

Global Responsibility

The GRLI Partner Magazine



· GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

IN THIS ISSUE

John North	Claire Sommer	Audrey Birt, Nick Ellerby, Cathy Neligan	Carol Adams	Ben van der Merwe
The Questions We Ask	"The Flourish Prizes" for Business as an Agent of World Benefit Set for June Launch	7 Principles to Shape the Workplace of Tomorrow	Encouraging research that makes a difference to the relationship between organisations, society and the environment	Reflections on the signifier of responsible in responsible leadership

THINKING THE TWENTY-FIRST CENTURY

IDEAS FOR THE NEW
POLITICAL ECONOMY

Malcolm McIntosh



Available from Greenleaf Publishing
www.greenleaf-publishing.com/thinking

In *Thinking the Twenty-First Century*, Malcolm McIntosh recalls Barack Obama's comment that Nelson Mandela's leadership "freed the prisoner and the jailer". His book explains what we must now do to drive the same outcome with tomorrow's economy.

John Elkington, co-founder of Volans, SustainAbility and author of The Breakthrough Challenge

In 2012, a High Level Panel reported to the UN Secretary-General that there was a need to rethink political economy to deal with a multiplicity of unprecedented, complex, connected threats in the world today. As an intelligent race we know that the model we now have, which has worked relatively well so far, will no longer work in the future. We must understand that our short-lived success can only continue if we acknowledge how we reached this place, and understand what it means to be human in this century, and acknowledge the changes that are now necessary.

In a sophisticated and far-reaching blend of theory and thought, *Thinking the Twenty-First Century* takes a provocative look at the changes required to build a new global political economy. McIntosh charts five system changes essential to this transition: globality and Earth awareness; the rebalancing of science and awe; peacefulness and the feminisation of decision-making; the re-organisation of our institutions; and, evolution,

adaptation and learning. That they are all connected should be obvious, but that they are written about together is less common.

McIntosh argues that these five changes are already underway and need to be accelerated. Combining science, philosophy, politics and economics, *Thinking the Twenty-First Century* questions our current model of capitalism and calls for a much-needed new order. This forceful call to action advocates a balanced political economy with transdisciplinarity, connectivity, accountability and transparency at its centre, as an alternative to a world built on the failing system of neoliberal economics.

From one of the pioneers of the global corporate sustainability and social responsibility movement, this unique book combines analysis, diary and reflection to present a radical way forward for the twenty-first century. It will be a provocative source of inspiration and reflection for academics, business practitioners and engaged citizens of the twenty-first century.

This book has a restless urgency which demands recognition that the world has moved on from traditional corporate structures and practices. This is a powerful work by a man at his peak and will, in fifty years' time, be seen as a masterpiece.

Sir Tim Smit KBE, Executive Chairman, Eden Regeneration, and co-founder of the Eden Project

Provides fresh perspectives on the world that could be, where people and communities take centre stage. This book is both timely and urgent as humanity struggles to seek solutions for a fairer and sustainable future.

Georg Kell, Executive Director, UN Global Compact



GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

On Responsible Leadership

Dear Reader,

As parents of two pre-schoolers Zilla and I face an ongoing stream of questions about why and how the world around us exists and works. It has been suggested in previous issues of this magazine that global responsibility too begins with a question. In this issue we follow ideas and actions that explore elements of the very same inquiry: "What kind of world do we want to build with the enormous resources we master?"

The non-stop quiz show in our household presents a precious and often surprising learning opportunity for parents and children alike. I am constantly discovering new areas of knowledge and practice that I know very little or nothing about (no surprises there). However, in recent weeks this increasingly lead me to ask further questions about individual and collective responsibility. For instance when our youngest asks "Why am I small and you are big?" or her sister demands a detailed explanation about the relevance of my participation in a meeting on the other side of the globe, I invariably ask myself "What are the things worth knowing and ultimately doing?" In our December 2014 newsletter I made reference to this by asking "What is essential? What's important now?"

In keeping with this theme, one of the articles in this issue is entitled "The questions we ask" - a reflection on recent events and question arising from within GRLI and the landscape in which we work.

This edition also brings news from the Weatherhead School of Management and the initiative to recognize business innovations that benefit humanity - a project formalized as part of our meeting in Cleveland in October. From the other side of the world at Monash University Carol Adams, editor of the GRLI endorsed Sustainability Accounting, Management and Policy Journal (SAMPJ), investigates how we can encourage research that makes a difference to the relationship between organisations, society and the environment.

Ben van der Merwe, lecturer and researcher at the University of Pretoria Albert Luthuli Centre for Responsible Leadership asks what the signifier 'responsible' means in the context of responsible leadership and we also report back on the academic conference held in Pretoria last November.

Audrey Birt, Nick Ellerby and Cathy Neligan at Oasis School of Human Relations in the UK shares some highlights from their recent report which in turn was stimulated by the question "What are the requirements for the workplace of tomorrow if people and planet really matter?"

We hope that you enjoy this issue of Global Responsibility and look forward to seeing you in New York (21-22 June) at our 2015 AGM where we will continue to develop these and other questions in the context of our role as incubator for innovation and new practice in business and management education in collaboration with practice.

Finally, we would like to invite all our associates to put forward suggestions and contributions for the next issue of *Global Responsibility* which will be published in June 2015.

