohlo, as well as a social enterprise in South Africa called Partners for Possibility.

Throughout these stories, we are reminded of the role of the GRLI as a purpose driven and nimble movement that seeks to recognise and catalyse powerful change amongst leaders in all spheres of society.

We will reflect on this during our 2016 All Gathering Momentum (AGM) titled Common Good, Common Ground at Kemmy Business School of Limerick in Ireland from October 16 -21.

I look forward to working with Partners, Associates and Friends of the GRLI on scaling the action and impact of our collective efforts when we meet in Ireland.

Mé, Sinn, Go Léir!

John North
*Managing Director
GRLI Foundation*



A research inquiry into **responsible leadership**

Part 1

Anne Keränen

Management and international business researcher Anne Keränen (Martti Ahtisaari Institute, Oulu Business School, Finland) talks to the GRLI network about her recently defended doctoral thesis, which radically shifted the focus from individual leaders to leader relations. It brought to the forefront the importance of understanding leadership as a shared phenomenon, and as a medium for responsibility integration in business. Within the framework of changing business practice, this perspective can lead to new business change theories, ideas and practices. In this three-part series, Anne explains her proposed approach to leadership as a social construction process, expanding focus from the qualities and competencies of individual leaders to a wider perspective – and why the narrative environment of leadership is important.

Conventional vs. responsible leadership theories

In considering leadership, theories of responsible leadership are distinct from conventional views. They are distinguished from conventional leadership by two key factors, namely stakeholders and leadership targets.

Stakeholders

The responsible leadership theory differs from conventional leadership theories in that responsible leadership emphasises the meaning of stakeholders, and the different stakeholders that leaders need to be aware of and consider when making decisions. Traditional leadership theories are more focused on the leader and his or her subordinates, and this one-dimensional interaction between leader and subordinate, and the communication and relationship that result from this interaction. On the opposite end, the responsible leadership theory has a wider perspective than this. It advocates that because of the change in business context, leaders need to be considering the needs and viewpoints of different stakeholders, such as employees, customers, sector organisations and the environment.

Under the realm of responsible leadership, the leader adapts to a changing context. There is no longer an internal focus on the leader, but a wider external focus, not only recognising but also strongly emphasising all of the different stakeholders who may be involved in different ways and contexts.

Target

The aim or target of earlier leadership theories was a result of the traditional leadership perspective, guided by the single leader-centric process of traditional leadership. However, the responsible leadership theory considers the target differently. It builds from the premise that sustainable development – a common societal good – is the target of responsible leadership. These two aspects, namely stakeholders and the common societal and company-good target that it is heading towards, are central to the responsible leadership theory.

“The world has changed, and as a leader in business, I had to change too.”

Integrating responsible leadership

The conventional application of leadership and leadership theories is still widely expected; so is the manifestation of this – such as a single heroic leader within a company. But integrating responsible leadership within a company will necessitate a much wider perspective. The change in these leadership theories will bring about the migrating from a ‘single-strong-man’ viewpoint to a ‘strong-group’ viewpoint.

However, this migration of leadership theories develops challenges for leaders. Conventionally, people are waiting for the strong leader to emerge, but integrating responsible leadership means that the responsible leader will need to act differently. The responsible leader may find him or herself constantly defending this novel approach within a long-established and accepted traditional context.

The traditional perspective challenges the integration of responsible leadership on the ground in many ways. For example, it highlights the short-term financial results and tough business leadership while responsibility may be achieved through more long-term orientated goals and team leadership. These challenges are limitations for companies, and have to be overcome for successful responsible leadership integration.

Shaping the responsible leader

There are many different aspects to what constitutes a responsible leader, and this is evident from identifying responsible leaders across disciplines and sectors. At the same time, there is no single approach to becoming a responsible leader. Building on the founding principles of responsible leadership, becoming a responsible leader advocates a high degree of personal influence and flexibility.

Personal influence is another factor. Anne says that one of the responsible leaders interviewed as part of her research simply awoke one day knowing that there was no turning back to the old ways. “The world has changed, and as a leader in business, I had to change too.”

For some, it may be a pertinent happening that spurs responsible leadership; for others, it may be a process of maturing in understanding in action or it may be a societal context which induces a changed perspective. How we reach responsible leadership is not important. What is important is how it becomes ingrained in leaders, part of their being.

Responsible leaders are both mature yet they remain youthful in their readiness to experience new things. Anne found this sense of readiness as a commonality among all the leaders interviewed as part of her research. Neither is responsible leadership tied to age. A young leader can be a responsible leader, but so can an older leader.

This research took place within the Scandinavian context, and does not necessarily speak for the international environment. Responsible leaders from different sectors were interviewed across different companies and departments, from managing directors to directors of corporate social responsibility departments. The research included both men and women. The research group furthermore included different company types, including smaller, family-owned and operated companies, international companies as well as public and privately-owned companies. What it confirmed is that the responsible leader can come from almost any background.

Shifting focus from the individual leader to leader relations

It is important to shift the focus from the individual leader to leader relations, because the context of business, and therefore the context of leadership, has changed. Given the complexity of contemporary companies, it is nearly impossible for a single leader to be in complete control of a company as a whole. For this context, responsible leaders with strong stakeholder relations are needed.

It is increasingly recognised that work within companies is knowledge-based. Thinking about responsibility, there are many people within companies that are required to make decisions on a daily basis. And these are often complex decisions – involving ethics and sustainability. But chances are that if the leader includes several people within this decision-making process, there is greater surety that different points of view have been taken into account in reaching the decision.

How this shift responds to the challenges of formal change initiatives

The responsible leadership theory clearly responds to the challenges of formal change initiatives. Change programmes are known for failures, specifically because the top-down approach is commonly adopted for bridging change. Anne reminds that it is easy to get trapped in the technical front, forgetting about the people and whole personalities involved not only in the decision-making process, but also at the decision-making process end-point. Actively involving people should be at the centre of change programmes, helped along by responsible leadership.

There is a clear synergy between responsible leadership and change initiatives. Responsibility is about people, what motivates people and how people approach change. Hence the ‘people factor’ or the relations that flow from this, cannot be excluded from change initiatives. Anne says her research has found that responsible leaders approach change by considering it a learning process: a process in which they, as responsible leaders, want to be at the centre of integration, aiming at targets together and from within a circular system of relational leadership and decision-making.

Change initiatives that are based on responsible leadership involve a degree of flexibility. To illustrate, Anne explains that with this approach, it is not the most fundamental point that all stakeholders within a company understand the company values in the same way or reach such an agreement, as there is a degree of interpretation flexibility.

