

Global Responsibility

The GRII Partner Magazine



GLOBALLY RESPONSIBLE LEADERSHIP INITIATIVE



Philippe de Woot presents the GRII Research Perspective and the project on the Corporation of the 21st Century

In-company workshops on Globally Responsible Leadership, by John Alexander & Uwe Steinwender

Multiplication and addition: How to set up Communities of Responsible Action (CoRAs), by Nick Ellerby

GRII Ambassadors: How students and young managers collaborate, by GRII Management Centre

Educating tomorrow's leaders, by Torben Moller & Irene Quist Mortensen



Founding Partners



On Responsible Leadership

Dear Reader,

This GRLI Magazine presents some examples of the developing practice within the global partnership of the GRLI. It demonstrates that what we set out to do four years ago – to create a community of action and learning – has become a reality. With greater success inevitably comes greater responsibility. As the range of articles in this magazine illustrates, GRLI is equally dedicated to contribute to the development of new management education practices, and to the development of an appropriate role of business, management and leadership institutions in this century.

Today GRLI is also recognised as an avant-garde group or advanced laboratory for hands-on implementation of the UN Global Compact's Principles for Responsible Management Education (PRME). GRLI has a clear focus on developing a next generation of globally responsible leaders. In doing so, three principles guide our actions:

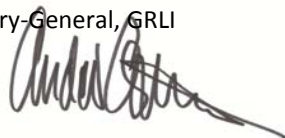
- 🌀 Result Orientation: Will it deliver visible results on the ground?
- 🌀 Long-Term Effects: Will it live on and continuously affect the development of globally responsible leaders?
- 🌀 Uniqueness: Will it get things done that could not be achieved elsewhere?

This magazine does not intend to present the wealth of activities and achievements that our partnership represents. There are many corporate examples of new ways of approaching management development and integrating the principles of responsibility that are not showcased here. There is creative and bold multi-disciplinary work being executed at our partner learning institutions – addressing curricula, research, and learning methodology. We hope, though, that by presenting some of our current collective and partner-based activities will manage to give a flavour of the GRLI commitment.

We look forward to our continued work and to report on our experiences and incrementally increasing wisdom as we progress. You are very much welcome to contact us for further information, and to join the important cause of developing responsible leaders.

GRLI has come a long way since we published the *Call for Engagement* in 2005, which still remains the pre-eminent reference point for the challenge of developing a next generation of globally responsible leaders. However, we are still driven by the energy and dedication that comes from realising that there's a long way to go - so, after all, we've just begun.

Anders Aspling
Secretary-General, GRLI



Contents

Global Responsibility
The GRLI Partner Magazine

Editor

Tavis D. Jules

Consulting Editors

Robin Hartley
Birgit Kleymann
Martine Plompen
Matthew Wood

Contributing Editors

John Alexander, Anders
Aspling, Nick Ellerby,
Torben Moller, Irene Quist
Mortensen, Liliana Petrella,
Per Junker Thiesgaard,
Martine Torfs, Uwe
Steinwender, Philippe
de Woot

Design & Art Direction

Tavis D. Jules

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unless otherwise stated

Cover Design

Nick Pergoot
nick@perpar.com

GRLI Foundation

Rue Gachard 88 – box, 5
1050 Brussels, Belgium

www.grli.org
info@grli.org

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On Responsible Leadership

LILIANA PETRELLA

Contemplating History: EFMD and Responsible Management Education

PHILIPPE DE WOOT

The Corporation of the 21st Century

JOHN ALEXANDER &
UWE STEINWENDER

Developing In-Company Workshops on Globally Responsible Leadership (GRL)

ANDERS ASPLING &
PER JUNKER THIESGAARD

Providing Guidance for the Enactment of the UN Global Compact PRME

NICK ELLERBY

Learning Multiplication as well as Addition: Establishing Communities of Responsible Action (CoRAs)

ROHAN KHADABADI,
TAVIS D. JULES &
MARTINE TORFS

GRLI Ambassadors: Involving Students and Young Managers from GRLI Partners to Join Forces

TORBEN MOLLER &
IRENE QUIST MORTENSEN

Working on PRME – Educating Tomorrow’s Leaders in CSR: A Case Study of Cooperation between a Firm and a Business School in Executive Education

Contemplating History: EFMD and Responsible Management Education

LILIANA PETRELLA reflects on EFMD's historical role in charting a new course for responsible management education in a time of crisis.

“ ... ”



Western European firms ... must fight for survival in a highly competitive global market place in which economic, technological, social and political forces have become inexorably interlinked. They must anticipate and manage the mounting, and often conflicting pressures and aspirations of numerous interest groups both inside and outside the firm.

EFMD's (The European Foundation for Management Development) interest in the firm's role in society and the implications for management education and development is not new.

Since the 1970's EFMD's concern for social welfare and broad political participation, the changing socio-economic environment and related corporate strategy, the oil crisis and stagnating economies of the 1980's, as well as a growing concern for environmental issues were reflected in projects that were conducted alone or in cooperation with others such as the EIASM (European Institute for Advanced Studies in Management) or the US-based AACSB (Association to Advance Collegiate Schools of Business).

Over the years EFMD has tackled these issues head-on, for example:

With regards to the environmental issues, Bob Hawrylyshyn, the then Vice-President of EFMD, contributed to the *Limits to Growth Report* of the Club of Rome published in 1972. Unfortunately as an issue, "the environment" never caught on and this remained true up to the 1990s when in 1991 the topic was one for which there were no takers at the Annual Conference.

Another focus of much work was the emphasis on the need for symbiotic working relationships between "educators" and "practitioners" stressed in 1977 by the joint (academic and practitioners) group chaired by Michael Pocock, the then Managing Director of the Shell Group. The proceeding of the meeting was published as *The Educational and Training Needs of European Managers Report* which: (a) brought out the significance of the changing environment (from technological to social issues); (b) management and management development; and (c) emphasised the importance of planning in advance.

"Management schools and institutes must develop analytical approaches to courses in managerial and business ethics and to the impact of differing societal expectations on basic values" was the core message of the joint EFMD/AACSB project on *Management for the 21st Century* concluding with a joint Annual Conference in Paris in 1980 on *Developing Managers for the 21st Century*. Maurice Saias, former professor at the Institut d'Administration des Entreprises of Aix-en-Provence, reflecting later noted that: "The title of the Paris Conference already suggested that it would be a turning

point. There was thus already an attempt to look quite a long way ahead, given the rapidly accelerating rate of change in almost every field of activity. There was an attempt to address much more than management issues: technology, socio-economic issues, ethics – these and more was given extensive and philosophical treatment. Certainly the momentum from the Paris conference was maintained; but it was by individuals, not the business schools. The academics and the individuals involved in business had developed the "seed work" and moved faster. It was a case of the students, the learners, moving ahead faster than their teachers. One manifestation of this was the way in which business maintained momentum towards global objectives. The business schools, on the other hand, were – and still are – almost all national institutions catering for national requirements."

Subsequently, the *Pocock Report* drew attention not only to the social dimension of management, but also to the importance of the wider role of management and schools in society. However, in 1980 Igor Ansoff and Gay Haskins, – EIASM Project Technical Advisor/Scientific Coordinator, and EFMD Project Coordinator and General Editor – concluded *The Societal Strategy Project* (a joint EFMD/EIASM project) by saying: "Moving towards the roles which permit the firm to make its optimum contribution to society will require significant changes in the value systems, behaviour and socio-political strategies of many firms. Even those firms which opt to minimise their socio-political involvement will need to rethink the free enterprise ideology to make it more defensible in tomorrow's society."