John North
Managing Director

One should ... be able to see things as hopeless and yet be determined to make them otherwise. F. Scott Fitzgerald

Global Responsibility
The GRLI Partner Magazine N° 12

Editor

Eline Loux
eline.loux@grli.org

Consultant Editor

John North
john.north@grli.org

Contributors

Carol Adams, Asher Alkoby, Audrey Birt, Derick de Jongh, Nick Ellerby, Cathy Neligan, John North, Isabel Rimanoczy, Claire Sommer, Ben van der Merwe

Design & Art Direction

Eline Loux

© Photos & Illustrations

GRLI Foundation, photos.com©, 50+20, Freepik for Flaticon.com, John North, EFMD, Case Western University, Dave Quinn, Megan Norgarb, Ted Rogers School of Management, Oasis School of Human Relations, unless otherwise stated

Cover Image

freepik.com

GRLI Foundation

Rue Gachard 88 – box 5
1050 Brussels, Belgium
www.grli.org | info@grli.org

© GRLI Foundation of Public
Interest under Belgian Law

© GRLI Press 2015 |
grlipress@grli.org

GRLI Strategic Partners

AACSB International
EFMD

GRLI Founding Partners

EFMD
UN Global Compact

On Responsible Leadership

6 The Questions We Ask

John North provides a six month snapshot of GRLI's ongoing inquiry into Global Responsibility.

12 “The Flourish Prizes” for Business as an Agent of World Benefit Set for June Launch

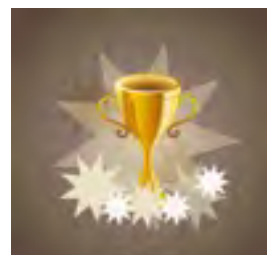
Claire Sommer describes the new “Flourish Prizes” — a Nobel-level prizes initiative to recognize business innovations that benefit humanity.

14 7 Principles to Shape the Workplace of Tomorrow

Audrey Birt, Nick Ellerby and Cathy Neligan introduces us to a recent report about the principles shaping the workplace of tomorrow.

18 Encouraging research that makes a difference to the relationship between organisations, society and the environment

Carol Adams argues we need to address biases that exist in the current journal ranking systems.





22 Reflections on the signifier of responsible in responsible leadership

Ben van der Merwe asks what "responsible" means in the context of Responsible Leadership and provides some perspectives on the philosophy of responsibility.

28 The 3rd International Conference on Responsible Leadership

Derick de Jongh reports back on the 3rd International Conference on Responsible Leadership held in November 2014.

30 Getting to know you: Q&A with John North, GRLI's recently appointed Managing Director

We asked John North, the new GRLI Managing Director, a few questions.

32 Getting to know you: Isabel Rimanoczy, GRLI Independent Associate

Feature: Isabel Rimanoczy, one of our independent associates.

34 Getting to know you: Ted Rogers School of Management, Ryerson University

Feature: Ted Rogers School of Management.

THE QUESTIONS WE ASK

A SIX MONTH SNAPSHOT OF GRLI'S ONGOING INQUIRY INTO GLOBAL RESPONSIBILITY

JOHN NORTH

The wilderness writer and adventure photographer, Bruce Kirby, is recognized for connecting wild places with contemporary issues. In June of 2013 he paddled a standup paddleboard (SUP) from Vancouver to Victoria — a journey of 150 kilometres and 5 days — to raise awareness about marine protection. Along with budding filmmaker Kalum Ko, they documented this unique feat in a powerful, award winning short film “The questions we ask” from which this article unashamedly borrows its title.

Towards the end of the film its title is supplemented when the following words fade in: “The questions we ask shape our path”. This reminded me of the GRLI community's unique curiosity and a willingness to embark on adventure and do something differently in the hope of learning and innovating towards global responsibility.

Starting with the GRLI's first ever and unique take on an AGM (All Gathering Momentum) in Cleveland, Ohio last year there has been a number of relevant questions raised individually and collectively about our purpose, impact and ways of working.

This article chronicles briefly several of the key events and moments within GRLI, starting in October, and highlights some of the questions and discussions that stood out during recent months. It is not meant to present a complete activity report or detailed investigation into one or another question but rather an attempt to convey how the discourse within and around the GRLI's work is developing.



“ ... ”

how does an understanding of globally responsible leadership resonate within the context of your life and world of work?

October 2014 - Cleveland, Ohio

Since the Third Global Forum for Business as an Agent of World Benefit was to be facilitated using an Appreciative Inquiry approach, the GRLI AGM in Cleveland kicked off with appreciative conversations around the question "how does an understanding of globally responsible leadership resonate within the context of your life and world of work?"

Small group discussions in the morning lead to discussions in the afternoon about the value of the GRLI network to individuals and organizations and how that value can be enhanced. Through discussion the notion of GRLI as an incubator of people and ideas to help them progress in a globally responsible way was highlighted as central to our purpose. With this common and shared understanding coming into focus participants expressed a strong interest and desire to improve the connections between the individuals in their respective organizations. In addition to this and also rising from the discussion, was acknowledgement that communities tend to limit their own growth. In this regard a further inquiry was proposed into the ecosystem(s) that GRLI form part of with an emphasis on better understanding how the different stakeholders and initiatives are connected and to what purpose.

November 2014 - Pretoria, South Africa

The theme of the 3rd International Conference on Responsible Leadership was "The Role of Responsible Leadership in Creating the Necessary Transition to a Sustainable Global Economy".

