

Global Responsibility



GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

The GRLI Partner Magazine
No 15 | 2016



2016 AGM
COMMON GOOD
COMMON GROUND

Quantum Leadership

Chris Laszlo on accelerating Globally Responsible business

It starts with me

Featuring Dan LeClair, Edith Littich and Jean-Christophe Carteron

BSL Holacracy

The last and past Dean on power-distribution and self-organisation



**GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE**

Global Responsibility

The GRLI Partner Magazine N° 15

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Managing Director
GRLI Foundation



The many meetings and discussions that I had the privilege of participating in this year have brought me in contact with a range of views and opinions on the state of the world and the relevance of collective and individual responsible leadership in current and future affairs.

I used every opportunity to expound on the work and ways of working of the GRLI, as well as our vision of catalysing the development of global responsibility in both leadership and practice. Many of these discussions were held in an environment unfamiliar with the theory and practice of responsible leadership, global responsibility and related concepts, but I am yet to meet someone who does not agree with our goals as a community and initiative, and the relevance of that for which we advocate.

In these dialogues the urgent need for and apparent lack of responsible leadership in organisations and society is felt to be growing by the day. Unfortunately many of the conversations also end with a wistful 'good luck' as if to signal that even though responsible leadership is very important, it is unlikely to be the way the world is moving.

I always question that response, because the activities of the GRLI partnership and the many initiatives that it helps incubate, should act as living proof that responsible leadership has taken root and is making a positive difference in the world.

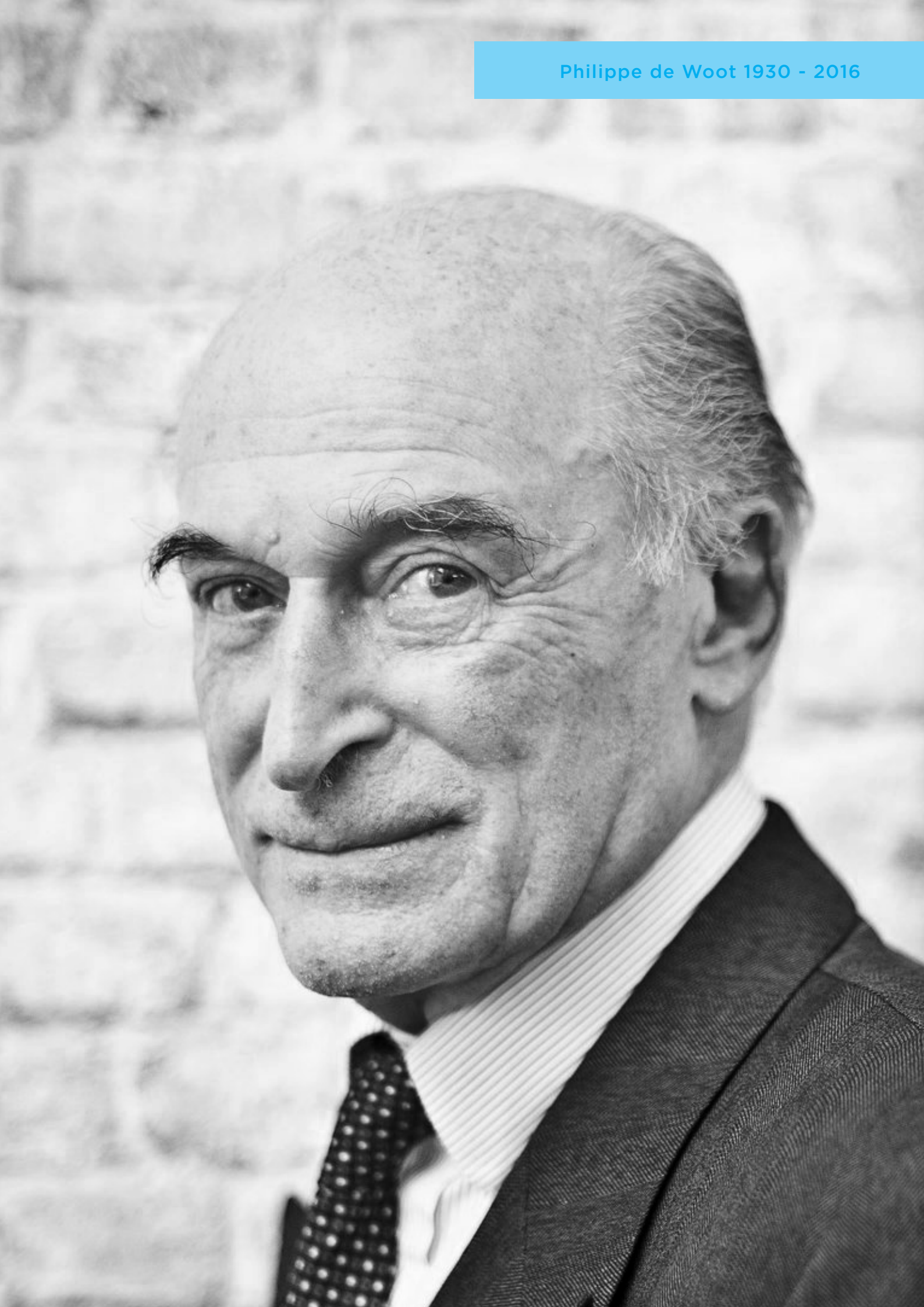
You might argue that my opinion is formed in an echo chamber of like-minded people and organisations, but I would argue that the sources of support and positive feedback are too varied and regular to be only from within the closest circle of GRLI influence.

Many of the initiatives and inspirational people to whom I refer are discussed in this edition of the magazine. One of these is a special tribute by Liliana Petrella and Anders Aspling to our Senior Advisor and Fellow, Philippe de Woot. Philippe passed away recently and remained, to his death, a source of unflinching inspiration for the responsible leadership movement.

This edition also reports on our 2016 AGM, which was held around the theme 'Common Good, Common Ground', whilst Chris Laszlo introduces an exciting new perspective on Quantum Leadership and how this project is accelerating globally responsible business. This will be a guiding theme for our 2017 AGM.

Our spotlight section includes a personal reflection from Dan LeClair, executive vice president and chief strategy and innovation officer of AACSB International. Dan's reflections on his personal journey and its touch points in the world of responsible leadership support my views above. We are making positive progress among our associates, partners, friends and across the world through our action-oriented focus on establishing responsible leadership in both theory and practice.

Philippe de Woot 1930 - 2016



A tribute to Philippe de Woot

1930 – 2016

Leo Kok in conversation with Liliana Petrella and Anders Aspling

The movement for globally responsible leadership lost a guiding light in October this year when Professor Emeritus Philippe de Woot passed away at the age of 86. Since news of his passing broke, the tributes have streamed in both to and from his friends, colleagues and the office of the Globally Responsible Leadership Initiative (GRLI). Philippe was a founding member of the GRLI and he remained active in the movement as a Thought Leader, Fellow, Senior Advisor and a close friend. The tributes speak of Philippe's humanity, sharp intellect and his passion for advancing the conversation on the role of business in society, and the advancement of the all-encompassing work for the common good. The range of tributes clearly attest to the reach of Philippe's influence, coming in from across the globe, from friends and contacts in business, academia and civil society.

Establishing the GRLI

Philippe was one of the initiators of the GRLI and a significant adviser to the 2005 report, GRLI: A Call for Engagement and a leading force behind the 2008 document, GRLI: Call for Action. These documents have served as a guide to the partners of the GRLI, and they remain a compass for the activities of this global movement. And, more than this, they have spurred an abundance of initiatives at learning institutions, organisations and companies around the world – including the UN Global Compact Principles for Responsible Management Education.

The documents represent much of what Philippe was passionate about, and what he focused his very active academic career on. They call for the development of a new generation of leaders who recognise the role of business in society, the continuous monitoring of the purpose of the firm and for the development of corporate statesmanship and the integration of leadership and ethics.

In this work, Philippe was tireless. He held firm the belief that economics had a limited role in society, since it equated progress to profit goals. He saw business schools as pivotal in creating the new generation of globally responsible leaders.

Placing people at the centre

As a devout Catholic, Philippe held ethics and the belief of the centrality of the person very dear. He showed a passionate interest in people, which was most evident in the way he listened to anyone and always gave the impression that the person speaking had a valuable contribution to make.

Despite his extensive academic achievements and degrees, and his large sphere of influence, Philippe was a humble person. He engaged with any and all, and it was not long in any conversation until his sense of humour would shine through.

Philippe's interests took him across the globe and he was always a very courteous and entertaining travel partner. Once at the destination, Philippe's keen intellect and interest in people meant that he would always engage with the local communities and immerse himself in the local culture.

Philippe was an ardent bird watcher who watched and catalogued birds on many of his trips across the globe with the methodical rigour of a career academic. With a catalogue stretching over almost all the continents and including thousands of different bird species, many joked that Philippe was only a few trips away from having viewed every bird species in their natural habitat.

Proof of his obsession with birdwatching came during a trip to the Amazon, where members of the travelling party visited a new-generation energy plant. Philippe's search for the elusive toucan took him deeper into the forest and soon he was nowhere to be found. Later, as the travellers became restless and pressed to make their flight out of the forest, they left the plant and a missing Philippe, only to meet him casually waiting for the travelling party at the next intersection. The palpable frustration with their wandering colleague clearly did not affect the beaming Philippe, who found and observed his toucan in its natural habitat.

An academic at heart

Philippe's students, whom he taught well into his eighties, remember him as an engaging, often entertaining, and passionate teacher. He was Professor Emeritus of the Université Catholique de Louvain in Belgium and taught widely, both formally and informally.