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Management schools and institutes must develop analytical approaches to courses in managerial and business ethics and to the impact of differing societal expectations on basic values

Today, large Western European firms are faced with challenges which have never been faced before. They must fight for survival in a highly competitive global market place in which economic, technological, social and political forces have become inexorably interlinked. They must anticipate and manage the mounting, and often conflicting pressures and aspirations of numerous interest groups both inside and outside the firm.

To survive and prosper, firms have to find viable and purposeful roles which are acceptable not only to managers and shareholders but also to other internal and external stakeholders.

It is recommended that firms should seek to occupy roles which emphasize and balance both technical and economic performance and socio-political involvement. Effective socio-political engagement will require major changes in the mentality, perception and behaviour of management. Societal problems must be treated at the same level as other major business problems.

The business sector should seek roles for the firm which emphasise its comparative advantage to invent, produce and distribute goods and services at a level of profit high enough to reward investors, support the social infrastructure and reinvest in its own growth. At the same time, they should seek roles which are both socially, and politically responsive.

Given the trade-off between profits and societal responsiveness, the preferred roles of the firm are those which balance societal and economic responsibilities. These are:

- Societally engaged
- Societally progressive
- Global actor
- Developer of society.

Unless the business sector takes a strong pro-active role in influencing the creation of these roles, it is possible that the interaction of political forces will impose a set of contradictory demands which firms will be unable to fulfil (e.g. competitiveness/profitability and employment maintenance). This could force firms into the role of employment provider. This role conflicts with the comparative advantage of the firm and should be viewed as a temporary expedient only.

However, the business firm can and should support and contribute to the role of social servant which provides non-profitable but needed goods and services.

The business sector should actively engage with other influence groups to ensure that the firm's roles and rules of the game permit it to be viable and to optimize its comparative advantage. The business sector should interact with government in the development of policies to improve national economic health and competitiveness.

Source: Societal Strategy Project (1980-1981)

How far EFMD has come!

Over the past 30 years, EFMD has continued to act as a catalyst in numerous ways:



Henk van Luijk, the first professor of business ethics in Europe, appointed in 1984 at Nijenrode University, the Netherlands Business School, initiated EBEN (European Business Ethics Network) with the help of EFMD. EBEN was founded in 1987 as an outcome of two European conferences on business ethics both held in the EFMD offices in 1986 and 1987.



EFMD's engagement was further underpinned by a manifesto on *Global Responsibility* issued at the closing of its General Assembly in Bangkok on June 9, 2002 which set the basis for the joint EFMD/UN Global Compact invitation in 2004 – the Global Responsibility Initiative – which in turn gave birth to the “Globally Responsible Leadership Initiative Foundation.”



EFMD collaborates with EABIS (European Academy of Business in Society) on the development of the joint Business in Society Gateway that promotes links to third-party resources that are selected and classified across a framework of categories.



EFMD and GRLI are co-conveners and members of the steering committee of the “Principles for Responsible Management Education (PRME)” launched by the UN Global Compact in 2007.



A number of issues have thus been tackled and initiatives launched with the most recent ones coming to fruition now under the umbrella of the GRLI Foundation as illustrated in this issue.

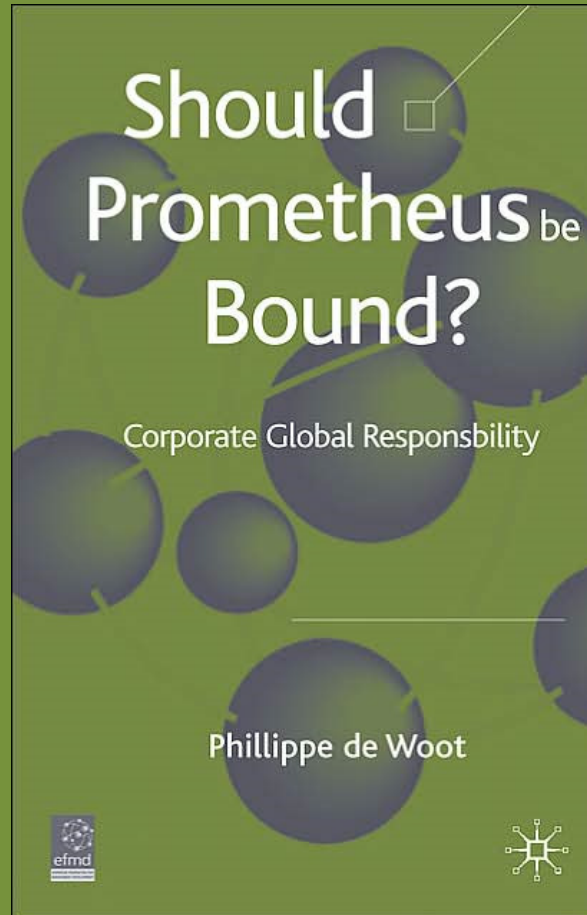
Today, EFMD, as a founding partner and sponsor, supports GRLI in its efforts to go beyond recommendations and compliance, stimulating entrepreneurial initiatives and business/academia partnerships in view of experimenting new approaches to learning, developing new concepts and monitoring implementation.



ABOUT THE AUTHOR

Liliana Petrella is the Director of the Development Initiatives Unit at EFMD and a Board Member of the GRLI Foundation representing EFMD

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Should Prometheus Be Bound? Corporate Global Responsibility by Prof. Em. Philippe de Woot proposes a critical analysis of the new corporate responsibilities in a globalising world by offering a conceptual and decisive analysis of the trends towards corporate social responsibility. In elaborating on a new corporate culture, de Woot raises the issues of (a) enlarging the *raison d'être* as well as the firm's contribution in improving an economic model; (b) adopting an ethical approach in answering: what kind of world do we want to build together with the enormous resources at our disposal?; and (c) the role of dialogue and debate and its efficacy and societal consequences.

GRLI partners can place orders by sending an email to info@grli.org

PHILIPPE de WOOT presents the GRLI Research Perspective and investigates new corporate responsibility practices and a new vision for the company of tomorrow.

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Rather than limiting itself to lobbying actions, the responsible company will proactively participate in preparing and implementing the necessary new global rules in collaboration with all stakeholders

**The corporation of
the 21st century**

The main purpose of the GRLI Research Perspective is *action-research* based on a permanent dialogue between business schools and corporations. A deeper understanding of the corporation of the 21st century starts with corporate innovative good practices in corporate responsibility and translates them into concepts (and tools) that will progressively build this new vision. What is certain is that enlightened corporations are already doing a lot about corporate responsibility. Yet, the role of progressive business schools is to engage with the corporation in a cooperative search for the emergence of a new vision of the corporation and of management education.

In pioneering the corporation of the 21st century, three aspects are interrogated and dissected. The Research Perspective begins by questioning the increasing unsustainability of our development model by understating its efficacy with regards to:

- Threatening the planet and increasing the inequalities;
- Delinking from ethics and politics;
- Adapting to the complexity of globalisation; and
- The dominance of finance.

Part I – New CR/CSR practices in business

New and informed corporate responsibility and corporate social responsibility practices in business are critical to the sustainability of the firm. Therefore, new practices implemented in large companies should question:

- What kind of practices?
- What kind of measurement?
- What kind of motivation?
- Has CR/CSR changed the culture of the company?

