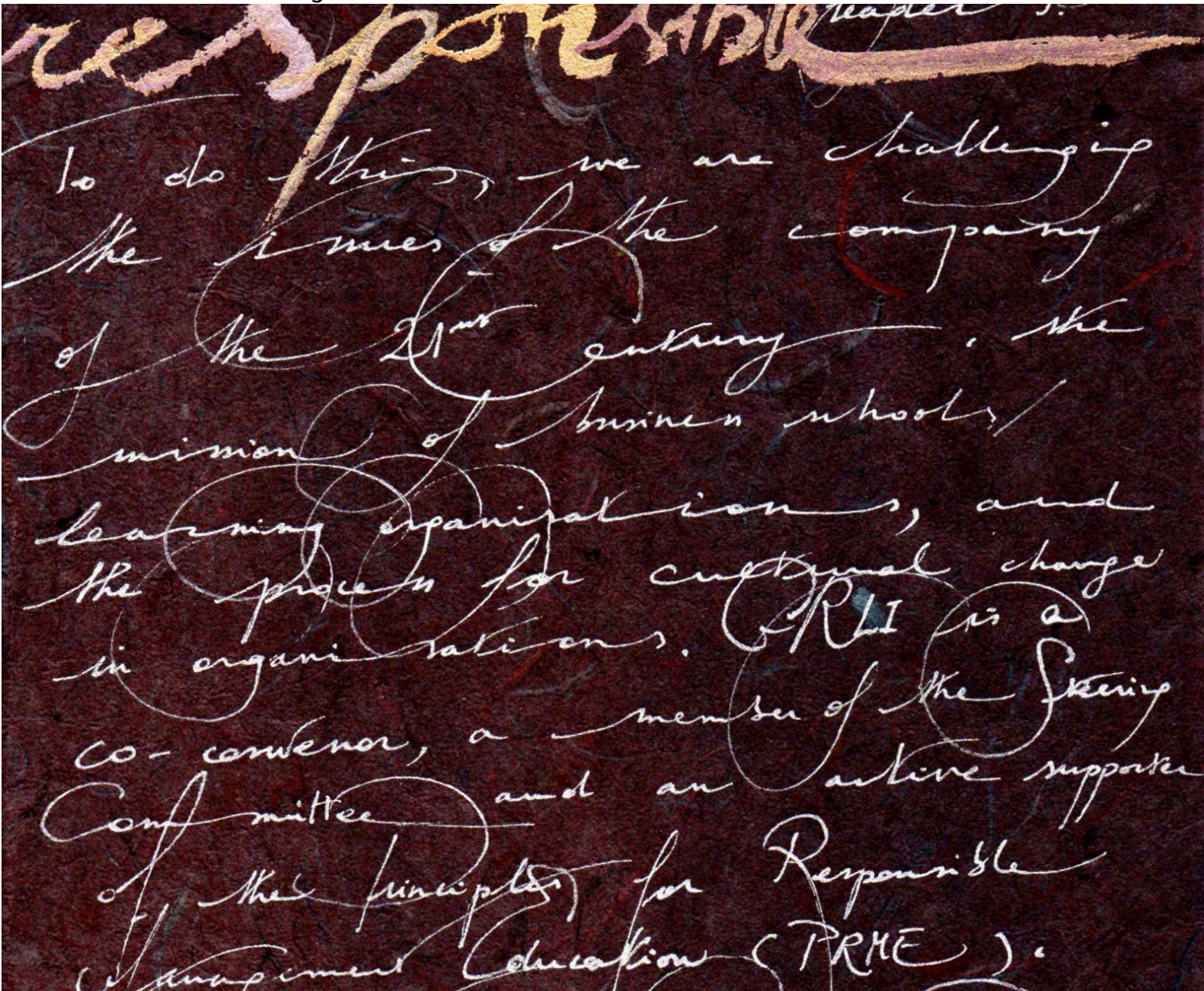


# Global Responsibility



GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE

The GRLI Partner Magazine



**IN THIS ISSUE**

Mark Drewell, the new GRLI Chief Executive talks about what he has been doing for the past 47 years!

Bernard Sionneau talks about the launching of the Bordeaux CORA at the 8th GRLI General Assembly

Eric Cornuel reminds us that we need to move beyond functional boundaries in business schools

Birgit Kleymann conceptualises leadership within the framework of 'issue sponsors'

Jonathan Smith & John Rayment bring us up to speed on the Global Fitness Framework

Michael Powell, on the challenges of embarking on curriculum reform: the Griffith example

Bryce Taylor sheds light on Whole Person Learning from a cultural change perspective



# The 9th GRLI General Assembly Babson College 27-30 June 2010

Globally Responsible Leadership  
&  
Entrepreneurial Thought Action



GRLI Partners can request additional information from Tavis D. Jules: [tavis.jules@grii.org](mailto:tavis.jules@grii.org) or visit [www.grii.org/index.php/events](http://www.grii.org/index.php/events). Registration forms will be available in March 2010. Non partners please send all inquiries to [info@grii.org](mailto:info@grii.org)





GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE

# On Responsible Leadership

Dear Reader,

**G**lobal Responsibility! Today, it feels like such a familiar phrase, and yet if you had 'Googled' it just five short years ago when the Globally Responsible Leadership Initiative (GRLI) was founded, you would have come up with very few, if any search hits.

It is commonly understood that the highest order of good citizenship, corporate ethics and corporate social responsibility is to be *globally responsible*. The fact that it has become part of the lexicon of the business world is a consequence, to a large part, of the work of GRLI and its partners. That in itself, is a remarkable achievement for an avant-garde partnership which began with 21 businesses and business schools/ learning organisation from around the world and in just over five years it has grown to sixty plus organisations.

But it is just a small part of our ambition as we continue our work to answer the question: *What do we have to do, to create a new generation of globally responsible business leaders?*

In this edition of the GRLI Partner Magazine, we invite our readers to explore some of the landscape into which the GRLI is making inroads. The articles are written by GRLI partners and are an eloquent expression of the fact that becoming a GRLI partner is not about joining a comfortable club; it involves a commitment to engage and to take action on developing a next generation of responsible leaders.

This edition brings news of the establishment of a local Community of Responsible Action (CoRA) in Bordeaux, France. This was the highlight of the 8th GRLI General Assembly held in the city in October 2009. Bernard Sioneneau's article reports on this and the rest of the General Assembly that was hosted by BEM Bordeaux Management School and Caisse d'Epargne Aquitaine-Nord Poitou-Charantes. Travelling to the other side of the world, Michael Powell from Griffith Business School in Brisbane, Australia shares their experience and challenges in embedding sustainability throughout their school.

Eric Cornuel, Director General and CEO of EFMD reflects on the numerous challenges confronting business education. He does so with the clarity of

understanding the need for change that inspired EFMD to cofound the GRLI in partnership with the United Nations Global Compact (UNGC) in 2004.

Over the past five years we have often noticed that some of the most exciting work emerges from lesser-known GRLI partners. We have also seen that the development of Globally Responsible Leaders is as much about how learning takes place as what is learnt. Bryce Taylor's work on 'Whole Person Learning' is no exception. His article provides a taste of this approach, which addresses the complex and multi-dimensional nature of achieving deep culture change.

In another thought leadership contribution, Birgit Kleymann from IESEG School of Management, Lille, France explores the concept of 'Issue Sponsors' and the role of leaders to frame things so that people can act in accordance with the ideals of an organisation.

Jonathan Smith and John Rayment, from Ashcroft International Business School in the UK, provide a work-in-progress report on their research into the thoughts and actions of business school leaders around the education of a next generation of globally responsible leaders.

All of these articles reflect just a small insight into the work of the GRLI. To discover more we invite you to visit our recently re-furbished website: [www.grli.org](http://www.grli.org).