The key focus is rather on the leadership and decision-making processes, and approaching change as a learning process where values and the meaning of values in practice are discussed together to find solutions for any problem that arises while working towards the change targets.

Leading to a better understanding of responsibility integration in business

CSR, implementation instructions, codes of conduct – there are so many in place already, but still cases such as the recent Volkswagen malpractice occur. But responsible leadership, through its wider lens, balances the people process and quantitative target. The wider perspective of responsible leadership furthermore advocates responsible action at individual level. People are motivated to adopt responsibility throughout their personal and professional references.

And this is a key opportunity for companies. There are many companies that operate well beyond greenwashing; responsible leadership recognises this and builds on it as an encouraging framework.

Favourable narrative environment of responsible leadership

What is not so often talked about in respect of the responsibility narrative within companies is that this narrative is shaped through language: how we speak about responsibility throughout society, for example, in general media.

What should also be noted from a favourable narrative environment is that there is not a single leader – it is a matter of the whole. There are many role players, and the narrative is about them collectively. A favourable narrative environment is not a heroic scene, or a media generated set-up: it is about the context. More widely, it's about who the stakeholders are, what roles they play, and how stakeholders such as customers and sector organisations can contribute to responsible leadership.

Decisions are made all the time, and in a favourable narrative environment, perhaps we will not be as ready to judge the wrongs, but focus instead on improved outcomes or future prospects. And it links back to the maturity of the responsible leader: stepping beyond initial reaction, and looking deeper at the context and relations around. ■



About the Author

Anne Keränen teaches human resources and leadership, especially responsible leadership. In addition, she is working as a specialist in the area of HR / responsible leadership and business for higher education and companies.

Previously, she worked for 15 years in international High Technology Companies. Her main work experience consists of managing and directing level Human Resources positions.

While still working in ICT, she started Ph.D. studies at Oulu University, Department of Management and International Business. Her Ph.D. research work focuses on responsible leadership in business.

Education for the Future

an invitation from the next generation

Chris Taylor

Business schools have traditionally produced administrators. These schools were based on an agenda developed in the 1950s, when planetary boundaries and climate change were not yet recognised and the global market had just opened its doors. Therefore, the focus was on profit, rather than sustaining a long-lasting, healthy organisation that is contributing to a liveable world. With the exception of a few stand-alone sustainability electives, the curriculum in most business schools continues to mirror this outdated focus.

In our experience as students, learning has often been dominated by cramming before an exam only to regurgitate the content of reports, books or lectures. Teaching strategies are focused on passing exams, rather than encouraging students to think independently. Through COMMIT we have considered the skills and characteristics of future decision-makers and strongly believe we can contribute to an education system that both reflects and promotes these characteristics. We believe our work aligns strongly with the increasing trend towards innovative organisational forms (Holacracy, Teal Organisations and so on) and with the most cutting edge learning approaches, such as Collaboratories, Whole Person Learning and Theory U.

Why COMMIT?

We are students who received part of our education from business schools all around Europe (HSG in St Gallen, WU in Vienna and CBS in Copenhagen). We became acquainted through our engagement at Oikos, an international student organisation for sustainability in management and economics, where we started working together in a learning circle on education in November 2014.

From our own experiences and research amongst students around Europe, we came to the conclusion that uninspiring methods and outdated theoretical content play a big role in the

university life of today. This is not capable of providing young people with the skills and tools to act and think in a way that can conquer the challenges of our generation.

So we decided to launch COMMIT – Change of Management Education and Methods In Teaching. In mind of ‘practise what you preach’ we started working on different methods and ideas to bring information across while actively including students in the process of creating ideas and solutions, and working together on every level. From the very beginning we have had a strong link to the GRLI. Our original Learning Circle was supported by GRLI Associate Thomas Dyllick (St Gallen University, CH). Since then, in our ongoing process of exploring new techniques and adapting them to different audiences, we have been mentored by Chris Taylor (Oasis School of Human Relations, UK), as part of the GRLI’s commitment to catalysing the development of global responsibility in the next generation of decision-makers.

What we offer

Over the past two years we have been through a process of exploring the kind of education we would like to see in universities, and developing and delivering workshops that put this new approach into practice.

These workshops are based on feedback we collected about the qualities needed in future decision-makers and the kind of education we would need to help develop these qualities. As an aside, we are consciously using the term 'decision-makers' rather than the usual term, 'leaders'. The further we progressed with this initiative, the more we became convinced that even the language used in management education was unhelpful. We find the term 'leaders' slightly elitist, suggesting that only some are capable of leadership. We also try to avoid the term 'sustainability' because while we support its underlying meaning we find it has been applied so widely and inappropriately that it is now almost meaningless.

To return to education for the future, our discussions with our peers developed the following framework for the qualities of responsible decision-makers and the characteristics of an educational approach that would embody these qualities:

Qualities of Responsible Decision-Makers

- Responsible and fair team players
- Follows through on commitments
- Inspiring and open-minded motivators
- Able to handle complex challenges
- Show understanding and have a strong personality
- Have the ability to create a feedback culture that enables people to question the status quo
- Resilient and independent

Qualities of our Dream University

- An environment that encourages students to develop independent and creative ideas
- Has professors as mentors
- Tackles challenges within a safe space and allows reflection
- Fosters teaching as an art form to fascinate and engage students
- Fosters passion and knowledge
- Teaches humans rather than products of a pre-designed delivery system

In our view it is important that the educational environment reflects the qualities we are aiming to develop in the next generation. This means that the buildings, the classroom, teaching staff and teaching methods all need to be carefully considered and designed to mirror qualities of resilience, independence, teamwork and of challenging the status quo.

Changing the content of the syllabus is great, but it is only a small part of the challenge. To truly develop responsible decision-makers for the future we need a totally new learning experience. This means a shift from a model which is essentially about passing information from one generation to the next, to a model where staff are mentors and facilitators supporting students to grow and develop. In this environment they are catalysts for creativity and independent critical thought.

To explore these concepts further we decided to run workshops wherever we could to put them into practice. To date this has included sessions at London School of Economics, GRLI and PRME in New York, Oikos global student gathering in Switzerland, Vienna Business Week and the recent climate negotiations in Paris. We have held workshops with students only and with mixed groups of students and faculty.

These have ranged from one to four hours. They have always been lively and participative, using approaches that seek to engage more of the whole person – head, heart, hands, body and soul. To achieve this we have included dancing, debate, collaboratories, creativity and peaceful reflection.

What We Have Learnt

We have tried a range of learning approaches and techniques. Wherever possible we have tried to embody the type of educational experience we personally want – and one that uses more of the whole person.