An analysis built on advanced business cases coming from the CSR data bank,

from the companies participating in the GRLI, and from emerging business literature shows that new entrepreneurs in societal fields are archetype of these practices. Muhammad Yunus, inventor of the Grameen Bank, illustrates this point. Yet, the interesting point is that these new entrepreneurs all possess the characteristics of the classical entrepreneur but their motivations and the *raison d'être* of their enterprise are broader and more value oriented.

Part II – A new vision for the company of tomorrow

1. An enlarged *raison d'être*

The primary purpose of the firm is to contribute to the overall well-being through economic progress. This concept of progress will allow us to identify the specific contribution that a firm makes to society. To relocate economics in a perspective of common good requires today the exercise of global responsibility. The firm will only become responsible if it subscribes to an all-embracing view of societal progress and sustainable development. It is in this perspective that GRLI stands for formulating the purpose of globally responsible business in the following terms: «**create economic and societal progress in a globally responsible and sustainable way**». This requires a different corporate culture. This new culture will emerge from revisiting and rebalancing the three key roles of management: entrepreneurship, leadership and statesmanship.

2. An enriched corporate culture
(a) entrepreneurship and creativity – in our complex and threatened world, entrepreneurs are more needed than ever. Entrepreneurial actions are defined in terms of initiative, dynamism and innovation. We have to come back to the core of it, which is creativity in a *real* world of goods and services, as

opposed to a logic of purely financial speculation.

The qualities of *Prometheus* 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. These qualities are in line with the present culture of business but what might change is the willingness to apply them in new societal fields and to bring them to address the new challenges of our world: environment, social divide, poverty. Many examples are already there to illustrate this concept. We should revisit the concepts of *entrepreneurship* and *strategic management* and develop the concept of *social entrepreneur* and *societal innovation*.

(b) leadership and ethics – whereas Frederick Taylor recommended replacing the government of men with the administration of things, almost the opposite has to be done today. Economics on the one end, ethics and politics on the other, have to be rebalanced. By wishing to be responsible, the firm is engaging in an ethical approach. Those which say they are responsible will respond through their actions to a system of values that outline a concept of man, society and the future. If the firm wishes to lend meaning to its actions, if it wants to give a purpose to economic progress, ethics are essential to enlighten choices and guide behaviour.

The true leader has to be able to articulate the values of collective actions and thereby to give its moral and political legitimacy. How can a company embed its values in its missions, strategies, management practices and collective behaviour? We should propose a broader anthropology than *Homo Economicus*, a wider vision of humankind, better adapted to a global world and to the challenges we have to face. We should revisit the various *theories of motivation*

and include the concepts of *emotional and spiritual intelligence*.

We should also discuss the *values* of the Global Compact and better integrate them in our new approach to *global leadership*.

(c) Statesmanship and common good

This involves a dialogue with new actors in a globalising world. By enlarging its political culture, the responsible company accepts a debate whenever its actions can have major social consequences. New types of dialogue, which include new representatives of civil society, (such as NGOs, universities, religions) and international institutions, will be added to the old type of discussion with social partners and governments. Such an approach must obviously go beyond the national framework. Today it is beginning to take shape in the international and regional institutions and companies can play an important role. The *UN Global Compact* is an example on the worldwide level. *The EU Multi-Stakeholder Forum* is another example on the regional level. Broadened consultation will provide a powerful means of de-enclaving our economic model by opening it up to the great problems and aspirations of our age.

New partnerships between corporations and civil society will be studied as a source for innovations and a new way of enhancing common good. Voluntary transformation is necessary, but will no longer be sufficient to transform the system. We also need political will translated into regulation and world governance. Rather than limiting itself to lobbying actions, the responsible company will proactively participate in preparing and implementing the necessary new global rules in collaboration with all stakeholders. This includes attentive listening and contributing to the public debate.

It is in this sense that responsible corporations must develop a capacity for statesmanship. Here we should propose a renewed vision of *Common Good in a globalising world* and the respective roles and powers of stakeholders, key actors and decision takers.

This new culture will be impregnated by the requirements of long term sustainability and its compatibility with a regular and sufficient profit for the company. In the new vision, profit will remain a key measure of success but it will not be the only one and it will be longer term oriented. We should emphasise concrete managerial approaches to help the companies:

- ☛ To enlarge their purpose and *raison d'être* to take into account the concept of responsible;
- ☛ Sustainable development to blend these into their strategies, policies and practices;
- ☛ To develop a culture of responsible leadership at all levels of the organisation;
- ☛ To manage this evolution as a collective process.

3. A greater capacity for change and adaptation

The necessary transformation is to be conceived as *a process* and not as a presold blueprint. The perspective here is not to propose a set of rules or directives nor a ready-made model that is radically different, but a dynamic process of improving and transforming the existing corporate culture (« Business as usual »). Listening to each other, debating, in-depth analyses, ongoing training, new social partnerships; all this should be part of a long term process that depends on a willingness to learn and to change.

Change is a complex process, and to succeed, it must be undertaken and managed in a systematic way. There are

necessary preconditions to ensure that this process is able to overcome resistance along the way:

- ☛ A pressure for urgency: external pressure from society or the environment, but above all;
- ☛ Internal pressure: questioning, rejection of self satisfaction, sensitivity to criticism and weak signals;
- ☛ A shared vision: to ensure the convergence of efforts and the mobilization of energy, and orientate the organisation towards the future rather than back to the past.
- ☛ The wherewithal for evolution: sufficient resources, better use of existing resources and above all proactive leaders at every level of the organisation; and
- ☛ Concrete programmes to show that change is possible.

Our vision should include the new concepts of self-organizing systems and complex adaptive systems. We could draw on the expertise in change theory of Center for Research in Entrepreneurial Change and Innovation Strategies (CRECIS) at Louvain School of Management. We should aim at in depth change going beyond mere «spin» or purely defensive reaction, changes that really impregnate whole corporate culture and «lie at the heart of the company's basic vision». Sustainable systems are holistic, self-organizing and exploratory.



ABOUT THE AUTHOR
Philippe de Woot is Professor Emeritus from the Université Catholique de Louvain. He is a Senior Adviser and Board Member of the GRLI Foundation and a member of the GRLI Research Group.

Developing in-company workshops on globally responsible leadership

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One of the key principles of GRLI is that members learn by doing and by sharing and figuring things out together

JOHN ALEXANDER AND UWE STEINWENDER discuss new approaches for developing in-company training in global responsibility and leadership.



At the GRLI General Assembly meeting in Colorado Springs in October 2008, some GRLI business partners expressed interest in developing an in-company workshop that would alert interested persons at both partner and non-partner companies about the importance of Globally Responsible Leadership (GRL) as well as informing about the mission, strategy, and offerings of the Globally Responsible Leadership Initiative (GRLI).

It was felt that companies might request these workshops for several reasons:

- 🔗 Human Resources executives interested in exploring or implementing the concepts of GRL in their companies may lack the time, resources, and capabilities to quickly develop an integrated and comprehensive approach to create buy-in for the topic among senior executives;
- 🔗 Sustainability executives who have been focusing on implementing operational process steps within their area of responsibility need an integrated comprehensive leadership concept to support their efforts and to accelerate the implementation process;
- 🔗 Sustainability executives may need assistance in convincing HR of the importance of developing globally responsible leaders within the company to accelerate the implementation process;
- 🔗 GRLI company representatives may wish to educate others in the company about the value of GRLI and the ways in which its concepts might be utilised within the organisation; and
- 🔗 Though not a primary goal of this initiative, GRLI partners – whether from companies or learning institutions/business schools – may need a structured format in which to explain the purpose and value of GRLI to organisations interested in joining GRLI and/or participating in its activities.