With a doctorate in Economic Sciences and another in Law, Philippe held positions at the Royal Academy of Belgium, Institut de France, European Academy for Sciences and Arts, International Academy of Management, Louvain Catholic University, INSEAD Avira Program and in other academic international programmes. His fields of research and teaching included corporate strategy, change processes in a turbulent environment, and – importantly – business ethics, corporate raison d'être and societal responsibilities.

His contribution to business ethics, corporate responsibility and responsible leadership was recognised in the Philippe de Woot Award, an Inter-University Award for the Best Master's Thesis on Corporate Social Responsibility, handed out to a deserving scholar every two years.

Philippe was the author of many books and even more academic papers, including influential works such as *Responsible Innovation* (2015), *Rethinking the enterprise* (2014), *Spirituality and Business – A Christian Viewpoint* (2013) and probably his best-known work – *Should Prometheus be Bound* (2005).

Considered as a whole, his research and writing have aimed to give back economic activity its ethical and political dimensions. His research work concentrated on long-term business success factors and their consequences for society at large, and he analysed the ways corporate strategic power was exercised and the recent evolution towards new societal responsibilities.

In his research, Philippe continually tried to advance the dialogue between business and business education, which he believed to be a very important driver of responsible leadership through their training of future business leaders. Towards the end of his life, he fervently pursued this conversation, which he believed was not progressing fast enough and which he felt he was running out of time to advance.

Leaving a legacy

Philippe's hard work is evident in many spheres of society and business. He co-founded the Louvain Corporate Social Responsibility Network and was instrumental in setting up the European Round Table of Industrialists.

In his engagement with business, civil society and academia on the topic of ethics and responsible leadership, Philippe was active in the EFMD and the United Nations, from which the GRLI emerged. He also acted as an advisor to the European Commission from 1977 to 1983.

Philippe was a board member or consultant to several national and multinational firms, where he advised on global responsibility and ethical business.

To the many members of the Globally Responsible Leadership Initiative, Philippe will be best remembered as a guiding light who constantly and tirelessly kept the movement focused on its goals of advancing global responsibility through changing business education and a passionate conversation with the business sphere.

Philippe referenced this goal often and it was after a lecture on the topic of ethics, business and responsible leadership that a young colleague quipped to Philippe that old professors will never die. Philippe met this comment with his well-known energetic laughter, but ultimately it rang true as his influence and memory will remain with the GRLI.

Philippe, we thank you, you inspired a movement! ■



About the Author

Professor Anders Aspling is Founding Secretary-General of the GRLI, Professor at Tongji SEM, Affiliated Professor at CENTRUM Católica Graduate Business School of the Pontificia Universidad Católica in Peru, and Chairman of the International Advisory Board of Turku School of Economics at Turku University. His research interests include business strategies for sustainability and globalisation, responsible leadership and governance, and the future of management education. He has been dean of business schools in Scandinavia and Belgium, a business executive and member of the board of EFMD (1996 – 2008). He is an adviser to and serves on boards of business schools and other organisations.



About the Author

Liliana Petrella joined EFMD in 1971 and has since been participating in extensive cross-continental projects. As a professional network and project manager she was the driving force behind EFMD's development department and in charge of several successful projects including the establishment of the China-Europe International Business School (CEIBS) and the launch of the Globally Responsible Leadership Initiative (GRLI) under the auspices of EFMD and the United Nations Global Compact. She is currently serving as Governance Manager of GRLI and is based in Brussels.

Common Good, Common Ground

Reporting back on the GRLI's 2016 AGM

Leo Kok summarizes contributions received from AGM participants

The Globally Responsible Leadership Initiative held its annual All Gathering Momentum (AGM) at the Kemmy Business School in Limerick, Ireland on 16 to 21 October this year. The AGM brought together 66 friends, partners and colleagues of the GRLI for a packed agenda in which it discussed globally responsible leadership around a theme of “Common Good, Common Ground”, reported on many of its initiatives and progressed all of them with new ideas and concrete action steps.

Explains John North, managing director of the GRLI: “The purpose of the All Gathering Momentum meeting – which we previously called General Assembly meetings – is to create an environment in which Partners, Associates and invited guests of the GRLI may connect and reconnect with each other and the vision and mission of the GRLI.

“We also use the opportunity to inform, update and engage in key activities and opportunities to catalyse Global Responsibility and, lastly, we take the opportunity to review the contexts in which we operate and in which we develop and practice being globally responsible.”

Common Good, Common Ground

While the 2016 AGM formally kicked off on the morning of 17 October, attendees arrived prepared for the discussions after having received a selection of pre-reading material, including the 2005 GRLI Call for Engagement, the 2008 Call for Action, and background on Whole Person Learning, which was used during the various brainstorming sessions.

Prior to the AGM, members of the GRLI and several of the PRME Champions present at the AGM met to check on the progress of projects and clusters that had emerged from the first PRME meeting in New York.

The PRME meeting built on the momentum sustained through two webinars and the first face-to-face meeting in New York, which was held in June. Attendees included Kemmy Business School, Case Western Reserve University, Babson College, Monash University, Kedge Business School, the University of Guelph, Bettys and Taylors Group, the University of Stellenbosch and the Oasis School of Human Relations.

At the AGM attendees were welcomed on behalf of the Kemmy Business School by Sheila Killian, while Claire Maxwell facilitated an interactive introduction session for participants to locate themselves in the present space and learn more about the other participants. John North concluded the welcome session with a summary of the GRLI vision and mission and a re-introduction to the GRLI Guiding Principles.

“We set the scene for the three days of intense discussions and shared learning by using the theme ‘Common Good, Common Ground’. This discussion topic used the idea of place as a unifying and dividing concept,” says John.

During the first day participants were invited to consider ideas of belonging, with probing questions such as ‘What does it mean to belong to a place?’, ‘What does it mean to be excluded?’, ‘In what sense can a place belong to a particular group of people?’

‘What does that tell us about public and private good?’, ‘In the context of a global crisis of displacement, who owns the earth, and what it contains?’. Many of the day’s discussions used the Whole Person facilitation approach and were designed to emphasise the GRLI’s guiding principles. Discussions allowed for work on and with the three levels of awareness and action, namely Me, We and All of Us.

The packed morning agenda also included a meeting of the GRLI Council of Partners, during which two new board members-elect – Mary Godfrey and Robert Widing – were welcomed. The meeting also reflected on the significance of the strategic Memorandum of Understanding signed between the GRLI and the PRME Champions.

A timeline of Responsible Leadership

In another interactive session on day one, Julia Christensen-Hughes held an interactive panel discussion on the history and development of Responsible Leadership, where partner representatives narrated the timeline from 2000 to the present day by sharing their insights and experiences from various periods.

In presenting the timeline, Julia was joined by Peggy Cunningham and Anders Aspling (2000 – 2006), Nick Ellerby and Marielle Heijltjes (2007 – 2010), Jonas Haertle and Katrin Muff (2011 – 2014) and John North and Mary Godfrey (2015 – 2016).

The timeline discussion and earlier discussions on the theme of “Common Good, Common Ground” set the scene for the project marketplace and learning journeys that wrapped up the first day’s proceedings. The project marketplace invited participants to submit proposals and proposal updates and invite collaboration from other participants.

The Migrant, the Nomad and the Artefact

Three interlocking learning journeys were held on the first day, with the titles of Migrant, Nomad and Artefact. These, which were held off campus, provided an opportunity to reflect on the AGM theme through three diverse lenses. The Migrant learning journey centered on the experience of a particular migrant group who are settling in Ireland. This focused on the experience of Lylian Fotabong from Cameroon and explored ideas of culture, contribution and sanctuary.

The Nomad learning journey focused on the experiences and culture of Irish Travellers, an Irish nomadic group with a distinct culture, and different connections between place and home. This journey explored ideas of belonging, separateness and place.

The Artefact learning journey centred on historical treasures, some of which are Irish and are locally valued, but others of which originate in a particular place but are celebrated in another. This journey explored ideas of curation, sharing and protection of the commons.

Bridging horizons

The second day of the AGM started in a vibrant fashion with a participative workshop with Michael ‘RAS Mikey’ Courtney.

Titled ‘Bridging Horizons’, the workshop centred on rhythmic, vocal, and bodily awareness, where RAS Mikey lead the group on an expressive journey into the ‘present’ and allowed the group to feel more harmoniously connected to themselves, others, and their environment. RAS Mikey is a guest lecturer at the University of Limerick, where he is continuing his research and development of Ethio-Modern Dance.

The second day of the AGM included a lunchtime concert at the World Music Academy, while the various project spaces continued throughout the day in participative workshops and feedback sessions.

COMMIT – Next generation perspectives on management education

COMMIT reported on their progress since the previous AGM, which included their co-facilitation of the Oikos Summer School 2016 in September in Tbilisi in Georgia and their design and prototyping of sessions on leadership, sustainability, entrepreneurship and co-creating participative learning. In this process they were mentored by Chris Taylor from Oasis, using Whole Person Learning.

CARL – Competency Assessment for Responsible Leadership

Attendees were introduced to CARL at the 2016 AGM. CARL is an assessment test based on a deductive attempt of defining responsible leadership. It is based on a comprehensive review of the latest academic literature on the topic, including of the GRLI publications and research on the topic.

50+20 – Management Education for the World

Participants discussed the next step in this initiative, which calls for a rapid scaling of the programme. Various scaling projects were discussed, which are now more viable thanks to the creation of the Mission Possible Foundation and the allocation of a dedicated resource to the project in the form of Carlo Giardinetti of the Business School Lausanne.

The Eth Word

Participants at the AGM was also introduced to The Eth Word. The Eth Word is helping rethink the role of business by creating, sharing and provoking new conversations about business and purpose. The unbusiness-like conversations of The Eth Word invites business leaders to talk about personal values, how much of themselves they bring to the workplace, and how this shapes business culture and behaviour.