One of the many engaging sessions during this non-traditional academic conference was a plenary keynote by Sandra Waddock on the topic of intellectual shamans as described in her latest book *Intellectual Shamans: Management Academics Making a Difference* (Cambridge, 2015).

Intellectual shamanism as Waddock defines it formally is "intellectual work (theory, research, writing, and teaching) that integrates healing, connecting (intermediation or the mediating of boundaries), and sensemaking to serve the greater good".

A notable characteristic of the healing role of intellectual shamans, and of particular relevance in my view to GRLI's work, is to challenge myths.

As we develop and pilot responsible leadership approaches for the 21st century conventional and unconventional wisdom traditions need to be acknowledged and integrated to create the necessary transitions to a sustainable global economy.

December 2014 - Cross-atlantic reflection

During the month of December and following a week of visiting AACSB in Tampa, Florida and EFMD in Brussels I read Greg McKeown's recent book *Essentialism: The disciplined pursuit of less* (Crown Business, 2014). The notion of "essential intent", loosely defined as that which guides a greater sense of purpose, resonated strongly with me especially in light of the inquiry proposed in Cleveland.

Aforementioned meetings with AACSB and EFMD also re-affirmed the crucial role and positioning of GRLI as "incubator" of globally responsible progress for ideas, initiatives and our network of actors (individual and institutional). In the newsletter distributed shortly before the December holiday we proposed that the following questions about GRLI's essential intent may be of particular relevance during 2015:

- Where does our (and my) highest point of contribution lie in the landscape of developing responsible leadership and practice?
- As a consequence what should we (and I) be focusing on right now?

January - Barcelona, Spain at EFMD Deans and Directors Conference

Building on the momentum of the final quarter of 2014 we arranged a Global Responsibility breakfast ahead of the 2015 EFMD Deans and Directors General Conference in Barcelona during late January.

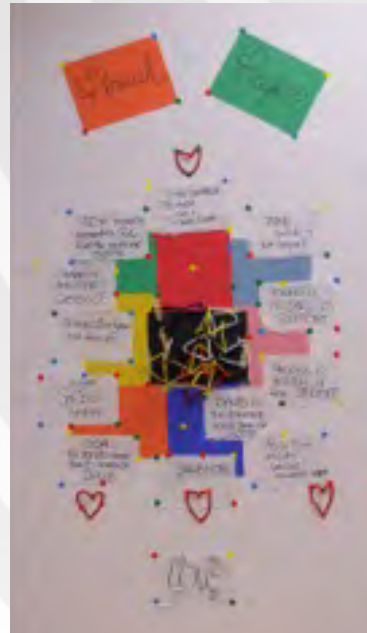
Our aim was to convene and initiate a discussion on the responsible management education ecosystem and to explore how the various organizations and initiatives in the landscape may scale their collective impact. We were fortunate to be joined by more than 30 representatives including five "conversation starters":

- Alfons Sauquet, Chair, The Academy of Business in Society and Global Dean, ESADE, ES
- Dan LeClair, Chair, PRME and Chief Operating Officer, AACSB International, USA
- Howard Thomas, Former Dean of Lee Kong Chian School of Business and LKCSB Chair in Strategic Management, Singapore Management University, SG
- Sue Cox, EFMD Vice-President and Dean of Faculty, Lancaster University Management School, UK
- Philip O'Regan, Executive Dean, Kemmy Business School, University of Limerick, IE

Philip shared a brief overview of the Values in Action project which was initiated by our pioneering Management Education innovation cohort and invited participants to comment on their draft paper about the implementation of ethics, responsibility and sustainability initiatives in management education. We also used the opportunity to announce the startup meetings for the next Innovation Cohort - which, if you are interested, are 7 June 2015 (Brussels) and 21 June 2015 (New York).

The panel discussion started out with a recognition that a number of initiatives were taken by the European Union, EFMD, AACSB International and the UN Global Compact more than a decade ago to address business and education conduct regarding the issues of responsibility, ethics and sustainability, and engaged our four panelists and highly participative audience around the following questions:

- What are achievements and value of the various initiatives to date and today?
- What other relevant issues of importance do we foresee for the future?
- How has the complimentary value of these initiatives played out to date?
- How has the complimentary value of these initiatives played out to date?





It was felt that whilst a lot has been achieved in terms of placing responsible management education on the agenda, a lot more can and should be done to put into practice. A range of suggestions was made about issues that may become increasingly relevant in the context of ensuring progress toward global responsibility. It was pointed out for instance that the unforeseen fall in the oil price places additional pressure on actions to mitigate and minimize the impact of climate change. Participants suggested that greater emphasis needs to be placed on the role of management educators when it comes to developing leadership and entrepreneurship, as well as ensuring inclusivity and equality in our economic and societal systems.

My key take-aways from the session revolve around ensuring that we collectively future-proof management education to better serve the common good by:

- Accepting that we cannot possibly anticipate all the emerging topics related to issues of sustainability and ethics, nor develop (or secure) within each organization the deep subject expertise required to deal with those. As a result we need to place a greater emphasis on collaborative initiatives and the role of management educator as learning facilitator and guide shaping trans-disciplinary learning and research actions around the relevant issues.
- By actively driving alignment of responsible management education initiatives across PRME, ABIS, AACSB International, EFMD and others the GRLI can and should help position the management education industry as pro-active partner to business and society when it comes to ensuring globally responsible progress.