The origins of in-company training

In the spirit of GRLI action-oriented principles, the individuals who suggested this idea at the Colorado Springs General Assembly agreed to take on the development and piloting of the project on a volunteer basis. Since one of the outcomes of the General Assembly's deliberations was to speed up the prototyping of new ideas – given the urgency of today's turbulent business and economic climate – the

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The design itself seeks to maximise audience participation rather than follow an “expert” model of slides shows and presentations...

authors agreed to develop a design for this workshop by the end of 2008 and to pilot the workshop no later than the second quarter of 2009. This notion of fast prototyping grew out of a session at the General Assembly meeting sponsored by the Center for Creative Leadership in collaboration with their corporate partner the Wilh. Wilhemsen AAS. This session was led by a representative from Design Continuum of Boston, Massachusetts, a leading firm involved in the design of the well-known “\$100 laptop” to be distributed to children in developing countries. With the help of GRLI's Secretary General and staff, the workshop authors completed their preliminary design on schedule. In addition, the representative of the European Foundation of Management Development (EFMD) who serves on the GRLI Board arranged to offer the pilot workshop as follow-on to the EFMD's Annual Conference in Brussels in June 2009. By working together in this collaborative manner, the workshop will be offered to a mixture of corporate HR and learning managers and business school representatives.

The design and principles

The workshop design is flexible: it allows the workshop to be offered in as short a time span as a half-day and as long as a full day or an afternoon followed by a morning session. This first pilot follows the latter design.

The design itself seeks to maximise audience participation rather than follow an “expert” model of slides shows and presentations – although some presentations will be made to convey basic GRL concepts and case studies. Since much of the content surrounding GRL is still emerging, and since the notion of “sustainability” has many authors, the workshop initiators believe it is important to surface those different interpretations and perspectives early in the workshop. By doing this, not only will participants feel that

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Participants will be able to see how one global company – in this case, Daimler AG – has responded to the challenge of helping its managers lead both for short-term results while also focusing on leadership for longer-term sustainability for all of its stakeholders.

they have been heard, but also everyone involved, including the facilitators, will learn from one another.

After all, one of the key principles of GRLI is that partners learn by doing and by sharing and figuring things out together. In today's unprecedented business environment, one thing is certain: There are no magic solutions and no easy answers to the question of how business leaders can be developed to lead in a more responsible manner. This is as great a challenge for the learning and training departments of companies – where budgets for training are necessarily being cut back – as it is for business schools and other educational institutions, who must make a compelling case for the relevance of the degrees and courses they offer.

What is in-company training about?

The in-company workshop described here attempts to take these realities into account. Thus, after an initial introduction and sharing of different perspectives in the room, a case study demonstrating how GRL concepts are woven into a member company's training program will be presented. Participants will be able to see how one global company – in this case, Daimler AG – has responded to the challenge of helping its managers lead both for short-term results while also focusing on leadership for longer-term sustainability for all of its stakeholders.

Specifically, together with IMD Business School, the Daimler Corporate Academy developed the “Karuna Case.” Prof. Ben Bryant and Jeanny Wildi wrote this case study, which describes the challenges of two exceptional entrepreneurs who followed the principles of the triple bottom line and

fulfilled the ideas of globally responsible leadership in every way. Their business plan tells the story of setting up a profitable organisation in the Peruvian Amazon rain forest for collecting, processing and selling the palm tree fruit Acai. This unique case shows that values can be stronger than greed and that responsible leadership can beat short-term profitability in today's business environment – even under extreme circumstances – but also clearly describes the typical dilemmas of such a management approach. This mixture of both tactical and strategic elements allows executives to transfer the case's lessons into their daily business practices while encouraging them to reflect on their own opportunities and license to act in a globally responsible way within their own areas of responsibility.

Following the case study, workshop participants will break up into small groups to answer the following questions: *What have I heard or recognized? Where can I buy in? Where are my concerns?* Following a report-out and discussions of these questions, participants will then go back into small groups to identify specific action steps they intend to take based on what they have heard. From this activity, action plans to apply back home can be developed.

Once again in the spirit of GRLI, the workshop facilitators will seek participants' evaluations on what they have learned from the seminar, and on what worked well and what can be improved. Based on this feedback, workshop facilitators will make corrections in the design, pilot it again, and then share it with all GRLI members. In this manner the in-company workshop will become part of the growing “toolkit” of products and services that GRLI can offer partners and non-partners alike. The purpose is to spread this knowledge as widely as possible, and thereby to meet GRLI's mission to serve as a catalyst for developing the new generation of globally-responsible leaders so urgently needed to sustain our organisations, our societies, and our planet.



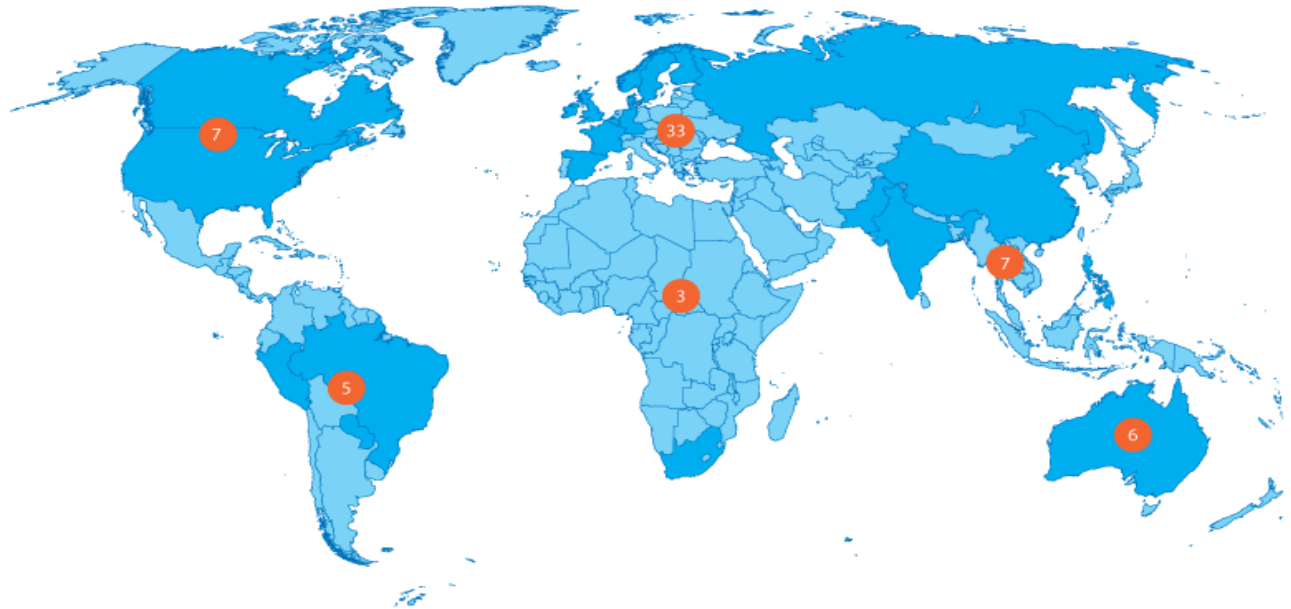
ABOUT THE AUTHORS

John Alexander is the Principal of Leadership Horizons, Inc., and former president of the Center for Creative Leadership (CCL). He is a Senior Advisor to the CCL and GRLI.





































































































Uwe Steinwender is Senior Manager, Daimler Corporate Academy.