AIM2Flourish – A global student-led discovery of business for good

Many ambitious and challenging ideas were discussed in this session, which centred around the scaling of Aim2Flourish. Discussions included the possibility of incorporating Aim2Flourish into the new Global Compact to create a Global Solutions Platform, which would include SuLiTest, the BSL Carl, Eth Word, BSL's Capstone Project and the PRME's SDGs-Leadership Ready Certification.

Quantum Leadership – Case Western University

Quantum Leadership is a multi-year research project that takes an evidence-based approach to responsible leadership by emphasising relational antecedents. Attendees to the AGM were introduced to its “Practices of connectedness”, which instil a new awareness of how one's attitudes and actions impact others and all life on earth. Such awareness complements the analytic business case for pursuing economic prosperity while contributing to a healthy environment and improving wellbeing.

Gap Frame Week - BSL

This session discussed the unique learning model created by the Business School Lausanne. The model focusses on issue-centred learning, bringing in stakeholders from all sectors to work for an entire week alternatively on a selected number of globally relevant environmental, societal, economic and governance issues. The model uses a combination of the IDEO and Collaboratory methodology in a co-creative process.

Take one step - Monash University

This session introduced attendees to an online platform created by Monash University, which uses social media to engage students in sustainability by asking them to pledge one 'step' or action for a more sustainable world. Monash reported that at the end of six weeks, 213 accounts were created by students and some staff, with approximately 90 'steps' or pledges for action being committed to.

Various other items were also discussed at the AGM, including Partners for Possibility, an innovative leadership development programme in which a business leader and school principal are paired for a year-long programme of co-action and co-learning.

Also discussed was UCL Louvain's new executive programme and the Deans as Agents of Change/Innovation Cohort. The UCL Louvain School of Management launched a new executive programme in business ethics and compliance management, and the Deans as Agent of Change/Innovation Cohort reported on their initiatives since their formation as part of the 50+20 Vision.

GRLI's Next Call and Alliance for Global Responsibility in Education

The closing discussion of the AGM centred around the potential and possible process to develop and issue a next call by the GRLI. The call would build on previous calls, including the GRLI's founding "Call for Engagement", which remains its guiding document.

Says John North: "It was acknowledged that GRLI provides a safe space for the Partners and Associates involved, but as a movement it is called to help catalyse and ensure a multitude of similar 'safe spaces' around the globe.

"As a collaborative inquiry into what it means to act and lead in a globally responsible way, the time is ripe to move our call and work 'beyond traditional management education models', that is inclusive of business schools but extending to other disciplines and networks. The intention to retain a core community that 'acts its way into a new paradigm' or into new modes of thinking and being, but also brings other networks and groups onto the journey is much needed and GRLI is positioned to help lead that discussion."

A recent initiative in which GRLI participated has helped prepare the ground to renew or reformulate and communicate the call as part of a much broader and far-reaching alliance or "network or networks".

The AGM concluded with a discussion on how, following the COP21 Open Letter initiative the EAUC, GRLI and several other global networks are forming an open CEO-led platform of forward-thinking university, college, student and company practitioner networks that galvanise the global education and learning community to create a sustainable future for education, society and the environment. They clarified the GRLI's intention to convene and mobilise a network of networks increasing the impact of the movement's partners' individual actions, and catalysing collective action that can positively change the future of our society.

During an extraordinary board meeting with the AACSB and EFMD in September the next call was discussed in relation to questions that included: can the current economic, social, business and education system(s) be radically transformed? To what extent is it possible to balance incremental and radical change or to transition entirely to a new system? To what extent is it possible to fight against the human condition? What does governance for the 21st century look like and as a result what should be the purpose of business? How and where do we enable integration towards global responsibility?

The AGM was closed on Wednesday 19 October with a notice of the next AGM , titled: “Discovering Flourshing Enterprise”, which will take place June 14-16, 2017 in Cleveland, Ohio as part of the Fourth Global Forum for Business as an Agent of World Benefit. The event will be hosted by Case Western Reserve University’s Fowler Center. ■



About the Author

Leo spent the first decade of his career as journalist and editor, before moving into marketing and public relations, where he specialises in communication strategy, crisis communication and general media relations.

2016 AGM

COMMON GOOD COMMON GROUND

Limerick, Ireland



A research inquiry into responsible leadership

Part 2

Anne Keränen

In this three-part series, management and international business researcher Anne Keränen (Martti Ahtisaari Institute, Oulu Business School, Finland) shares with the GRLI network the outcome of her recently defended doctoral thesis, which augmented existing ideas and theories of responsible leadership. Part 1 of this series introduced her in-depth research in which focus was shifted from the individual leader, to leader relations. In Part 2, Anne shares the constructionist perspective of her research, and how this is shaping responsible leadership.

It was through research interviews with business leaders and the narratives shared, that I discovered, somewhat unexpectedly, the importance of considering leadership as socially constructed and relational.

Not thought to be as prominent when the research was initiated, it came to the fore in asking leaders how they considered and defined responsible leadership, social construction and relationships. It wasn't as much about the leader him/herself, but about the people around them, and the relationships that this created. Returning to theory after discovering this, it resonated with new arising leadership theories, which also indicated the importance of considering leadership as socially constructed and relational, and leadership as a shared phenomenon.

The role of narrative environment in responsibility construction

The narrative environment is important, as it reveals the context of leadership and responsibility. The individual leaders' accounts and stories were found to be less important compared to what the individuals tell about the social worlds of which they are part.

Through narrative – language as a means of

communication, reflection and stories – we have certain expectations of leadership that are embedded in society, and this narrative is strongly shaping what leadership is about. However, we are not so much talking about this or exploring this when talking about responsible leadership within companies.

In sharing their leadership situations, the leaders interviewed explained that within these societal expectations, reputational leadership had to be earned first. Only after the reputation as successful, good and tough business leader has been earned, do responsibility issues come into play, and are discussed more deeply. Without this progress, the leader could be marginalised. An overly challenging interpretation may be ignored and marginalised.

These societal expectations, which include institutional expectations, require our critical consideration and we need to evaluate how they contribute to or hinders responsible leadership. It also comes down to what is being taught about business leadership in business schools, as well as what is being written in business leadership publications and magazines, and media in general.

‘Conversations about responsible leadership are lacking enormously’

Conversations about responsible leadership are lacking enormously and I found that business leaders are cautious about how they initiate responsible leadership discussions. Therefore, dialogue about responsible leadership and what it means to be a responsible leader is key in responsibility construction. Dialogue must be varied. It should open up to viewpoints and different narratives about responsible leadership.

This is why language plays a key role in responsibility construction. Our understanding and meaning of shared responsibility leadership language can be vastly different between companies, business schools and even countries. We use terms that are not necessarily shared in understanding, and this can only be uncovered in practice through dialogue and shared experiences, and through conscious listening on the leader's part. It does necessitate a time element; the quickest solution is not a guarantee.

Conversations about responsible leadership should also be open discussions involving all stakeholders. Without such a social construction approach, responsible leadership issues will remain abstract. For responsible leadership to succeed, it is critical that the issues across all stakeholder levels are openly discussed and that leadership is co-constructed (ie. shared) among all stakeholders with shared language. Keränen describes this as the social construction of responsible leadership.

Socially constructed among people

From the business leader data gathered, I identified four main stories on how leaders constructed responsibility:

- Responsibility as something that a leader needs to be involved in/committed to as a person;
- Responsibility as something that is shared and built through identity. Compared metaphorically to the kind of sharing among family members. This is supported by the long-time perspective of business, from one generation to others.
- Responsibility as something that people share through a form of community and purpose; and
- Responsibility as a vision of a larger good for the society as a whole.

From the perspective that responsible leadership is socially constructed among people, I found that based on context, some constructions are more prominent than others. For the small, local company, responsibility construction from a viewpoint of sharing responsibility among personnel may be relevant, but for the large international company, a human rights focus may contribute more significantly to the building of responsibility leadership. Responsibility construction is not the same for all leadership contexts. It means that leaders may need to find and focus on what special responsible leadership issues may be relevant to its specific context.

The leaders who participated in this research have provided examples of their company values – the typical values that one might expect from such companies. However, ways in which these values are effectively put into practice were found to be lacking, especially when complicated by further obstacles such as ethical issues.

To bridge this challenge, the responsible leader has to maintain a very clear presence among all stakeholders and play an active role in facilitating the solving of problems among them. Dialogue and shared stakeholder input were again found to be pivotal in problem-solving under responsible leadership construction. The leaders who participated in this research further expanded this to responsible leadership between multinational corporations and non-governmental organisations across geographical and company-type boundaries.

Contexts and relations

While recognising that there are global phenomena that drive responsible leadership, responsibility in leadership has to be a locally interpreted construction that builds on the historical roots of local business.

From the perspective of Finland, there were local differences in responsible leadership, in comparison to global responsible leadership. But besides context differences, both equally serve the responsible leadership purpose. What this means is that the blueprint for responsible leadership has to be fine-tuned for the context to which it will be applied, and it requires in-depth understanding on the leader's part.

In the research I distinguished between visible and invisible leader relations. Visible relations are the obvious connections, such as between the leader and the stakeholders. But at the same time, there are institutions that are perfecting what responsible leadership is about and how this plays out in business – this is an invisible relation. This is offering a field of higher variety of influence factors, all shaping our understanding of responsibility leadership.

A good way to gain a broader understanding of responsibility, according to the business leaders who were involved in this research, was the opening of organisational boundaries and participation in social settings. On a practical front, this encourages both informal and formal ways of broadening social interactions in order to promote responsible leadership.