February - San Diego, USA at AACSB Deans Conference

The AACSB Responsible Management Education affinity group meeting kicked off with a presentation by Jonas Haertle, Head of the PRME Secretariat, of the UN's Global Compact.

Jonas challenged the approximately 40 participants (most of whom self-identified as being PRME signatories) to reflect on how AACSB, PRME and GRLI can work most effectively together. He also underscored the importance of having business schools engage directly with the challenge of sustainable development, a priority for the UN in 2015 as it prepares to finalize the so-called new Sustainable Development Goals with the Millennium Development Goals reaching their sell by date.

Following further case studies presented by PRME signatories, an interesting discussion ensued about the tension that exists between the "committed few" and the dominant culture. Who should be leading the charge - enthused, committed faculty, who are most likely untenured, or tenured faculty, who may be not be entirely committed?



Be patient toward all that is unsolved in your heart and try to love the questions themselves...Live the questions now. Perhaps you will then gradually, without noticing it, live along some distant day into the answer. - Rainer Maria Rilke

With GRLI in a facilitation role I then proposed a number of questions for small-group discussion including:

1. How do we ensure faculty are engaged in transversal issues of ethics, responsibility and sustainability beyond the core group?
2. How do we ensure that quality research allows for issues of ethics, sustainability?
3. How do we ensure that reporting has real impact and is not just another bureaucratic exercise?
4. How do we broaden the reach and the scope of business school education to include schools of leadership and management?
5. Finally, what is the role of accreditation bodies in this?

The group discussions yielded several valuable points with the question about quality of research drawing particular interest.

One of the key conclusions arising from this discussion for further exploration in subsequent affinity group meetings, was the notion that management and assessment of the quality of research cannot be undertaken using a single tool alone. Participants felt that a balance of different methods ought to be used collectively to foster and evaluate the quality of research into ethics, responsibility, sustainability and other related areas.

More questions than answers?

In reviewing the time period from October 2014 to February 2015 it appears that, whilst engaged in meaningful and constructive debate, we are often surfacing more questions than answers. At first this may be noted as a concern, and to a recovering management consultant with the propensity of finding potential solutions before fully understanding the problem, it feels overwhelming.

Julia Christensen Hughes, reporting on the San Diego event, puts a different perspective on the situation when she comments about the affinity group meeting as follows: "It was a productive discussion that, as often is the case, produced more questions than answers."

The latest iteration of GRLI's living strategy document Towards 2024 serves as an excellent reminder in this respect. Enabling the development of the leadership which asks the right questions and finds answers which integrate towards systemic solutions that simultaneously address environmental, social, cultural and economic issues in a deep change agenda is the raison d'être of the GRLI.

What happened to Bruce Kirby?

Before and during his crossing of the Georgia strait on SUP, Bruce Kirby (and others) continually asked the question "why SUP from Victoria to Vancouver"?

Upon successful completion of his journey Bruce realized "it wasn't the specific SUP journey that mattered so much as the thought process that lead me to attempt the big crossing".

Considering what he has learnt along the way and the awareness he raised in himself and other Bruce now asks "why take the ferry?"

ABOUT THE AUTHOR:

John North is the Managing Director of GRLI

EMAIL

john.north@grli.org

MORE INFORMATION

Parts of the article were adapted from the blog at www.grli.org

The Collaboratory

A Co-creative Stakeholder Engagement Process for Solving Complex Problems

Katrin Muff

July 2014 200 pp 234 x 156 mm
paperback ISBN 978-1-78353-143-1 £24.99 €29.99 \$39.99
Also available: ebook | hardback

The Collaboratory is a handbook for experienced or aspiring practitioners in all fields of change. This book is about empowering ordinary people to make a difference in the world. It explores the transformation that emerges when groups working on similar issues collaborate rather than compete.

- A comprehensive guide to the collaboratory methodology which unites stakeholders to solve local or global problems
- An easily accessible reference book structured from the perspective of the user
- Contributions from influential academics and practitioners

More details: www.greenleaf-publishing.com/collaboratory



www.greenleaf-publishing.com
sales@greenleaf-publishing.com

Greenleaf
PUBLISHING

Rethinking the Enterprise

Competitiveness, Technology and Society

Philippe de Woot

June 2014 110+x pp 210 x 148 mm
paperback ISBN 978-1-783531-46-2 £9.99 €11.99 \$15.99
Also available: ebook | hardback

This thought-provoking essay suggests that an evolution of the system is possible, but that it requires a more radical approach than has been suggested. It is only by changing its culture in depth that enterprise can restore the ethical and political dimension to its acts.

- Provocative thought-piece from one of the world's leaders in corporate global responsibility
- Explores whether enterprise can always serve the common good

More details: www.greenleaf-publishing.com/rethinking



“The Flourish Prizes” for Business as an Agent of World Benefit Set for June Launch

By Claire Sommer, Flourish Prizes Team



GRLI is pleased to announce its support for the new “**Flourish Prizes**” — a Nobel-level prizes initiative to recognize business innovations that benefit humanity. The Prizes initiative will be announced at the **2015 Global Forum for Responsible Management Education on June 23rd-25th, 2015 in New York City.**

While the Prizes have been years in the making under the leadership of David Cooperrider at Case Western Reserve University’s Weatherhead School of Management, the initiative has gained momentum in the past four months. In October 2014, more than 700 business leaders, entrepreneurs, students, academics and artists gathered at Case Western Reserve University in Cleveland, OH for **Flourish and Prosper: The Third Global Forum for Business as an Agent of World Benefit.**

Several GRLI partners, members and associates attended the Global Forum and were among the 70 people who participated in a breakout session called Showcasing Business as an Agent of World Benefit. During this session, the group co-created a global vision for a Nobel-level prize for business innovation.