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United Nations Global Compact

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Principles for Responsible Management Education



ANDERS ASPLING AND PER JUNKER THIESGAARD examine the strategies that have led 72% of GRLI's business schools/learning institutions to embark upon implementing the Principles for Responsible Management Education (PRME).

Providing guidance for the enactment of the UN Global Compact PRME

Since its start the Globally Responsible Leadership Initiative (GRLI), has wholeheartedly and actively supported and participated in the launch and introduction of the Principles for Responsible Management Education (PRME). GRLI is one of seven co-conveners of the six PRME principles; the other six co-conveners are EFMD, AACSB, GMAC, EABIS, Aspen Institute Business and Society Program and Net Impact.

The link between GRLI and PRME

The PRME closely relates to the ideals of globally responsible leadership as identified by the Globally Responsible Leadership Initiative and defined in its *Call for Engagement*, published in 2005. The GRLI defines globally responsible leadership as "the global exercise of ethical, values-based leadership in the pursuit of economic and societal progress and sustainable development." The definition further recognises the interconnectedness of the world. Similarly, the first PRME Principle: *Purpose* states that "we will develop the capabilities of students to be the future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy."

72%

Subsequently, 72% of the business schools/learning institutions partners of the GRLI are leaders in signing and implementing the PRME and the UN Global Compact Principles.



The GRLI is a catalyst and advance laboratory for actions

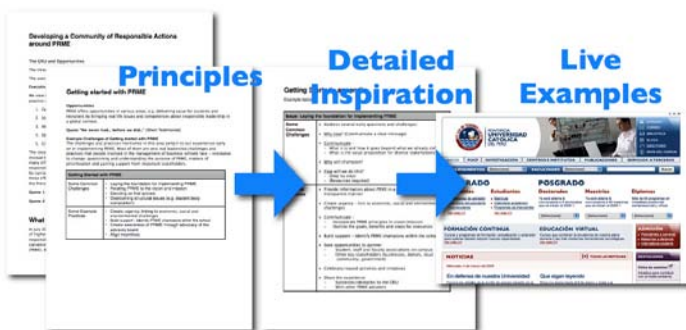
The GRLI is designed to be an advanced laboratory of actions and activities related to developing globally responsible leaders – and the implementation of the PRME. Subsequently, 72% of the business school/learning institution partners of the GRLI are leaders in signing and implementing the PRME and the UN Global Compact principles. The GRLI partners aspire to communicate with a broad global community and to guide and spur other institutions into action.

Developing a Community of Responsible Action (CoRA) around PRME

The GRLI task force views the opportunities and challenges related to developing a community of practice around PRME as falling into the following five categories:

- 🌐 Getting started with PRME;
- 🌐 Implementing PRME in management education;
- 🌐 Implementing PRME in management research;
- 🌐 Developing partnerships with business organisations; and
- 🌐 Creating a broad-based dialogue about PRME

The Structure - from Principles to Live Examples



The Global Forum for Responsible Management Education

At the Global Forum for Responsible Management Education at the UN in December 2008, GRLI chaired the workshop on “Sharing Information on Progress” which produced a proposal for how to do so. GRLI also took on the task of developing a pragmatic model for ‘how’ to support the implementation of the PRME through the sharing of explicit experience and practical insights across its global network.

The Model

The original idea of the support for the implementation of PRME was to present a document with guidelines for the implementation. Instead of presenting such a finite document, the group has chosen to develop a model for continuous exchange of insights regarding explicit challenges, opportunities and actions. The model consists of three parts:

- 🌐 Principles, fundamental questions and conclusions regarding each of the five categories mentioned above;
- 🌐 Detailed inspiration for each category presented as challenges commonly identified and examples of how they have been approached in practice; and
- 🌐 Live examples online from the participating institutions.

The objective is not to define a best practice, but to stimulate an ongoing discussion about the many different ways that academic institutions can create a stronger focus on responsible management education in different contexts around the world.



ABOUT THE AUTHORS

Anders Aspling is Secretary General of The Globally Responsible Leadership Initiative and Senior Adviser to the European Foundation for Management Development.



Per Junker Thiesgaard is the Managing Director of AVT Business School.

development, decision making, prototyping new approaches, coordinating partner and collective actions, and sharing the learning that has emerged. As well as determining and acting together on whole community initiatives, the process has provided opportunities for individuals and partner organisations to review their own priorities and achievements as well as offering a secure space and quality of meeting that allows for participants to recharge and renew their commitments to responsible practice and new forms of leadership development.

New forms of globally responsible practice call for new forms of leadership, and whilst there are many initiatives that think about and analyse the challenges we face on a planetary level, the GRLI has fostered an urge to action in all of its initiatives. This has helped GRLI gain a strong reputation globally for application as much as concept development, one that attracts more business schools and global companies to the call every year.

The primary purpose of GRLI CoRAs is to extend the reach of the global initiative through the active involvement of individual partners and associate partners:

✕ **At the local level to expand the benefits of GRLI partnership in those areas where partners (full and associate) are committed to supporting a geographical community of practice.**

± **At a thematic level to enable partners to work together across the world on very specific longer term thematic projects and initiatives.**

Successful at adding; now looking to multiply

Since 2006 partners have been committed to introducing more organisations to the work and influence of the GRLI. Although the GRLI now has over 60 partners representing five continents, this is simply not enough given the challenges we face!

In 2008 the GRLI resolved to encourage partner organisations to look for ways to bring together organisations interested in furthering the work of the GRLI within their local geographical area. The objectives of these newly forming CoRAs are intended to further the mission of the GRLI and are outlined as:

- ± Promoting and encouraging the development of globally responsible leadership and practice;
- ± Promoting GRL as defined in the GRLI *Call to Engagement* through relationships with companies, civil society, government, academic bodies, regional associations and student/learner groups;
- ± Focussing and developing thematic areas for partners and associates interested in channelling their efforts into specific levers for change and development, for instance, Business Engagement, New Approaches to Learning, Principles of Responsible Management Education and Research;
- ± Providing regional activities and connectivity for GRLI partners and associates;
- ± Promote full or associate partnership of the GRLI.

I believe a fully engaged CoRA can provide valuable "associate" benefits to partners who actively participate – including personal and professional development, networking with colleagues and stakeholders, providing and achieving recognition and sustainable action on the ground, encouragement for learners through intern opportunities, and harnessing the global aspects of the GRLI – accessing services, research and learning are all possible through community of practice efforts.

“ ”
...

CoRAs provide a mechanism to enable organisations that are not ready or able to become partners to get involved in the GRLI

CoRAs provide a mechanism to enable organisations that are not ready or able to become full partners to get involved in the GRLI.

Organisations will be able to join as associates of the GRLI and have the possibility of joining either thematic or geographical communities. Given the global climate, it is imagined that there will be many organisations wanting to engage in the question of developing globally responsible leadership, whilst also wishing to commit to more local ways of working together, at the same time still being connected to a more global learning initiative.