In general, this more participative, more experiential approach is very well received. People are energised by it, they come alive and become engaged. We believe (but cannot prove) that this means the experience has an impact on the participants. They remember it and in some small way it continues to shape who they are.

We have however found that the certain techniques do not always work in different settings. For example, the Samoan Circle method (where four chairs are placed in the centre of the room and only people in those chairs are allowed to speak) worked very well in New York with a mixed group of faculty and students, but did not work at all with a group of new students in Vienna. There is a lesson here about building the level of trust within a group for exercises where some people might feel vulnerable.

Samoan Circle

This is a technique which helps to get to the essence of a discussion by focusing it on a limited number of contributors, while also equalising their contribution. Anyone can join the discussion but only if they take one of the four central chairs, by 'tapping out' one of the other participants. Many GRLI partners will recognise this method from the Collaboratory experiment taken up by 50+20 and GRLI. It has proven very successful in exploring contentious issues, exploring and resolving conflict and engendering a sense of commitment amongst participants.

We have also held sessions where participants themselves design and deliver a short whole person-based learning experience. This has worked surprisingly well. It seems that people intuitively know how to design a good learning environment and can invent interesting ways to explore a wide range of topics around sustainability, climate change, business and a complex changing world.

Whole Person Learning

Whole Person Learning is based on the premise that we each contribute more to a process if we feel able to bring more of ourselves. So Whole Person Learning sessions may engage head, heart, body, soul, creativity, intuition and so on. They will also aim to enable participants to see something new about themselves, by exploring past patterns of behaviour or response. This process holds that if a learning experience has a direct and felt link to my own personal experience in life it is likely to be more meaningful for me. For example: by exploring how responsibility has been a theme in my own life story I gain a more profound understanding of what it means to be a responsible manager in business.

When working with mixed groups containing faculty and students we had a range of experiences. At GRLI this model worked very smoothly with a clear mutual respect and a willingness to learn from each other. In other situations, power was more evident in the room.

This meant it was important to make this explicit and to find ways to allow everyone to have a voice.

Some academics also had a tendency to explore the topics from a detached academic perspective. It took several attempts to put them in a more personal, reflective mind, where they could consider their own approaches. We wanted to explore how we can all influence the nature of management education by the things we do and the way we engage each other. This means looking at ourselves rather than simply exploring management education as a theoretical concept. In all of this we learnt much about ourselves as facilitators. We learnt the importance of the facilitator as a role model. For example, the more innovative and creative we were, the braver the participants were when creating their own whole person learning sessions.

We also learnt a lot about power within groups, how to hold a group to time without rushing things, how to deal with situations where powerful personalities dominate, how to work together collaboratively and how to suggest a way forward and then vary it in response to the needs of the group. We suspect that many of these are lessons may well be more generally transferable to management education.

What next?

Having spent one year exploring how to create management education for a future worth living, we have reached several conclusions about where we want to go next:

Magic happens when faculty and students co-create

We believe there is real mileage in an approach where both parties come together to design curriculum and learning approaches for the future. The old fashioned lecture, cram and exam model is no longer fit for purpose. It does nothing to create reflective responsible leaders and at worse lulls us into a false sense that traditional leadership approaches will work.

Our dealings with faculty convince us that most lecturers came into academia because they were passionate about learning, sharing knowledge and through this making the world a better place. We think this energy can be harnessed when working with students to design new approaches.

Workshops to support each other's education process

We now have a tried and tested workshop approach that can facilitate this interaction. These workshops also embody the type of whole person learning approaches we need.

Strong and stable partnerships

In our experience GRLI partners are among the most innovative and open-minded academic institutions. We think they provide an ideal hot-house environment for embedding innovative approaches. With that in mind we would like to invite GRLI partners to explore the possibilities with us. We would like to run a taster session at the forthcoming General Assembly and then talk to any universities that would be interested in running joint student-faculty workshops on site.

■

Education is not a one-way street. Professors and students have different perspectives and are, therefore, able to nourish and learn from each other. Where mentors and learners meet, that is where education happens.



About the Author

Chris Taylor is a Core Associate at The Oasis School of Human Relations where he leads on social and environmental change. Chris works in business, social enterprise and the voluntary sector to support individuals, organisations and movements that are working to have a positive impact in the world.

Chris is married and has three adult children. He is a keen music-lover, has been learning tai chi for over 15 years and is honing his skills as a performance poet.

Globally Responsible Leadership: Character Dimensions & Elements

Mark Reno, Jeffrey Gandz, Mary Crossan, and Gerard Seijts

- Ivey Business School Western University, London, Ontario, Canada

In our previous article, we argued that it is critical for management educators to develop within business students the requisite competencies, commitment and character for globally responsible leadership. We also focused on the most poorly understood of these “three Cs”, namely, character. In addition, we introduced a working framework of leader character, (see Figure 1), consisting of 11 character dimensions: integrity, humility, courage, humanity, drive, accountability, temperance, justice, collaboration, transcendence and judgment. In this article we discuss each of these dimensions, and describe some of their important connections with globally responsible leadership.



Figure 1

Source: Seijts, Gandz, Crossan & Reno. 2014. *Character Matters: Character Dimensions Impact On Leader Performance and Outcomes*. *Organizational Dynamics*. 44, 65-74.

Drive is essential to leaders so that they will aim high, establish stretch goals, and execute the plans to achieve them. Leaders and teams with drive demonstrate initiative, passion to achieve results, the vigour to motivate others, and a desire to excel. We believe that for globally responsible leaders, this drive comes from within.

Accountability includes a sense of ownership, being conscientious in the discharge of leadership mandates, and accepting the consequences of one's actions. Globally responsible leadership requires leaders to demonstrate high levels of accountability for results, and the ways in which they are achieved, rather than ducking legitimate responsibilities and engaging in negligent and reckless conduct.

Collaboration is essential for leaders to form effective, leaderful teams and to work collegially to achieve mutual goals. Also, leaders must be open-minded to benefit from a diversity of views, and flexible to co-operate with others to develop better quality ideas and effective implementation of decisions, within their own organisations, as well as with external groups and organisations.

Humanity, which we describe as consideration for others, empathy, compassion, magnanimity and the capacity for forgiveness, is essential to leadership. We do not view humanity as a soft or weak dimension of leadership character, but as a fundamental strength that is at the core of fostering constructive and caring relationships, and as essential to supporting other dimensions of character.

Humility has long been regarded as an essential quality for leaders; without humility, it's impossible to learn from others or from one's own mistakes. This dimension embraces a degree of self-awareness, vulnerability, the capacity for reflection, and a sense of gratitude toward those who have helped.