Mark Drewell,  
Chief Executive, GRLI

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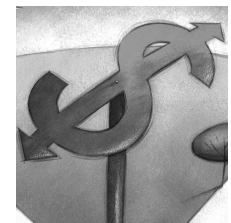
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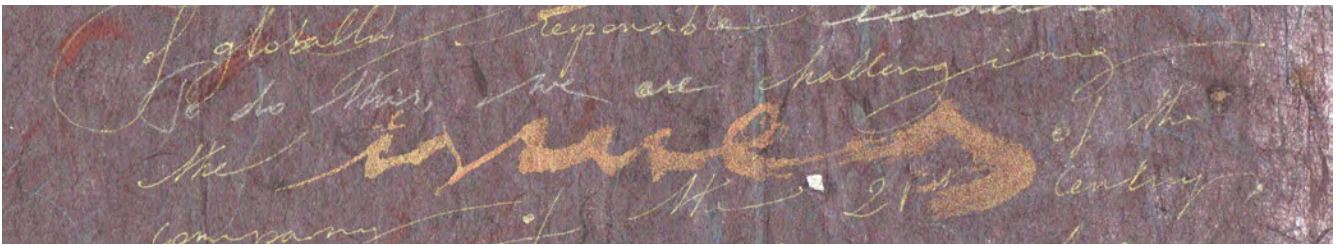


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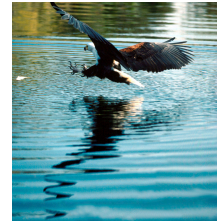


To do this, we are connecting the lines of the company of the 21st century, the mission of business schools, learning organisations, and the process for cultural change in organisations. GR LI is a co-convenor, a member of the Steering Committee and an active supporter of the Responsible Leadership Initiative.



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# Q&A

## with Mark Drewell, the newly appointed Chief Executive of GRLI

*Pierre Tapie, the Chairman of the GRLI Board and President of ESSEC Business School said “The work of the GRLI as a community of action is focused on creating a new generation of globally responsible business leaders. Our new CEO has the skills, knowledge, experience, networks and energy required to rapidly expand the reach and impact of our work.” So why did you decide to join the GRLI?*

The twin agendas of social justice and environmental sustainability are going to present extraordinary challenges to humanity over the remainder of my lifetime and beyond. Business leaders can and should play a substantially greater role in societal change. The GRLI, is a catalyst to change in the way business leaders are developed, nurtured and educated throughout the world, it also gives them the capacity and the will to do that.

*What makes you believe in the role and importance of business leaders in societal change?*

I have lived the experience of it in South Africa. The crucial role of business is one of the great-untold stories of the great transition out of Apartheid. I was personally involved as a young executive in facilitating that transition and it shaped my views of the broader role of business in society.

*You have been involved in business, academia and the non-profit sector. Which do you prefer?*

That’s a tough question because all three have their merits and their darker sides. I love the way in which businesses get things done, the intellectual challenge of academia and the meaning you find in the non-profit sector.

*How do you combine a busy career and a large family?*

With varying degrees of success! Having four young children is wonderfully grounding, exhausting and rewarding. They have all learnt the notion of their dad being in a meeting from an early age, but I was also fortunate to spend most of my commercial career in a company which believed that nothing was more important than family and that business matters could always wait. I carry this philosophy with me today.

*What do you do to relax?*

I cook for the family, entertain friends and in Cape Town I

used to surf – but I haven’t found a good point break anywhere in Belgium yet...

*How do you see your role as a leader?*

To create the space and possibility for organisations and people to achieve much more than they thought they could.

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### ABOUT THE INTERVIEWEE

Mark Drewell: Born England 1962. Studied Philosophy, Politics and Economics at Oxford University. 1984-89 worked for Consolidated Gold Fields PLC, London. 1989 moved to Johannesburg, South Africa - joined diversified industrial company Barloworld, rising to spend a decade on the group executive committee heading up Corporate Affairs, Investor Relations, Group Marketing and Sustainability. Achievements included being co-founder of the Middelburg Forum (the prototype for the South African Peace Committees through which business played a vital role in managing South Africa’s first post apartheid elections); launching the re-naming and re-branding the company across 8 operating divisions and 32 countries; and leading the company’s early adoption of triple bottom line performance measurement. In 2004 he led Barloworld’s engagement as a founding partner in the GRLI, playing a leading role in the GRLI’s development at both an intellectual and practical level, serving as the first chair of the GRLI Foundation from 2006-2008. He left Barloworld in 2007, moved to Cape Town and co-founded 3 Laws Capital ([www.3lawscapital.com](http://www.3lawscapital.com)), a deep sustainability asset management company with a venture capital focus. He is also a director and founder of The Elgin Distilling Company ([www.malus.co.za](http://www.malus.co.za)) which is currently launching the world’s most exclusive new terroir spirit.

Mark is a regular speaker and lecturer on the changing shape of business in the 21<sup>st</sup> century. He is a Senior Associate of the University of Cambridge Programme for Sustainability Leadership and Chairman of the Swedish-based World’s Children’s Prize for the Rights of the Child Foundation. He has served as Deputy Chairman of the Advisory Board of the University of South Africa’s Centre for Corporate Citizenship; Chairman of the Endangered Wildlife Trust (South Africa’s largest indigenous environmental NGO); Chairman of the board of Imhoff Waldorf School and two terms on the board of San Francisco headquartered International Association of Business Communicators (the world’s 14 000 member professional association for business communicators).

Mark is married to Yolanda and they have four children Francesca (9), Christopher (8), Cassandra (6) and Nicholas (3).

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Email: [mark.drewell@grli.org](mailto:mark.drewell@grli.org)

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# Q&A

**Global Responsibility sits down with Mark Drewell, on coming to GRLI, his experience, family and life!**

Stakeholders involved in the design of the Bordeaux General Assembly (GA) kept the "entrepreneurial spirit" as a constant guide in creating local impact as actors exchanged ideas on global responsibility.



## Creating Immediate Impact Through CORAs!

**The 8<sup>th</sup> GRI General Assembly and the "Bordeaux Call" as launching pads for the creation of a local Community of Responsible Action (CoRA).**

**BERNARD SIONNEAU**

The 8<sup>th</sup> GRLI General Assembly (GA) in Bordeaux was hosted by BEM – Bordeaux Management School and CEAPC – Caisse d'Épargne Aquitaine-Nord Poitou-Charentes. Both BEM and Caisse d'Épargne are two of the 21 pioneering partners of GRLI, having joined as a pair of learning organisation / company in 2004.

A blend of continuity and change characterised the Bordeaux GA. Continuity was illustrated by the GRLI partners' group agenda to drive their common priorities forward around the GRLI Levers of action and the GRLI Manifesto (Call for Action, 2008) commitments. Change was exemplified by several innovations regarding the Bordeaux GA events and format.

The "Bordeaux Call" (see page 12) to form a "Community of Responsible Action" (CoRA) in Bordeaux around a nexus of global and local stakeholders was the first of its kind.

Even though the GRLI Foundation and the partner hosts were pleased that things went according to plan, it should be pointed out that this is just a starting point and in no way an achieved process already running on well-oiled wheels. It may turn out as hoped and deliver its promises as wished by all. It may flounder if the Bordeaux participants do not make something valuable and sustainable out of it.

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the Bordeaux GRLI GA was designed to allow actors to exchange on global responsibility practices (positive, negative, insufficient) and thus to generate shared renewed global/local identity and a commitment to support and enact the GRLI Manifesto principles and the Levers of action

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It was nonetheless true that while building on the local engagement in Belo Horizonte (Brazil) and Mumbai (India), it was the first time that a GRLI GA witnessed the gathering of stakeholders from the GRLI global network of business schools/learning institutions and companies from around the world but also from the Bordeaux local network of private and public sectors.