Integration in business

Through this constructionist perspective on responsible leadership, more inclusive responsibility integration in business can be promoted. A central role is given to language by adopting a socially constructed approach to leadership. In opening up to this new approach to leadership, Anne says experience based dialogue – the sharing of experiences – can guide the promotion of responsibility integration.

From the perspective of business, this means that we should balance formal ways and approaches of enhancing responsibility – i.e. strategy, process, tools and report with new approaches including:

- Creation of shared understanding, which is embedded in culture;
- Communication and dialogue, giving voices to as many as possible;
- Relationships with people, knowing people;
- Leaders acting and being among people; and
- Demanding from leaders to deeply sense, listen, and discuss.

Responsibility construction

What is apparent from this research is that meaning generated from social interaction is what constructs responsible leadership. It is not merely a property inherent in individual leaders. It is also this interaction and construction that gives meaning to responsibility, while the interpretation of responsibility among people adds to the relational element of responsibility construction.

The business leaders interviewed reported that they have learned responsibility through challenging work, which has prompted the courage for responsibility, through the stories of others (family, colleagues, personal or other relations) but also the difficulties from these relations, and thought-expanding experiences across countries, cultures and networks. Formal training in responsibility construction was never mentioned by these leaders – which again critically points to the fact that we need to question how we think responsible leadership is constructed.

The constructionist perspective of my research adds a critical understanding to responsible leadership. The final Part 3 of this series will explore responsibility integration, and how this new approach to responsibility leadership can form part of everyday leadership. ■



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.

Globally Responsible Leadership: Character Dimensions & Elements

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

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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.

Globally responsible organisations need people at all levels who possess the competencies, commitment and character to be effective leaders, and to inspire and bring out the best in themselves and their organisations. While competencies and commitment are important, character plays a critical role in leadership conduct.

Character fundamentally shapes how we engage the world around us – what we notice, what we reinforce, who we engage, what we value, what we choose to act upon, how we decide and conduct ourselves – essentially everything that we do. We propose that within mature globally responsible leadership, all of these character dimensions are operating together in complex, situationally appropriate ways.

In *Table 1* we summarise some of the results of Ivey Business School’s recent research into how these character dimensions work together and their impacts on leader performance and outcomes.

“When the character dimension is active, then leaders....”

Courage	<ul style="list-style-type: none"> • Put themselves in the “line of fire” to support ideas that may be unpopular, but are the right things to do • Vocally support the right things to do, even in the face of strong opposition
Drive	<ul style="list-style-type: none"> • Pursue initiatives with dogged determination • Show unrelenting energy in the pursuit of objectives • Strive for excellence in everything they tackle
Collaboration	<ul style="list-style-type: none"> • Understand how to work with a broad diversity of people in constructive ways • Integrate others’ ideas, suggestions and contributions to create better solutions • Remain open-minded in the face of opposition • Encourage constructive dissent
Integrity	<ul style="list-style-type: none"> • Are honest and transparent in all of their dealings and hold others to the same standard • Bring their values to life in their own and in their organisation’s conduct • Walk their talk • Do not ask others to do things that are morally questionable
Temperance	<ul style="list-style-type: none"> • Are calm, cool and collected even in difficult situations • Demonstrate self-control and restraint • Appreciate the risks associated with decisions and actions • Know when to stop talking and to listen
Accountability	<ul style="list-style-type: none"> • Don’t deny reality • Don’t skirt the difficult questions • Don’t shirk responsibility • Own their mistakes

Justice	<ul style="list-style-type: none"> • Remain fair and objective when hearing out others • Respect others' differences and don't treat people as "one size fits all" • Reward desirable conduct and confront undesirable conduct • Vocally support others who have been wronged
Humility	<ul style="list-style-type: none"> • Are aware of their limitations and delegate accordingly • Acknowledge and appreciate the contributions of others • Don't feel compelled to talk about their accomplishments • Talk about accomplishments as "we" versus "I" did this • Do not bully others
Humanity	<ul style="list-style-type: none"> • Genuinely care about people • Are generous with their time and resources • Can move beyond bad experiences with others and maintain constructive relationships • Invest in the development of others
Transcendence	<ul style="list-style-type: none"> • Possess a strong sense of purpose that inspires others • Can recognise good ideas that are ahead of their time • Bring a fresh, creative, elevated perspective to problems • Help others see things in new ways • Truly appreciate excellence in the contributions of others
Judgment	<ul style="list-style-type: none"> • Add insight, direction and clarity to problem-solving • Don't make assumptions or jump to conclusions • Tailor solutions to the situation • Consistently make the right decisions
Justice	<ul style="list-style-type: none"> • Remain fair and objective when hearing out others • Respect others' differences and don't treat people as "one size fits all" • Reward desirable conduct and confront undesirable conduct • Vocally support others who have been wronged

Table 1

It is important to note that these 11 dimensions of character are interdependent. They work together in mutually reinforcing ways to determine the overall strength of leader character. Therefore all of these dimensions of character matter.

However, “judgment”, or what Aristotle called “practical wisdom”, plays a central role in leader character, determining how these character dimensions are expressed and harmonised in how leaders choose to conduct themselves.

In *Table 2* we summarise some of the results of Ivey Business School’s recent research into how the presence or absence of these leader character dimensions impact organisations.

	“When the character strength is present...”	“When the character strength is absent...”
Courage	<ul style="list-style-type: none"> - Decisions are made in spite of uncertainty - There is opposition to bad decisions and strong support for good decisions - Innovation thrives 	<ul style="list-style-type: none"> - There is agreement with poor decisions - Satisfying decisions rather than maximising decisions become the norm - Moral muteness prevails
Drive	<ul style="list-style-type: none"> - There is sustained momentum around priorities and high productivity 	<ul style="list-style-type: none"> - There is widespread lethargy and low productivity
Collaboration	<ul style="list-style-type: none"> - Effective teamwork enhances productivity - There is diversity in teams that contributes to innovation, understanding, and appreciation for others’ ideas 	<p>An “every man for himself” mentality breeds a hostile competitive climate</p> <ul style="list-style-type: none"> - Lack of information sharing leads to poor understanding of issues and poor decisions, resulting in friction and conflict
Integrity	<ul style="list-style-type: none"> - There is transparency, honesty, trust, and effective communication 	<ul style="list-style-type: none"> - People operate from positions of self-interest and mistrust which impairs their ability to make good business decisions
Temperance	<ul style="list-style-type: none"> - There is effective risk management governed by reasoned decision-making - People exercise thoughtful consideration, versus impulsive over-reaction, to events 	<ul style="list-style-type: none"> - Short term gains dictate strategy - Desire for instant gratification trumps an approach that is more measured and what serves the greater good over the longer term
Accountability	<ul style="list-style-type: none"> - There is ownership of issues and commitment to decisions and their execution - People take responsibility for their decisions and outcomes 	<ul style="list-style-type: none"> - There is failure to take ownership, deliver results and take responsibility for poor decisions and outcomes

Table 2

	“When the character strength is present...”	“When the character strength is absent...”
Justice	<ul style="list-style-type: none"> - There is perception of fairness that fosters trust - People go “the extra mile” to achieve what is required 	<ul style="list-style-type: none"> - Inequities exist that erode trust and create conflict - Widespread favouritism and nepotism exist
Drive	<ul style="list-style-type: none"> - The organisation supports continuous learning - There is a willingness to identify and discuss mistakes 	<ul style="list-style-type: none"> - Interactions are ruled by arrogance and overconfidence - Problems and projects are approached with complacency
Humanity	<ul style="list-style-type: none"> - There is a deep understanding of what is important to stakeholders - Organisations develop unique insights and strategies that serve the common good 	<ul style="list-style-type: none"> - Failure to acknowledge critical social and ecological implications of decisions and actions - Organisations develop strategies and tactics that serve the narrow few
Transcendence	<ul style="list-style-type: none"> - There is clarity on superordinate goals and a focus on big picture, long term thinking - There is commitment to doing the right things and to achieving excellence - There is strong inspiration which motivates innovation 	<ul style="list-style-type: none"> - Strategy is dictated by narrow goals and objectives - There is failure to acknowledge, appreciate, or strive to do the right things and to achieve excellence - People are not inspired to create and contribute
Judgment	<ul style="list-style-type: none"> - There is clear recognition of key issues relevant to varied situations - Decisions are predicated on excellent understanding, analysis, and insight 	<ul style="list-style-type: none"> - There is lack of comprehensive and balanced assessment of issues, leading to poor decisions, confusion, and resistance to change
Accountability	<ul style="list-style-type: none"> - There is ownership of issues and commitment to decisions and their execution - People take responsibility for their decisions and outcomes 	<ul style="list-style-type: none"> - There is failure to take ownership, deliver results and take responsibility for poor decisions and outcomes

Table 2

We hold that globally responsible leadership requires leaders who demonstrate these well-developed character strengths in good times and in bad times, and when faced with opportunities, external pressures, temptations and challenges. Also, as management scholars who are closely connected to practice, we think there is some urgency to this.

The business world is drowning in a sea of scandal – from Takata airbags to Volkswagen diesel emissions, from Enron to Barclays Libor fixing, and from the Panama Papers to the Wells Fargo bank. We believe that corporate malfeasance, including unethical, socially and ecologically irresponsible decisions and conduct – sometimes illegal and criminal – cannot be deterred through laws, rules, policies and procedures alone. Much evidence shows that character deficiencies induce or influence judgment, decisions and actions, as well as the acceptance and tolerance of the unacceptable conduct of others.

If we are to achieve the 50+20 Agenda, which shifts the aim of developing businesses that are the best in the world to that of creating and leading businesses that are the best for the world, we advocate that the most important agenda for management educators is to elevate character alongside competencies in, and commitment to, global responsibility in research, management education and practice.

