

Global Responsibility



The GRLI Partner Magazine

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Dennis Hanno on educating entrepreneurial responsible leaders

Eon Smit talks about leadership from an African perspective

Sharon Turnbull on shifting the thinking from a global to a 'worldly' mindset

Anders Aspling brainstorms about the business school of tomorrow

Malcom MacIntosh says that a move to SEE — sustainable enterprise economy — is imperative

John Rayment & Jonathan Smith present their findings on the future of business schools

Fernando d'Alessio & José Pereyra on how CENTRUM Católica has woven GRL and PRME into its Value Chain

Call for papers



Journal of Global Responsibility

Editor: Dr Grant Jones, Macquarie Graduate School of Management, Sydney, Australia

Deputy Editor: Professor Gayle Avery, Macquarie Graduate School of Management, Sydney, Australia



We are currently seeking papers for a new journal to be launched in 2010 and closely aligned with the goals and objectives of the Globally Responsible Leadership Initiative (GRLI) and European Foundation for Management Development (EFMD).

Editorial scope and objectives:

Organizations can become conditioned by competitive pressures to narrow their goals and adopt an overly instrumental logic, stripped of any meaning beyond simple profit. The survivalist impulse is self-contradictory, because it reduces longer-term viability. It also reduces the organization's legitimacy, because a narrow focus diminishes the net contribution that the organization can make to society. The adoption of global responsibility is therefore an act of leadership, a voluntary and willful deployment of the resources of an organization towards building sustainability. *Journal of Global Responsibility* defines a globally responsible organization as one with a clear business case for sustainability.

Articles would be welcome from the traditional management disciplines – accounting and finance, operations, human resources, organizational studies, marketing and strategy – where the articles build on our model for sustainable development. It is also recognized that the development of global responsibility may also be directly informed by more

fundamental disciplines such as sociology, politics, psychology, history or philosophy.

Coverage includes, but is not limited to, the areas of:

Ethics, new mental models, governance, strategy, public policy, corporate social responsibility, human rights, workplace spirituality, employee/community engagement, transparency, resource management, environmental impact, organizational development, change, human resource management and development, social entrepreneurship, innovation and creativity, social marketing, action learning, management education, cross-cultural management, organizational change, leadership theory and leadership development.

Full author guidelines can be found at www.emeraldinsight.com/jgr.htm

To submit an article or to request more information, please contact the Editor:

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Research you can use



On Responsible Leadership

Dear Reader,

This edition of *Global Responsibility* is cause for a moment of bittersweet reflection. The premature passing of Bryce Taylor was a great shock to all of us who knew and worked with him in the GRLI. He represented the very best of what we stand for with his profound determination to make a difference to the lives of human beings, his creativity, innovative thinking and focus on taking action for change. His legacy within the GRLI can be judged by the extent to which the development of the whole person and the concepts of *Whole Person Learning* now permeate every aspect of our work. It was therefore very exciting that his *Whole Person Learning Manual* was completed just prior to his death and is now available to all partners at <http://www.grli.org/index.php/resources/wpl>. It is an extremely practical guide and I can recommend it to both whole person experts and novices alike.

A tour of the articles in this edition provides positive proof that we are an engaged global community of action focused around thought leadership, execution and advocacy.

On thought leadership, Malcolm McIntosh calls from Brisbane for a 'SEE change' and introduces us to the notion of the Sustainable Enterprise Economy (SEE). Eon Smit surveys the African landscape from Stellenbosch and wades into the patronising view that lumps all of Africa into a glib homogenous generality. From the other end of the globe, in Stockholm, Anders Aspling reflects on the new shapes emerging out of the mist as we consider the dilemmas and challenges of the business school of the future.

Advocacy is a theme that weaves through many pieces in the GRLI puzzle. Here it is specifically highlighted in the announcement of the results of the Inaugural Social Impact Award that is awarded to Esben Pedersen and Peter Neergard for their article on *What matters to managers? The whats, whys, and hows of corporate social responsibility in a multinational corporation*. The new Award is a joint venture between GRLI and Emerald Publishing Limited. In another partnership, we are collaborating with the UK's

Leadership Trust Foundation and other partners to host the Worldly Leadership Summit 6-7 September 2010. Sharon Turnbull's article provides some insights into this event that is now being held for the second time.

Taking action is the underlying theme of the experiences shared in two contributions from the Americas. Dennis Hanno introduces us to some of what is going on at Babson College in Boston while Fernando d'Alessio and José Pereyra, from CENTRUM PUCP Lima, provide a great example of an operational approach to implementing the Principles for Responsible Management Education (PRME) and Globally Responsible Leadership concepts (GRL). The opposite of taking action is revealed by the tag team from Anglia Ruskin University in Cambridge, UK, John Rayment and Jonathan Smith. Their research into attitudes in business schools around the world reaches a sobering conclusion: that many business school leaders do not see the job of steering business towards helping humanity achieve a sustainable future and tackling urgent global issues as one of their main roles either now or in the future. These findings reinforce our understanding that there is a great deal of unfinished business in fulfilling the GRLI's mission to create a new generation of globally responsible leaders.

As the cover pictures depicts, we live in turbulent times and our task is to both make sense of the myriad of storms which engulf us and chart safe passages through them. This calls for courage, wisdom and action.

I wish you a pleasant reading of these articles and if you are interested in our work, visit us online at www.grli.org.

Mark Drewell,
Chief Executive, GRLI

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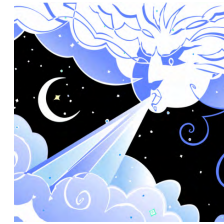
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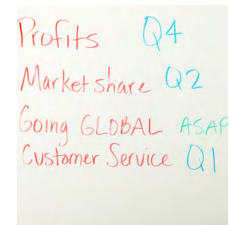
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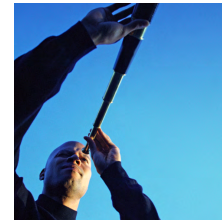
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soundbites



Standard Bank joins GRI

Building a Sustainable Future for Standard Bank through Responsible Leadership.

The Johannesburg listed banking powerhouse, Standard Bank is the newest partner of the GRI. Below is an extract from the Bank's 2009 Sustainability Report detailing how their efforts will contribute to the GRI.

Building sustainability into the way Standard Bank Group (SBG) does business is less about drastic changes in what we do and more about understanding the linkages between our own operations, the emerging market communities in which we operate and global pressures.

The search for pursuit of sustainability requires a multi-disciplinary approach. Protecting the natural environment as our life giving base must be linked to developing people, strengthening society and building economic capability. This starts with our employees and extends to engaging the societies around us – contributing to their strength and adaptability and playing our part in the development of economic wealth.

The links to good governance, sound risk management, our corporate social investment and carbon trading and developing products that help individuals at the bottom of the economic pyramid all form part of our vision to be a leading emerging markets financial services organisation.

The Group's sustainability management function provides strategic guidance to the executive team, develops sustainability policy and action plans, and assists policymakers and key internal decision makers on sustainability issues. The challenge is to integrate sustainability practices across SBG as it grows its presence in existing markets and expands into new ones. We have made solid progress over the last year but have much more to do. SBG's *Sustainability Management Programme* works alongside the governance, compliance, legal and risk functions reporting into the Group's Chief Risk Officer, who is an executive committee member, as well as the Chief Ethics Officer. As an organization we are involved in various initiatives such as:

- ▶ Climate change, a significant global challenge and one which will disproportionately impact on the potential for African and emerging markets to grow and develop. There were great expectations that the 2009 December meeting of international governments at Copenhagen would result in a binding agreement on tackling climate change in the period beyond 2012. The outcome was disappointing but in the months since then we have seen Brazil, China, India, South Africa and other leading emerging markets working proactively with developed nations to try and bring the global framework for action back on track. We are responding to those challenges in a variety of ways including expanding the capability of our carbon trading team in Africa.
- ▶ During 2009, we formalised our commitment to using the Equator Principles as a framework for assessing and addressing environmental and social risks associated with large-scale projects, which we finance. This is the first year that we report our progress in terms of the Equator Principles and we continue to work on ways of improving their application. Going forward, we will be working on improving our risk assessment and reporting on a wider range of financing deals.

At Standard Bank we believe that responsible leadership is essential to creating organisations that have long term sustainable success, it is about a belief in our long term objectives in the face of short term pressures.

As an emerging markets bank and because of the type of business we do, we have always understood that there is an interdependence between corporations and society and as the world becomes more complex and additional demands get placed on us as a business, we believe that we need to stay true to the enduring principles that have made us successful and will continue to do so going forward long-term.

Emerald and the GRI honour Corporate Global Responsibility Research with New Award

Emerald Group Publishing Limited, the world's leading publisher of management research, in collaboration with the Globally Responsible Leadership Initiative (GRI)



everyone is talking about responsible management nowadays, claiming to be concerned about the future of the planet and humankind. But is this a mere fad? A new advertising approach? A final salute to a society that is on its last legs?

The AlphaBEM of the Responsible Manger

launched the Inaugural Social Impact Award. This new award recognises outstanding research that makes a tangible difference for the good of society. Reflecting Emerald’s publishing philosophy of “research you can use”, the award was open to all articles published in an Emerald Journal in 2009 that demonstrated real-world application with a high social impact.

A total of 12 papers were shortlisted across 12 journals and judged by a panel of experts from within the GRLI: Anders Aspling, GRLI Secretary General, Carol Adams, Latrobe University, Marielle Heijltjes, Maastricht University, Birgit Kleymann, IESEG, and André Sobczak, Audencia Nantes.