The Bordeaux GRLI GA was designed to allow actors to exchange on global responsibility practices (positive, negative, insufficient) and thus to generate shared renewed global/local identity and a commitment to support and enact the GRLI Manifesto principles and the Levers of action.

The "Bordeaux Call" to form a CoRA was the apex of the Bordeaux GA and was officially launched on Tuesday October 6 in the reception rooms of the Mairie de Bordeaux. Key stakeholders and community representatives were involved: Mayor Alain Juppé (former Prime Minister of France), EFMD Director General and CEO Eric Cornuel, GRLI Foundation President and President of Conférence des Grandes Ecoles and Dean of ESSEC Pierre Tapie, Dean of BEM Philip McLaughlin, Supervising and Orientation Committee President of CEAPC Jean-Charles Boulanger and the President of CCIB Sustainable Development Committee Jean-Pierre Laborie, representing CCIB President-elect Laurent Courbu.

Symbols and emotion were contained in this event as each individual read in turn one paragraph of the "Bordeaux Call" and signed the document and thus committed, according to the then recalled words of Jacques Ellul, a renowned Bordelais sociologist and

historian of ideas (1912-1994), to think and act globally at the local level while co-operating at that level and at the international one, in order to make "local communities of responsible action" around the world places of concrete responsible leadership and sustainable development decision making for the common good.

The BEM and CEAPC stakeholders involved in the design of the Bordeaux GA decided to keep "entrepreneurial spirit" as a constant guide to shaping the Bordeaux GA. "Innovation" was thus the driving engine from the start. Innovation in two ways, as the local hosting partners (CEAPC and BEM) very rapidly introduced the "Bordeaux Call" to the GRLI Foundation during the preliminary phase of the GA as a way to draw the attention of local institutions (Mairie de Bordeaux and CCIB) towards the launching of a local CoRA, while deciding to take into their hands the preparatory work leading to it.

In fact, the idea of a "Bordeaux Call" proved decisive during the negotiating phase with local institutions. Because it contained several key notions such as the need to unite local decision makers and citizens to act responsibly and urgently in order to trigger the fundamental changes that, cumulatively, will have local and global societal impacts, it found a welcoming ear from Mayor Juppé. He can demonstrate easily how he "walks the talk" a leader of a city that has visibly committed itself to sustainable development and the well being of its citizens.

It also struck a positive chord with the Chamber of Commerce and Industry of Bordeaux, which has

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this GRLI General Assembly witnessed the gathering of stakeholders from the GRLI global network of business schools/learning institutions and companies from around the world

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been driven for some time now by complementary goals, including among others highlighting the action of young entrepreneurs committed to sustainable development and responsible management practices.

Regarding the working sessions of the Bordeaux GA, BEM and CEAPC proposed very early the design of those parts of the working sessions that dealt with preparing the "Bordeaux Call" and the launching of a CoRA.

Both hosts were convinced that, in order for international and local participants to the GA to feel that they were getting value for their time certain essentials had to be provided. These were: historical and contextual elements of the global setting that allowed for the creation of the United Nations Global Compact



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the last innovation that should be mentioned for this GA was the desire by the Bordeaux co-hosts to have their local stakeholders involved in all the working sessions organised on their sites

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(UNGC) and the realisation of its shortcomings; input on the birth of GRLI, its unique concept of pairing businesses and business schools to deal with the issue of global responsibility; the GRLI Manifesto principles and Levers of action; and, finally, the working method for the Bordeaux GA, organised around different sets of questions that allowed participants to assess their situation vis-à-vis the implementation of global responsibility within and outside their organisations.

These essentials were gathered and presented in a single preparatory document entitled *Striving to Behave as Local Globally Responsible Organisations & Persons: Challenges, Dilemmas and Answers*.<sup>1</sup>

Divided into three parts, the document also contained the main sets of questions that provided the

basis for more refined and detailed questionnaires by BEM collaborators that would help business schools, their corporate partners and local governments to screen their practices in terms of global responsibility.

The idea was that by answering the questionnaires in workshops gathering participants from the global GRLI partner institutions and local BEM and CEAPC stakeholders, participants would gain varied inputs from different parts of the world. These would help them in their endeavour to go further in their organisations' commitment to implement global responsibility and in their prototyping of local CoRAs.

So, part of the “Getting Up To Speed” session (for new partners) at CEAPC headquarters and the morning workshops at BEM and Mairie de Bordeaux were organised around the participants' concrete experience regarding "what is done", "what is not done", "what can be done" in schools, in businesses and in relation with local institutions and governments regarding the implementation of Global Responsibility and its wider dissemination through CoRAs.

The last innovation that should be mentioned for this GA was the desire by the Bordeaux co-hosts to have their local stakeholders involved in all the working sessions organised on their sites.

Partner corporations thus attended and presented their local endeavours in Sustainable Development and Global Responsibility in official association with BEM or in association with BEM collaborators.

Young entrepreneurs presented their new ventures and experiments at the Chamber of Commerce and

Industry. A team of ten ESC Master's students acted as reporters and participants in the different workshops or as organisers of outings for those wishing to get better acquainted with the Bordeaux nightlife.

At the same time, many collaborators from BEM joined the different sessions of the GA or the workshops that were organised at the business school as moderators or participants.

In conclusion, if the GRLI GA in Bordeaux was a climactic point concluding five years of committed and fascinating work for BEM and CEAPC within GRLI, a new stage and new challenges are now presenting themselves. These mean making sure that GRLI permeates progressively all our operations and that it concerns everybody and working with our local stakeholders to invent a relevant organisational body that will make the "Bordeaux Call" more than just a catchy formula but a locally co-ordinated, thus more efficient and visible force, for the global common good.

#### ABOUT THE AUTHOR

Bernard Sionneau is Sr. Professor-HDR of International Relations and Strategic Studies at BEM-Bordeaux Management School, Member of the Law & Political Science Doctoral School of Toulouse (GRSG), Member of the editorial Board of the Journal of Global Responsibility ([JGR] Emerald).

#### REFERENCE

1. Bernard Sionneau, April 2009.

Email: profbs@orange.fr



# « The Bordeaux Call »

The GRLI Foundation (Globally Responsible Leadership Initiative) has held its General Assembly in Bordeaux (France) from 3 to 7 October 2009.

Around sixty representatives from five continents have participated in this event: professors and directors of business schools, corporate and bank managers, locally elected politicians, managers and members of associations, students, journalists.

They gathered in Bordeaux, hosted by the Groupe Caisse d'Epargne Aquitaine Poitou Charentes (CEAPC) and BEM Bordeaux Management School – the two local partners of the GRLI Foundation – to work around finding an answer to the following question: *"How can Communities of Responsible Action be put in place in Bordeaux as well as in their respective countries?"*

Why is there a need for such an initiative?

At the beginning of the 21<sup>st</sup> century, our world is confronted with economical, societal and environmental problems with a global impact that daily affects our local reality.

This situation, previously unknown in modern history, makes it compulsory for us to alter our behaviour and way of life; otherwise, the risk we run if we do not quickly offer changes that match the challenges, is that we will fatally compromise our planet's fate and with it the fate of future generations.

At the end of the General Assembly of the GRLI Foundation held in Bordeaux (France), and as a witness of the work and actions that were undertaken, we call upon all volunteers, elected people, entrepreneurs, management schools, universities, associations, committed citizens, to act according to the principles of global responsibility and we solemnly request the leaders of each country to adopt –first of all in Copenhagen - the crucial measures that are essential for the preservation of our future.

With the quote in mind of a well-known philosopher from Bordeaux, Jacques Ellul, let's reason and act on global terms and local scale; let's co-operate on the international level, in order to express, with a new day dawning, our universal calling to build a future for mankind.