In addition to the 'association' benefits outlined above, being a partner in a GRLI Community of Responsible Action (CoRA) depends largely on the quality and effectiveness of those involved. Aiming to be communities that learn and act together, rather than relying on a more traditional or heroic leadership model will be one of the challenges of being a community partner. It is the willingness of those involved to commit the time and resources necessary to a sustained effort in managing the work and development of the CoRA that will determine the outcomes. This

reflects the approach of the full partners in sustaining the global initiative as a whole.

The questions and GRLI's responses

In a lively discussion in Brazil in 2009 the partners raised a number of questions which resulted in the following responses.

How is a CoRA formed?

Full GRLI partners interested in developing a CoRA, act as catalysts to make it happen. The partner establishes links with other partners operating within the area.

If there is sufficient interest, the partner may ask for the support of the GRLI office. At this stage we suggest a proposal is written to outline the rationale for forming a GRLI CoRA. The proposal will be considered and reviewed by local full partners and the Board of GRLI. If it meets the overall criteria, the formation of a CoRA is supported.

How does GRLI ensure alignment to guiding principles?

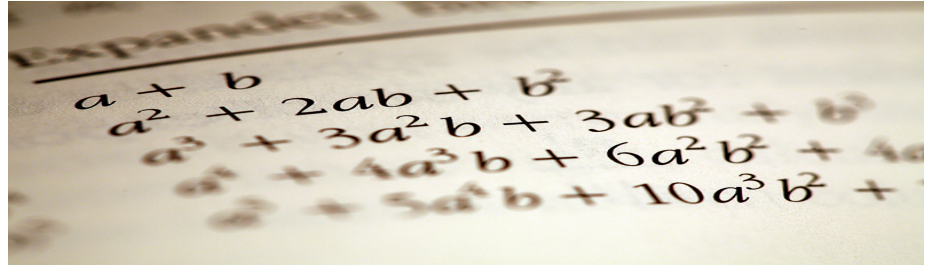
GRLI will clearly outline any criteria for associate involvement, as well as the criteria for joining a CoRA. These will include:

- ✗ Coherence and resonance with shared vision and strategic direction of GRLI;
- ✗ Aligned with *Call to Engagement*, 2006;
- ✗ Aligned with *Call to Action*, 2008;
- ✗ Demonstrable record of responsible behaviour
- ✗ Ability to meet requirements of associate membership
- ✗ Ability to commit to the determined requirements of a Community of Action

A clear role for full partners within a CoRA is to ensure that they are *guardians* of the spirit of GRLI. Associates are connected to GRLI resources and influences.

To what extent are the CoRA regions fixed geographical areas?

Regional areas will be determined through discussion between the full partners leading



on the formation process in their geographical area. This will be in association with the GRLI Management Centre.

The guiding principle is to develop the CoRAs based on the perceived and identified demand on the 'ground' rather than through some pre-determined geographical region.

What if member organisations wish to join the GRLI, such as Chamber of Commerce, etc. – how will we respond to such requests?

Given the inter-related issues of funding, commitment, selection and alignment, we recommend that each member of any specialist interest group commits to their associate status with the GRLI, and then those that are keen to be a CoRA join together. A membership organisation may be a partner of the GRLI, but this does not offer partner status to the individual member organisations.

This reflects a partnership approach based on resonance, alignment and coherence and sustaining quality rather than any 'race for scale' as the defining parameter.

How will a CoRA be supported?

The development of CoRAs will be supported by a working group within the GRLI to review and refine the CoRA guidelines and assist in the formation processes. Through ensuring: a clear and viable framework that supports CoRA innovation in a sustainable way, influences processes that enable the developments to have integrity, reflects

fairness and justice in terms of financial arrangements

Where are the prototypes?

Geographical CoRA prototypes are being discussed by partners in Brazil, France, United Kingdom, Peru, Paraguay, and India. October 2009 will see the launch of the first geographical CoRA in the Bordeaux region of France.

Thematic CoRAs have been established this year on PRME, GRLI Business Engagement, Research and Publishing, Developing New Learning Approaches.

If you are interested to see how being part of the GRLI at global or regional levels adds up for you and multiplies your opportunities of contributing to developing the next generation of globally responsible leaders, contact the GRLI Management Centre.



ABOUT THE AUTHOR
Nick Ellerby is a Director at the Oasis School of Human Relations and a Board Member of the GRLI Foundation. Oasis is a GRLI partner organisation engaged with Whole Person Learning, organisational development and collaborative leadership.



For the last thirty years, EFMD has been organising its yearly case writing competition. The aim of this competition is to encourage the writing of case material involving European companies and institutions as well as material dealing with topics concerning other geographical areas such as the Asian and African continents, generally underrepresented among the available sources.

NEW CATEGORY:

We are glad to announce that EFMD will sponsor a new category in 2009, entitled Responsible Leadership. The exercise of ethical, values-based leadership in the pursuit of economic and societal progress and sustainable development is based on a fundamental recognition of the interconnectedness of the world. Cases submitted under this category should address challenges business leaders are facing as the operating environment of corporations has become more complex; it includes technological, political, financial, environmental and social forces whose interaction, at global and local levels, obliges corporations to consider the demands of multiple stakeholders inside and outside the organisation. Cases can come from any disciplinary perspective or be the result of a cross-disciplinary cooperation.

CATEGORIES 2009: Deadline for submissions 15 September 2009

EUROPEAN CATEGORIES:

- A. Corporate Social Responsibility
- B. Entrepreneurship
- C. Family Business
- D. Finance and Banking
- E. Supply Chain Management

SPECIAL CATEGORIES:

- F. Emerging Chinese Global Competitors
- G. Euro-Mediterranean Managerial Practices and Issues
- H. Public Sector Innovations
- I. African Business Cases
- J. Indian Management Issues and Opportunities
- K. Responsible Leadership

EFMD Annual Case Writing Competition

SPONSORSHIP OPPORTUNITY

For the 2009 edition of this competition we are currently looking for sponsors for the following category:

- Public Sector Innovations

We always encourage the creation of new categories for our yearly competition. Should your institution have a particular area of expertise which is not represented in the competition so far or feel that a particular category would be interesting to explore, we would be delighted to count you among the sponsors.

SPONSORSHIP BENEFITS

Sponsors will be named both on the EFMD website, EFMD's magazine "Global Focus" and all publications in relation to the competition. In addition, Sponsors will have the opportunity to be closely involved in the award ceremony which takes place in the framework of EFMD's Annual Conference. Furthermore, all participants will benefit from the unique networking opportunities that are one of the key factors of EFMD's continuous aim to promote excellence in management development and education.

TERMS OF SPONSORSHIP

The sponsorship cost for each category is 4000 € of which 2000 € will be directly redistributed to the prize winner of the sponsored category. The remaining amount will be used for the organisation of the above mentioned award ceremony, publications and other costs strictly related to the competition.

In addition, sponsors have the responsibility to appoint two judges (from their own institution or other). For reasons of impartiality, the sponsoring institution cannot submit cases for the selected category. Ideally, sponsorship should be granted for 3 years.

Should your institution be interested to sponsor a new category for this competition, please contact us.