Since then, a core team at the Fowler Center for Business as an Agent of World Benefit at Case and a global volunteer team on four continents have been working to bring the Flourish Prizes to life.

Beyond recognition, these awards are designed to have a vastly greater learning impact than the Nobel Prizes. The team is creating an integrated partnership with participation by hundreds of business schools worldwide across a global learning platform.

The mission is to empower business school students to evaluate models of innovation, breakthroughs in product design, new operational processes and leadership excellence. The most transformative examples will be nominated for The Flourish Prizes, with finalists selected by a distinguished international panel of jurors. We will celebrate the most epoch-making innovations at the Fourth Global Forum in 2017 and invite the students who discovered them.

The project is a partnership with the UN Global Compact's Principles for Responsible Management Education (PRME) and its 580 signatory schools. PRME works to engage students with the UN Sustainable Development Goals, promoting business as a force for peace and security, ending poverty, environmental regeneration, socially sustainable economies, human dignity and more.

A Spring 2015 pilot is underway with professors at PRME-signatory schools. The professors will help to mobilize their students to gather, write, and submit Business for Good stories, so that the first prizes can be awarded in 2017.

Lead collaborators are: David L. Cooperrider, Roger Saillant and Roberta Baskin, Weatherhead School of Management's Fowler Center for Business as an Agent of World Benefit; Harry Halloran, Halloran Philanthropies; and Jonas Haertle, PRME Secretariat, UN Global Compact.

MORE INFORMATION:

For more information and to sign up for monthly updates, please visit the Flourish Prizes website www.flourishprizes.com or follow them on twitter [@FlourishPrizes](https://twitter.com/FlourishPrizes). To join the Flourish Prizes' global community of academics, business leaders, business school students and civil society leaders, please send us an email.

EMAIL:

claire@kayakmedia.com.

Proposed Flourish Prizes Criteria

- Must be a for-profit business.
- The Prizing is for the innovation, not the company that creates the innovation.
- Must be scalable to other regions or the world (from the poor to the rich and vice versa), across all sectors of society including the bottom of the pyramid.
- Sustainability must be embedded rather than bolt-on. In other words, it must be part of its core business activities and not only symbolic or through acts of charity or philanthropy.
- Business innovation presents evidence of doing good versus just doing less harm.
- Business innovation presents evidence of radical innovation versus just incremental change.
- Business innovation presents evidence of care for its employees in ways that enable them to bring their whole selves to work, a culture that supports individual flourishing.
- Business innovation must have shown a profit for at least the two years prior to nomination.
- Winner's agreement to "pay it forward" in a variety of ways: such as mentoring others, speaking tour, and media appearances.



7 Principles to Shape the Workplace of Tomorrow

By Audrey Birt, Nick Ellerby, Cathy Neligan

At Oasis School of Human Relation we believe that all good development starts with a good question, and that the responses to a good question can encourage further and deeper exploration with a wider group of people than those directly involved.

The reaction to the recently published findings of our research into 'What are the requirements for the workplace of tomorrow if people and planet really matter?' demonstrated powerfully that the question has resonated across sectors and with all those we spoke to in and beyond the UK.

The workplace has a critical and unique role for people. It is where many of us spend most of our lives and where we shape our livelihoods. The workplace is an emergent setting that is being called to go beyond 'business as usual'. What we know, how we use it, what we believe in, how we want to organise ourselves and, above all, the nature and quality of our relationships, will underpin the autonomy and connectivity that frames the workplace of tomorrow.

We wanted to learn from people across all walks of life, from business to third sector, from arts to technology, from public to emergent, representing a dynamic cross-section of backgrounds, ages, contexts and ways of looking at the world of work. The research brings together the findings from these learning conversations.

Frequently people we interviewed thanked us for the opportunity to talk about their work context and hopes and fears for the future, almost experiencing it as a free therapy session. They spoke freely about their concerns about the direction of travel and its impact on the 'I', the 'we' and the 'all of us'.

The call that stood out was for more connectedness, more collaboration, more trust, and simply more humanity in the workplace of tomorrow.

These can all be stymied by control, attachment to old models and the application of single solutions to complex issues. Meaningful and informed engagement of the workforce was identified by all to be vital to success. And it was clear that in the main people we spoke to felt ill-prepared for the workplace of tomorrow. All those we engaged with shared an enthusiasm for the future but many were stuck in the present, trapped by feelings of unpreparedness, uncertainty and unpredictability.

The differences that emerged related to the global or local nature of the work context and particular economic circumstances. Paradoxically the opportunities brought about by change, uncertainty and crisis engendered a palpable excitement in many and brought a dynamic energy to the dialogue. We heard diverse perspectives on the future and people's capacity to perceive the opportunities in change – ranging from those feeling trapped in the present and its daily toil, some expressing the immense and often overwhelming sense of powerlessness in the face of the single economic thought, others hovering on the brink of change and a fourth group recognising the power that fundamental change can bring in the workplace.

“ ... ”

The call that stood out was for more connectedness, more collaboration, more trust, and simply more humanity in the workplace of tomorrow.