*Philip  
McLaughlin*

Director  
BEM  
Bordeaux  
Management  
School

*Laurent Courbu*

President of the  
Chamber of  
Commerce and  
Industry of Bordeaux

*Alain Juppé*

Former Prime Minister  
of France  
and Mayor of Bordeaux

*Pierre Tapie*

President of the  
GRLI Foundation  
Dean and President  
ESSEC Business  
School

*Jean-Charles  
Boulangier*

President of the Conseil  
d'Orientation et de  
Surveillance of the Caisse  
d'Epargne Aquitaine  
Poitou-Charentes

# Management Education and Corporate Global Responsibility

ERIC CORNUEL

**Companies (and organisations in the broadest sense of the term) must be much more integrated into professors' teaching and research concerns and not only as fields of investigation. This is a pre-requisite if we ever hope to see companies become important actors in institutional funding and governance.**

The current global climate calls not only for a shift in the policy vocabulary but also for the acknowledgment that the challenges facing humanity are large, indubitable and universal.

EFMD's interest in the firm's role in society and the implications for management education and development goes back to the 1970s and 1980s. But it has gained a new impetus with the partnership agreement with the United Nations Global Compact (UNGC) and the creation of Globally Responsible Leadership Initiative (GRLI). GRLI has its roots before the 2008 economic crisis when EFMD sought to envision what resources would be needed to develop a next generation of responsible leaders.

In the past, EFMD has worked on recommendations and has undertaken a limited set of actions; however, with the creation of GRLI it has taken those recommendations one step further by putting them into action and creating laboratories of living experiments.

The events of autumn 2008 and the recent wave of unethical practices have spotlighted that business leaders are willing to move beyond the bottom line. EFMD believes that all learning institutions need to make corporate global responsibility *their* responsibility.

Today, management education faces several challenges including the influence of the business world and burgeoning economic, social and environmental inequalities.

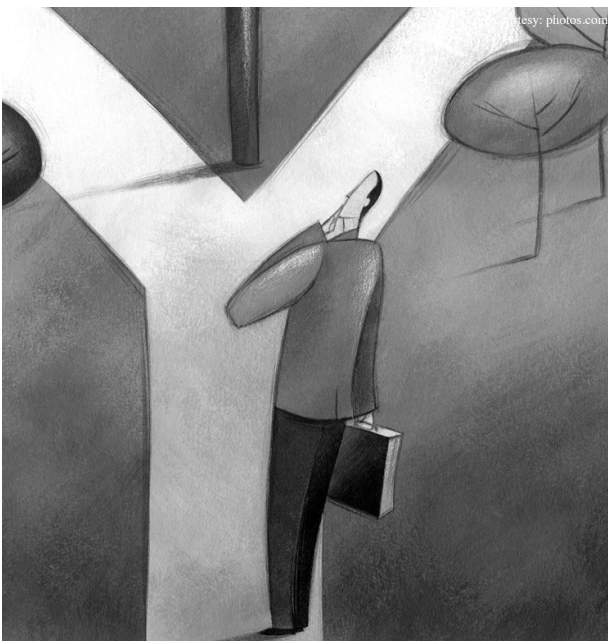




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**global responsibility requires business schools to move beyond functional boundaries towards holistic practice**

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In spite of this, businesses have a fantastic chance to shape a better world for a next generation of responsible leaders. Business schools and centres for leadership learning can play a pivotal role, alongside business, in developing the present and future leaders required to ensure that business is a force for good.

#### **The role of management education**

In a new era of corporate global responsibility, can responsible behaviour be taught in business schools? The role of management education has to be redefined to include the development of competencies, capacities and attitudes required for a future generation of globally responsible leaders so that they do not rely solely on the simple acquisition of knowledge and the use of case studies. New quality tools should gradually emerge emphasising experiential, presentational, propositional and practical ways of learning must be integrated into the curriculum.

One of the problems of management education remains its continuing (though reduced) emphasis on the trappings of functional disciplines when in reality managers work in a cross-disciplinary, even multidisciplinary, world. So many different elements interact that managers must be capable of a broader view.

The challenge for management education is that as business schools prepare the next generation of leaders they will have to employ new ways of educating their students to meet the demands of an increasingly complex world. In so doing, they must confront the current status quo of management education while engendering new pedagogical and innovative approaches that put globally responsible leadership at the centre of the business school curriculum. While some schools are already employing multidisciplinary approaches to learning, the topic of corporate global responsibility presents a further opportunity for integrated learning and for co-operation between traditional subject areas.

Global responsibility requires business schools to move beyond functional boundaries towards holistic practice. The successful business schools of the future will offer to their students innovative programmes backed by the appropriate resources to guarantee an excellent faculty body, an international experience and a multicultural environment.

A second challenge is that of quality since business schools must respond and lead the efforts to develop socially responsible and sustainable business practices. The most competitive schools are already looking for benchmarking opportunities as well as quality improvement programmes that will provide them with an opportunity to gain a thorough understanding of their strengths and weaknesses, to develop new and better programmes, and to prove the level of their offerings to the market through accreditation.



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**as we rethink the role of management education, the question beckons: what can we not afford to miss in a post-financial crisis era as we think about educating globally responsible leaders?**

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The link between the business and the academic worlds must also be strengthened and redesigned especially since ethics and entrepreneurship appear to be neglected. It is clear that there is a need for a consultation process to discuss the definition of strategic objectives, the development of shared infrastructures and the production of competencies. This means that greater mutual understanding must be achieved, not just in general terms but also in specific areas such as recognition of the necessity of fundamental research and its connection to a productive economy.

#### **The role of an academic/corporate partnership**

One main priority for businesses should be to fund their sources of future competitiveness via an educational system producing the best managers in the world. Nothing can be done without commitment from both academic institutions and corporations themselves, who need to rethink deeply their different roles and contributions to society. Not paying attention to the broader societal demands in an era of globalisation would be downright suicidal.

Companies (and organisations in the broadest sense of the term) must be much more integrated into professors' teaching and research concerns and not only as fields of investigation. This is a pre-requisite if we ever hope to see companies become important actors in institutional funding and governance.

Institutions, as opinion makers and centres of thinking, must also contribute to certain societal debates, with corporate social and societal responsibility clearly being a key theme for institutions of management learning and research. To face these challenges our institutions must demonstrate sufficient creativity and inventiveness to evolve towards a new paradigm, one that is more in harmony with the realities of today's and tomorrow's global competitive dynamics.

#### **The globally responsible leader**

As we rethink the role of management education, the question beckons: what can we not afford to miss in a post-financial crisis era as we think about educating globally responsible leaders?

We must recognise that the prospective decisions that globally responsible leaders will be required to make will rely both on their awareness of principles and regulations and on the development of their inner dimension and their personal conscience. These qualities can be developed through dialogue and debate – and essentially through experiential and challenging confrontations. The guiding principles for globally responsible leadership, while not fixed and are constantly refined, include: fairness, freedom, honesty, humanity, tolerance, transparency, responsibility and solidarity and sustainability.

Change can be driven by inspiring, involving, influencing and interconnecting with internal and external stakeholders and GRLI offers the groundwork for how to develop – in practice – the purpose of the institution, the curriculum, specific programmes, faculty, alumni and relations with the local community and society. Globally

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**the challenge for management education is that as business schools prepare the next generation of leaders they will have to employ new ways of educating their students to meet the demands of an increasingly complex world**

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image courtesy: photos.com

responsible behaviour must be internalised within the conduct and activities of the people within the institution. Business education needs to be broadened to reflect the global business environment and the knowledge, skills and attributes required of the globally responsible business leader.

A commitment to corporate global responsibility (CGR) and responsible management, though essential, is not in some way a substitute for traditional sound management practices. Being a good corporate citizen does not automatically make for a good corporate performance at the balance sheet level.

Creating a sustainable business, as well as leaders, must be the first priority of business managers and business schools within the framework of broader CGR practices. This means that in a dynamic and unstable world, sound management practice is more important than ever. This is why the role of management education, which alone can combine and inculcate both best practices in management skills and in CGR, is vital.