For more information, please contact Diana Grote (diana.grote@efmd.org)

Or visit <http://www.efmd.org/casecompetition>



**GRLI Ambassadors:
involving students
and young managers
from GRLI learning
institutions and
corporate partners
to join forces and
work hand-in-hand
to foster
responsibility!**

Looking ahead! THE GRLI MANAGEMENT CENTRE talks about targeting young people from corporations and business schools to become a next generation of successful globally responsible GRLI Ambassadors.

The GRLI Ambassadors Group was launched in Spring 2009. The core underpinnings of setting up this group fall within the broad framework of the GRLI: ascertaining how a pioneering select group of companies and business schools/learning institutions is engaged hands on in developing a next generation of globally responsible leaders. As such, setting-up a group of GRLI Ambassadors with the potential to grow exponentially embodies for the GRLI partners the way forward to build a network of globally responsible leaders and to “ensure long-

lasting effects”, which is one of the three guiding principles of the GRLI since its start in 2004.

Call for Engagement

In developing a next generation of responsible leaders, the GRLI model is built upon “involving, influencing, inspiring, internalising and interconnecting” and it is hoped that this model will transcend the Ambassador’s Initiative. What type of world do we want for the next generations? Who is responsible for charting the next course in history? At the heart of these questions are the roles of tomorrow’s leaders. GRLI Ambassadors are

seen as being at the forefront of learning and innovation; they are the ideal candidates to spread the word of global responsibility in this current climate of irresponsibility, crisis, greed, overconsumption and financial immorality. Never has corporate responsibility in an evolving world been as prominent as now. Students care and believe along with the GRLI, that “the purpose of the globally responsible business is to create economic and societal progress in a globally responsible and sustainable way.”

Virtual platform and concrete projects

During first phase, the GRLI Ambassadors Initiative is designed as a virtual forum driven and managed at each organisation by one student champion and one faculty member that volunteered and was selected from various educational partner institutions and companies across continents. The Ambassador plays a leading role in engaging students in a debate on concepts developed within GRLI and their integration in the curricula and daily business practices. Every year, GRLI Ambassadors coming from GRLI institutional partners will be appointed and consist of a mixture of undergraduate and graduate students as well as young corporate leaders.

GRLI Ambassadors are at the vanguard of the Globally Responsible Leadership Initiative to bring changes to corporate leadership. For example, Ambassadors may assume projects and assignments under the purview of GRLI and through their actions lead by example thus advocating and promoting the cause of GRLI. Using this broad rubric, one of the founding Ambassadors, Rohan Khadabadi, a graduate of Welingkar Institute of Management, is someone who previously took initiatives like “calculating my carbon footprint and accordingly trying to reduce the same by walking to work, using recyclable paper and switching off electric appliances when not required,” is advocating the GRLI in the company that has just employed him. The aspiration of the GRLI Ambassador Initiative is precisely this: that students that have graduated from the GRLI partner business schools/learning institutions take these simple messages into the corporate world and vice versa. Imagine a world where responsibility is not top down or bottom up but horizontal, this is the world of responsible actions that the GRLI Ambassadors seek to achieve.

GRLI Ambassadors work by documenting their experience in a global social forum and report back to their colleagues on their progress. Additionally, transparency and

trustworthiness are other attributes which a GRLI Ambassador seeks to exhibit in all their endeavours, thus laying a foundation for others to emulate. Periodic meetings and assemblies will be arranged to facilitate dissemination of ideas and sharing good practices. These practices are then documented as testimonials and case-studies in terms of the benefits delivered to the society and various stakeholders.

The GRLI Ambassador Community:

In today’s globally interconnected age, (virtual) mobility is important. The GRLI Ambassador Community is primarily an online platform for knowledge /information sharing among the community members. Using it to stay connected, to be abreast with the various GRLI initiatives across the world, which may differ geographically or by scale but the context/theme is the same. As such, the community aims at:

- ✦ Creating a space in the public sphere dedicated to learning, understanding and communicating about what responsible leadership means and how derive to the benefits;
- ✦ Introducing new discussion trends and concise other ways to approach the current global structure of leadership;
- ✦ Facilitating an online repository of all GRLI related information;
- ✦ Using blogs as a platform for helping members direct their ideas to corporations and businesses;
- ✦ Advancing research projects undertaken by the GRLI Ambassadors to profile and showcase/position the Ambassadors to take upon roles in the industry that fall under the purview of GRLI principles by means of internships and job opportunities; and
- ✦ Providing guidance and mentorship from the various members of the GRLI Steering Committee.

For further information about the GRLI Ambassador initiative contact us on the GRLI Ambassadors at info@grii.org. If your institution is a partner and you would like to select two representatives, please request the application form from info@grii.org.

ABOUT THE AUTHORS

*This article was written by **Martine Torfs** and **Tavis D. Jules** on behalf of the GRLI Centre. **Rohan Khadabadi**, a graduate of Welingkar Institute of Management (India), contributed to the writing of this article.*

Educating tomorrow's leaders in CSR: A case study of cooperation between a firm and a business school in executive education

AVT Business School is introducing the PRME Principles into their MBA curriculum. **TORBEN MOLLER AND IRENE QUIST MORTENSEN** argue that the result has been real-time cases that reflect the issues currently seen by the partner company. The program participants have reacted very positively to this new model



* pictures courtesy of AVT

Tomorrow's leaders should do business in a responsible way. Instead of waiting for that to happen, AVT Business School is acting now and the theme for the 2009 MBA class is "*Responsible Leadership in a Globalising World.*" The core of all topics taught places emphasis on corporate social responsibility (CSR) and the goal is to engender an active contribution towards making tomorrow's leaders function in a sustainable environment focused on people instead of profit and production.

Within this new focus, the topic of "Business Ethics" is very high on the academic agenda and will expose students to

some of the ethic and social challenges that they will meet in their daily lives in a globalised business world.

AVT Business School and Grundfos, a global Danish pump maker, have decided to collaborate on this venture through the collecting of cases studies. The result foreseen is that Grundfos will use the examples derived from this collaboration in future teaching at their internal academy. AVT has seen a great benefit in the application of the PRME principles in its CSR education and is very happy leaving Grundfos with tools that they can continue to use in their work on CSR and in-

company training of their future managers at the Grundfos Academy.

Any educational effort, and most certainly those addressing business managers, faces three challenges, namely how to:

- make it relevant;
- make it real;
- make it stick;

Subsequently, AVT has chosen a combination of high quality faculty, business cases, involvement of the corporate world and reference to the participant's own organisation to address these challenges.

AVT is doing its utmost to root the CSR concept in the minds of tomorrow's leaders – starting with a class of 50 and a team from Grundfos. The effort is a work in progress covering all six PRME principles and the present note should be seen as preliminary report. Once the class has graduated, AVT plans to reflect on the efforts and the outcome and do a comprehensive academic paper.

A little history

The AVT Business School is a seven year old business school based in Copenhagen, Denmark offering a certificate program in Business administration and an MBA program. In fall 2009, the fifth MBA cohort will graduate. The program is designed to appeal to middle and upper level managers with deep business experience and the typical profile of a current participant is thirty-eight years of age with fifteen to eighteen years of business experience, the last ten of which is increasingly responsible management positions. A large percentage of the participants have deep international experience and the majority has at least a Bologna cycle 1 degree.

Three years ago, AVT realised the need for improvement in its diversity and CSR education and went looking for the appropriate faculty, which it was able to find. Diversity is now in its third year as a module and Business Ethics and CSR are now in their second year.