We identified 13 paradoxes that interviewees were grappling with that impacted hugely on the workplace of tomorrow. These paradoxes spoke to people's current and future context, providing the landscape from which 7 principles to shape the workplace of tomorrow then emerged. Depending on their application in practice, the latter have already been seen to shape fundamental and sustainable impact for the organisations who are able to harness them.

13 paradoxes

1. More with less
2. Control, creativity and humanity
3. Technology as both connector and isolator
4. Information, communication and wisdom
5. Simplicity and complexity
6. Growth and sustainability
7. Knowing and uncertainty
8. Global and local
9. Walking the talk
10. Demography: valuing youth and experience
11. Health and wellbeing
12. Willingness and willpower

7 principles to shape the workplace of tomorrow

1. Connect people with their passion, their purpose and their planet
2. From leadership to leaderful
3. Create authentic organisations
4. Approach complexity with inquiry
5. Develop relational innovations
6. Trust more; control less
7. Pattern hope to help the future emerge

There are numerous dependencies and interdependencies in the workplace that affect how people lead and work together – systemic constraints can hinder the most authentic organisations. Education and development (in its broadest sense) are fundamental building blocks to creating and taking responsibility for our own future.

This requires an awareness of our own and others' wellbeing, and the capacity to be accountable and responsible to self and others in ways that are counter-cultural in many sectors at present. It is challenging, uncomfortable and will become more so as more becomes uncertain. However, increasing number of people are awakening to the understanding that the world is changing, that it calls for change in people, and that it requires a worldview that is beyond the surface and the superficial.

Although sustainable practices in the workplace and beyond can and must be legislated for, the research echoed again and again the perspective that real change will come when people and organisations live more sustainably from the inside out: maintaining a nurturing connection with the planet; creating space for reflective and value-based practice; holding awareness of possibilities and technologies for the future whilst remaining in touch with present realities; and making conscious decisions in life and work based on core values. Some questions the extent to which these findings are beyond patterning hope – whilst for others they reflect a required challenge for our shared future.

I, We, All of Us

Our frame of reference tends to start with a limited view of the self, without a strong sense of interconnectivity with our planet, and our worldview is often shaped by that. People we spoke to recognised that planetary responsibilities were crowded out by immediate challenges or priorities. And yet there was also a frisson of guilt, of discomfort, of recognising the dissonance that resulted.

Even those with a strong planetary commitment in their stated values experienced the challenge of making that a reality when budgets are stretched.

As a consequence, to fully embrace the workplace of tomorrow we need to evolve beyond 'I' and 'we' to fully include 'all of us'. Perhaps this is the ultimate challenge not just in our workplaces but also in our societies. We witness political unrest around the world that often results in distrust of the other and manifests in talk of controlling immigration and increasing border controls. At the same time we acknowledge the importance of our rich and interconnected world. A factor may be that as we increase our ability to connect, it seems our sense of self, of our workplace, of nationhood has an increased need to be recognised.

As one of the lead researchers, Audrey was also living through a time of extraordinary change in her own nation, Scotland, where the campaign for an Independent Scotland tapped into some of the same issues we experienced through the research.

There was a fundamental call for change echoed in the themes that emerged from the quiet confessional of the research interview - the current system is not working and people and the planet are experiencing the impact of this. Stress levels and depression are the modern epidemics infected by the experience of lack of humanity in our workplaces and our societies. There was a recognition of the need for change but also a tangible fear of challenging the status quo.

We don't question pervasive neoliberal political and economic belief systems which filter into our workplaces, and which portrays people as commodities rather a rich resource of ideas, values and effective activity; the very beating heart of all we achieve.

Workplaces provide community in our secular world and they meet our need for connection, for a sense of self-esteem and value. A discontent and disconnected workforce therefore has an impact not only on the organisation but also on our wider society. Politically we are seeing engaged citizens around the world, aided by social networks, not just calling for change but actively seeking it through the ballot box (when they have the chance). There is a compelling case that it is time to respond to that call.

We hope the 7 principles provide a framework and a language for people to respond to the need for change. The principles emerged based on what we see as already working for people. Those organisations which are already embracing these principles are thriving whilst others fail, and even better their people and the planet thrive too.

To find out more about how organisations can gain support with the changes, to learn from each other, and to share your own stories of becoming the Workplace of Tomorrow where people and planet really matter, please contact us or download the report from our website.

ABOUT THE AUTHORS:

Audrey Birt, is an Associate Director at Oasis School of Human relations in Scotland
 Nick Ellerby is Co-director of the Oasis School of Human Relations
 Cathy Neligan is Communications and Research officer at The Oasis School of Human Relations

EMAILS:

audrey@oasishumanrelations.org.uk
 nick@oasishumanrelations.org.uk
 cathy@oasishumanrelations.org.uk

MORE INFORMATION:

<http://www.oasishumanrelations.org.uk/innovations/workplace-of-tomorrow/>

Encouraging research that makes a difference to the relationship between organisations, society and the environment

by Carol Adams

The Sustainability Accounting, Management and Policy Journal (SAMPJ) was launched in 2010 with a mission to influence practice and policy in a way which improves the relationship between organisations, society and the environment. The increasing complexity and interconnectedness of the issues confronting organisations, society and the environment has necessitated new publications such as SAMPJ which bring together research from a range of disciplinary approaches and perspectives.

Understanding the relationships between organisations, society and the environment requires us as researchers to first understand the way organisations work. And yet, in addition to placing limited value on research concerned with the social and environmental (Tsui, 2015), ranking systems of business schools appear to hinder the appointment of staff with real experience in the corporate and professional world.