Nor should we forget the role of management research and its dissemination through journals and, perhaps just as importantly, via magazines and newspapers. The current crisis has done nothing if not show us that understanding and managing complexity in our interconnected world is a huge test. The challenges of globally responsibility can be solved by leadership from both business and business schools.

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#### ABOUT THE AUTHOR

Eric Cornuel is Director General & CEO of EFMD, a founding partner of the GRLI

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**we must recognise that the prospective decisions that globally responsible leaders will be required to make will rely both on their awareness of principles and regulations and on the development of their inner dimension and their personal conscience**

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# What do we mean by Leaders? - The importance of Issue Sponsors

**BIRGIT KLEYMANN**

Giving leadership – true leadership of the quiet but strong issue-sponsoring sort – the respect it is due means watching very carefully how we use the term itself. Speeches do not become more inspiring (or meaningful for that matter) by peppering them with the “I” word.

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I must confess that it made me laugh when I saw an entire class of American high school juniors collectively take a course in ‘leadership’ that involved a lot of energetic engagement in rituals of conformity. As if there was a recipe to leadership, as if leadership was dependent on behaviour and independent of individual character, as if everyone was a born leader, and should assume that role

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image courtesy: photos.com

This article argues that as organisations become more and more complex there must be more to leadership than the archetypical image so frequently invoked. The “archetype” of a leader represented by a Napoleon, an Alexander, a Hannibal or a Jeanne d’Arc is not altogether dead – for there will always be those who appreciate a strong general as well as those who like to be (and can be) one. And there will always be situations where this type of leadership is indeed required.

But on the whole in modern organisations – and this includes firms as well as nation states – leadership has become a much more subtle art. It involves much less the giving of concrete directions in discrete cases for this has become difficult in the world of the modern organisation. This is because a modern organisation is a highly complex system where large amounts of heterogeneous data flow at extremely high speeds through a decentralised and dynamic system.

Modern leadership increasingly involves less instruction but more influencing of interpretative schemes. So while it is often impossible to give people clear and detailed instructions on how to do what every time it is possible to help them frame things in a certain way so that they will act in accordance with certain ideals of their organisation.

Modern leaders, then, should act as providers of orientation and as sense-givers. In a very interesting article, Jane Dutton calls these people “issue sponsors.”<sup>1</sup> “Issues will be constructed as opportunities when there are issue sponsors who, through interpersonal influence or structural location, help others to see the issues as resolvable or controllable” she writes.

There are of course limits to issue sponsoring. One factor that clearly limits how much and how far things can be constructed is the current “organisational paradigm”. This is the collective belief on what the organisation is and what it should do and where it should go, which shapes the filtering and creation of ideas.

Issue construction is also linked to the institutional context, in which the organisational context is embedded. In other words, an organisation that has no “personality”, so to speak, is unlikely to be a creative and at the same time functional generator of innovation.

The interesting point here is that since the organisational paradigm permeates the corporation (and this, one might add, for better or worse), issue sponsors do not necessarily need to be at the very top of an organisation.

Issue sponsorship can and must happen everywhere; an issue sponsor can be the mentor of a group of trainees, the foreman on a construction site, the older colleague, the staff sergeant or the senior nurse. Issue sponsorship requires *authority* but not necessarily an inordinate amount of *power*. Issue sponsors are the catalysts that bring a topic onto the agenda; the go-betweens that make people meet and talk who would not otherwise have done so; the godfathers and godmothers to people and ideas. Ideally, they exist at every level of the organisation.



image courtesy: photos.com

This does not mean that anyone can be a leader. The word “leadership” has become very fashionable over the past 30 years and it is all too frequently used in an inflationary manner.

I must confess that it made me laugh when I saw an entire class of American high school juniors collectively take a course in “leadership” that involved a lot of energetic engagement in rituals of conformity. As if there was a recipe to leadership, as if leadership was dependent on behaviour and independent of individual character, as if everyone was a born leader, and should

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**modern leaders, then, should act as providers of orientation and as sense-givers**

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assume that role. Giving leadership – true leadership of the quiet but strong issue-sponsoring sort – the respect it is due means watching very carefully how we use the term itself. Speeches do not become more inspiring (or meaningful for that matter) by peppering them with the “I” word.

What, then, is required of issue-sponsoring leaders? On the one hand, they must have a recognised professional competence and the social network that allows them to communicate effectively and to connect people. But these alone are not enough if we want to avoid issue sponsors

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**and it takes *courage and discernment* to recognise or generate, and then defend, innovations in both products and procedures that are new and feasible**

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becoming tools in the hands of crafty populist governors, whether of nations or corporations.

Issue sponsors need to be *virtuous*. Discipline, courage, humility and discernment are indispensable character traits.

*Discipline* and *humility* are the trademark virtues of the craftsman who is a steward of his craft and who puts guidance of others and service to his craft before immediate personal benefit. A man or a woman who is disciplined and humble is less likely to fall prey to populist manoeuvrings.

And it takes *courage* and *discernment* to recognise or generate, and then defend, innovations in both products and procedures that are new and feasible.

Men and women of virtue and professional competence are the linchpin of any functioning organisational body; it is they who do the micro-management, who shape the daily life of the organisation. They serve as custodians of culture, as role models to younger colleagues and as generators or catalysts of innovation.

The “custodian” idea is important here. Issue sponsors are as much catalysts as they are gatekeepers. Issue sponsors will not sponsor just any issue. Their role is also to filter out ideas and initiatives that are promising, feasible and within the organisational paradigm from those that are not.

To go back to our leader who can be found at the helm of an organisation, it is his or her role to identify issue sponsors among his or her “troops” and to give them the trust and the opportunities to be the guardians and innovation carriers of the firm. This is far from easy and the issue sponsor portrayed in this rather conceptual article is an archetype in itself. But it can give an idea of the importance of leadership at different levels of the organisation.

Once again, the strategic role of Human Resource Management embedded in a functional organisational paradigm is paramount in selecting the right employees and then training them well, not just to a task but also to a sort of professional maturity.

#### ABOUT THE AUTHOR

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#### REFERENCE

<sup>1</sup> Dutton, J. 1993. 'The Making of Organizational Opportunities: An Interpretive Pathway to Organizational Change.' *Research in Organizational Behaviour*, 15, 195-226.

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# BI-ANNUAL EU-CHINA FORUM

## GLOBALIZING MANAGEMENT DEVELOPMENT: MOVING FORWARD

CEIBS, SHANGHAI, CHINA  
20 - 22 JUNE 2010




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The 21st century requires a new type of leadership to respond effectively to the many urgent local, national and global challenges facing our world. More than ever, leadership must take responsibility, look to collaborate with diverse individuals, and work across organisations, sectors of business, government, non-profits, media, academia and the community and across local, state and national borders. There is a vital need today for global leadership.

## Research Project: The Development of Globally Fit Leadership in Business Schools

**JONATHAN SMITH AND JOHN RAYMENT**

The Global Fitness Framework (GFF) will identify specific thoughts and actions of business school leaders in relation to the education of future globally responsible leaders.

image courtesy: photos.com

Although increasing calls for this new type of leadership are being made, the specific areas of activity required or details of how leaders can integrate their work successfully are still largely unknown. There is a need for scholarly effort to understand and advance the proven concepts inherent in a global leadership approach.

What we do know is that the issues are of such breadth and complexity that they cannot be addressed simply by using traditional approaches and ways of thinking. New approaches to leadership that take into account the bigger picture and function across boundaries in integrative ways have to be found.

The authors have outlined four initial steps that they argue are required in a global approach to leadership. These steps are underpinned by a holistic framework called the Global Fitness Framework (GFF), which they have also developed. The GFF, shown in the Appendix (see diagram on page 23), encourages leaders to consider the physical, mental and spiritual fitness of individuals, groups and society.