AVT has made both topics permanent parts of the curriculum and diversity is now widely taught as a two credit class early in the curriculum and both Business Ethics and CSR are taught as a class and as a component of other modules.

When AVT decided to introduce CSR to a curriculum, the first question it faced was: Should CSR be taught as a separate subject or as an integrated component to another module? After some discussion AVT decided to do both. Business Ethics and CSR are both a regular five-credit module and a component of other modules; specifically, Leadership, Sales

and Service Management, International Business Law, Innovation, and Finance.

The Grundfos & AVT partnership

AVT introduced CSR around the core ideas of PRME Principle five – cooperation with business. Experience has taught AVT to be conscious of how imperative it is to have corporate interaction in making issues real for participants. Thus, AVT was lucky in finding a large, international Danish company, Grundfos, which was willing to work with it locally on global issues.

Grundfos is one of the world's leading pump manufacturers and covers around 50 percent of the world market for circulator pumps. Eighty companies in 45 countries represent the Grundfos Group and distributors in a large number of countries further merchandise the Grundfos products. Grundfos is a frontrunner in CSR practices: It has a CSR department, it publishes a sustainability report, and the company as a whole is very interested in exposing executives from the different areas and departments to CSR issues.

Principle for Responsible Management Education (PRME)

Principle 1.

Purpose : We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2.

Values : We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3.

Method : We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4.

Research : We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5.

Partnership : We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6.

Dialogue : We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Making a partnership work!

The cooperation between AVT Business School and Grundfos works as follows: a senior executive of the company and their CSR manager were present at the program kickoff presenting the cooperation program. As part of the kickoff, all the participants signed a non-disclosure form regarding the confidentiality of information from the company. The initial thought of non-disclosure measure lead AVT to construe it as an issue in terms of academic freedom. However, AVT soon found out that the sharing of information between Grundfos and its program participants became so open and worthwhile, that in the end a non-disclosure clause appeared fully warranted.

Following the initial kick-off, the Grundfos CSR manager, the AVT Managing Director and the AVT Dean have been the main program overseers. Subsequently, AVT decided that the best way to make the topic relevant is to create cases for the topics in which AVT wanted CSR to be a central component. In addition to these case sessions AVT's Business Ethics CSR class was held at Grundfos, complete with a facility tour. Following the seminar, participants had to write a paper with a Business Ethics CSR theme. Finally the participants spend two full days immersed in Grundfos factories in Shanghai, China to experience how CSR works with the local management and under local terms.

Learning by doing!

Each of the modules taught at the AVT MBA – as well as the Business Ethics module where the corporate CSR manager is responsible – has a responsible executive with whom AVT's case writer interacts to identify the case topic and to seek feedback as to the actual layout of the case. The case writer typically visits the executive approximately two month before the module is taught and the case is distributed to the program participants approximately one month prior to the class. The result has been real-time cases that reflect the issues currently seen by Grundfos. The program participants like them because they are real and have issues in them that represent issues seen by the participants in their own companies.

The real-time cases are presented as part of teaching of the relevant modules. All modules are taught as three day – ten lecture hours each – modules, and the corporate case is used and highlighted at the end of day two. Prior to this, the

participant groups are asked to create a written three-page synopsis of the case, which is due prior to the class. The facilitator creates a PowerPoint presentation with one slide from each group showing their answers to the case question.

A ninety-minute session is run by the corporate CSR manager and the relevant executive detailing the case. The executive gives a short ten minutes briefing about the case; each group has five minutes to report on their findings with questions from the audience and the executive; the executive has ten minutes to respond; and the topic professor has ten minutes to summarise. The feedback from the company executives and the students to this format has been very good.

The executives involved at Grundfos have stated clearly on numerous occasions that the feedback from the students, although they were not professionals in the particular field, has been very useful and very often directly implementable in the real world. They find their efforts very worthwhile and welcome the opportunity to participate in the cases. The whole process has planted many seeds for new ideas and projects dealing with the challenges.

All cases will be compiled in a book, which Grundfos expects to use as a textbook for teaching their future managers at The Grundfos Academy Programme participants have noted that exposure to a company at that level of CSR involvement has been a great eye-opener and has helped them in looking at their own organisations in a different, and possibly more critical way.

ABOUT THE AUTHORS



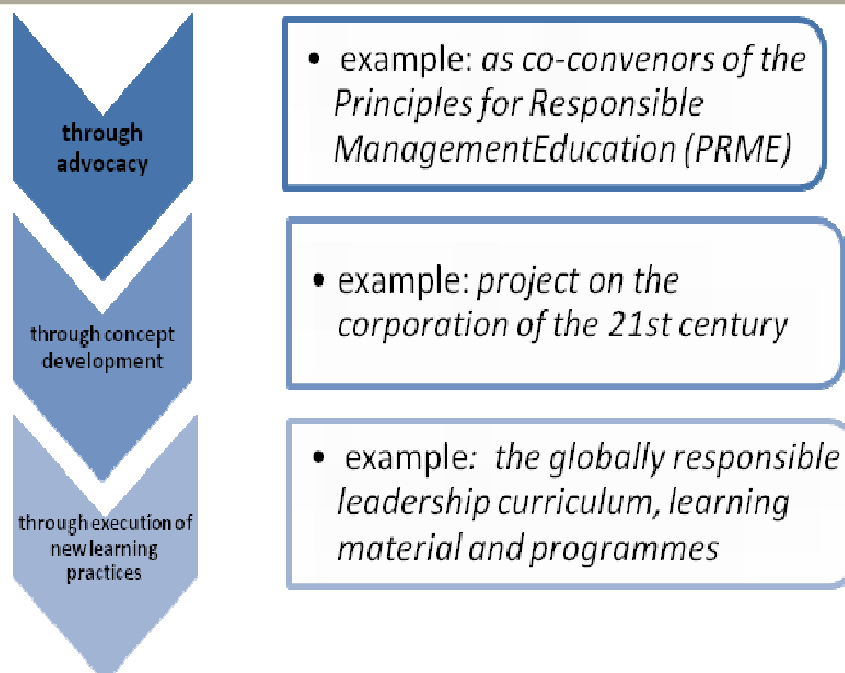
Dr Torben Moller, M.Sc, Ph.D., Academic Dean at AVT Business School and Member of the AVT Board. Both technologist and teacher with more than 25 years experience in IT governance, Change Management, problem-solving and software development.



Irene Quist Mortensen is Corporate Social Responsibility Manager at Grundfos. Irene has been Programme Director on a UN repatriation programme in Vietnam and holds a Master in Anthropology combined with Communication, Human Resource, Organisation and Management. Irene is attached to the Aarhus School of Business as a senior lecturer in Corporate Social Responsibility.

THE GRLI's Impact

Three Areas of Focus:



Delivering Results on Different Levels:

1. **Wide impact; through its advocacy, collective communication, and engagement and shared learning with other organisations globally and locally;**
2. **Value added to its partners; through concrete initiatives and projects for and within the partner organisations, with best practices being benchmarked;**
3. **Thought leadership, acting as a laboratory for innovation, writings and publications both in Research and Education related to Globally Responsible Leadership and Corporate Global Responsibility;**
4. **As a consequence, GRLI also is a support for individual and personal growth for the participating representatives of the partner organisations.**

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



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

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

GRLI Foundation

Rue Gachard 88 – box 5, 1050 Brussels, Belgium

www.grli.org or info@grli.org