“What matters to managers? The whats, whys, and hows of corporate social responsibility in a multinational corporation” written by Esben Pedersen and Peter Neergard and published in *Management Decision*, Vol. 47 No 8 won the first award gaining the most points across nine categories.

The winning author, Esben Pedersen comments, “we are of course very excited about winning the Social Impact Award. It is great to know that researchers and practitioners read and even acknowledge our work.” Peter Neergard continues, “we are honoured and proud to be awarded this prestigious prize.”



Esben Pedersen



Peter Neergard

The winning article is freely available online until the end of June 2010, to access visit www.emeraldinsight.com/md.htm

To find out more about Emerald’s vision of “helping the world to be better managed”, please read Emerald’s Sustainability Report 2009, available at <http://info.emeraldinsight.com/about/csr.htm>



The launch of The AlphBEM of the Responsible Manager in English

The AlphaBEM of the Responsible Manager is available for download in English and French at <http://www.grli.org/index.php/resources/publications>. This project began in June 2008 when Bordeaux Management School (BEM) and Caisse d'Epargne Aquitaine Poitou-Charentes released *The Alphabem of the*

Responsible Manager. Both organisations joined GRLI when it was launched in 2004 as a company/business school team. As one facet of their joint work, this mini-dictionary was crafted to provide the two organisations’ stakeholders with a common vocabulary aimed at helping staff members understand the fundamental notions associated with “Global Responsibility” or “Sustainable Development.” Actually, the rationale behind the project was that if people did not put the same meaning behind these concepts, it would be very difficult for them to exchange ideas, associate issues and alter the goals, training practices and the management of their organisations. The Alphabem provides 100 useful definitions by combining rigour and humour in order to shed light on concepts like “Micro-Finance”, “Green Washing”, “Ecological Footprint”, etc., with the hope that readers feel inclined to deepen their understanding of the necessary change associated with these concepts owing to the magnitude of the environmental and financial crises our societies are currently facing. A new AlphaBEM devoted to “Sustainable Supply Chain” is now in the making, drawing on BEM’s expertise in that particular professional domain.

Questions can be sent to Bernard Sionneau at bernard.sionneau@bem.edu

Remembering Bryce Taylor



Bryce Taylor (1946 - 2010)

Bryce Taylor, a GRLI partner representative from *The Oasis School of Human Relations*, United Kingdom (UK), died suddenly and unexpectedly at aged 63 on 22 March 2010.

Bryce was a radical educator, author and leading edge thinker and practitioner in the human development movement. Alongside Nick Ellerby, he was co-founder of *The Oasis School of Human Relations* in Boston Spa. Over the past 25 years Bryce has been an integral part of a small group of committed co-directors, staff and associates, now numbering over 100 people.

Born and educated in Rochdale in the United Kingdom, he attended Grammar School, going on to read English, drama and environmental studies at Bretton Hall, before taking a B. Phil in French and English literature at York University. He was committed to his own life long learning.

Bryce began working in human relations in 1980. Initially, he brought his innovative approaches to organisations in the public sphere – education, social and health care. A facilitator of the 'Leeds Diploma in Humanistic Psychology,' he also researched for the *National Institute of Careers Education and Counselling*. Bryce was a member of the national *Royal Society of Arts* (RSA) committee shaping the first nationally recognised RSA qualification in counselling

skills, and he later became the chief assessor and national verifier.

Since 1987, The Oasis School's radical approach has embraced the peer principle, shared accountability, collaborative decision making and relationship at the heart of learning. Bryce's work inspired many ground-breaking programmes and processes, including the two-year 'Practice of Human Relations and the Management of Change,' which, for over a decade, influenced many individuals and organisations throughout the UK.

Bryce brought his choleric potency to a challenging and sustained process that forged the essence of what Oasis offers – a peer enterprise that engages the whole person in their context and with their questions. He anchored his work in four aspects:

- ▶ Individual personal development
- ▶ Group process
- ▶ Social action and social change
- ▶ The nature of the person and wholeness

Recognising the massive changes in almost every area of our lives he knew there was a need for a new paradigm – approaches that challenged at radical levels how we relate to others, how we view ourselves in relation to the planet and our concerns for the future. And he lived to communicate this – to be in communion.

Since the inception of the Globally Responsible Leadership Initiative (GRLI), suggestions about new approaches to learning that engage more of the whole person have been explored and encouraged. Oasis had a leading role in this area, and as a 'resident author,' Bryce was invited to gather together the frameworks and thinking that underpinned this emerging paradigm and practice.

Within the GRLI General Assemblies, the approach was given the name 'Whole Person Learning' (WPL). Whole Person Learning focuses on the development of individual, group and organisational capacity for personally responsible action in the world. Following sponsorship from one of the GRLI partners, Bryce was commissioned to write a book on WPL, published in 2007. He was touched by the willingness of Henri-Claude de Bettignies and Mark Drewell who offered an introduction and foreword respectively. Whilst Philippe de Woot was a significant influence on Bryce, he also valued the many conversations and insights he gained through his connections and relationships with many of the GRLI

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Whole Person Learning is a radical approach to how ‘training’ and education can be approached, and enables the embrace of such changes. WPL is learning as a whole person; it is much more than becoming informed and leaving the impact of the body of knowledge to influence the learner. At the centre of the learning experience, how that learning is conceived as well as how it is undertaken, along with how it is reviewed and especially how it is assessed, all have to be congruent

The Whole Person Manual



Whole Person Learning

BY BRYCE TAYLOR



partners. Over the last five years Bryce represented Oasis internationally in relation to Whole Person Learning, including facilitating a programme in the UK for international partners and being a guest presenter at partner events and conferences.

He wrote extensively, and books included *Human Relations in the 21st Century*, *Helping People Change* and *Where do I go from here?* His latest work, *A Manual on Whole Person Learning*, has just been launched by the Globally Responsible Leadership Initiative, and was informed by a small and committed group of GRLI partners. His most recent UK wide project ‘The Invitation’ expresses his lifelong passion for exploring new dimensions to consciousness and emergent spirituality.

Bryce has been described by GRLI partners as a talented teacher, challenging and impressive, an exceptional thinker, energetic and dynamic, as having sparkling eyes and a smile on his face, warm and irreplaceable. His wisdom, sense of humour and being a real “Mensch” shone like a Beacon! A profound and accomplished human being in the noblest sense of the term. A storyteller – his memory, his ability to recall, to capture and recount moments with the true sense of them, is something we will miss deeply.

He leaves his partner Zena, his sons Ben and Jake, stepchildren Becky and Dan and grandchildren.

ABOUT THE AUTHOR

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It seems only fitting that Babson College is hosting the 9th General Assembly of the Globally Responsible Leadership Initiative (GRLI) in June 2010. Never before has the world been more in need of the combination of what Babson and the GRLI have to offer: the former one of the leading institutions in the world for educating entrepreneurial leaders and the latter the leading global voice for creating a next generation of responsible leaders. In a world that continues to experience unprecedented economic and societal turmoil, positive change will only be effected by leaders who think differently and who know how to create economic and societal value in a responsible way. As noted by Phillippe de Woot in *Global Responsibility*, Summer 2009, “the qualities of *Prometheus* — a semi-God of the ancient Greek pantheon, as the personification of the modern entrepreneur — will remain the engine of economic progress: the vision of new possible innovation, the capacity to take risk, the ability to convince people to come aboard.” There must be “a willingness to apply [these qualities] in new societal fields and to bring them to address the new challenges of our world.” The world needs entrepreneurial leaders now more than ever.

Babson is dedicated to producing students who know how to think and act entrepreneurially. Our mission statement is simple, educate a generation of leaders who create great

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the intersection of entrepreneurial thought and action with globally responsible leadership suggests that business must be thought of in a different way



Photo courtesy: Babson College

The World needs Entrepreneurial and Responsible Leaders

DENNIS HANNO



economic and social value ... everywhere. Traditional business education provides the tools to analyze, to look at business decisions in different ways, and to form new solutions to both old and new problems. However, it will take more than the application of these skills to really make a difference in the world; it will take entrepreneurial thought and action.

Some think that being entrepreneurial is simply about creating new ventures, however, at Babson we think that being entrepreneurial is a pervasive mindset that can be instilled in students. This mindset teaches students to be “opportunity-obsessed, holistic in approach and leadership balanced.” It encourages students to think and act in a way that enables them to make a contribution to any organization – small or large, local or global, focused on profit or focused on societal good. Entrepreneurial leaders see problems and simply think of them as opportunity waiting to be seized. Rather than focusing on obstacles, entrepreneurs focus on solutions. When entrepreneurs face challenges, they often act their way into new ways of thinking rather than simply following the age-old of axiom “think before you act.” Entrepreneurs make things happen.

Babson creates entrepreneurial leaders through its innovative curricula and the environment and culture that have been crafted on its campus. As early as in their first year, all undergraduates create and run real-world businesses while studying fundamental business concepts integrated across disciplines. In both the graduate and undergraduate programs, discipline-based teaching is shunned in favor of curricula that challenge students to develop a holistic view of business. Both in the

classroom and in the close-knit campus community, students are encouraged to put creativity to use to reach solutions to both local and global problems – and then put these solutions into action. Babson has created a community that serves as a laboratory for future entrepreneurial leaders. They experiment and learn in the safe confines of an academic environment but they leave as graduates ready to take risks and make change in the organizations they create or join.

Like Babson, the GRLI is also a laboratory. It is dedicated to providing its partners with the opportunity to develop new management education practices that will produce a next generation of globally responsible leaders. The GRLI brings together leading academic institutions and business organizations that are dedicated to creating future leaders who will exercise “values-based leadership in the pursuit of economic and societal progress and sustainable development.” Here lies the intersection between entrepreneurial thought and action and globally responsible leadership: entrepreneurs make things happen while globally responsible leaders make sure that the things that happen will create sustainable value and benefit society as a whole. To address the many problems the world faces today, we need entrepreneurial and globally responsible leaders.