Professor Ed Freeman, Darden Graduate School of Business and SAMPJ Executive Editorial Board member is convinced of the need for change in the research we do and value:

“...”

We need to think about research first and foremost as what real problem are we trying to solve. And, the answer should not be "how to get published in a certain journal". We need research to actually be about how to make businesses better and more effective. And we need to be engaged with our key stakeholders: the stakeholders of real businesses.”

Five years of SAMPJ

Professor Rob Gray, University of St Andrews, UK has said of SAMPJ:

“...”

The journal's constant exploration of new and challenging perspectives on how accountability and sustainability might play out in organisations ensures a stimulating source of articles, experiences and ideas.’

SAMPJ is now in its fifth year of publication and was indexed on SCOPUS in its third year. It has published papers by leading international authors on critical contemporary topics including: accounting and accountability for biofuels; assurance of sustainability and integrated reports; carbon accounting and reporting, corporate community involvement; eco-labelling policy; emissions trading; environmental information systems; human rights and CSR; indicators and indices for sustainability; integrated reporting; governance; microfinance; policy and regulation; stakeholder engagement; sustainable business models; sustainable development; sustainability reporting; and, sustainability transformation in higher education.

Of course, this would not have been possible without the dedication of the senior editorial team, Associate and Regional Editors and the international Editorial Advisory Board. I am deeply grateful for the support the journal has received from all of you, its authors and ad hoc reviewers.

The Globally Responsible Leadership Initiative (GRLI) has endorsed the journal and a number of Editorial Advisory Board members are active in the GRLI. GRLI members are leaders in the necessary change in the way business is done, the research agendas of business schools and what and how business schools teach.

“ ... ”

The journal aims to publish work which is practice and policy relevant

Increasing SAMPJ's impact on practice and policy

We mark the completion of five years with a new Executive Editorial Board whose members - Henri-Claude de Bettignies, Ed Freeman, Rob Gray, Den Patten, Brendan O'Dwyer and Sandra Waddock - need no introduction. From their various discipline perspectives they share a concern about justice and nature and a belief that organisations and academic research have a role in making a difference. They will advise on the journal direction and assist in promoting it to authors and readers.

Over the next two volumes SAMPJ will publish special issues on 'Exploring Capital and the Notion of Multiple Capitals', 'Camouflaging of Corporate (Un)Sustainability' and 'Leadership, Sustainability and Well-being'. I welcome proposals for special issues which fit with the journal's editorial objectives, which can be found on the website.

In the most recent issue

Volume 6, issue 1, just published, contains two review papers by senior academics identifying important avenues for or approaches to further research. They address 'engagement research' and integrated reporting and assurance thereof. The other two papers address critical issues in improving organisational responses to and accountability for their relationship with society and the environment. These are the assurance of sustainability reports and ESG investing by superannuation funds.

In this issue Larrinaga and Correa (2015) revisit engagement research in social and environmental accounting following a call for more of it by Adams and Larrinaga- González (2007) in order to effect change in organisations. They do this through an examination of the methodological approach adopted in 32 engagement research papers (including a number published in this journal) and the nature of any reflexivity involved. The authors of these 32 papers engage with corporations in developed and lesser developed nations, small and medium sized enterprises and public sector organisations. Larrinaga and Correa consider the potential of this body of work to address the unsoundness of sustainability reporting

practice. They are critical of method-oriented peer review structures, noting that assessment of research only by academics does not necessarily respond to researchers' fiduciary responsibility to society.

This responsibility to society is an issue that has concerned me as editor of the *Sustainability Accounting, Management and Policy Journal*. The journal aims to publish work which is practice and policy relevant and it therefore seems appropriate, if not essential, that a third reviewer from practice is generally selected to provide feedback on this. In the context of Larrinaga and Correa's (2015) desire to see researchers address the unsoundness of sustainability reporting practice, it is worth noting that key innovations in accounting for sustainable development are coming from accounting professional bodies and big accounting consultancy firms rather than academics (see Adams, 2014). This, together with the complexity and gravity of contemporary issues, underlines the importance of Larrinaga and Correa's call for more engagement research.

Simnett and Huggins (2015) examine responses to the consultation papers published by the International Integrated Reporting Council (IIRC) identifying practice and policy issues which would benefit from further research. The authors particularly note the importance of rigorous, evidence based research examining the business case for integrated reporting. They note the need for research into integrated reporting in non-corporate sectors and the measurement and reporting of the six capitals. The authors point to a number of challenges with respect to the assurance of integrated reports.

Engagement research (as considered by Larrinaga and Correa, 2015) would perhaps be most appropriate in considering how report content and reporting formats, for example, with respect to the six capitals, might impact on an organisation's decision making. In fact, Simnett and Huggins present a number of interesting research questions which could be addressed through engagement research. But it is by no means the only research method which could shed light on the comprehensive list of research questions put forward by Simnett and Huggins.



Kend (2015) sheds light on what influences choice of sustainability report assurance provider, and differences between the UK and Australia. The study examined the sustainability reports of a matched pair sample of 220 companies from both countries, all of which are in the top 200 of each country. The existence of diligent and active sustainability and audit committees was found to be relevant, amongst other things, but not which industry sector they were from. Given the widely held view that assurance can add credibility to sustainability reports, the findings have potential to increase the quality and quantity of sustainability reporting by illuminating how this might be done.