Temperance enables leaders to be calm when others around them panic, to think things through, and act in the best long-term interests of all stakeholders. It also helps them avoid over-reacting to short-term successes or failures, exercise self-control, and to assess both the risks and the rewards of alternative courses of action. Globally responsible leaders must take risks, yet exercise the discipline to responsibly manage them.

Justice is central to globally responsible leadership. This construct incorporates fairness and even-handedness in both procedures and outcomes and a sense of proportionality with respect to praise or censure. In the broadest sense, justice reflects the requirement of leaders to contribute to the development and wellbeing of the societies and ecologies within which they operate. Businesses often struggle with this dimension of character – recognising its importance but wondering about its role in profit-maximising contexts.

Courage, mental and sometimes physical, is a requisite character dimension for globally responsible leadership. This includes preparedness to take risks, to challenge the status quo, to test uncharted waters, to speak out against perceived wrongdoing, and to be prepared to admit to limitations and mistakes. Sometimes it requires courage to adopt a lower-risk strategy, forgoing the immediate returns of a higher-risk route. It also includes resilience since leaders often fail in their initial efforts to accomplish something worthwhile.

Transcendence is the character dimension that enables leaders to see the big picture, appreciate the deeper significance, and to take the long view. Transcendence is not a detached otherworldliness. It contributes to leaders undertaking what are globally responsible initiatives that benefit society, the planet, and economic prosperity, as opposed to simply pursuing expedient or narrow organisational profitability.

Transcendent leaders are generally creative and optimistic: they focus on the future and inspire others to do the same – keeping their feet on the ground while looking over the horizon.

Integrity is essentially about wholeness, completeness, and soundness of leadership character. It is most readily apparent in principles such as honesty, authenticity, transparency, candour, and consistency, but it is also used to describe high moral standards. It involves knowing who you truly are, being true to yourself, and ultimately being complete, coherent, and morally sound, saying what you think, and doing what you say. ‘Integrity as wholeness’ is, in essence, a synonym for ‘good character’.

Judgment has a central place in leader character. Each of the other dimensions of character represents reservoirs of varying depth – people may have lots of courage or a little, great humanity or not so much. How an individual’s character is expressed in a particular context depends on their judgment. Judgment moderates and mediates all of the other dimensions to determine leader behaviour in different situations. It acts like the symphony conductor, determining when courage should be shown and when it is better suppressed, when collaboration is appropriate and when a leader should go it alone, when it’s appropriate to demonstrate humility and when to demonstrate great confidence, when to be temperate and when to be bold, and so on.

We propose that within mature globally responsible leadership all of these character dimensions are operating together in complex, situationally appropriate ways. In our next article in this series we shall describe the results of Ivey Business School’s recent research into how these character dimensions work together and their impacts on leader performance and outcomes. ■



About the Authors

The authors are all at the Ivey Business School at Western University in London, Ontario, Canada.

Mark Reno, Ph.D. (Toronto) is an associate of the Globally Responsible Leadership Initiative, and an Executive In Residence at the Ian O. Ihnatowycz Institute for Leadership.

Jeffrey Gandz, Ph.D. (York) is Professor Emeritus of Business, Economics and Public Policy.

Mary Crossan, Ph.D. (Western) is a Distinguished University Professor and Professor of General Management.

Gerard Seijts, Ph.D. (Toronto) is a Professor of Organizational Behavior, holds the Ian O. Ihnatowycz Chair in Leadership, and is Executive Director of the Ian O. Ihnatowycz Institute for Leadership.

Global Responsibility in Action 2016

In this regular feature, we chronicle the GRLI's ongoing journey of catalysing responsible leadership and systemic change. In this issue, we look at some of the notable events and initiatives during the first half of 2016.



BUDAPEST

January 2016

EFMD Deans & Directors 2016 – Global Responsibility Breakfast

The GRLI, in partnership with the Business Schools for Impact of the United Nations Conference on Trade and Development (UNCTAD) and Global Business School Network (GBSN), hosted a Global Responsibility Breakfast in Budapest, Hungary. The breakfast preceded the 2016 EFMD Deans and Directors General Conference and was attended by more than 60 business education leaders from 29 countries. With a discussion titled “How can business schools be a vector for responsible and sustainable business?”, attendees heard views from leading minds James Zhan, Robert Kennedy, Dominique Turpin and Cecilie Hultmann and then participated in a robust discussion on the topic.

February 2016

AACSB Deans Conference and Responsible Management Education – Miami, USA

The GRLI will in future prioritise the AACSB International's Responsible Management Education Affinity Group as an important platform to help transform Business and Management Education. This was affirmed when the GRLI, together with more than 600 business school deans from 50 countries, attended the AACSB's Conference in Miami, where the focus was on “Innovations That Inspire”. At the meeting, several GRLI Partners and Associates supported the notion that this affinity group would benefit from a formally elected and globally representative steering committee.

April 2016

vCollab on defining Responsible Leadership

On 23 April 2016 the GRLI hosted its first ever virtual collaborative meeting (vCollab) to progress the common and shared understanding of Responsible Leadership. The meeting was based on the 50+20 Collaboratory Approach and was attended by more than 25 partners, associates and guests who dialled in for two and a half hours of insightful and enriching discussions. The session opened with contributions from five conversation starters: Karen Blakeley, Jonathan Gosling, Anne Keränen, Katrin Muff and Mark Reno, after which the entire group discussed and ultimately progressed their understanding of the topic.

Power Housing Exchange: Collaborating for a better housing future – Melbourne, Australia

Claire Maxwell, Group Chair of the GRLI's Guardian Group, represented the GRLI at the Power Housing Exchange in Rydges, Melbourne. The event was attended by more than 150 delegates and it gave the GRLI an opportunity to raise awareness and a sense of urgency for responsible leadership among executive management. At the event, the GRLI also focused on the UN Global Sustainability Goals and discussed ways in which responsible leadership could be applied beyond the corporate social responsibility mandate.



MIAMI



NEW YORK

July 2016

vCollab – What makes a great learning experience?

In keeping with the momentum generated by its first virtual collaboratory (vCollab) in April 2016, the GRLI held a second vCollab to explore the question: Responsible Leadership – what makes a great learning experience? Julia Weber (Oikos International), Anna Beyer (Oikos Executive Board) and Heidi Newton-King (Spier) started the conversation with individual, thought-inspiring contributions.

The vCollab format continues to be refined and supports both active listening and full participation in small groups and the group as a whole.