The intersection of entrepreneurial thought and action with globally responsible leadership suggests that business must be thought of in a different way. For example, in his Nobel Laureate Speech in 2006 Muhammad Yunus described a new kind of entrepreneurship that focuses purely on making a difference in the world. This kind of entrepreneurship

results in entities called “social businesses” that Yunus argues could serve as a free market mechanism to solve many of the social and economic problems that continue to challenge us. Yunus himself and his Grameen Bank serve as examples of entrepreneurial thought and action put to use in addressing one of the world’s biggest problems – poverty. Grameen itself has created two social businesses that focus purely on societal problems. One is a yogurt factory that focuses on providing nutrition to malnourished children and the second is a chain of eye-care hospitals. Note that social businesses are not charities.

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The Grameen businesses are self-sustaining and do not rely on donations. They represent entrepreneurial thought and action used by a globally responsible leader to address societal needs. Social entrepreneurs can be in all kinds of organizations with many different motivations but they share a common commitment to creating sustainable organizations that can effect change. There are many globally responsible entrepreneurs doing great things to make a difference throughout the world, but we need more.

“ . . . ”

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We need leaders like Patrick Awuah, who is trying to create change by building a new kind of academic institution. Born in Ghana, Patrick was educated in the United States and earned his professional experience at Microsoft. The problem he saw and decided to address was the need for a new generation of leaders in Africa – leaders with an ethical and values-based entrepreneurial mindset. To address this problem he founded Ashesi University, an independent and private institution, in Accra in 2002. Ashesi, which fittingly means new beginnings, already serves as a model for innovation and quality in academic institutions and promises to change the landscape of higher education in Africa. Patrick has received national and international recognition for his innovative and entrepreneurial approach to addressing a critical societal need.

Eugene Nyagahene of Rwanda is another example of a globally responsible leader who has used entrepreneurship to make a difference. More than a hundred of Eugene’s family members were killed in the genocide that ravaged Rwanda in 1994. Starting with nothing after the genocide, he has built a network of telecommunications and information technology companies throughout East Africa. Despite his own success, many of the members of his family who live in the rural villages outside the capital of Kigali were unable to provide for themselves – until recently. Eugene saw the need to help the members of his family and their village neighbors become self-sufficient and he encouraged them to start growing coffee. To support them, he created a highly successful coffee export business that passes all the profits back to those in the villages most affected by the genocide. Eugene also

recognized that economic disparity is often one of the root causes for violence. To help ensure that genocide does not occur again, his social businesses have even provided jobs for some of those who were responsible for the deaths of his relatives. Eugene has been profiled in international documentaries about Rwanda’s recovery from the genocide and continues to seek out new ways to use entrepreneurship to build a stronger and more stable Rwanda.

These brief examples illustrate the power of linking entrepreneurial thought and action with globally responsible leadership and there are many more stories like these that can also be told. Given the complex problems that face the world today, the continued creation of economic and social value will require innovative and bold approaches. Developing these approaches will require the kind of experimentation and action that is fostered by academic institutions like Babson College and organizations such as the GRLI. If the world needs entrepreneurial and responsible leaders, the GRLI and its many partners, like Babson, can make that happen through their own entrepreneurial action. The 9th General Assembly of the GRLI provides the forum that will serve as the springboard for this action.

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Perceptions on Leadership in Africa

EON SMIT

To generalise about any aspect of Africa, borders on the impossible – an approximate population of 930 million people distributed over 30 million square kilometres, populating 61 countries that stretch between 20 square kilometres to 2.5 million square kilometres with the number of inhabitants ranging from approximately 4 000 to 140 million and earning per capita incomes varying between \$600 to \$50,000 USD. There are 26 official languages and 44 different currencies. Within national borders, further diversity is introduced by tribal loyalties, language differences, different religions and to an increasing extent, class differences based on individual wealth.

Generalisations about the characteristics of Africans, therefore, have to be treated with circumspect. Africa shares all the problems associated with statistical averages when dealing with widely dispersed observations. It is not necessarily representative of any specific country and holds the risk that judgements on leadership in a particularly progressive country may be contaminated with observations from war-disrupted dictatorships. A further mistaken inference would be that, because we inhabit a common continent, we should have a great deal in common with all other Africans. It has been said that the only really common experience of Africans, is that of being colonial subjects, which is hardly sufficient to perpetuate eternal solidarity, especially amongst younger people exposed to a global lifestyle through modern media.

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image courtesy: sciencenotes.wordpress.com

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there is also evidence that African leaders are challenging corruption while understanding that transparency and accountability are necessary preconditions for development

However, the reality of Africa is clearly depicted in a satellite photo of the world at night showing Africa as a dark continent in a world brightly lit up by electricity. The Afro-pessimist will see behind this image the most uncompetitive region in the world, characterised by poverty, disease, corruption, political instability, the lack of basic infrastructure and the unwillingness or inability of leaders to frame and execute policies that will enable sustainable human development.

An Afro-optimist will probably see the embryo of the economic giant that Africa can become, realising that the renaissance will take a very long time to deliver on its promises and that it will be characterised by small beginnings first confined to development nodes and crucially dependent on the initiative, effort and leadership of a small minority in politics, business and society, similar to the European renaissance, but this time around playing out in a planned and purposeful way.

Rather than drawing conclusions from a static image, the optimist will probably study the evolution of the African picture over time in order to identify those process signals that bode well for the future. Clearly identifiable examples become observable throughout the continent with ever increasing frequency. A cursory stocktaking will, inter alia, take cognisance of a handful of new generation political leaders who clearly respect democratic principles and understand the preconditions

for sustainable development which culminate in strong economic growth; a significant reduction in the number of civil conflicts; the acknowledgment that Africa has to take responsibility for its own future through joint policy and action as espoused by *The New Partnership for Africa's Development* (NEPAD); and the acceptance of the Millennium Goals as well as the strong international investment in African countries since they have taken the initiative to encourage investment. There is also evidence that African leaders are challenging corruption while understanding that transparency and accountability are necessary preconditions for development. This way of thinking is gaining both momentum and popular support. Further evidence support the Afro-optimist position that a new professional middle-class of business leaders is emerging in Africa. Having received a good education outside of Africa many young people have returned to start their own businesses or to join global conglomerates. They respect hard work and international excellence and exert strong local influence – to the effect that they had sufficient influence to bring the violence after the recent Kenyan elections to a halt. Enlightened business leaders triumphed over selfish politicians.

A leading Afro-optimist, Dr Reuel Khoza,¹ argues that the locus of control for Africa's future is within the continent itself and that the African renaissance will be driven by leadership that in the African spirit of Ubuntu, will keep people in authority ever mindful of their role of servers rather than commanders. The server leader leads by the tenets of consultation, persuasion, accommodation and cohabitation and shuns coercion and domination. These principles are deeply imbedded in African humanism and are part of the old traditions of tribes and regions. African humanism, he argues, promotes social cohesion through its search for sufficient consensus that leads to a process of social arbitrage in the settling of differences. This leadership paradigm is practical and compassionate and it calls for the development of leaders who can deliver rather than merely promise and who demonstrate great personal integrity, accompanied by expertise and organisational ability.

Professor Jimnah Mbaru,² banker, stockbroker and Afro-optimist, in a more pragmatic way, calls for leadership that can mobilize the competitive forces on the continent to allow Africa to play in the global arena of brainpower and technology, rather than merely be involved in resource exports. He sees the leadership challenge as creating less government and better government, anchored in a fully participating democracy, protected property rights, good governance by technocrats, strong public-private partnerships and entrepreneurship entrenched in small and flexible, fast-working companies.

IBM, an Afro-optimist company, has researched the leadership challenges facing Africa focusing on innovations capable of leapfrogging current technologies and thus propelling the continent into a domain where it can compete with the rest of the world on the basis of creativity as well as cost. They conclude that African leaders have to:

- capture more value from the continent's vast resource pool through labour intensive beneficiation processes

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leadership challenge as creating less government and better government, anchored in a fully participating democracy, protected property rights, good governance by technocrats, strong public-private partnerships and entrepreneurship entrenched in small and flexible, fast-working companies



- make a massive investment in transport, energy and information and telecommunications technology
- fully exploit the economic opportunities of the vibrant mobile phone industry
- tap into the economic power of the informal sector and enable this sector to become mature and formal

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the African Association of Business Schools, minimum criteria for membership were set – 10 full time faculty including four staff members with doctoral degrees, 400 hours of MBA teaching per year, a \$2000 minimum fee for the MBA and some research publications per year



image courtesy: photos.com

- empower African women in adequate and appropriate ways to take their rightful place as born entrepreneurs
- be innovative when it comes to financing small business and entrepreneurs; enable social entrepreneurship to supplant government funded NGOs in the long run, and lastly
- assure the development and upgrade of skills, and the accompanying development of managerial and leadership competencies of Africans which are necessary requirements for the continent's development.³

It is common cause that Africa's once-venerable higher-learning institutions are in disarray after more than four decades of financial neglect. Available funds were channelled into primary education, thus further stimulating demand for higher learning in a system with decreasing capacity. Business schools are a case in point. There are more than 350 so-called business schools on the continent. However, at the time of the formation of the African Association of Business Schools, certain minimum criteria for membership were set – 10 full time faculty including four staff members with doctoral degrees, 400 hours of MBA teaching per year, a \$2000 minimum fee for the MBA and some research publications per year etc. To date, only nine non-South African schools in Sub-Saharan Africa successfully applied for membership. In South Africa only 19 MBA programmes have received government accreditation. Only five schools in Africa hold any form of international quality accreditation.