Competencies matter. They define what people are capable of doing. Commitment counts. It reflects what people value and the extent to which they aspire to the hard work of leadership, how engaged they are in their roles, and how prepared they are to make the sacrifices necessary to succeed.

But above all, character is critical. Character determines whether and how people use the competencies they have to pursue and achieve their commitments. ■



About the Authors

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The Quantum Leadership Project: Accelerating Globally Responsible Business

Chris Laszlo, Ph.D

What is it that drives leaders to care for others? What leads them to exercise compassion? What motivates them to build cultures focused on greater purpose and wellbeing? In brief, how can we account for, and nurture, globally responsible leadership whose purpose is to create prosperity and flourishing for all?

The Quantum Leadership Project (QLP) uses evidence-based field research to explore new ground in responsible leadership. Its main hypothesis is that the greatest point of leverage for a responsible leadership orientation is a transformation in consciousness, from one of separateness to one of connectedness, mirroring the new unitary scientific understanding of mind and matter.

Instead of seeing ourselves as separate from one another and separate from Nature, interested only in maximising our own gain, we can now see ourselves as deeply connected to one another, not just metaphorically, but in science-based terms of energy and information fields that connect and unite us.

A second and related hypothesis is that there exist daily practices and positive routines that can increase our consciousness of connectedness. Practices such as meditation, walking in Nature, music, exercise, and many other activities, help quiet our five senses and slow the analytic cognition of the brain.

They are the healing antidote to today's fragmented multi-tasking behaviours, in which we self-interrupt our attention every few seconds, often as a result of jumping from one electronic screen to another, in urban environments largely devoid of Nature.

Practices of connectedness help to cultivate broader perception and greater awareness of our life purpose in relation to community and the natural environment.

Experiencing our lives as deeply interconnected – physically, emotionally, and spiritually – changes how we think and act. We become more empathetic and compassionate, we see ourselves as an integral part of the natural world rather than separate from it, and we become more coherent in ourselves and in our interactions with others.

These changes are critically important at a time when the social value of business is being publicly questioned. A greater awareness of connectedness changes the very purpose of business. Such an awareness lies at the heart of business as a force for good, as leaders experience their lives and the lives of their organisations as relational rather than as bounded individual entities.

The goal for such leaders becomes to create prosperity for all, not just for the richest one percent, and to contribute to a healthy environment and improved human wellbeing. This is very different from the current goal of generating profit in a model of minimising harm (aka footprint reduction) implicit in the majority of today's corporate sustainability efforts.

Living in an interconnected world is not only a metaphorical allusion, it is a physical reality

The QLP's scope of investigation includes current advances in consciousness research and in the biological and physical sciences that shed new light on the nature of physical reality as an integrated whole. This research helps leaders to understand what is happening during practices of connectedness that increase their awareness of how their attitudes and actions impact all life on earth and future generations.

While advances in neurobiology and psychology have long provided clinical evidence of the physiological changes in the brain and the behavioural benefits of such practices, what has not been studied is why these changes occur. For example, why does mindfulness meditation increase the cortical folds of the brain (ie. gyrification) associated with increased cognitive functioning and emotional regulation? The current state of knowledge provides few answers to such questions, in spite of their obvious importance for gaining insights into the roots of responsible leadership.

Layering the interconnected reality of the physical and biological sciences on top of the clinical neuroscience data provides compelling evidence that practices such as mindfulness meditation or immersion in Nature can boost our brains, strengthen our immune systems, and improve our wellbeing. A detailed scientific explanation of how this happens is beyond the scope of this article.

In an abbreviated form, one theory is that the brain is capable of processing information at the quantum level through protein structures called microtubular lattices. According to this view, consciousness is not generated by the brain but rather exists outside the brain as quantum-level vibrational frequencies intrinsic to space-time geometry.

By quieting our senses and “tuning in” to this vibrational field, we experience a consciousness of connectedness as fundamental to life.

In other words, practices such as mindfulness meditation enable a direct experience of oneness and wholeness because these are the constants of the world we live in.

It is interesting to observe that the science of an interconnected physical reality is converging on perennial insights from traditional wisdom cultures. A unifying source of “all that is” can be found in the Judeo-Christian faith traditions just as it appears in the Chinese Tao, the Vedantic Brahma, the Zoroastrian Aša, and the inner mystical realm of Sufism. While spiritual wisdom has been largely rejected as a basis for management scholarship or business practice, confirming evidence from the realm of science is giving fresh relevance to historical intuitions of oneness and what it means to be a human being.

Implications for responsible leadership

Introducing daily practices of connectedness in the workplace can help business people see themselves as part of a whole. They enable a direct experience of the physical-biological and consciousness phenomena that science now describes as aspects of the integral map of reality. Here there is no “other”: the wellbeing of the individual becomes inseparable from the wellbeing of others.

The implications of seeing the world in these terms are critical to business purpose. It is only through such a consciousness of connectedness that we act with love and compassion. It is only through such a consciousness that we experience a deep sense of care for all living things. Only then will we reflexively make business decisions aimed at flourishing for all life and future generations.

Conclusion

The QLP's key ideas can be summarized as follows.

1. What we call physical reality is now increasingly seen, at the finest (smallest) scale of the universe, as energy and information that connects us and unites us, rather than particles that clump separately in empty space. This emerging worldview is the result of widely accepted findings in quantum physics, quantum biology, epigenetics, evolutionary biology, and cosmology.
2. Consciousness is not only produced in the brain, a physical result of the firing of neurons and axons. It is a property of all life on earth and of the universe itself. It too connects and unites us.
3. Experiencing our lives as deeply interconnected – physically, mentally, emotionally, and spiritually – changes how we think and act. We become more empathetic and compassionate. We see ourselves as one with the world (moving from “me” to “we”). We become more coherent in ourselves and in our interactions with others and with Nature.
4. The new paradigm of connectedness has transformative implications for economic activity. The purpose of business becomes to be a force for good, as leaders experience their lives and the lives of their organisations as relational rather than as bounded individual entities. The goal becomes to create prosperity for all, not just the richest one percent, and to contribute to a healthy environment and improved human wellbeing.

This is very different from the current goal of generating a profit in a model of minimising harm implicit in today's efforts to reduce ecological footprints and limit social injustice.

5. Statistical evidence and numerous academic studies at the Fowler Center and other institutions show that businesses that care more for people, the environment, and the communities in which they operate, are also more profitable. These economic findings have been documented in books such as *Flourishing Enterprise: The New Spirit of Business* (Laszlo, Brown, et. al., 2014) and *Embedded Sustainability: The Next Big Competitive Advantage* (Laszlo and Zhexembayeva, 2011). There is no necessary trade-off between doing good and doing well.

On the contrary, leading businesses are creating value for society and the environment in ways that create even more value for their customers and owners.

The overall conclusion – that the greatest point of leverage for accelerating globally responsible leadership is a transformation in consciousness from separateness to connectedness – has huge implications for work place culture, organisational behaviour, and how we manage our professional careers. It is part of the global movement aimed at changing the narrative of who we are and what our economic activity is designed to accomplish. ■



About the Authors

Chris Laszlo, PhD, is the Char and Chuck Fowler Professor of Business as an Agent of World Benefit at Case Western Reserve University's Weatherhead School of Management, where he is the Faculty Executive Director of the Fowler Center. He is currently working with Fred Chavalit Tsao on a new book, Quantum Leadership: New Consciousness in Business, forthcoming from Stanford University Press.

Achieving power-distribution and self-organisation through Holacracy

Katrin Muff

For Business School Lausanne, Switzerland, Holacracy appealed as a tool to translate their desire of becoming a power-distributed and self-organised organisation, into a concrete way of becoming self-sustained, driven by engaged and empowered people, each with access to a multitude of possibilities to apply their fullest potential, creativity, freedom, decision-making and leadership potential.

Having adopted and taken their first steps using Holacracy as their operating system in September 2015, hierarchy and associated job descriptions have been exchanged for multiple roles, and with it came the discovery of organisational agility and creative engagement spaces.

Flat power distribution

Holacracy is a well-engineered framework to transform organisations to a flat-power distribution system, based on core methodologies designed by Brian Robertson, who was instrumental in developing Holacracy as a system for organisational governance. Based on these methodologies, BSL recognises two ways of achieving change, namely (i) working on behaviour and (ii) attempting to work at mindset level, while recognising that changing behaviour is most likely a more efficient catalyst for changing mindsets.

Circle structure

No longer is the organisation wrapped around management hierarchy, but rather focus areas. Guided by the governance constitution, there is an anchor circle which connects BSL to its advisory board and the owners of the school. Connected to the anchor circle are a number of circles, and new circles can be created or changed as needed. Circles form around focus areas, with all roles contributing to the collective purpose falling within the identified circle.

For example, all school matters are dealt with within the school circle, all marketing matters within the admissions and outreach circle.

Having replaced job descriptions, roles are created around what is good for and needed by the organisation; focus on who may be responsible is secondary to the organisational needs. BSL says removing hierarchy has left management bare and the team with few comfort zones, but that a new vivid transparency supports the organisation. Supporting the new level of transparency at BSL, information on all of the organisation's circles, roles and responsibilities are available via cloud-base software, GlassFrog, which offers public access to the BSL GlassFrog profile.

As a conventional organisation, BSL has long been operating with an awareness of what is within and what is outside a job description. The culture was that whoever was closest to a problem had to pick up and start dealing with the matter.

Under the Holacracy operating system, roles and accountability are discussed at governance meetings. In alignment with a constitutional process, anyone can suggest the introduction or removal of a role at these governance meetings. A circle can consist of as few as two or three roles, and each circle has a lead link. Although not acting as a manager, the lead link matches all roles within a circle with skills and strengths.