The authors also argue that the effective education of leaders is a vital component in the development of global leadership. Much of this education comes from business schools and many claim that the cause of numerous difficulties with current leadership approaches lies with the education several business schools provide to business leaders.

### The Research

The authors have recently concluded their research in 15 business schools across the world. These include schools in India, South Africa, Tanzania, Brazil, Germany and Britain. The qualitative research consists of interviews with three managers within each school including the Dean. Other promotional material and web sites are included in the research. The study began in May 2009 and finished in December 2009.

The research focuses on the role of business schools and seeks to highlight their current and future focus and the approaches their leaders are taking to ensure long-term success. The research is a scoping study. It will test and refine the GFF and then use this as the analysis framework to determine the current and future focus of business schools around the world.

Once tested and refined, the GFF is expected to form a valuable resource for guiding both leaders' thought processes and actions and leader development programmes within business schools and elsewhere.

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**effective education of leaders is a vital component in the development of global leadership**

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### The research questions

1. What are the commonly agreed elements in a global leadership approach?
2. What specific leadership activities within business schools exist in each of the GFF categories?
3. How can these leadership activities be observed?
4. How can these leadership activities be measured?
5. What is the current and future focus of leaders of business schools?

### Research outputs

The research is not an evaluation of a business school's performance but all participants will receive a six-page confidential report on their own organisation

including challenging and stimulating points for reflection, which may form the basis for further discussion.

Participants will also receive a copy of the main report showing the overall findings from the research, which will enable them to see how their school compares with the other 14 schools in the study. The authors intend to disseminate the research and its outcomes to scholars and practitioners worldwide through journals and presentations. The research is progressing well and is on target. All interviews have been completed and the authors are in the process of analysing the results and writing the reports.

### Benefits of the research

The research will identify the current and future focus of 15 business schools across the world. It will identify specific thoughts and actions of business school leaders in relation to the education of future globally responsible leaders. The GFF will draw together and show specific activities undertaken by leaders in each of its areas. It can then be used to both guide leaders in their actions and design leader development programmes that ensure the complex cognitive, social and behavioural skills required of future leaders are developed in students.

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#### ABOUT THE AUTHORS

Jonathan Smith is Senior Lecturer at Ashcroft International Business School, Anglia Ruskin University

John Rayment is Principle Lecturer at Ashcroft International Business School, Anglia Ruskin University

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#### FURTHER INFORMATION

If you would like to know more about the research, are interested in getting involved or would like more details of the researchers' ideas on global leadership or the Global Fitness Framework then please e-mail Jonathan at [Jonathan.Smith@anglia.ac.uk](mailto:Jonathan.Smith@anglia.ac.uk) or John at [John.Rayment@anglia.ac.uk](mailto:John.Rayment@anglia.ac.uk).

**Appendix – The Global Fitness Framework (GFF)**

The axes of the Global Fitness Framework (GFF) cover three aspects. The organic level relates to whether an individual, group or society is being considered; holistic depth considers physical, mental and spiritual aspects; and the fitness plane examines strength, stamina and suppleness. Thus, each of the three aspects has three elements, giving a total of 27 individual cells.

It is possible to consider any cell in the GFF in isolation – for example, the physical strength of an

leaders to adopt a broader focus and consider how their organisation integrates across the boundaries of industry, sector and country. It also challenges leaders to consider the role they play in assisting to resolve urgent global issues.

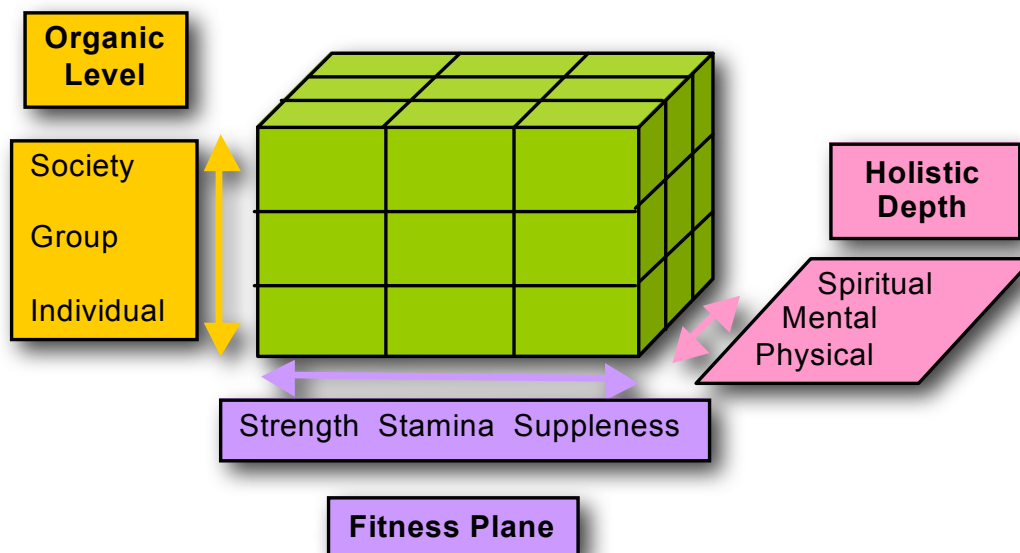
**Fitness plane**

Fitness relates to an entity’s ability to carry out its objectives or purpose. The GFF breaks this up into its constituent elements of strength, stamina and suppleness: strength being the power that can be applied to a task; stamina the ability to sustain application of that power; and suppleness the ability to bend

methods when circumstances warrant change, or be unwilling to compromise. This is where suppleness is important so that “win-win” solutions can be found and aspects of difference such as culture, upbringing and sector or national norms can be embraced.

The spiritual dimension is the least understood, most contentious and most often avoided aspect of leadership and of the framework. However, to engage employees effectively over the long term we argue that the spiritual dimension must be considered along with all the other aspects of the framework. It is

FIGURE 1



individual. We argue, however, that the cells in the framework are interconnected and influence each other. So that as well as considering the 27 cells separately we also need to look at them in clusters and as a whole. The need to consider all these aspects and their interaction clearly illustrates the integrative nature of the leadership required in today’s environment.

**Organic level**

This aspect relates to whether an individual, group or society is being considered – a group being anything from a small team to the organisation itself. The society element brings in community, cultural and environmental aspects at local and international level, encouraging

and flow or resist power in various ways. These terms are commonplace in relation to physical fitness but are also relevant to the study of mental and spiritual fitness.

**Holistic depth**

This considers an entity’s physical, mental and spiritual aspects. There are many different types of mental strength such as good memory and ability to solve complex problems. Mental stamina is required in circumstances where an instant solution to a problem cannot be found.

There are disadvantages in having too much mental strength or stamina. A leader may seem to be dogmatic, rigid, prefer traditional

the spiritual dimension that drives an individual’s objectives, values and philosophy, which in turn influence those of organisations and societies.

More research has been done on elements represented by cells towards the bottom front left of the framework (individual, physical, strength) than on those represented toward the top back right (society, spiritual, suppleness) but while the latter elements are more complex they reflect the increased complexity of modern business and are where most scope exists for innovative and fruitful social research. The authors’ framework and this proposal make valuable contributions here.

# Sustainability in the Business School Curriculum: The Griffith Business School Experience

**MICHAEL POWELL**

**Griffith Business School (GBS) embarked on this path several years ago and quickly realised that it is not enough to talk about it. Rather, it was necessary to act.**



If a business school decides to develop a focus around education and research for sustainable development, then it must address seriously its curriculum.

No amount of window dressing, or “green washing”, can replace a genuine commitment to curriculum reform to ensure that business school graduates have exposure to, and the opportunity to learn about, principles and practices of sustainable business development.