A very clear case for action can be made here. In Africa the need for leadership education undoubtedly exceeds the supply. Compared to India and China, where the economic development is strongly underpinned by leadership and management development, the African market represents the last untapped Western frontier for the world's business schools. Unfortunately, after independence, African countries were flooded by individuals and organisations of poor repute, the so-called Uhuru hunters, selling goods, services and advice into unsophisticated markets – frequently delivering very little, which today still cast doubts on the intentions of well-meaning institutions. However, those business schools in the world that are looking for new markets, wish to contribute to meaningful leadership development and show a willingness to attune their education to the peculiar characteristics of a new environment, will experience friendly receptions leading to meaningful partnerships and students hungry for a high-quality education, usually willing to pay, but at times limited in their ability to afford international fees.

Getting involved may be a strong indicator of a business school's resolves to support a global leadership initiative in a very real sense, especially in Africa.

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Leading with Responsibility and Conviction

Sharon Turnbull

Philippe de Woot's book *Should Prometheus be Bound?* argues that the dominant market ideology of the firm has contributed to the crisis of ethics we have seen in today's globalised world. The recent corporate scandals and their aftermath have, he says, focussed largely on breaches of integrity or trust within the rules that preserve the status quo of 21st century capitalism, rather than challenging the paradigm that shapes our global economy and its uni-dimensional focus on 'shareholder value.' As globalisation advances in the 21st century, leaders appear to be powerless to act against a dominant ideology that reveres wealth creation above all else.

The solution, proposes de Woot, is an 'ethic of conviction' that focuses on the type of society we wish to build, combined with an 'ethic of responsibility' that challenges instrumental logic, and poses the question "what kind of a world do we wish to build together?" He starts by replacing the question 'profit for what?' (which can only lead to one answer – the shareholder) with 'progress for what?' and points to many of the world's problems of poverty, health, and climate change in response. His overarching proposition is that a firm or society must change its entire culture by "permanent collective questioning" if it wants to become responsible and transform its behaviour. In a postscript to his book, de Woot makes a comment that "good leadership is required at every level" for such ethics to develop. Given these questions, the 2nd Worldly Leadership Summit



examines what kind of leadership is required to make this transformation.

The majority of leaders across the globe today have been conditioned in some way by western and US-centric leadership theories and methodologies. This thinking has been driven through our global business schools and business cultures, often to the exclusion of non-western traditions and cultures and the valuable insights and wisdom these may have to offer. This leadership wisdom lies hidden in ancient, indigenous societies and cultures and is a highly dispersed body of knowledge, which, we argue, has hitherto been under-researched. We believe that a 'worldly leader' today needs more than Western / US centric leadership theories, and have set out to uncover these alternative wisdoms.

Our definition of 'worldly' is shaped by the 2003 Mintzberg and Gosling's *Harvard Business Review* article *The Five Mindsets of a Manager*, which argues for a shift from a global to a 'worldly' mindset. Instead of looking at the world from a distance, they propose a focus from close-up on the many different worlds within worlds that make up our globe. The Worldly Leadership Initiative that started at *The Leadership Trust* builds on this idea, by adding to leadership wisdom through insights into knowledge, ethics and action practiced in different ways by different cultures, and in societies both ancient and modern around the world. This initiative seeks to uncover and disseminate radically different ways of thinking about the process of leadership that may help to address the

Summit

'Leading with responsibility and conviction'
6-7 September 2010
at The Leadership Trust



image courtesy: photos.com

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complex challenges of today's world, and thereby respond to de Woot's call for action.

"Building a leadership ethic of responsibility and conviction – connecting business, civil society, education and indigenous communities across the globe toward a shared agenda for ethical, transformative and connected leadership for the benefit of humanity across our world" is the theme of this year's Worldly Leadership Summit. We invite you to join us for this unique opportunity to find new and practical ways to develop the leadership needed for today's crises! Following the success of the First Worldly Leadership Summit in 2009, the second Summit will again bring together top leaders from diverse sectors with leaders from a variety of indigenous communities and alternative perspectives. The Globally Responsible Leadership Initiative, together with other partners for this Summit: The Leadership Trust, Ashridge, and The British Council, believe that it is only by drawing on a much more creative range of perspectives that we will move beyond the stale leadership styles and approaches that have generated many of today's challenges.

This Summit integrates vigorous dialogue with an urgency to develop practical solutions and actionable projects. The speakers and workshop leaders will represent leadership wisdoms from many corners of the globe. They will include indigenous leaders, leaders who will deepen our understanding of Eastern philosophies,

Russian leaders, leaders from the Islamic world, and many others from business, civil society, government and education.

By bringing these people and ideas together, we will create new wisdoms to support the construction of a new leadership ethic of conviction and responsibility. We welcome participants from our 2009 Summit to join us once again, and we equally encourage new leaders to join us for this Summit.

FURTHER INFORMATION

Full details of the Worldly Leadership Initiative and information on the Summit registration are at <http://www.worldlyleadership.org> or contact Linda Keirby-Smith on +44 (0) 1989 760705, email lindakeirby-smith@leadership.org.uk

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A changing world

Over the last decade we have gone from talking about a new pace of globalisation to experiencing it hands-on. The prerequisites for businesses and other organisations are changing and new roles are emerging. This influences directly the way we have to prepare and educate a next generation of managers. A few observations can serve as an introduction to this text: complexity abounds and it is seen as the normal state of affairs; management is not a mechanistic science; multidisciplinary approaches are needed in facing the challenges of business and the role of business in society; the interdependence between business, politics and civil society is increasing and so is the awareness of this interdependency; the global interconnectivity of the entire system is fully recognised; a one nation/region economic hegemony is over for the time being; and the stresses being placed on the environment present the spectre of adverse large scale impacts on human society within the lifetimes of those being born today. These observations and assumptions are approached in different ways depending on the local, regional and cultural context. If we manage to respect and value these differences we will orchestrate a shift from one education formula – “one school” – to many alternative ones. Such a richness and diversity will provide great opportunities of learning and inspiration for anyone anywhere and for all of us.

Developing globally responsible leaders

What are some of the characteristics of a globally responsible leader? A prerequisite is a person with vision and courage, and who is solidly grounded in herself/himself. The *Globally Responsible Leadership: A Call for Engagement* notes that “a core aspect is the degree to which the individual has developed his or her own level of consciousness and awareness of both the external global context and the inner dimensions of themselves. This is the starting point which defines the extent to which they are able to determine, with others, right action in a global setting.” Added to this, a globally responsible leader has experience of different cultures and a true understanding of the enormous wealth this diversity consists of and how rewarding it is to experience it. Additionally, the responsible leader possesses a deep concern for the future of our planet, and a never-ending dedication to act in the service of the common good is fundamental.

In the Summer 2009 edition of *Global Responsibility*, Philippe de Woot reiterated that “the firm will only become responsible if it subscribes to an all-embracing view of societal progress and sustainable

development”. The *Globally Responsible Leader – Call for Action* cites that “globally responsible leadership demands that this cultural change and evolution of mindsets should be based on re-visiting three areas: First, the *raison d’être* of the firm; second, leadership as embedding and catalysing values and responsibilities in the organisation; and third, corporate statesmanship as broadening the debate and dialogue with society at large.”

In combination with global insights, awareness and experiences, there are at least three key areas of competence needed for the managers of tomorrow. These are entrepreneurship, leadership and statesmanship. In summary four dimensions need focus, first, a true global understanding that comes from having hands-on experience of the rich diversity of our world. A large part of the learning that takes place within GRLI comes from experiencing the diversity and differences within a global community of peers. Second, a capability and capacity for innovation and entrepreneurship that is of fundamental importance to any society. To contribute with this capacity of innovation is one of the most important roles of businesses and free enterprises. Third, ability and commitment to responsible action can be traced back to personal values, considerations and decisions. Responsibility, thus, goes beyond compliance and it is dependent on who you are as a person, and what kind of leadership you represent, exercise and fulfil. A responsible leadership approach becomes increasingly important as the globalisation process continues and the power of businesses expands. Fourth, statesmanship represents the ability to actively participate in the societal debate and to take action to contribute to societal progress.

To deal with the challenges that companies and the business community currently are facing requires new knowledge and learning that span across many different disciplines. Globalisation and its challenges for businesses can only be met with multidisciplinary approaches. The management education and the business school of the future will be different from today. Disciplinary boundaries will be bridged in new ways.

Since the core of business ultimately is the creation of economic and social progress – based on entrepreneurship and innovation, responsibility builds upon the insight that long-term prosperity, and business progress and success are based on and takes into consideration a holistic and multi-stakeholder approach. If a company serves with all its entrepreneurial opportunities and its

Winds of Change

Anders Aspling

responsibilities in view it sustains, if not, it simply doesn't. This is proven throughout history, and it relates to corporations as well as all organised communities of people.

An appropriate management education

At least three domains of competencies need to be addressed when reflecting upon the appropriate management education for the future: (a) an intellectual/analytical capacity and the ability to act based upon the knowledge, insights and experiences gained; (b) the sensitivity for rationality as a holistic concept, which takes into account not just calculations and hard facts, but also emotions, feelings, beliefs, passion and dreams; and (c) the ability to relate to the rich diversity of the world and to do so in a focused, curious, positive, constructive and action-oriented way.

The training of people embracing these dimensions is a far way from what traditional business and management education have been and in most cases is aimed at. So, we are living in very exciting times where experimentation, creativity and innovation – i.e. change – are key and need to be applied to all aspects of the business school in its role, curricula, research, faculty composition, learning methodology, disciplinary integration and outreach, and identity.