May 2016

Elyx helps launch the world's first Sustainability Literacy test at the UN Environment Assembly

The world's first online test of sustainability literacy, Sulitest.org, was launched at the United Nations Environment Assembly (UNEA) in Nairobi, Kenya on May 26 2016 in the presence of H.E. Oyun Sanjaasuren, environment minister of Mongolia and first elected president of UNEA. Sulitest.org's innovative method of testing participants' awareness of sustainability literacy (the "Suli" in "Sulitest") is closely aligned to the United Nation's 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. For this reason, the website features the endearing animated character Elyx throughout its pages. Elyx was created by the artist Yacine Ait Kaci, or Yak, and it was recently made the first UN's digital ambassador.



BOSTON

AACSB's ICAM 2016 and Responsible Management Education Affinity Group – Boston, USA

The GRLI took on a new charge to address the evolving expectations of management education and the emerging opportunities for business schools, working alongside students and business practitioners to forge a new path. At the Affinity Group meeting at ICAM 2016 the GRLI received the support and participation of Partners and Associates to help develop and grow Responsible Management Education through the AACSB network and events.

Engineering **the future**

Verena Fritzsche



It is northern Germany's hub for management education especially for engineers: at the Northern Institute of Technology (NIT) management students learn how to manage and lead through modern changes that come with digitalisation. Leadership 4.0 is increasingly gaining in significance. Besides, the entire course of study is pervaded by sustainability and responsibility.

Highly-motivated engineers from around the world learn how to tackle management tasks responsibly and sustainably at NIT. Founded in 1998 by 40 professors at Hamburg University of Technology (TUHH), the NIT has developed to become an acclaimed business school for engineers, attracting students from all over the world to northern Germany. The idea was driven by an initiative of Professor Hauke Trinks, President of TUHH at the time, an initiative which was equally simple and convincing: to set up an entirely post-graduate institution in order to offer an all-English double-degree programme.

Double-Degree Master's Programme

Today, we still provide an English-language study programme leading to two fully-fledged Master's degrees: a Master of Science in engineering and an MA or MBA in Technology Management, whereby NIT's course can be combined with one of the six English-language Master's programmes offered at TUHH or with one of the many German-language programmes. Apart from the double-degree programme, courses at the NIT can also be completed parallel to regular employment. Classes also regularly feature doctoral students developing their

expertise in Technology Management at NIT and learning how to become good and responsible (team) leaders.

Only about 30 high potential students are granted admission after personal interviews held at locations all over the world. Outstanding students receive scholarships from companies and foundations to fund their studies. Most of them live in apartments in the NIT building on the campus, so international exchange is part of the deal. The NIT program is inspired by a vision of globally responsible and entrepreneurial leadership rooted in broad qualification, comprising intercultural skills, ethics, communication, and languages. Accordingly, membership of the GRLI is very valuable for us. For the past 10 years, we have been benefiting from the network, which we also enjoy using extensively for specialist exchanges.

At the NIT, students have a choice of two specialisation modules: the Classic Track offers a number of specialty courses in Technology Management, such as Technology Road Mapping, Quality Management, and IT Management. And the E-Track encompasses project-based learning and workshops

in entrepreneurial management with an opportunity to test new business ideas and models. Students develop an entrepreneurial mindset that is beneficial for future careers in industry as well as new ventures. Our seminars and workshops follow modern teaching and learning approaches and are offered by highly-acclaimed academics and practitioners of international repute, representing a variety of renowned institutions worldwide. Our students benefit from small classes and enjoy individual attention.

Leadership 4.0

As a current mega-trend, digitalisation is fundamentally changing work processes. Digital change is also altering corporate structures. The classic understanding of labour and, with it, management, is obsolete. But what tools do managers need to be good leaders today and above all in the future?

Fascinated by the current digital revolution, recent years have seen us intensively preoccupying ourselves with management behaviour under changing framework conditions. What does Industry 4.0 mean for tomorrow's employees and leaders? Even today, value chains are increasingly fully digitalised and products are ever more interlinked. Data is exchanged in real time along the value-added chain. Digital, often disruptive business models arise, whereby flexible start-ups represent challenges for established major corporations.

Co-operation and teamwork are attributed a particular significance as collaboration across regional borders and in virtual teams is becoming ever more important. But with demographic development also comes change: European populations are aging while the global population is growing, i.e. workplaces feature the young and old, men and women, various cultures, religions and therefore differing approaches to life. Proper handling of diversity is the secret to success when it comes to good leadership.

In the future and more than ever before, management personnel will need to be capable of managing changes responsibly. Leadership today is participative and empathetic, which is why social competence among future managers

is a particularly desirable trait. But this is exactly where two-thirds of German-speaking decision-makers see the greatest need for action. Good leadership is based on many elements. Promising examples include establishing a culture of feedback as well as constructive criticism. Individual creative freedom and personal progress are also factors of increasing importance with personnel motivation representing a key element. After all, those who are enthusiastic about their work make outstanding contributions to their company.

Leadership 4.0 offers manifold opportunities for management personnel and their teams. Technological innovations are synonymous with independence from fixed workplaces, working hours and tasks. What's more, recent years have shown how intelligent life is possible beyond permanent employment – work can be designed more flexibly in the future. Intensive integration of each individual employee releases more creativity and leads to better results as well as, in many cases, new solutions. Agile leadership and flat hierarchies provide relief from unnecessary bureaucratic structures and time-consuming decision-making processes, opening up a path for innovations and swift realisation thereof.

The NIT invests its expertise in terms of leadership in a variety of bodies and networks. We see ourselves as a link between technology and management as well as science and practical applications. Both at regional and international level, we explore the challenges facing a new generation of managers whom we actively prepare for these new tasks. Soft skills training, intercultural teamwork, corporate governance and responsibility are firmly anchored in the curriculum of our Technology Management course. And interaction with the GRLI community helps us to stay up to date at all times. ■



About the Author

Verena Fritzsche heads the Hamburg management hub for engineers. The NIT deals intensively with the current mega-trends Industry 4.0 and digitalization. Ms. Fritzsche, who also has broad practical experience in further education and teaching, is an expert on the subject of Leadership 4.0.

Partners for Possibility

Business working to transform education

Mandy Collins



On the southern tip of South Africa, in 415 schools, a ground-breaking initiative is taking leadership development into schools, and facilitating a transformation in education – one school at a time. The project, Partners for Possibility, is a beautiful example of what is possible when business looks beyond just the bottom line, and sees itself as a citizen able to make a positive contribution to the society it operates in.