Having adopted Holacracy, BSL says that it is now finding multitude opportunities to focus on skills, strengths and possibilities, which previously remained underexplored under a problem-management focused organisation. “Holacracy creates a functional structure for focusing our organisational management. Matters are dealt with much faster and more efficiently. But it’s more than just efficiency. Suddenly, we have space to process tension within a reflective and creative space, and this generates innovation and change. If everybody suddenly embraces the opportunity to reflect on what can be changed or improved rather than pretending that the organisation is stable... can you imagine the acceleration this creates?”

“Such a different engagement has increased our drive for change and improvement within BSL. Although the mechanics of Holacracy do create more work at certain points, it is ultimately outweighed by the opportunities created,” explains Katrin Muff, who was appointed BSL Dean in 2008 and in the newly distributed power organisation, has active roles in thought leadership, consulting and applied research in sustainability and responsibility, as well as directing the DAS and DBA programmes.

There will always be individuals who are inspired by co-shaping a very important process, and others who choose to be less involved. With Holacracy at BSL, there is now greater space and opportunity for those who wish to co-shape, influence and direct change.

“Why, if there are people who are adequately equipped and able to solve a problem or make a decision, are they prevented from doing so? Problems ended up with me, as the Dean, yet I was not particularly better qualified to solve these problems, compared to the other people working in the organisation”, says Muff.

Although there can also be the passive cruiser under Holacracy, Muff is inspired by the personal changes that Holacracy has stimulated among the entire team, ultimately towards the goal of a changed organisation.

Guided by tensions

Organisational needs, improvement and enhancement are strongly guided by tensions. “We consider tension to be a gap between a current reality and what could be. Through tensions, we discover better ways of daily organisational management,” says Denitsa Marinova, who is active in roles marketing and communications that nurture student admissions and stakeholder outreach.

Serving BSL’s goal of a self-organised organisation in which employees are empowered, engaged and with full access to a multitude of potential and opportunities, new roles were created as a result of this new tension-driven process. An example of one of the newly created roles is the “People in the Organisation” role, which responds to what could be and looks after the well-being of BSL employees.

Uncovering powerful disruptors

Holacracy appealed to BSL because of how it lends structure to decision-making within a flat organisation. What BSL discovered is that because the decision-making process is framed in such a structural way, it forces individuals to uncover their own patterns of behaviour, ie. how as an individual, one considers others and their ways of addressing problems. Under conventional decision-making, the person with the strongest voice would win a proposal.

BSL says that Holacracy is encouraging the team to make a difference in how decisions in business and jobs are made, but also in personal level interactions. It requires behavioural re-orientation against making irrational ‘first-impression’ decisions, forcing a bit of introspection first, before reaching a conclusion. At BSL, this has manifested through emotional reactions that are now largely moderated in decision-making. Decision-making now responds to change that has happened more profoundly in thought processes.

From the early phases of adopting Holacracy as a tool towards BSL's goal, BSL uncovered powerful disruptors. "Holacracy is such an intricate process of approaching organisational decisions and solutions that it profoundly challenges everyone involved. Holacracy provides us with tools to make role-based decisions, but it does not dictate how we interact from a personality perspective. This was unsettling in the beginning. And what we've recognised at BSL is that this strongly lends itself to the process of self-development," says Muff.

Authority has been re-distributed to where accountability lies. "Holacracy has eliminated the obvious leaders and it is forcing every individual to become a driver and owner of their own roles. Everyone becomes a leader on their own terms! What it has also prompted: why would there be cases where an individual does not want to be responsible for their work? What is there on a personal level that makes you worried about accountability? These are personal learnings, and we are learning a new level of connectedness without the presence of power and authority," says Marinova.

Responsible leadership and organisational transformation

"What I particularly like about Holacracy is how it combines personal development with organisational development. Current thinking advocates that if you can transform a leader to be more responsible, maybe it will ultimately have a transformative impact on an organisation.

"At BSL, organisational transformation has triggered personal development, which is very exciting and promising. The entire team is now engaged in personal development – whatever personal strength or interest – and we share our individual journeys in our professional setting. It sparks different types of conversations, and also understanding in that we can develop who we are," says Muff.

Rolling out Holacracy in academic programmes "BSL's programmes are being influenced as well. Once Holacracy was well-established among our administrative team, we have started to integrate our faculty of our academic programmes as part of BSL's vision. Our goal is to eventually have the student council involved and offer our students the opportunity of experiencing a self-organised organisation. If we want to develop future responsible leaders, we have to also ask ourselves why the organisations of the future will look like, including what will happen beyond hierarchy," says Muff.

Committed to change

Adopting Holacracy as a means for rethinking the traditional organisation has been a significant disruption to the BSL organisation, in good, but also challenging, ways. Like running a marathon, the vision of the end kilometre has to remain powerfully clear. To be successful, "organisational consciousness should be at a tipping point when deciding to adopt Holacracy. Everyone should be on par with the commitment and knowing that it might be painful during the early journey," says Marinova.

BSL is part of a much greater shift that is taking place, which extends to including a greater movement in global consciousness. BSL is already benefiting from a system that bears massive and magical opportunities for collaboration and creative solutions. A recent staff survey revealed that 100% of all employees want to continue with Holacracy rather than returning to the old hierarchical ways of operating, and an overwhelming majority reports that already, after just one year, they see great professional and personal benefits as a result of having adopted Holacracy as a way of governing decisions and development at BSL. ■



Francini van Staden is an environmental management professional with work background in environmental consulting, environmental legislation and public sector environmental planning and decision-making.

Hosting a collaboratory in cyberspace the vCollab method

John North



The Globally Responsible Leadership Initiative (GRLI) successfully hosted two virtual collaboratories (vCollabs) in 2016, proving that the concepts of virtual peer learning and large scale electronic discussion groups are both viable and valuable.

The vCollab concept is a continuation of the collaboratory method of deep discussion and peer-to-peer learning that was born as part of the 50+20 movement. The first recorded collabs were held at the RIO+20 Summit in June 2012.

In their physical form, collabs invite deep discussion by creating a circular discussion setting, with both an inner and an outer circle. These discussions are facilitated and are driven from the inner circle, often with a talking prop

such as a stick or a rock, allowing for issues to be offered up for discussion in a probing, but orderly way. By first stimulating discussion and presenting many different viewpoints from the inner circle, the collaboratory allows its participants to flesh out complex issues from various, often interdisciplinary viewpoints, before moving towards finding common ground and working towards solutions.

This is helped by inviting any participant keen on making a contribution into the inner circle and creating a dynamic, yet even paced environment for presenting ideas. Once ideas, opinions and information have been brought to the surface, the collaboratory draws on the group consciousness to share insights and impressions from the first phase and transition into a third phase of actively developing prototypes for immediate action.

“At RIO+20 and subsequent collaboratories, we saw the power of this process of surfacing ideas, deepening our understanding of relevant issues and moving towards a solution with an action oriented mindset,” says John North, managing director of the GRLI. North explains that the process was transposed into the digital sphere by members of the Innovation Cohort, which was spawned from the 50+20 vision.

It was during the first intake of the Innovation Cohort that a group of participating deans, business school directors and other academic leaders conceptualised the idea of a digital collaboratory, that would allow for the same deep level of participation even though the physical inner-outer circle symbolism would be missing. “At the GRLI we built on the findings of the Innovation Cohort and hosted two vCollabs, both to discuss pertinent issues and to test the process on a large digital scale,” says North.

The first vCollab was held on 13 April 2016 with the theme “Defining responsible leadership”. It brought together 25 partners, associates and guests for a 2.5 hour long discussion. To draw on the power of the physical collaboratory-approach, five people led the discussion, while all participants were offered the opportunity to participate. The process was recorded and is available for viewing on the GRLI.org website.

A second vCollab was held on 17 June, where the topic was Next Generation Responsible Leadership. This process further refined the online format, with three participants acting as conversation starters and all participants encouraged to participate and listen actively.

In this session, the discussion broke away into small groups before returning to the main digital “room” for feedback and a large group discussion. “We use the Zoom platform for our vCollabs and have found both the technology and the discussion methodology up to the task of productively managing a virtual collaboratory. The digital space adds the additional benefit of allowing us to record all outputs and host the content for future review,” says North. Several vCollabs are planned for 2017 and all members of the GRLI community are invited to participate. ■



John North

Partner profile

Fundação Dom Cabral

Mandy Collins

FDC



Fundação Dom Cabral (FDC) is a world-class international Brazilian business school with a footprint across the country through its four campuses and 25 regional affiliates. The school has set itself the mission of contributing to the sustainable development of society by educating, developing and building the skills of executives, entrepreneurs and public managers, and it has been ranked as the best business schools in Latin America by the Financial Times executive education ranking for the past 11 years.

Throughout its history, FDC has been guided by the principles of ethics and usefulness as it has developed actions that strengthen the community and contribute to sustainable social development. In 2008, the FDC Board set up the Sustainability and Social Inclusion Committee to promote synergy and integration in the institution, to carry out strategic actions and projects that have sustainability as their core element. Two years later, and after the initiatives undertaken had progressed, FDC defined shared challenges so that sustainability would permeate FDC, to ensure that the institution remains relevant to society. There were four challenges. First, Social Innovation, which

aimed to raise awareness so that the processes, programmes and partnerships are seen from a social innovation perspective, and also to broaden FDC's social action in the community with a focus on social innovation projects. The second challenge was Responsible Management, which was to create a culture at FDC that would raise employees' awareness towards sustainability and social innovation, to include corporate responsibility in the organisation's management, in product development, in its operations and throughout its value chain, and to encourage innovation in business and in operations while focusing on sustainability.



Challenge three was Responsible Leadership, with the aim of generating knowledge about sustainability applicable in the various areas of management, and implementing educational solutions to create sustainable results for companies and society – which resonates with the values of the GRII. This challenge also aimed to incorporate the values of corporate responsibility for training leaders and public managers committed to social development, generating sustainable value for business and society in the school's educational solutions.