The school of tomorrow is a school where: disciplinary boundaries will be bridged in different ways from what we see today; the challenges of the business world will drive the growth of intellectual capital to a larger extent than today; enabling business, management and leadership research and education to raise their value added and legitimacy; the role of business in society will be addressed repeatedly with a holistic global perspective in mind; leadership, personal growth and refinement will be explicitly on the agenda, as will statesmanship and the capability of participating in and contributing to the societal dialogue; learning is enhanced in line with the concept of “Whole Person Learning”; the ability to address practical business issues and challenges will be of great importance to students and participants in learning programmes; it is an agile and innovative school, curiously open and eager to collaborate and explore society at large; partnerships with politics, business and civil society have developed further; its mission is clear and of explicit value to all stakeholders; it is a school driven by ambitions for and a vision of the future, rather than developing in a pattern shaped by the past and the vision of a better local, regional and global future is driving each and every part of its development – for the common good.

The 9th General Assembly of the GRLI takes place in relation to the 2nd PRME (Principles for Responsible Management Education) Global Forum in New York June 23. It is held at Babson College June 27-29 with the theme “*Embedding Entrepreneurial Thought Action into Global Responsibility*”. The Babson General Assembly will mark another step in our commitment to developing a next generation of globally responsible leaders. It follows through on ongoing work and it will



introduce new activities raising the value of GRLI to a next level.

FURTHER INFORMATION

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The Whole Person Learning Manual

By

BRYCE TAYLOR

Whole person learning sees the human being as existing in a network of relationships, interconnecting arrangements and interdependent systems. We are born incomplete and unfinished. The human individual is unique and unrepeatable. I need you to become me. I need you to become you in order for me to also become me. We need each other to become more than we currently are. Persons are persons only in so far as they are persons in relationship.

Now available online from GRLI Press online at

<http://www.grli.org/index.php/resources/wpl>

The Current and Future Role of Business School

John Rayment and Jonathan Smith



Profits

Market share

Going GLOBAL

Customer Service

Q4

Q2

Q1

There has been considerable debate following the global financial crisis on the role and actions of business schools. Researchers and analysts are increasingly questioning what business schools should teach, and how they should teach it.

This report summarises the research the authors recently conducted on the current and future role of business schools.¹

Funding constraints and the desire to make a timely contribution to the debate meant that this research was limited in its scale. This is therefore viewed as a scoping study,³ paving the way for a more detailed investigation and analysis.

A full description of the research can be obtained from the authors, whose contact details are provided at the end of this summary report.

The literature

A detailed literature review of current issues faced by business schools was conducted as part of the research. By far the most significant question arising from this review relates to the focus for business schools: Should business schools be helping business or helping humanity through business? There are many urgent global issues facing humanity and do business school leaders see business schools having any part to play in

image courtesy: photos.com

their resolution? In essence, what is the global responsibility of business schools?

The research

The research adopted a qualitative research paradigm and used semi-structured interviews backed by analysis of school promotional literature, course brochures, web pages and any other relevant information.

Although 40 business schools volunteered to take part in the research, limited finance and time led the authors to restrict the number of schools involved to 15. The authors interviewed 38 top-level managers from 15 business schools to ascertain their views. Schools in Brazil, India, Germany, South Africa, Tanzania, Scotland and England took part in the research. In order to obtain a range of viewpoints, schools were selected from a variety of geographical, cultural, environmental and economic development backgrounds, although the final sample contained a higher proportion of schools from Europe and India than would be representative of an equal global split.

“ . . . ”

managers who participated in the research conveyed to us that they or their business school had a long-term global viewpoint that recognised the urgent global issues facing humanity, or felt that business and business schools had a fundamental role to play in tackling them

This was due to the limited time and finance available and our desire to limit travel, as we were aware of the potential hypocrisy of flying around the world to interview people about sustainability. As a result there are some major omissions in the areas covered, including China and America, which should be borne in mind when interpreting the results.

Being a relatively small scale scoping study, the research does not reflect all types of schools, circumstances, locations or views. Care should therefore be taken in drawing generalised conclusions from this study, which should be taken as illustrative of the range of views held. The authors argue, however, that the variety and depth of perceptions gathered provides a database of the kind Bryman (2008:378) has spoken of, which allows others to make judgements about the possible transferability of findings to their own situation.

Research findings

The main finding of the research was that the leaders of the participating business schools did not convey the impression that steering business toward helping humanity achieve a sustainable future and tackling urgent global issues was seen by them as one of their main roles, either current or future.

While accepting the relatively small scale of the research and the need to be cautious in drawing generalised conclusions, we feel that the above conclusion is concerning given the growing debate on urgent global issues and recent financial crisis. None of the 38 managers who participated in the research conveyed to us that they or their business school had a long-term global viewpoint that recognised the urgent global issues facing humanity, or felt that business and business schools had a fundamental role to play in tackling them.

Managers did not seriously challenge the foundations of their current programmes or changes required to help achieve a sustainable human presence on the planet. Those who had a global focus were looking for ways in which their school could increase its international presence and overall market share rather than how urgent



global issues can be solved through business and the role business schools have in encouraging such moves.

By far, the most common attitude was that the role of business schools was to provide businesses with suitably qualified and experienced staff so as to achieve the aims of business. Relatively little attention was given to what those aims should be and none of those interviewed expressed the view that business schools had a major role in leading and shaping such aims towards a focus on the greater benefit of humanity.

In an attempt to understand this outcome, the responses were analysed further and it was found that schools fell into three categories that related to their socio-geographical location. These are described below as BRIC School (that is, schools from Brazil, Russia, India, and China), European Type 1 and European Type 2 schools.

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1. BRIC Business Schools

These schools seemed, in line with the environment and general attitudes seen in the BRIC economies, that is, to be looking to follow the West in terms of measures of success and how to achieve it. Crucial for this research is the prevalent attitude in these schools that expansion is valid and desirable, and that the responsibility for the resolution of urgent global issues lies primarily with the West.

2. European Business Schools

This research did not include any Western business schools from outside Europe. What we found within Europe, however, was a clear split between two types of attitude and approach.

Type 1

Relatively small schools that are focused on helping the local population become employable and develop a sustainable local industry. Not looking to significantly expand geographically nor increase their market share per se.

Their leadership and staff tend to be united in their views and approaches, with good strategic fit internally and externally. They are keen on staff development and use externals to give a balanced / broader provision. The schools have good links with other faculties and are content to be part of the university and local community.

Of particular relevance to this research, however, is that while the leaders are concerned about issues, such as, sustainability at the local level, they do not seem motivated to question the broader role of business and business schools at the global level, effectively relying on larger, more globally focused schools to do so.

Type 2

Leaders of larger business schools, mainly from new universities, tend to assume that the role of their school is to help the business sector achieve its objectives, which are assumed to be such elements as growth, increased market share, maximum profit and return on capital employed. Further they view their schools as businesses first and schools second, such that they behave like business leaders so are looking to expand, increase their market share and



go international. Crucial to their long-term success as they see it, is their ability to achieve and maintain an international presence and to establish internal systems and operations that fit that strategy.

None of these leaders are fundamentally reviewing their role or approach despite broadly expressed concern over the growing number of urgent global issues facing humanity and the potential major role of business in helping find and implement solutions. The recent financial market collapse is either being ignored completely or taken as a natural part of the still valid market system.

Conclusions

BRIC School leaders see their role as expanding to provide local people with a higher standard of living, and view issues, such as, global warming and sustainability as caused by, and the problem of, the West. The authors argue, however, that rather than follow the same mistakes as the West, BRIC economies and related business school leaders should be looking for an alternative strategy that would lead to a just, sustainable and fulfilling human presence on the planet.

The research also found that leaders of Type 1 European business schools are focused on the local economy and concerned about issues, such as, sustainability at the local level. They do not seem inclined to question the broader role of business and business schools at the global level, effectively relying on larger, more globally focused schools to do so. The authors suggest that these schools are well advised to focus their limited resources locally but should be aware of global issues and bear them in mind in their actions.

Leaders of Type 2 European business schools that operate at the international level see the role of their school as supporting business rather than individuals or society.

Thus none of the leaders of participating business schools conveyed the impression that steering business toward helping humanity achieve a sustainable future and tackle urgent global issues is seen by them as one of their main roles, either current or future.

These conclusions contrast with the growing thrust in the literature that argues that business schools have a role in thinking, leading and educating businesses toward helping solve global issues.

Recommendations for further research

This study is narrow in terms of its geographical / cultural coverage and it is felt that extending the study to include schools from other locations including China and America would help inform the debate and confirm our findings.

The authors are aware that there may be business schools that already adopt a global focus and case studies of their approaches and experiences would make a useful contribution.

At a more fundamental level, the findings question the role of business schools. Is it purely to provide business with suitably qualified and skilled personnel, or should their role include thinking and leading in areas, such as, the role of business in tackling urgent global issues?

FURTHER INFORMATION

The authors are keen to establish an international cluster of business schools interested in developing the themes identified in this research. If you are interested in getting involved please contact below.