In the wake of the global financial crisis the need to learn about responsible and sustainable business practices is even more acute and immediate. Indeed, students demand such consideration and push academic faculty to go beyond “business as usual” to address important issues about how to develop business opportunities in market economies in such a way as to support communities, contribute to growth and produce useful products that add value to our lives together.

Griffith Business School (GBS) embarked on this path several years ago and quickly realised that it is not enough to talk about it. Rather, it was necessary to act.



images courtesy: Griffith Business School

It is essential for any business school to ensure that its curriculum reflects its stated values. While changing the curriculum may not always change behaviour at least it provides the opportunity and environment where students can reflect on their values and on what are appropriate business practices. Consequently GBS realised that curriculum change was an essential part of becoming a business school committed to responsible leadership and sustainable business development.

When one thinks about introducing new or additional material into the curriculum, whether it be business ethics, sustainability or anything else, there are always three immediate questions.

The first is whether to embed the new material into the curriculum or to add courses (often called “bolt-ons”) on to existing classes.

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GBS determined that sustainability needed to be both embedded *and* bolted on. In other words, sustainability education needed to be introduced to the curriculum so that *all* students were exposed to learning about it

”

The second is how to encourage or persuade independently minded faculty that they should embrace the new ideas or concepts and adopt them. In an industry where there is little “command and control”, persuasion is required to bring about curriculum change.

The third concern is about how to fit in additional content, as there is only so much content that can be covered in a semester course. How can we add content without taking away something else that is critical to the students’ education?

To bring about systemic curriculum change, the change leader has to address these time-honoured academic concerns.

With respect to the first question, GBS determined that sustainability needed to be both embedded *and* bolted on. In other words, sustainability education needed to be introduced to the curriculum so that *all* students were exposed to learning about it but there also needed to be the opportunity for students to specialise in it, to learn more about it and to become “experts” in the area.

In order to embed sustainability, corporate responsibility and business ethics into the curriculum, GBS asked two experts, or champions, to develop modules that could be introduced into different core courses in our undergraduate curriculum. Once these modules were developed, faculty who taught in our core curriculum were asked to integrate these modules into their courses.

At first the approach was what might be called “softly softly” using volunteers. But once established the approach became more compulsive as the school determined that sustainability had to be incorporated in the core curriculum so that all students had exposure to it.

In addition, GBS recognised that there would be some students at both undergraduate and postgraduate levels who wanted to specialise in sustainable business development, and so decided that appropriate programmes should be developed. It was also important for symbolic



images courtesy: Griffith Business School



images courtesy: Griffith Business School

purposes that the school demonstrate its commitment to this emerging area through focussed programmes of study.

GBS developed first a post-graduate certificate or diploma in Sustainable Enterprise comprising four courses that could be taken either as a “stand-alone” qualification or as a specialisation in the MBA degree. The programme was developed by university and business school experts in the relevant fields and covers sustainability principles and thinking, policy approaches to sustainability, sustainable management of the physical environment and corporate social responsibility. In order to ensure practical outcomes, one course addresses implementation issues.

At the undergraduate level, the GBS partnered with the School of Environmental Sciences to develop a sustainability major or concentration that could be taken as part of either an undergraduate science or business degree. Some universities have gone further and introduced complete sustainability degrees. However, Griffith University believed that students should remain within their chosen faculty while being able to specialise within their existing degree commitment. The new “major” incorporates courses from both environmental sciences and business in a coherent programme of study to provide students with a comprehensive education around sustainability.

This programme took a little longer to develop and is being launched in 2010. In inter-disciplinary programmes such as this there are issues that need to be resolved about prior learning requirements, programme coherence and compatibility, and inter-faculty co-operation. These issues require patience together with the support of champions to work them through. Fortunately, GBS had such champions.

The second issue introduced at the outset as critical to the introduction of new curriculum addressed the important issue of incentives for change. How do business schools encourage their faculty members to come along on this journey?

In the first instance, take a “softly softly” approach. Look for the champions among the faculty and they will be there! Many faculty who teach in business schools do so because their values coincide with those of the university

or business school. That is, values of critical inquiry, responsibility and community development. Generally, they are not in the business school to maximise their own wealth! Find these champions and work with them, then others will come on board.

Once the process is underway and has legitimacy within the broader business school community then it becomes more appropriate to indicate that inclusion of sustainability principles is not optional but is a requirement on these programmes. Getting to this point is ultimately very important as it helps the business school deal with the inevitable turnover of faculty teaching a particular course.

Eventually, the sustainability business school must be in the position where sustainability principles and practices are taught no matter who the particular teacher is at any particular point in time. As a business school's reputation in this area becomes established then new faculty members come to the school already aware that this is a commitment that they need to recognise in their own teaching.

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The final issue that needs to be addressed in introducing sustainability into the curriculum is how to fit it in. That is, how can a faculty member possibly squeeze more content or different issues into a curriculum that is already full?

For instance, how can the accounting professor introduce the triple bottom line into their already busy accounting course? And what relevance do sustainability principles have to corporate finance, and where to fit it in? And what about the course in marketing, where and how should sustainability education be fitted into courses about branding, customer relationship management and competitive market analysis?

These questions will be asked by faculty members uneasy with making changes to teaching programmes with which they are currently comfortable.

One way around these obstacles, of course, is to add on a sustainability capstone, to bring the individual courses all together with a strategic leadership capstone with sustainable business at its core. But that simply avoids the issue.

While there is no one best way to deal with the issue of competing content the real answer must lie in discipline experts understanding and accepting that responsible leadership, ethical behaviour and sustainable practices should be intrinsic or embedded throughout their content whether it be human resources or corporate finance or accounting for managers. All disciplines have ethical considerations that should be exposed and explored. Once the business school has decided to go down this road then others will quickly want to join the journey.

There is an important caveat, however, sustainability education should never become sanctimonious “religious” education. That is, it should not become preaching or sermonising. That is a sure way of turning off both faculty and students. It should rather begin humbly from a values base but also embrace the view that sustainable business is good business. Indeed, that sustainable business practices need to be the defining practices of the 21<sup>st</sup> century.

To convince sceptical faculty students, the business case for sustainability needs to be in the forefront but the basic values commitment to a sustainable planet must remain as a foundation.

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# 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](http://www.emeraldinsight.com/jgr.htm)

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

E-mail: [Grant.Jones@mgs.m.edu.au](mailto:Grant.Jones@mgs.m.edu.au)

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Research you can use

# *Whole Person Learning and Leadership for Tomorrow – Working with the Emergent Future.*

**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.

“

The choice is ours we can stick with business as usual and support an economy that continues to destroy its natural support systems or we can adopt Plan B and be the generation that changes direction, moving the world on to a path of sustained progress. The choice will be made by our generation, but it will affect life on earth for all generations to come.

*Lester Brown, Plan B.*

”

## Where we are?

While we know we face unparalleled changes on an unprecedented scale we also know we cannot have “more of the same”. Our future requires a *transformation of consciousness* – a different way of thinking about a different set of priorities with a different set of values – “more of the same” is not going to do it.

We are all going to have to “wake up” if we are to stand a chance of making it through the crisis that faces us all.<sup>1</sup> Philippe de Woot recognises that we are going to need not only to act differently but to *think* differently if we are to act differently *enough* given all that we face – and that we are going to have to do that for just about everything. This is something well beyond a “paradigm shift” that would take us into “seeking” a new world view.