Finally, the fourth challenge revolved around Interactivity, aiming to promote continuous articulation and interaction with stakeholders on ethical, socio-economic and environmental aspects relevant to society, and give visibility to the initiatives carried out internally and externally, disseminating the institution's strategy and the initiatives of which it is a signatory, while also raising awareness so that the institution's processes, programmes and partnerships are viewed from the point of view of social innovation.

FDC, in line with its mission to contribute to the sustainable development of society by building the skills of executives, is a signatory to the UN

Global Compact, and is directly guided by the principles of the GRII and the Principles for Responsible Management Education (PRME) – a UN initiative with business schools. FDC collaborated in the building of the guiding documents of both these initiatives together with other international business schools.

In 2015, FDC became a member of the GRII Council, with a two-year mandate, and it is the only Brazilian representative on the International Council. The Council works to engage companies and society in impactful collaboration initiatives that will lead to global responsibility.

FDC seeks to promote and facilitate dialogue on sustainability among the various sectors it is in contact with. Thus, it takes part in forums, associations and partnerships with the aim of discussing and disseminating the issues of social inclusion and sustainability as it remains always aligned with one of its principles, namely, to be useful to the building of society, FDC's reason for being. FDC also contributes towards building methodologies and supporting institutional awards that promote sustainability.

Every year, FDC seeks to develop its actions aimed at achieving its mission. In 2015, 50% of its annual results were placed into its own Development Fund that finances its investments in development, mainly as regards knowledge generation and actions linked to sustainability and social responsibility.

Some of the executive education programmes and products offered were specifically prepared around the sustainability theme. Between 2010 and 2015 FDC moved along a structured path and achieved significant results to face the sustainability challenges that are incorporated into the institution's strategy and demanded by society and by its stakeholders. The setting up of a Sustainability and Social Inclusion Committee, which involves FDC senior management representatives, ensured the topic would be treated strategically and mainstreamed throughout the institution. The definition of a specific strategic plan on the topic, which is built into the overall FDC strategic plan, provided alignment with the management practices adopted at the institution

FDC social initiatives are also undergoing a process to consolidate learning and results. In 2015, the PDEOS programme methodology was registered and others are going through a registration process: the Dignity Programme, the Roots Programme and the Brasileirinho Project. The learning gathered from the various initiatives has generated improvements in delivery formats and started a process to review the value propositions that have the greatest potential for visibility.

Between 2014 and 2015, social projects started to be disseminated in classrooms in a more structured way. The video about the projects was screened in classrooms and at events, and more than 1 000 booklets were delivered to participants in FDC programmes to highlight the responsible management section.

Other successful initiatives to inspire the subject in classrooms also took place: in 2015, for example, social entrepreneur Laura Cota, founder of the store De Lá, with regional products – whose business was set up during the first group of the Dignity Programme – participated in the MBA Emerging Topic and demonstrated to attendees the way she does business fairly.

The way the Specialization in Business Management Programme hosted at the São Paulo campus addresses sustainability has also been an inspiration, and the subject of a doctoral thesis about the innovative ways sustainability is being mainstreamed.

There are many challenges yet to be overcome and plans are in place to manage efforts so they will be properly allocated. With regard to social projects, the intention is to enhance internal communication and the incentives to engage in the practice of individual responsibility, so that more and more collaborators may contribute to the projects and increase their positive impact among beneficiaries. At the same time, FDC is seen as a responsible institution that shows society how to act in the social arena and how to mobilise people and companies to join this cause. ■

For more information, visit

<https://www.fdc.org.br/en/Paginas/default.aspx>



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 procrastinator, among other things.

Partner profile

Increasing impact through the use of GRLI in Griffith Business School

Griffith Business School Communications Team



Griffith Business School continues to champion the principles of the Global Responsible Leadership Initiative in the areas of research, scholarship and teaching.

Since 2005, Griffith Business School (GBS) has signalled an increasing commitment to integrate the principles of GRLI within the mission statement (Developing tomorrow's globally responsible leaders), core values, and operations of the School. The recent keystone activities that reflect our commitment to the GRLI include:

- The Griffith MBA's core values include sustainable business practices and responsible leadership
- The QBM Griffith MBA Responsible Leadership Scholarship
- Increasing impact of the Griffith Centre for Sustainable Enterprise

Griffith's MBA

GBS recognises that corporate social responsibility and sustainability have emerged as global management priorities. The School has developed programmes within learning and teaching that integrate sustainability and corporate social responsibility. While the School's MBA explores all the disciplines expected from a business school, what makes Griffith's MBA different is that it is built on core values that are crucial to doing business in the 21st century:

Responsible Leadership Course

All students in the MBA complete the course: Managing Change Through Responsible Leadership. Leaders in today's organisations are challenged by one constant: change. This course offers a perspective that is both practical and theoretical while being guided by world leading bodies such as the GRLI, United Nations Global Compact and European Foundation for Management. Our focus is on developing leaders who are also effective managers of change, so it is vital to focus on the principles and practices of diagnosing and communicating the need for change, gaining commitment, fostering learning, creativity and innovation, and building long-term, sustainable change capabilities.

Sustainability and Systems Thinking Course

Students enrolled in the MBA undertake subjects that explore these values and learn about new opportunities created by sustainable business practices, and responsible and effective change management. Courses offered in the MBA provide students with the skills and knowledge-base necessary to manage the sustainability needs of organisations, and develop the analytical, communication and decision-making skills to implement sustainable business solutions. For example, 'Sustainability and Systems Thinking' is a compulsory core course for commencing students enrolled in the MBA and the Graduate in Business Administration programme.

The QBM Griffith MBA Responsible Leadership Scholarship

The QBM Griffith MBA Responsible Leadership Scholarship complements the suite of existing MBA scholarships offered by GBS, including the MBA Scholarship for Women, MBA Scholarship for Aboriginal and Torres Strait Islander Peoples, and MBA Scholarship for International Students. These scholarships reflect the school's long-term strategy of providing talented students with the opportunity to develop the skills that current and future generations of business leaders will need if they are to meet the challenges facing Australian industry and the wider community.

Griffith's MBA is structured around the understanding that students leave the programme thinking about their role as business leaders and how they can use their organisations to solve social environmental problems, but do so while doing all the things expected of an organisation, which is providing employment and making good returns.

As a result of this unique programme structure, Griffith's MBA has achieved top ranking, affirming the quality of the programme and highlighting the unique perspective it offers. The MBA is placed fourth nationally in the Australian Financial Review BOSS Magazine MBA rankings. It has received a five-star rating from the Graduate Management Association of Australia's 2015 MBA Star Rating. The CEO Magazine Global MBA Rankings for 2016 place the Griffith MBA in Australia's top five. The programme also won a Green Gown Award for teaching sustainability. ■

For more information, visit

<https://www.griffith.edu.au>



Jean-Christophe Carteron

KEDGE Business School



Which projects, initiatives or roles that you hold do you immediately associate with your GRLI involvement or association?

I think Sulitest immediately comes to mind. I incubated the idea through the GRLI, and I was able to discuss it with them, which helped me to shape the project. The GRLI also helped me to spread it, and find people to contribute, and now it's an NGO and I am the president!

How does the GRLI vision (or purpose) of catalysing global responsibility worldwide resonate with how you 'live and make a living', ie. relate to your personal journey?

What I love is that it helps me personally to build a link between my daily job as a professional, and my personal life – with what I can achieve as a human being. It's something quite unique. It's not only about being efficient. For me GRLI is about my tribe and about humanity.

What are the key motivators that drive or carry you personally?

I realised a couple of years ago how privileged I was to live in a country without war, without any personal disabilities, and able to earn enough money to never really be worried by what I will eat tonight. It's important to realise how privileged you are, and the power you have. But linked to that power is a responsibility, and you have to try to assume that responsibility and to do your part. So I try to be the good guy. I try to be a father and person my friends and children can be proud of.

What are the main challenges or issues that you have to deal with?

If you want to change a system, you can choose to change it from the outside, or from the inside. Fifteen years ago, I decided I would change it from the inside. But you have to accept that the system will always try to reject you.

You are not a normal cell in that body. When you're working on system development, and you have an obligation to be a change maker, you are facing people who don't want to change, or say they do, but they don't really. No system really loves to change. It's why, with the Sulitest we built a tool which could be acceptable and implementable into any "conventional organisation", with the idea that by raising people's awareness, this seed could grow up and change the system from inside.

Any thoughts on ensuring personal resilience on the journey?

I feel so lucky, because my best strength is that I'm resilient. When you have vision, and you know where you want to go, and are deeply convinced you should go there, then you can be resilient. I am not afraid of failing – I even take pleasure in making mistakes. And the more expensive the mistake – whether in time or money – the more you have to learn. When I do fail, I try to understand how it can be seen as good news. Because you don't succeed every time. The recent US election could push us to realise that bad things happen – and we have to see what we can do. Every time I fail, I am lucky enough to have time and energy to think. I'm lucky that I don't have to just survive. So I think it's our duty to learn every time we fail.

What helpful inspiration or insight have you gained as an individual that you wish to pay forward and share with others?

That when you believe deeply in something, it becomes a self-fulfilling prophecy – I've tried it for decades now and it happens. ■

Edith Littich

Vienna University of Economics and Business



Which projects, initiatives or roles that you hold do you immediately associate with your GRLI involvement or association?

Vienna University of Economics and Business (WU) is one of the leading business universities in Europe, and wants its graduates to become responsible leaders in an increasingly complex and volatile economic and social environment. Our goal is to equip our students with the skills they need for this ambitious task, and we believe that both curricular and non-curricular skills as well as a high level of interpersonal skills are required.