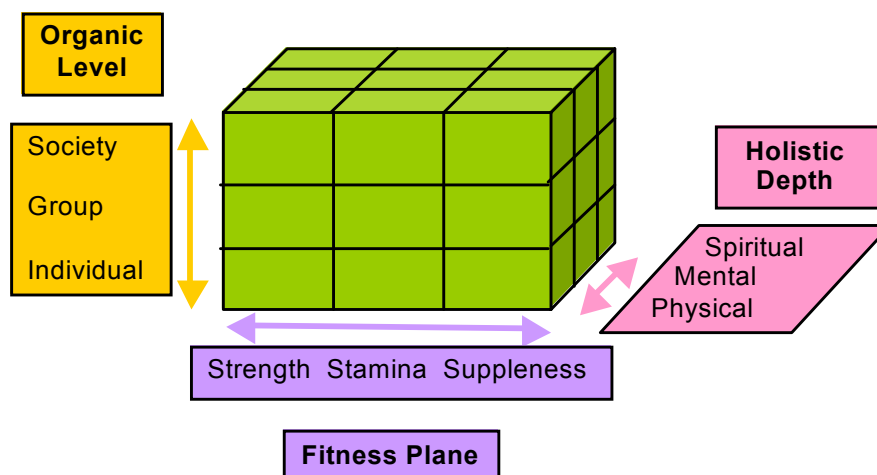
¹ The first part of this article was published in the January 2010 edition of *Global Responsibility* and it is available online at <http://www.grii.org/index.php/resources/grii-magazine>

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SEE Change:

The Transition to the

Sustainable Enterprise Economy

Malcolm McIntosh

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we believe that a move to SEE — the sustainable enterprise economy — is imperative. Humanity, that is, needs a sustainable enterprise economy, filled with sustainable enterprises of all sorts, and based on significantly different economic imperatives than today's growth-oriented, profit maximising, rich-get-richer incentives

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The current model of capitalism is at a crossroads. Some political, business and civil society leaders have recognised this and are attempting to operate within a new paradigm, while other leaders are deliberately subverting tensions, inequities and global governance gaps to abuse the Earth's resources and profit from social inequity.

The new capitalism gears production, consumption and efficiency to finding innovative and profitable solutions to issues of clean energy, the conservation of biological resources, increasing transparency and accountability of organisations and decision-making and finding leaders for the common good. The divorced, dispassionate, amoral third party investor will become a thing of the past as investors in whatever form they come are connected, accountable, knowledgeable and transparent in their financial dealings.

The new sustainable enterprise economy requires a rethink of what it means to be human and our relationship with the Earth. This is the subject of a forthcoming book by Sandra Waddock and Malcolm McIntosh called *SEE Change: The Transition to the new Sustainable Enterprise Economy* (Greenleaf Publishing). The principles of the new economy are systemic, Earth-centric and directly address a range of issues facing life on Earth: climate change, population, resource use, the global commons, governance, management and education.

SEE Change argues that the seeds of change in all sectors and in new and fundamentally different forms are already being planted and beginning to grow. But there is a core problem in that we, as humans, need to learn to 'see' in new ways to begin to recognise it and to create a sufficiently broad, coherent, and integrated social movement for change that can overcome the momentum of the current system. Basically, we need to recognise that change at the system level, not just incremental change, is needed. Change is needed in our financial structures and systems, in what we value and do not value in our economic systems, and in the many human systems and organisations that have conceived, developed and implemented. Deep change is needed in the purposing, goals and practice of business enterprise. Change is needed in the ways that we, as humans, relate to nature and natural systems, most of which are under severe stress as we write, from resource overuse and depletion, the strains of a quadrupled population during the 20th century, and human impact on climate. And change is needed in the ways in which we relate to each other, use our time and build our communities.

Thus, we can think about SEE Change in a number of ways that relate to the 'SEE Change' that frames this book. First, there is the capacity to actually 'see' the changes that are needed — what we believe are big and important changes in the ways that society organises itself with respect to planetary resources. Thus, SEE Change is about systemic change within the whole of society that affects businesses and other enterprises, that creates new organisational models and partnerships, and crosses old boundaries, and that uses the new technological capacities and attendant transparencies to create new pressures that can potentially democratise societies and their enterprises in a real way.

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there is the capacity to actually ‘see’ the changes that are needed — what we believe are big and important changes in the ways that society organizes itself with respect to planetary resource

There are, of course, dangers and risks associated with this type of transformation, because no one can predict the actual outcomes or full implications of significant and potentially disruptive system change. There is a clear need for change if humanity is to not create untenable conditions for our grandchildren to live in. Thus, what we need is truly ‘see change,’ transforms that focuses beyond simply ‘sustainability,’ with its implications of maintaining what already exists in its current state. We really need to move toward a new way of organising societies and enterprises that results in thriving, not simply sustaining, and for the many, not for the few. And the definition of ‘many’ in this context needs to encompass not just human beings but also the other creatures and species that live on the planet, which are inextricably bound together in what physicist Fritjof Capra has called the web of life.

We believe that a move to SEE — the sustainable enterprise economy — is imperative. Humanity, that is, needs a sustainable enterprise economy, filled with sustainable enterprises of all sorts, and based on significantly different economic imperatives than today’s growth-oriented, profit maximising, rich-get-richer incentives. The question is: how do we move to this SEE Change in light of the many obstacles to overcome and in the face of significant climatic, economic, and social disruptions that have now become evident?

Underlying these descriptions is a sense that no single theory of change or, indeed, practice of change, will effect needed transformations in the economic, social, and political spheres. We believe that we will need change coming simultaneously from many different directions and taking numerous and varied forms. This book documents some of the changes that are already in progress. “The significant question then becomes will momentous changes come soon enough?”

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Ross-on-Wye, United Kingdom,
On 6-7 September, 2010**

We invite you to join us for this unique opportunity to share new and practical ways to lead responsibly and with conviction. In April 2010, Harvard Business Review stated that ‘the key to becoming a contemporary corporate leader is to take on responsibility for the impacts you have on the world.’ We are clearly not alone in our view that as leaders we can no longer wait to take action.

Following the success of our first Worldly Leadership Summit in 2009, our second summit will once again bring together top leaders from many corners of the globe - from education, business, civil society, government, and from indigenous communities. Drawing on our ground-breaking ‘Worldly Leadership’ research into the leadership wisdoms of eastern, indigenous and other non-western societies, our Summit will bring together up to 100 leading thinkers and thinking leaders to focus on converting vigorous dialogue into urgent action. Together this community will co-create a more responsible model for business, and for society as a whole.

You will take away practical wisdoms from many cultures for enhancing your own leadership responsibility, and your conviction to ensure that the effects that your organisation has on the globe, as well as on your own doorstep, are transparent and positive.

Comments from last year’s participants:

‘a life-changing event’

‘stimulating, both intellectually and practically’

‘enjoyable, timely and thought- provoking’

‘rewarding and inspiring’

Full details of our Worldly Leadership initiative and information on Summit registration are at <http://www.worldlyleadership.org> or contact Linda Keirby-Smith on +44 (0) 1989 760705, email lindakeirby-smith@leadership.org.uk

CENTRUM Católica: Implementing Globally Responsible Leadership through PRME

Fernando d'Alessio and José Pereyra



image courtesy: CENTRUM Católica

At the end of 1999, the Rector of the Pontificia Universidad Católica del Perú (PUCP), decided to establish a graduate school of business in Lima. The design project leader, the Director General (DG), posited five key factors for success: (a) building a new campus in an area on the eastern side of the city; (b) hiring professors with excellent academic credentials and considerable business experience; (c) providing students with access to modern facilities equipped with the latest communications technology; (d) developing strategic alliances with overseas universities and local institutions; and (e) ensuring the operational autonomy needed to implement the project. Work started on 1 January 2000. The first year served to develop a strategic plan and to build the new campus that



was inaugurated on 1 March 2001 with the launching of an international double degree MBA program with Maastricht School of Management in the Netherlands. The total investment was close to USD \$8 million. The overall vision was to establish a modern graduate school of business that would contribute to the continuous improvement of managerial capabilities in Perú.

Long recognised as the leading business school in Peru, CENTRUM Católica is now ranked among the best business schools in Latin America. The internationalization process has continued to expand ahead. The organisational culture is rooted in the core values distinct to the Pontificia Universidad Católica del Perú and that includes responsibility, ethics, justice, solidarity, and a commitment to development, autonomy and independence for all the people of Perú. CENTRUM's culture reflects a continuous process of improvement and it involves the participation of our stakeholder community and includes an emphasise on our mission, vision, values and core ethics principle.

Our mission

To contribute to sustainable development through the formation of globally responsible leaders inspired by ethical principles and Christian values. CENTRUM Católica seeks to promote an international and holistic vision of business to students through a global learning experience. It consists of the acquisition of knowledge, managerial skills, an entrepreneurial spirit, and the latest business practices, permitting graduates to lead their companies and organisations towards greater global competitiveness.

Our vision

To continue to be ranked among the top five business schools in Latin America before 2015; be recognised as a world-class institution of higher learning noted for the highest quality educational standards as well as the values acted upon by its graduates; and be widely seen as a contributor to the development of managerial capabilities in the region.

Our core values

The foundation and the uniqueness of the school lies in the search for truth; respect for personal dignity;

emphasis on pluralism and social responsibility; and commitment to development, honesty, solidarity, and justice.

Our code of ethics principle

The members of CENTRUM Católica must disseminate corporate citizenship through their actions. In addition, all members in all their actions must promote, encourage and practice business social responsibility and sustainable development. They will always act impartially, without distinction of any kind to gender, creed, ethnicity, social or economic level or political identity, without giving preferences or privileges to any person or institution within or outside of CENTRUM Católica.”