No one group can claim expertise to do that nor the authority and warrant to execute it. Hence the need for others in their own spheres of activity to be addressing these large concerns in their own way and as best they can. From the GRLI's first report, *A Call to Engagement*, the implications were clear – we will need to change the social, economic and political arrangements we have if we are to get serious. The GRLI has focused on the three areas of greatest concern to partners:

1. There is an urgent need to build a debate leading to considered action that calls into question the current premises upon which corporate life is based. We identify this as – *a new purpose for the corporation of tomorrow*.
2. There is a corresponding urgency in providing a critique and direction beyond the contemporary body of knowledge that informs the current model of business education. We refer to this as the need for – *new thinking for leaders of the organisation of tomorrow or reframing management education*.
3. For either of the two themes above to gain a hold on the imagination and the efforts of organisational players and educators we also need a much deeper appreciation of the forms and challenges posed by introducing profound philosophical change into organisational life. This is the third theme – *to understand and promote deep culture change*.

We know evolution takes generations. We know, too, that organisations can change rapidly when under challenge. People, however, take longer if they are to make changes live within themselves – to take ownership and to embrace it. If we are to develop new purposes we have to enquire into the implications, assess the impact and experiment tentatively.

New behaviour and new understanding can be accomplished in less time. But to change a world view and to begin to work from within it is not something we have been asked to consider until now. To promote deep culture change in organisations – which is what is required – whether they be corporate or business schools, universities or other centres of higher education, – takes a good deal of collaborative consideration on behalf of many parties.

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We are moving from a – “*me and you*” world to a “*we*” world where the problems that confront us can only be tackled by more people working together towards more *collaborative solutions* in freedom and recognition of individual and cultural differences as well as their differential access to power .

And there are places where people are coming together freely to explore *self-generated change* and a *self-sustaining culture based on free association*.

We are moving out of the ordered world of stable hierarchies, traditional social forms and fixed gender roles; power, and authority are much more negotiated and transparent and that is only likely to continue.

### The challenge

*“If you want to remake the world you will only do it by remaking yourself.”*

Content alone will not create a generation of globally responsible leaders who think critically, holistically and reflectively. The development of these attributes, together with the multidisciplinary nature of the required content, necessitates a pedagogy that goes beyond the traditional, largely top-down, transfer of knowledge model.

Developing globally responsible leaders requires a much greater emphasis on interdependency and a broader view of their place in the world. Business schools must allow students to explore different viewpoints by developing a critical consciousness in which they question accepted economic, cultural and political assumptions. The exploration of paradoxes and contradictions should be celebrated not held back.

Learners need to be willing to experience learning as a disorienting dilemma where integration of multiple perspectives is paramount and where multiple stakeholders become part of the process. In addition, since learners are increasingly at the heart of their own learning, they should include, among other factors, managing the ambiguities, dilemmas, choices and complexities within a learning process that combines both global and individual challenges.

There is a clear need for a new kind of pedagogy that enables this to happen. One that the GR LI has been exploring and working with is that of *Whole Person Learning (WPL)*.

### Whole Person Learning.

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.

*Relationship* is at the heart of the enterprise of Whole Person Learning. There is always me, you and a context. Similarly, the *peer principle* of adults meeting in free

association is the foundation of all authentic and genuine human meeting. There are at least six major areas of influence to which the person relates: Self, You, Them, Group/Team, Systems and Organisation, Planet and Cosmos.

### Working with the whole person

*The care of all is the domain and speciality of no one group in particular but the responsibility of all.*

This is an approach that seeks to bring together:

1. Self-determining adults working in collaboration on agreed dimensions of their learning.
2. Suitable learning tasks that are learner-influenced and which deepen the learners' engagement with the questions that relate to their field – as *they* express it.
3. A commitment to living in practice in a more responsible engagement with the human order and the planetary sphere.

This radically redefines the nature of the learning enterprise and the role of the teacher from one of disseminator of knowledge to facilitator of a complex, interrelated process of content, people, task and context. It requires a *process* awareness of how these elements interrelate and which must be given prominence at any one time.

Individuals (when viewed as persons) have a right to play a part in those decisions that affect them. The aspiration of an educator to promote personhood immediately transforms the nature of the relationship between the educator and those taking part in the learning. They stand together as joint creators of the educational enterprise – each with different contributions but with contributions of *equal worth*. The educational endeavour then is not so much about participation as *collaboration* and the *process* of the learning becomes every bit as much a source of learning as the content.

### Whole Person Learning - *the free association of adults in a learner shaped environment*

Conjoint enquiry, mutuality, interdependence – these are all terms to describe this essential, shared element to working with individual potential and human experience. The vigour of such whole person learning depends upon three key attributes:

- *Visibility* – the willingness to be seen (ie, engage and work with difference and difficulty).
- *Choice* – to make preferences and to express them; to be open to change when persuaded usefully; to reconsider and yet also to know how to hold to a view when it is of importance to oneself – in short, not to collude with the group or a sub-group nor to be counter-dependent and force issues unnecessarily.
- *Collaboration* – to recognise that the endeavour is one in which unless we all get enough of our needs met then, in a deeper sense, none of us get our needs met (however it appears to look).

These three elements enable *Whole Person Learning* to promote “the capacity for personally responsible action in the world”. “What kind of a world should we build with the resources creativity and power available to us?”<sup>2</sup>

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#### ABOUT THE AUTHOR

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#### REFERENCE

*Philippe de Woot, Should Prometheus be Bound? Corporate Global Responsibility, p. 163. Palgrave, London, 2005.*

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#### FURTHER INFORMATION

The whole person approach is outlined in greater detail in the book *Learning for Tomorrow* sponsored by the GRLI and obtainable from Oasis Press. Following our first international facilitators workshop at the GA in Leeds in 2007, a manual of *Whole Person Learning Action* is available on the GRLI website ([www.grli.org](http://www.grli.org)) and outlines many of the practicalities of working in such a different way.

The author welcomes interest in the approach from readers, colleagues and participants.

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# 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

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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.

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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
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-  **Babson College (USA)**  **PRME** Principles for Responsible Management Education
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-  **Caisse d'Epargne Aquitaine Poitou –Charentes (France)**
-  **Center for Creative Leadership – CCL (USA & Belgium)** 
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-  **EFMD (Belgium)** 
-  **Emerald Publishing Ltd. (UK)** 
-  **ESSEC Business School (France & Singapore)**  **PRME** Principles for Responsible Management Education
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-  LaTrobe University (Australia)  PRME Principles for Responsible Management Education
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-  Maastricht University School of Business and Economic (The Netherlands)  PRME Principles for Responsible Management Education
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-  Melbourne Business School (Australia) 
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-  Sunland Group Ltd. (Australia)
-  Telefónica (Spain) 
-  The ForeSight Group (Sweden)
-  The Oasis School of Human Relations (UK) 
-  UN Global Compact
-  United Laboratories (The Philippines)
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-  Wake Forest University, Babcock Graduate School of Management (USA) 
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-  Wilh. Wilhemsen ASA (Norway) 

Numbers on Map represent the geographical location of GRLI partners



United Nations Global Compact

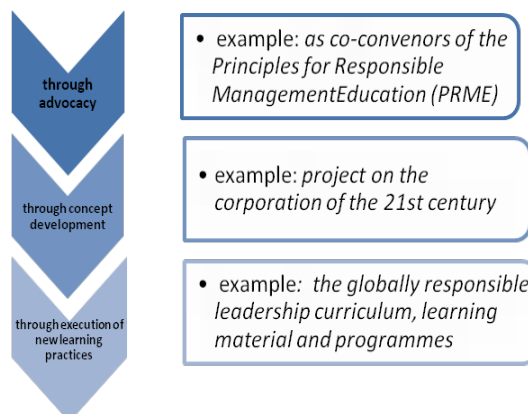


Member of EFMD aisbl



Signatories of Principles for Responsible Management Education (PRME)

## GRLI's Impact



## Globally Responsible Leadership Initiative

to develop 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 82 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](http://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 2200 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](http://www.unglobalcompact.org)



For more information on the GRLI, please contact us at:  
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 Rue Gachard 88 – box 5, 1050 Brussels, Belgium  
[www.grii.org](http://www.grii.org) or [info@grii.org](mailto:info@grii.org)