We have implemented a number of non-curricular programmes that give students the opportunity to interact with others who are economically and socially less privileged, such as migrants or people who have been forced to flee their country; the goal of these programs is to facilitate a meaningful mutual learning experience. In one of these programmes, Volunteering@WU, students regularly spend time with and tutor children who live in residential care facilities.

We are also currently pursuing several initiatives to encourage a more inclusive environment at our university for those who previously may have had only limited access to higher education. One of these initiatives is a project called WU4You, which is aimed primarily at first-generation students. The programme is intended to ease the transition from school to university and to offer financial support, guidance, and mentoring for students from non-academic backgrounds.

What are the key motivators that drive or carry you personally?

I believe that a university is not only an important institution for creating and disseminating knowledge, but virtually one of the most important places where personal development takes place.

Creating an atmosphere of tolerance, fairness, communication, and innovation helps to shape our students in growing and becoming the future leaders that our world needs.

With this vision in mind, I can approach issues without losing sight of what matters most to our central resource – the intellectual and personal development of students. Besides that, I have the privilege of a very attractive working environment – we have a great campus in one of the world's most livable cities, dedicated colleagues and faculty members, and a highly professional team to work with!

What are the main challenges or issues that you have to deal with?

For a public university, government funding is of key importance. As in many other countries, higher education funding is currently going through hard times and WU is of course affected by this development. Additionally, a philanthropic culture and supportive legal regulations are not yet in place to compensate for decreasing government funding.

Under these circumstances, universities have a tendency to evaluate their activities and cut costs, rendering only those services that they have negotiated with the government, typically on a short-term basis. This attitude favours short planning horizons and prevents investments that would have positive effects in the future.

As educators, we should never give up reminding policy makers and the public of the long-term benefits of investments in higher education and of the threats to the economy – and society – posed by neglecting those investments.

Any thoughts on ensuring personal resilience on the journey?

You can achieve the most if you are fully committed to the activities and tasks that you pursue. Try to focus on projects that you really feel enthusiastic about.

Stay authentic. Authenticity is the key success factor in motivating yourself and others. University management careers can be very rewarding. They combine interesting responsibilities and encounters with intellectually inspiring people, resulting in a strong sense of purpose. Typically, these careers can also be quite time-consuming and stressful, however. It is crucial to take time off when necessary to recharge your batteries.

What helpful inspiration or insight have you gained as an individual that you wish to pay forward and share with others?

Success is the consequence of a clear strategy, some good ideas, and a lot of persistence and patience. Communication and dialogue with others are of great importance at all stages along the way. ■

Dan LeClaire

AACSB International

How does the GRLI vision (or purpose) of catalysing global responsibility worldwide resonate with how you personally?

My personal journey now is inextricably linked to AACSB's underlying purpose, which is to foster global prosperity by improving business education. Why? Because my colleagues and I have focused on helping AACSB and its members to learn and develop.

We built systems to compare schools and help their leaders plan and make decisions. We built events and platforms to share ideas, and a research team to learn about the business education environment and the changing role of business schools in society. All of this work, in my opinion, has changed the way we think about business education and about our role in advancing it.

First, we have become much more aware of our social impact. Business schools have been blamed for contributing to a series of crises over the last three decades. While many of these criticisms were misplaced, studying them has revealed that business education is a powerful platform for change in business and society. It impacts organisations through the character and capabilities of their people and through the systems they construct and reconstruct. And the range of business education impact is getting broader: addressing social issues as well as business problems, touching government and non-profits as well as private sector businesses, and enabling start-ups and state-owned enterprises, as well as corporations.

Second, we are now more capable of leading business education. By the year 2000, AACSB had fallen behind business education and was more reactive than proactive. Now, because of our emphasis on learning, we have begun to think about accreditation and conferences as ways to lead, not only as ways to elevate and validate quality and share ideas.



That's why we introduced Assurance of Learning standards in 2003 and have been pushing for more engagement with practice and demonstrating impact since 2013. That's why our annual Deans Conference has grown into the largest gathering of business school leaders, providing a powerful venue for rethinking the future of business education.

So my personal journey has been steered by what we learned at AACSB and by the volunteer and staff leaders I have had the privilege to work with. I am more aware of my own impact on society and about my capacity to lead through AACSB. After all, I believe our role at AACSB is not only to lead an organisation, it is also to make the world a better place by leading an industry.

Which projects, initiatives or roles that you hold do you immediately associate with your GRLI involvement and with the responsible management education/responsible business movement?

AACSB's Ethics Education Task Force was appointed in 2003. Its 2004 report called for business schools to increase coverage of ethics in the curriculum and launched a series of supporting conferences and seminars. I was involved then, and as AACSB's agenda expanded to include the Principles for Responsible Management (PRME), I often served as a researcher, co-ordinating activities as well as doing my best to support related initiatives, such as the Aspen Institute Business and Society Program. Currently I participate in the Steering Committee of the PRME, which partners with GRLI.

In much of the initial work, we were ‘preaching to the choir’. We tended to convene and create communities for those who believed in the cause to talk to others who believed the cause. Now we are beginning to elevate the dialogue, creating opportunities that engage diverse perspectives to solve challenging problems, the so-called “grand challenges” of society. I think the UN Sustainable Development Goals (SDGs) have great potential in this respect. I am especially excited about the potential for the SDGs to expand opportunities for cross-disciplinary research.

Similarly, in the sustainability space, academics were mostly talking with other academics, and practitioners with practitioners. There were, and still are, very few platforms for connecting the groups in meaningful ways. Yet, this area is perfect for co-creating knowledge.

Companies worry about negative exposure, and messy cross-functional sustainability problems don’t fit the neat silos of academia. Fortunately, there is great potential in the work of GRLI and PRME to connect UN Global Compact companies, especially those involved with LEAD, with academics in business schools, particularly the champions leading the way on sustainability research.

What are the main challenges or issues that you have to deal with?

Change has always been a challenge in higher education. We all carry preconceived notions about what constitutes quality. Long-standing university and business school reputations and brands have been built accordingly and are reinforced by popular media rankings. That makes it hard for us to imagine vastly different models being as good as the ones we have grown accustomed to. It’s easy to be sceptical about alternative approaches.

Similarly, over the past 50+ years, our single-minded focus on building academic quality has reinforced powerful norms and traditions, which we associate with high quality. In accreditation, for example, I always say it is much easier to change the standards than it is to change the culture. The challenge is that new ideas and approaches are colliding with long-standing norms and traditions built for an entirely different purpose. I often use a quote by Clay Shirky: “[W]e live in institutions perfectly adapted to an environment that no longer exists.”

But this context is changing, and I think AACSB and the responsible management education movement are important drivers. For example, the three pillars of AACSB’s accreditation – engagement, innovation, and impact – are designed to enable and encourage schools to break the norms. I think the emphasis on impact has the potential to break our fixation on input-driven measures as indicators of quality.

What brings you to “here and now” ie. what are the forces and moments in your life and career that lead to your role as executive vice-president, and chief strategy and innovation officer?

A long time ago I began studying economics because I was believed in the power of ideas to transform society and of education to transform lives. After a decade as an academic, I started to feel like the outside world was moving much faster than I was and, to be honest, because I always felt a little inadequate teaching MBA students who had more management experience than me. It was 1999 when I left my position as tenured associate professor to go to work for AACSB.

I still believe in the power of ideas, though I'm not so naïve anymore to believe that they can transform society alone. We must do something with it. Transformation is more about leadership than ideas. Now I believe even more in the power of education to transform lives – it also transforms communities.

And, like my personal experience, I still feel the academia is somewhat isolated from the dynamics of society and business. Some of the most powerful management innovations are coming at the intersection of academia and practice, especially where other disciplines, such as engineering and medicine, are coming together with business strategy and behavioural science. What are the key motivators that drive or carry you personally?

Thankfully, my parents instilled in my brothers and me an intrinsic desire to do well in our jobs no matter what those jobs were. Now there is the added motivation of my family's future. For them I want to be a good role model, someone they are proud of. And I want them to explore the world and learn with me. I want to help them achieve their dreams. I feel the same sense of responsibility about the people I work with. I want them to leave the office proud of their work, knowing that they are trusted, and satisfied that we have had an impact.

And, of course, I'm also motivated by opportunities to make a positive difference in society. Some people wonder about my work and ask why helping business schools matters to me. After all, they are not the neediest of organisations and, well, aren't they in the business of helping people get rich?

I say, "Well, we really help business schools because we believe more and better management education is beneficial to society. It creates opportunities for people, is associated with better organisational performance, and positively impacts business and society."

At AACSB, we enable global prosperity by improving business education. Nonetheless, I would add, "I would love to cure cancer, feed the hungry, and save the planet if I had the capacity." Any thoughts or lessons you have learnt around ensuring personal resilience that you can share? "Resilience" is a word I reserve for only the most challenging, heartbreaking setbacks. So being lucky in life so far, I can't speak about it with credibility from experience. Nonetheless, I offer two thoughts.

First, the human mind plays tricks on us. It will focus more on the negative than the positive, trying to convince us that things are worse than they really are. It will perceive risk differently depending on how it is presented, keeping us from betting on a better future. It's just our brain trying to protect us. But I think it is important to understand our biases and try to manage against them to make better decisions, in life and in work. In my opinion, one of the best management books written in the last decade is *Thinking, Fast and Slow*, by Daniel Kahneman.

My second piece of advice, especially in challenging times like these, is to focus on what is most valuable to you and on your core values. Too often we place extraordinary value on things that don't really matter. We put so much emotional energy into mundane decisions. Especially as the world around us is getting more complex, I encourage friends to work harder to simplify, simplify. ■

DISCOVERING FLOURISHING ENTERPRISE

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