From ideas to action

In moving from ideas to action, CENTRUM Católica is using the PRME and GRLI principles and objectives as a structure for its institutional implementation of the business school plan (BSP). Figure 1 and Table 1 shows how these two global frameworks are the backbone of CENTRUM Católica's BSP. The PRME principles are classified according to a “Value Chain” system so that progress is tracked. CENTRUM Católica's organisational structure, support and primary activities are guided by the six Principles for Responsible Management Education (PRME). Particularly, our five strategic business units (SBU) work in the Value Chain as primary activities beginning with CENTRUM alliances, followed by research, consultancy and then transferring knowledge to Cathedra, where our graduate and executive programs area delivered. In each activity, the PRME principles are taken as input and are requirements for the design, evaluation and report of each specific project. The aggregate outcome of all these activities constitutes CENTRUM Católica value added goals. Table 1 shows CENTRUM Católica interpretation and application of the PRME principles using a Globally Responsible Leadership (GRL) framework and the Value Chain mechanism utilised.



image courtesy: PRME

<p>Principle 1: Purpose: Managerial competencies development: To develop the managerial competencies in our students to become global responsible leaders committed to value creation for the society in an interconnected economy.</p>	
Activity	Value Chain
Incorporation of PRME into CENTRUM’s strategic plan by setting specific goals for each unit to comply with when applying the principles.	Support: Policy
Directorial resolutions communicating the Dean’s policy on PRME.	Support: Policy
Appointment of a PRME Steering Committee.	Support: Policy
Resource allocation (faculty and budget) to support CENTRUM’s active participation in PRME and GRLI working activities.	Support: Policy
Appointment of the CENTRUM Future Director as team leader with the responsible of leading the PRME implementation plan.	Support: Policy
Getting expert assistance from PRME and GRLI on international teamwork.	Support: Policy
Active participation of CENTRUM’s faculty at international conferences, seminars, roundtables and other events related to PRME, GRLI and the United Nations Global Compact.	Support: Policy
Incorporation of CENTRUM Católica into the United Nations Global. Compact	Support: Policy
Design and establish the CENTRUM Católica Code of Ethics.	All activities: Support and primary
<p>Principle 2: Purpose: Curricula development: To incorporate in all our academic activities and the curricula the values, principles and models that guide the GRLI.</p>	
Activity	Value Chain
The PRME are included in the DBA, MBA, Executive Education and In-Company training programs. All courses fully comply in delivering PRME and GRL knowledge in the following ways: <ul style="list-style-type: none"> - Each course contains learning objectives in ethics and critical thinking, sustainable management and CSR. - Specific issues like fair trade, social marketing and carbon market are extensively discuss. 	Cathedra Consulting
Student’s rules and regulations incorporated the PRME. Each student starting any regular program at CENTRUM receives a copy of PRME	Academic Support



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resource allocation (faculty and budget) to support CENTRUM’s active participation in PRME and GRLI working activities

Seminars and colloquiums are held regularly with faculty members, including weekly faculty meetings and academic area coordination sessions, so that they can share their experiences and teaching approaches of aligning procedures and strategies with PRME and GRL.	Cathedra Consulting Research
Workshops, seminars and training activities with experts in teaching methodology are held to discuss syllabus design, course material, class discussion and evaluation of the implementation of PRME and GRL.	Cathedra Consulting Research
Principle 3: Purpose: Method development: To develop methods, measures, discussion spaces and experiences to enhance knowledge creation on globally responsible leadership.	
Activity	Value Chain
Publishing the PRME in all institutional material including, website, brochures, media communications and print material.	Cathedra Consulting Alliances Marketing
Posting the PRME in all classrooms and in principal areas around the campus.	Cathedra Consulting Administration
At every commencement ceremony, in the welcome speech, and introductory conference, the Dean mentions the PRME and GRL commitments.	Policy
Publication and dissemination of CENTRUM’s research on PRME and its work within the GRLI.	Cathedra Future Consulting Alliances Marketing
Principle 4: Purpose: Research: To develop basic and applied research to increase our understanding of the business value creation and sustainability strategies.	
Activity	Value Chain
Inclusion of PRME into CENTRUM Quality Procedures (ISO standard). All related ISO procedures have been adapted to include the work on PRME and GRL.	All Primary And Support

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regular meetings with our primary internal and external stakeholders are programmed to jointly discuss the application of PRME



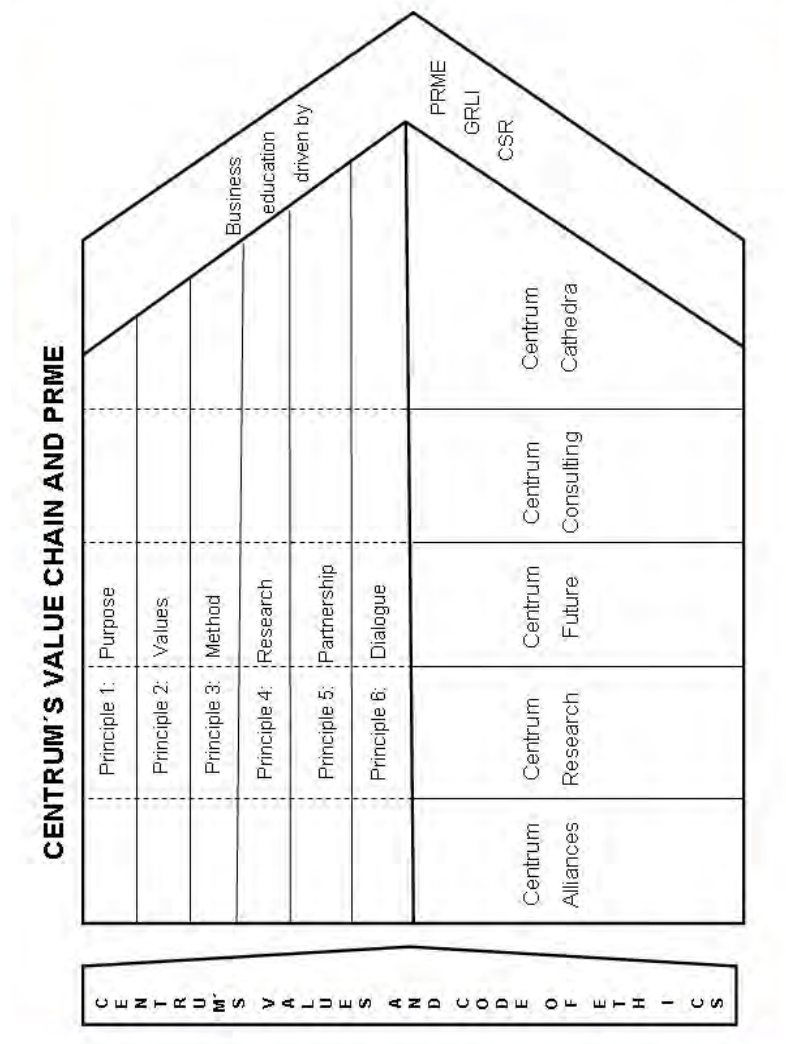
image courtesy: CENTRUM C

Course evaluation survey. Students regularly evaluate every course and now the survey contains specific measures on PRME to gauge whether or not teaching practices are a reflection of these principles into the classroom environment.	Cathedra Consulting Alliances Academic Support
Reporting on the progression of these initiatives is done in the academic Dean's Annual Report, reporting on PRME's implementation in regular courses and reporting to local stakeholders.	All Primary and Support
PRME certification. Each student receives with their diploma a CENTRUM's Certificate declaring that the program and knowledge received are in accordance with PRME. This certification is a landmark and unique distinctive characteristic of CENTRUM's educational programmes.	Academic Support
Developing an assurance process according to the principles of materiality, completeness, and responsiveness. Institutional values and philosophy on ethics and CSR are incorporated in CENTRUM's policy and quality procedures.	All Primary and Support
Principle 5	
Purpose: Partnership: To develop engagement activities with the local business community to jointly generate in-depth understanding, models, methods and tools to advance the implementation of the PRME and GRL principles.	
Activity	Value Chain
Roundtables with stakeholders to reinforce the effective approaches to meet the PRME objectives. Regular meetings with our primary internal and external stakeholders are programmed to jointly discuss the application of PRME and its develop in all of CENTRUM's academic programmes and strategies to expand and communicate.	Cathedra Consulting Alliances Academic Support Marketing
Incorporating business partners to advance GRL by providing an exploratory analysis to selected partners from the business community. Preliminary studies to select and design objectives and activities of the pilot project are in progress.	Future Alliances
Principle 6	
Purpose: Dialog and communication: To promote the dialog and debate between the faculty, students and alumni with consumer organisations, the Chambers of Commerce and other stakeholders. To foster the communication strategy related to PRME and GRL.	
Activity	Value Chain
Project 1: Understanding how PRME's inclusion into the curricula promotes improvement in managerial attributes and skills for MBA students?	Future

Project 2: A literature review and systematisation to resume the state of knowledge in the field.	Future
Project 3: Benchmarking of the best teaching practices with world's leading universities.	Future
Project 4: Providing a communicate strategy to CENTRUM's stakeholders of our activities and results of the implementation of PRME.	Future
Project 5: Expanding CENTRUM's experiences and practices on PRME's implementation to the Pontifical Catholic University level and at the Consortium level (an association between the four major private universities in Perú).	Future
Project 6: Development of CENTRUM Católica Code of Ethics.	Future

In broad terms, CENTRUM Católica contributes to the community by delivering business education driven by the philosophy and principles of the GRLI and PRME in the frame of modern CSR practices and sustainability theories. CENTRUM Católica has generated synergies and best practices on how to implement the PRME principles to our goal of crafting globally responsible leaders inspired by ethical principles and Christian values. CENTRUM Católica is recognised as one of the leading business school in Perú and as a world-class model by prestigious international observers. In the near future, our plan includes leading the work in the initiative of engagement with our business stakeholders in a Community of Responsible Action – CORA. Two CORAs to facilitate the knowledge transfer of a process network of SME managers are currently on the way.