Partners for Possibility (PfP) began five years ago when founder and CEO, Louise van Rhyn, joined in partnership with Ridwan Samodien, the principal of Kannemeyer Primary School, an under-resourced school in Grassy Park, Cape Town. Louise says she wasn't quite sure what this journey would entail – only that it was vital that someone began it.

Louise is an organisational development practitioner skilled in dealing with large-scale social change, and she had long wanted to do something to contribute to forging a new future for South Africa. She felt strongly that education lay at the heart of writing a new story for the country.

In conversation with school principals, she received a strong message from them that they needed something other than the traditional approach to sorting out education. “They said they didn't want someone to come and fix them,” Louise says. “What they needed was someone to walk alongside them and help to build their capacity; equip them in areas where they felt they needed support.”

South Africa's education system is widely regarded as being in crisis. Eighty percent of the country's Grade 5 scholars are unable to read at grade level. Only half of Grade 3 pupils are literate.



South Africa is consistently on the bottom of international academic measures of literacy and numeracy. Half the children who start school never finish, and only 35% of those who start school ever graduate from high school.

So instead of losing hope at the scale of the problem, or focusing on what was wrong, PfP took the approach of looking at what was working in the country's 5 000 well-performing schools. "You don't look at divorce to figure out what makes for a good marriage," Louise quips, to illustrate this approach.

And what they found, was that well-functioning schools had two things in common: a principal equipped for his/her very complex job as the leader of a school, and a supportive community of teachers, administrators, parents and other community members.

Principals in South Africa often leave the classroom at the end of one month, and step into the principal's office the next, and the job is extremely complex. In most of these schools,

principals have to oversee all the administration of the school, any human resources issues, cope with maintenance of the schools, deal with infrastructure and technical challenges, and budget and run the finances – alone.

And that's on top of the most important part of the job: ensuring that every child receives a high quality education.

In addition, most of these schools are not supported by a strong community. Principals and teachers simply battle on alone and do the best they can against enormous odds. When you compare that scenario to the way business is run in South Africa, you see a stark difference. Business leaders in South Africa are constantly being equipped for their roles – and they have the necessary infrastructure and support to keep their businesses running by clockwork.

The opportunity here was to bring these two worlds together, and form partnerships where the learning would flow in both directions.



Both partners would have something to teach the other. And by walking together, they could find the solutions for each unique school, and set them on a new path.

There is no doubt that the principals' leadership skills flourish as they go through the programme. But PfP is as much a leadership development initiative for the business leaders as it is for the principals.

The programme is something of a 'next-level' leadership process, as it provides what Phil Mirvis, of the Global Network of Corporate Citizenship, calls 'consciousness-raising experiences'. Mirvis points out that business leaders learn the most powerful and relevant lessons when they move "from the relative comfort of the corporate classroom into unfamiliar territory where they encounter people and problems seemingly far removed from the day-to-day scope and concerns of business life".

This is precisely what Pfp delivers. Business leaders find themselves in an entirely unfamiliar environment – education – and yet they are called upon to lead. They have no authority, no mandate, no direct control, and this has a transformational effect on the way they conduct themselves both at work and at home.

"Many of our business leaders report that they learned far more from their principal than they felt the principal learned from them," says Louise. "It's a transformational leadership experience because they are challenged to re-think their way of being in the world."

The Pfp programme is aligned with the thinking of the Globally Responsible Leadership Initiative (GRLI) and specifically their vision of 'Management Education for the World' (also known as the 50+20 vision).

One of the calls from 50+20 was for management educators to develop 'collaboratories' that would feature new models of leadership development. In September 2014, John North (managing director of the GLRI) cited Pfp as a vivid example of this and invited Louise to be a collaborator in developing "an inclusive learning environment where action learning and action research meet".

John was pointing out that the core ideas in the Pfp process are aligned with the core ingredients of collaboratories as defined by the 50+20 authors: "Fostering active collaboration among a diversified group of stakeholders, convened around a single issue or question, and working with whole person learning, creative, and systemic approaches to foster collective problem-solving and co-creation."



To date, 415 of these partnerships have been formed, comprising business leaders from 255 organisations, and the results have been truly astonishing. One by one, schools around South Africa are transforming themselves – not through hand-outs or large injections of funds, but through the power of active citizenship and community building.

As one business leader on the programme put it, “We used to wait for something to happen, someone to do something. Now, 18 months later, in our country we have the same president, the same government, the same learners, and the same social challenges. At our school we have the same (mostly) unemployed parents, the same old school building, the same teachers, the same principal, and less budget than was allocated last year.

“But we have reduced the size of our classes, revamped our bathrooms, built our first ever sports facilities, improved security and hygiene at the school, started a new library, and the children’s academic results are starting to improve.

“Through Partners for Possibility we create partnerships and leaders who influence the conversations we have, conversations that result in the community creating the future we want ourselves: done by us, for us.” ■



About the Author

Mandy Collins is a freelance writer and editor who isn't quite sure how she ended up writing about education when she had a career in television production all mapped out. She's a mother, an ardent baker, a garrulous tweeter and a procrastininja, among other things.

Roberta Baskin



I love storytelling. It's a primordial instinct embedded deeply in our DNA. Our ancient ancestors scratched images on cave walls or gathered around the campfire to tell stories.

Today, we gather around the campfire of the computer screen and tap out digital images. As an investigative reporter for more than 30 years, my calling was digging up stories about corporate misconduct. I still believe that exposing bad stuff can lead to positive outcomes. But, I have made a radical shift in the kind of storytelling that I believe can spark the global shift we all need: the questions we ask frame the stories we tell.

My deficit-based focus on "What is wrong?" brought relentless searches and discoveries of problems. My current collaboration is with Professors David Cooperrider and Ron Fry, the gurus behind the strength-based inquiry called Appreciative Inquiry. Working in the Weatherhead School of Management at Case Western Reserve University has transformed my world view.

Our pilot project, AIM2Flourish, connects us with GRLI, PRME and the LEAP initiative on a global search to find amazing innovations. We're calling our mission AIM2Flourish because we want to amplify and celebrate the most inspiring examples of business innovations that are tackling humanity's biggest challenges.

What the world has decided are the most pressing needs that have to be addressed through the UN's 17 Global Goals (i.e. the ending of poverty, and justice and education for all), is shaping a world view lens.

By working with 24 professors in 19 countries and nearly 100 students, we collectively search for businesses that are aligned with these Global Goals. And by looking through this lens, these students have discovered incredible innovations.

They left their classrooms to conduct Appreciative Inquiries with innovators and learnt about the guiding principles behind their business ideas. The feedback we've heard from our trailblazer management students reflects the joy they felt in discovering how creative, nimble, and noble running a business can be.