Figure 1. CENTRUM's Value Chain and PRME, GRLI and CSR



Call for papers



Sustainability Accounting, Management and Policy Journal



Sustainability Accounting, Management and Policy Journal (SAMPJ) is an exciting new title to be launched by Emerald in 2010. SAMPJ aims to find practical and policy solutions to improve the social and environmental sustainability

performance of organisations and societies. The journal brings together work from a range of disciplines to promote a multi-disciplinary perspective to developing such practical and policy solutions. In addition to inter- and multi-disciplinary papers, the journal publishes single disciplinary papers which are important to researchers, practitioners and policy makers in the field, regardless of their main discipline.

The coverage of the journal includes, but is not limited to:

- Carbon Accounting and Trading
- Corporate Governance and Corporate Social Responsibility
- Economic Impact of Social and Environmental Sustainability Policies
- Environmental Management Accounting
- Environmental Ethics
- Environmental Management
- Human Rights
- Environmental and Social Policy
- Organisational Studies

- Social and Environmental Audit
- Sustainability Accounting, Accountability and Reporting
- Sustainable Development
- Stakeholder Engagement
- Workplace Wellbeing.

Submit a paper:

Submissions should be sent by e-mail to the Editor:
Professor Carol Adams

E-mail: sampj@latrobe.edu.au

The journal will publish high quality academic articles with particular emphasis on their relevance to practice and policy. Main articles will normally be between 8,000 and 11,000 words.

The news section will include around five short opinion and discussion pieces between 1,000 and 2,000 words in length discussing new regulations, guidelines, indices, practices impacting on social and environmental sustainability performance. Articles in this section will be subject to a single review.

More information can be found at:

www.emeraldinsight.com/sampj.htm




www.emeraldinsight.com/sampj.htm

Research you can use

GRI Partners



-  **Aalto University School of Economics (Finland)**  **PRME** Principles for Responsible Management Education
-  **Anglia Ruskin University – Ashcroft International Business School (UK)**  **PRME** Principles for Responsible Management Education
-  **Arcandor (Germany)** 
-  **Asian Institute of Management – AIM (The Philippines)**  **PRME** Principles for Responsible Management Education
-  **Audencia Nantes Ecole de Management (France)**  **PRME** Principles for Responsible Management Education
-  **Aviva (UK)** 
-  **AVT Business School (Denmark)**  **PRME** Principles for Responsible Management Education
-  **Belgacom (Belgium)**
-  **Babson College (USA)**  **PRME** Principles for Responsible Management Education
-  **Barloworld Limited (South Africa)** 
-  **BEM - Bordeaux Management School (France)**  **PRME** Principles for Responsible Management Education
-  **Caisse d'Epargne Aquitaine Poitou –Charentes (France)**
-  **Center for Creative Leadership – CCL (USA & Belgium)** 
-  **CENTRUM PUCP, Pontificia Universidad Católica del Perú (Peru)**  **PRME** Principles for Responsible Management Education
-  **China-Europe International Business School – CEIBS (China)**  **PRME** Principles for Responsible Management Education
-  **Daimler AG (Germany)** 
-  **EFMD (Belgium)** 
-  **Emerald Publishing Ltd. (UK)** 
-  **ESSEC Business School (France & Singapore)**  **PRME** Principles for Responsible Management Education
-  **Fundação Dom Cabral - FDC (Brazil)**  **PRME** Principles for Responsible Management Education
-  **GlaxoSmithKline (GSK) Biologicals (Belgium Office)**
-  **Griffith University, Griffith Business School (Australia)**  **PRME** Principles for Responsible Management Education
-  **IAG – Louvain School of Management (Belgium)**  **PRME** Principles for Responsible Management Education
-  **IBM (global)** 
-  **IESE Business School (Spain)**  **PRME** Principles for Responsible Management Education
-  **IESEG School of Management (France)**  **PRME** Principles for Responsible Management Education
-  **INSEAD (France)**  **PRME** Principles for Responsible Management Education
-  **IE - Instituto de Empresa (Spain)**  **PRME** Principles for Responsible Management Education
-  **Lafarge Ciments (France)** 

-  LaTrobe University (Australia)  PRME Principles for Responsible Management Education
-  Leeds Metropolitan University (UK)
-  London Business School (UK)  PRME Principles for Responsible Management Education
-  Maastricht University School of Business and Economics (The Netherlands)  PRME Principles for Responsible Management Education
-  Macquarie Graduate School of Management – MGSIM (Australia) 
-  University of Mannheim (Germany)  PRME Principles for Responsible Management Education
-  Melbourne Business School (Australia) 
-  Merryck & Co (UK)
-  National Australia Bank (Australia)
-  Northern Institute of Technology Hamburg (Germany) 
-  OU Business School (UK) 
-  Pepperdine University, Graziadio School of Business and Management (USA)  PRME Principles for Responsible Management Education
-  Petróleo Brasileiro S.A. – PETROBRAS (Brazil) 
-  Queen's University, School of Business (Canada)  PRME Principles for Responsible Management Education
-  Responsible Business Initiatives – RBI (Pakistan)
-  Rouen Business School (France)  PRME Principles for Responsible Management Education
-  ShakarGanj Mills (Pakistan)
-  Standard Bank Group (South Africa)
-  St. Petersburg State University Graduate School of Business (Russia) 
-  Sunland Group Ltd. (Australia)
-  Telefónica (Spain) 
-  The ForeSight Group (Sweden)
-  The Oasis School of Human Relations (UK) 
-  UN Global Compact
-  United Laboratories (The Philippines)
-  Universidad Americana (Paraguay)
-  Universidad del Pacífico (Peru) 
-  University of Management and Technology – UMT (Pakistan) 
-  University of Notre Dame, Mendoza School of Business (USA)  PRME Principles for Responsible Management Education
-  University of South Africa, Center for Corporate Citizenship (South Africa) 
-  University of Stellenbosch, Graduate School of Business (South Africa)  PRME Principles for Responsible Management Education
-  Wake Forest University, Babcock Graduate School of Management (USA) 
-  Welingkar Institute of Management Development & Research (India) 
-  Wilh. Wilhemsen ASA (Norway) 

Numbers on Map represent the geographical location of GRLI partners

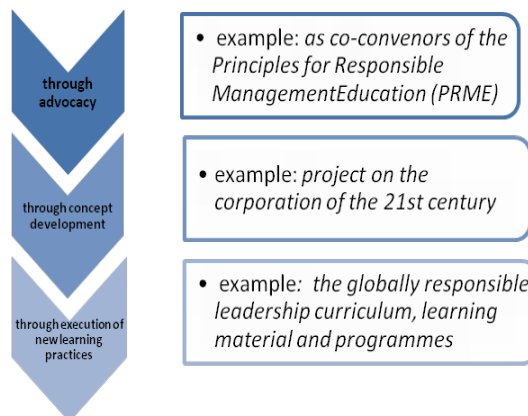
 Signatories United Nations Global Compact

 Member of EFMD aisbl

 PRME Principles for Responsible Management Education

 Signatories of Principles for Responsible Management Education (PRME)

GRLI's Impact



Globally Responsible Leadership Initiative

developing a next generation of globally responsible leaders



A Call for Action

GRLI believes that business schools should focus on educating the whole person as entrepreneurs, leaders and corporate statesmen. Leadership is the art of motivating, communicating, empowering and convincing people to accept a new vision of sustainable development and the necessary change that this implies. Realising the urgency with which a failing system needs to be adapted to human needs in a globalised economy, we will: (i) Enhance the change factors that will help us to implement a more sustainable development model; (ii) Embed the appropriate values and behaviours in our strategies and management practices; (iii) Aim to develop pedagogies and curricula which will enable the development of a globally responsible leadership; and (iv) Exchange innovations, good practices and cases in business and education, and share them with our partners and the wider public through the development of learning platforms for critical and constructive dialogue. The GRLI Call for Action aims at re-enforcing the strengths of our entrepreneurial system while correcting its defects and the financial excesses of the system. We strive to achieve this through enhancing **global responsibility** at all levels.

A Call for Engagement

Our vision of the future is of a world where leaders contribute to the creation of economic and societal progress in a globally responsible and sustainable way. Our goal is to develop the current and future generation of globally responsible leaders through a global network of companies and learning institutions. Coordinated through EFMD and with the support of the UN Global Compact, the Globally Responsible Leadership Initiative will reach its goal by taking action throughout the world on issues of new business practices and learning approaches, advocacy and concept development. Partnership in the Initiative offers an opportunity to participate in creating a new generation of globally responsible leaders and to be a catalyst for changed values and practices regarding corporate global responsibility.

Already, we are witnessing the emergence of a group of people with awareness and attitudes of corporate global responsibility. This portends a tipping point, the development of a critical mass with a genuinely global view and the skills and appetite to change things for the better. Work with us to ensure that this becomes a reality.

The Founding Partners

EFMD

EFMD is an international membership organisation, based in Brussels, Belgium. With more than 700 member organisations from academia, business, public service and consultancy in 83 countries, EFMD provides a unique forum for information, research, networking and debate on innovation and best practice in management development. EFMD is recognised globally as an accreditation body of quality in management education and has established accreditation services for business schools and business school programmes, corporate universities and technology-enhanced learning programmes. For more information, please visit www.efmd.org



The UN Global Compact

Launched by the former United Nations Secretary-General Kofi Annan in 2000, the UN Global Compact brings business together with UN agencies, labour, civil society and governments to advance universal principles in the areas of human rights, labour, environment and anti-corruption. With over 3300 participating companies from more than 80 countries, it is the world's largest voluntary corporate citizenship initiative. For more information, please visit www.unglobalcompact.org



For more information on the GRLI, please contact us at:

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