Students called it a transformative experience, seeing first-hand what business innovators can do to improve our world. More importantly, students reported that they see themselves becoming these kinds of leaders when they graduate.

To underscore, this is what Bernard Bairoy, a student from the IPMI International Business School in Indonesia, wrote about his experience:

"Our paradigms somehow shifted toward a sustainable direction of conducting business in the future wherein social innovation will form the nuclei of our business models." In June 2015, we shared the wild success of the AIM2Flourish pilot project at the GRLI and UN Global Compact PRME meetings in New York. We launched our AIM2Flourish technology platform as a home for all the business innovation stories. We also signed up more management schools and professors to continue the discovery of business innovations for global good. In the run-up to our Global Forum in 2017, we will be looking at all these stories as nominations to celebrate the best examples of business as an agent of world benefit. My radical career shift from chasing after bad companies, to searching for the good, has awakened a world of opportunity, innovation, and resilience. It makes me more hopeful.

As a species, hope is a kind of fuel. It's the engine that creates solutions to all the daunting challenges we face. Without hope, why bother to even try?

Our world inquiry to find and tell stories about groundbreaking business innovations is leading to a growing number of uplifting and surprising discoveries. We're grateful for John North's support and encouragement for our June 2015 debut at the UN. As one of our founding partners, the Globally Responsible Leadership Initiative is at the heart of AIM2Flourish becoming a catalyst for global responsibility in the next generation of business leaders.

I find myself a hopeful participant in a time where all around us there is a global shift in consciousness toward optimism. There is an energy coalescing around a solution-driven, we're-in-this-together framework. You find it popping up in online news sites devoted to good news. In a sign of the times, the Huffington Post started a section called Good News, as well as an even newer one called Impact: *What's Working*.

It is this spirit of sharing the best in business, that fuels AIM2Flourish. We're aiming to transform the story about business – from bad to beneficial. And we're going to do it by motivating and inspiring the next generation of leaders – students in business and management schools.

Our partnership with GRLI is essential to how we're going to grow. We started earlier this year with just 24 professors in business schools spread across 19 countries. With GRLI's dynamic outreach, AIM2Flourish will become an integral part of many more management schools. And those schools will be graduating business leaders who will consciously make decisions for all their stakeholders, not just their stockholders.

My dad, Alan Baskin, followed his passion. He made his living in paradise and built a thriving scuba diving business, Baskin in the Sun. It attracted many happy returns from all over the world. My dad's eclectic philosophy is part of my DNA, and it's reflected in his personal 10 Commandments, below.

Alan's 10 Commandments

1. So what!
2. Why not?
3. To be, or not to be
4. Absolute honesty from a loving place
5. I take full responsibility
6. When you give it up ... you get it all
7. When in doubt, throw it out
8. Forgive everyone
9. Love, without conditions
10. Be like a kid in a candy store

Mary Gentile

Giving Voice to Values

The work I do with Giving Voice to Values (GVV, www.MaryGentile.com) is a close fit with the GRLI's vision and boundary-spanning work. When I think of the GRLI, I think of an effort to build commitment across disciplines, to inspire, encourage and equip managers and management educators to address issues of value-driven leadership.

Initially, my purpose with GVV was to transform how management education frames values-driven leadership and ethics in business. Now, I see it more broadly. The aim is to impact values-driven leadership development both within companies and across professions. As with the inception of the GRLI, people have come together across business practices and education. The GRLI is now stretching beyond this, much as GVV has done. Through the GRLI, I know there is a community of people labouring in the same vineyard.

Prior to, but also alongside my years with Harvard, the Aspen Institute and in business consulting, I've always had a strong personal commitment towards values and leadership. I realised that values-driven leadership development approaches were not entirely effective. I saw this as a clear catalyst to develop GVV.

More personally, I derived motivation from my family and youth experiences. I've always had a strong reaction to what I saw as distinctions between right and wrong, constructive and destructive, progressive and counter-progressive. I recognised a lack of equity, fairness, and compassion. Yet, as an introvert and somewhat risk averse person, I thought I was doomed to only recognise this, not equipped to do something about it!

Figuring out how I could be effective was a personal journey. Developing GVV healed my own personal wound.



The conceptual rationale behind GVV is about rehearsal, pre-scripting, practice and peer-coaching. I developed GVV in order to help us all to become more able to voice and enact our values effectively while resonating with our individual personalities. An introvert can do this just as well as an extrovert, but the way they act might be quite different.

We so often talk about CSR and business ethics as black and white. We may feel that if you can't act courageously or fix the entire picture, then the only alternative is to give up. I recently met with middle managers in Nigeria. They viewed their ethical and leadership challenges as almost impossible to overcome. But a non-judgemental conversation, with no commitment but to explore possibilities through conversation, changed their views. They realised the value and opportunity in moving from a judgemental framework to a solution-driven framework. It was quite moving, and inspiring.

I am trying to point out that the world is a complex place. Most issues cannot be addressed by a single individual, voice or decision. But you want to be active in the change journey. Many people initially only make very small changes, but it keeps that person in the change-building process. Likewise, the muscle for GVV has to be built over time. *(continued on following page)*

At a conference years ago, I delivered a presentation to a small audience including a scholar I admired and whose research I used. I was excited by the opportunity, but afterwards she was not supportive of the work. Devastated, I remember thinking maybe I, or the GVV initiative, were misguided. The same day I shared GVV with another audience and they could not hide their excitement and encouragement. The juxtaposition of these two experiences taught me that as long as I keep going in a forward direction, I should not be totally discouraged by the negatives, nor unquestioningly believe all the positives. The truth is in-between. This realisation helped me maintain resilience and realistic expectations.

Furthermore, being clear about objectives was important. We can get caught up in quantitative objectives, having our work used by more companies, schools, etc. I was very clear from the beginning that behind GVV are powerful ideas and nobody 'owns' ideas. The curriculum is entirely free for use or adaptation, with acknowledgement. I invite people to generate more GVV materials. For example, we worked with faculty and business people in India and in Egypt to create context-specific GVV cases, and are working on a similar project in China. GVV has had hundreds of pilots and has been used on all seven continents. I realised that by allowing openness, people can apply GVV differently to the way it was intended, and it becomes even better! Whether they call it GVV or not, the impact is there.

Being clear about GVV's purpose and motivation prevented both internal and external barriers. As an introvert, speaking in front of groups remains challenging. One of the ways that I manage this anxiety is to 'take refuge' in the Buddhist sense. I repeat a little mantra to myself before embarking on any presentation or talk: I take refuge and set my intention. I want to be helpful! I will do my best to be helpful! I share what I have. People will either find it helpful, but if they disagree, maybe they will find it a trigger to do something better. It is not my intention to make sure that everyone who walks out of the room adopts GVV.

My goal is more achievable: to be helpful in a

general direction of how people can be more responsive to values and act on them effectively.

In using GVV, some people will bother to express their appreciation, even only in a short email. I encourage people to express gratitude for each other, even if it is someone you don't know. It is hugely motivating.

I note these encouraging messages in a little book. And on those days when I feel discouraged, I look at this and regain energy for our shared journey of transformation. ■

Liliana Petrella



The European Foundation for Management Development (EFMD), with whom I have been working since its inception, has always been interested in corporate social responsibility. This interest deepened when, in 2000 after the fateful events of 9/11 in New York, the EFMD was asked to encourage a deeper reflection on how to develop a new generation of responsible managers. In this role as catalyst it launched the GRLI.

I consider myself lucky to have been part of the pioneering group that founded the GRLI and to have been contributing to its further development. I have done this firstly as the board member representing the EFMD and in my role in the 'Business School of the Future' project and the 'Young Ambassadors' network.

My background and circumstances brought me to Belgium at an early age. I have always been living among diverse groups of people—individuals originating from various countries, with very different backgrounds and loads of experiences to share. From this I have been encouraged to focus on the individual, without any special reference to any social code. I very soon realised how important education is, and that it is the only truly trans-national passport.

Later on, through my work for an international organisation that focuses on management education and that serves as a catalyst for many initiatives, the GRLI vision resonates closely to my personal journey.

I was quite taken by a definition of entrepreneurship, which I once heard from an academic: An entrepreneur is someone who takes his destiny in his own hands. What the GRLI is expecting from us is exactly this, that each of us takes our individual destinies in our own hands. The sum of all our individual actions, the sum of our individual consciously chosen destinies, will make a difference.

On a personal level, as a mother and grandmother I am concerned with the kind of world we leave in heritage and the role my generation played in turning this world into one that is driven by economics, rather than a world that is driven by the well-being of humans, and other living species.

The lack of financial resources is a challenge and one that does not encourage people to change what seemingly works, unless forced through circumstances. Ensuring personal resilience is however possible and this view is defended by the GRLI and it matches my personal vision and values. With such a strong personal conviction of my personal values and giving effect to this through my work environment, I do not see problems as obstacles but challenges that, if faced, make me stronger.

During the journey, I met sincere, committed and brilliant individuals who carried such an energy during the meetings we had. But like all our friends and colleagues I guess, I was faced with some challenges that even today I haven't overcome. Organisations are difficult to change unless one has a critical mass of people who share the same vision, do not fear change and who are ready to take risks and face criticism. ■

Sauli Sohlo

I try to approach issues of global responsibility, responsible leadership and sustainability, in a very pragmatic way, and believe we should also have a pragmatic approach towards the ways in which we deal with these current day issues. There is a synergy between this and the GRLI.

Through the GRLI, I got to know about the development of the Sustainability Literacy Test (SLT) and collaborated with the Kedge Business School in developing the SLT, following the GRLI's annual meeting in 2014. Now, we are forming new working groups across Scandinavian countries to expand the SLT.

At Oulu Business School of the University of Oulu in Finland, we are in the second year of teaching a course on Globally Responsible Business (GRB). This new course has been designed to cover different approaches and aspects of responsible leadership and responsible business, and it draws on the work from both the GRLI and SLT. What is more, this course is now compulsory for all our business school Master's students.

We take these topics very seriously, and they play a key part in constructing a positive change for business schools. The course has been well received by the students and interestingly, the contents of the course have inspired new teaching methods, including collaborative learning involving social media and other web-based learning environments. This has generated new learning method impacts and interest from students.

Not only does the GRLI vision for catalysing global responsibility worldwide resonate with my personal pragmatic approach: it also resonates with a solution-driven approach that is based on rationality and positivity. In discussing the issues surrounding responsibility and leadership, there is often a danger that we remain within an ideological or theoretically framework only.



Understanding how real this danger can be and the resultant sense of urgency that we should not stay at ideology or theory, has made it easier for me to play a role in catalyst initiatives.

I'm furthermore personally motivated by knowing that responding to the issues of our time is the right thing to do, as is inspiring others through this. From issues such as child labour to more complex matters such as energy use and energy resources, I am motivated through thinking about these matters introspectively, thinking about how they apply in my personal life, and then aligning that with what I believe is the right thing to do.

There are many international guidelines that the world can use and apply to help guide us in doing the right thing. We should intentionally try to identify the issues, rather than delaying until they become more complicated. But through it all, we should consciously choose our own actions so as to also catalyse others.

Challenges and issues are closely linked to the roles and standards that we set for ourselves, as well as our contextual factors. In the Scandinavian countries, issues of sustainability, environmental consciousness, global responsibility and leadership are frequently on agendas for discussion, generating both public interest and support. This has reduced the challenges of creating change.

Therefore, it is now a good time to bring initiatives forward. The public is more approachable, and the younger generation understands the issues at hand more clearly. The current social setting in Finland is an important supporting baseline, allowing more opportunities and enthusiasm for grasping these issues, as opposed to challenges. As a result, we feel we are pioneering in catalysing sustainability, at least in some ways!

Other people and groups that work collectively on these matters are helpful as external inspiration, and the contextual environment can also be a favourable factor. The GRLI people have always been welcoming and inspirational through shared commitment, interaction and activities. Again, having a firm belief in what is right for the future is fundamental, and makes it easier to promote change.

My rule for ensuring personal resilience on this journey is simple: it is more important to move forward than to be the best. And maybe, through genuine enthusiasm and the ability to recognise opportunities and possibilities, others will be inspired too. ■

2016 GRLI All Gathering Momentum (AGM)

17 – 19 October 2016

Kemmy Business School,
University of Limerick, Ireland

Mé, Sinn, Go Léir

“I, We, All of Us”, as depicted here in ancient Ogham script, conveys the sustainability lesson that sufficiency is actually abundance; that enough is plenty.

Partners, Members, Associates and Friends of the GRLI are invited to join the annual GRLI AGM to connect and reconnect with each other, the vision and mission of the GRLI, and the activities that support and promote the development of Global Responsibility.

The programme includes our annual “All Gathering Momentum” meeting, several project workshops, a Collaboratory on Catalysing Responsible Leadership and a reflective learning journey focused on social and environmental responsibility.

Fees & registration applicable.

www.grlI.org/event/2016-cgcg/