The potential of investors, such as superannuation funds, to influence greater corporate attention on Environmental, Social and Governance (ESG) risk is significant, but only likely to be realised if it is an issue of concern to fund members. De Zwaan, Brimble and Stewart (2015) conducted a large online survey (549 responses) to determine why more fund members don't select ESG investment options. They found that the majority of members are interested in ESG issues and do not see it as a financial impediment. As such the results point to the low take up of responsible investment options being due to a lack of information on ESG investment options and their funds approach to ESG investment. This finding is supported by the significant proportion of members (28.1%) who did not know which investment option their funds were invested in.

The GRLI as a force for change

The GRLI has been a force for change towards making business school education more relevant and responsible working closely with the EFMD, AACSB and UN PRME who share this aim. To achieve further change, perhaps we need to address bias in the nature of research which is

encouraged and discouraged. After all, those undertaking research are the same people providing education to the next generation of business leaders. Is it appropriate then that our so-called 'top business schools' are focussing on journal rankings which favour journals which have limited practice and policy relevance and which focus predominantly, in some cases almost exclusively, on economic outcomes at the expense of the social and environmental? Further, as Tsui et al. (2014, p 37) note: "evidence is mounting that publication in top academic journals is no guarantee that these articles are of high quality or relevance".

As the AACSB and EFMD (along with some national government approaches to assessing research) ramp up their focus on sustainability, social responsibility and impact in education, what will this mean for business school research? At present it seems that these key business school accreditation bodies and the journal rankings used by top business schools may be pulling in opposite directions. The bias in journal rankings must and will eventually change to reflect the changing focus of business and business education. Can the GRLI play a role in this?

For more information on the journal and to read the latest research, please visit <http://www.emeraldgroupublishing.com/sampj.htm>

ABOUT THE AUTHOR:

Carole Adams is a Research professor at Monash Sustainability Institute, Monash University, Australia.

EMAIL:

carol.adams@monash.edu

REFERENCES:

- Adams C (2014) Big accounting firms taking the lead on sustainable development, *The Conversation*, 29th December. Available at <https://theconversation.com/big-accounting-firms-taking-the-lead-on-sustainable-development-35261>
 - Adams C and Larrinaga-González C (2007) Engaging with organisations in pursuit of improved sustainability accountability and performance *Accounting, Auditing and Accountability Journal* 20(3): 333–355.
 - de Zwaan, L., Brimble, M., and Stewart, J. (2015) Member Perceptions of ESG Investing Through Superannuation, *Sustainability Accounting, Management and Policy Journal*, Vol. 6, Issue 1.
 - Kend, M. (2015) Governance, Firm-Level Characteristics and Their Impact on the Client's Voluntary Sustainability Disclosures and Assurance Decisions, *Sustainability Accounting, Management and Policy Journal*, Vol. 6, Issue 1.
 - Larrinaga, C. and Correa, C. (2015) Engagement research in social and environmental accounting, *Sustainability Accounting, Management and Policy Journal*, Vol. 6, Issue 1.
 - Simnett, R. and Huggins, A. (2015) Integrated Reporting and Assurance: Where Can Research Add Value? *Sustainability Accounting, Management and Policy Journal*, Vol. 6, Issue 1.
 - Tsui, A. S. (forthcoming) Reconnecting with the business world: socially responsible scholarship, *Global Focus*, EFMD.
-

Call for Papers



Sustainability Accounting, Management and Policy Journal

Special Issue on 'The Social Sustainability of Professional Working Lives in Modern Society'



Societal, educational and economic changes over the last decade have resulted in growing interest in the sustainability of professional working lives. This special edition welcomes research which furthers an understanding of how individual employees, employing organisations and professions manage, or indeed mismanage the social sustainability of modern professionals' lifestyles. Of particular interest, is how this occurs within accounting and business management workplaces. Papers can be theoretical, or empirical in nature. They can adopt a historical or contemporary perspective, and draw on a range of theoretical approaches.

Guest edited by:

Professor Elizabeth Gammie, Aberdeen Business School, Robert Gordon University, Aberdeen, Scotland, UK
e.gammie@rgu.ac.uk

Kathleen Herbohn, UQ Business School, The University of Queensland, Australia
herbohn@business.uq.edu.au

Rosalind Whiting, Otago Business School, University of Otago, New Zealand
ros.whiting@otago.ac.nz

The coverage of this special issue includes but is not limited to:

- Climate change and the sustainability of modern professional lifestyles;
- Strategies to build resilience and adaptability to climate change into the professional workforce;
- The accelerating pace of technological change and the sustainability of professional careers;
- Men and women employed under flexible working arrangements;

- Generational differences and work-lifestyle balance;
- Gender and work-lifestyle preferences;
- The social sustainability of professionals working outside their home countries;
- Mobile professionals and the capacity to sustain a work-lifestyle balance;
- The impact of changing economic conditions such as the 2008 global credit crisis on social sustainability;
- Restructurings/reorganisations and the sustainability of an upward professional career; and
- The accountability of organisations and professions around the sustainability of professional working lives – how they manage and measure these issues, and engage staff around these issues.

Submit a paper:

Manuscripts submissions should be made via Scholar One Manuscripts: <http://mc.manuscriptcentral.com/sampj> selecting the special issue from the list.

The closing date for submissions for this special issue is **May 2014**.

Please check the author guidelines on the homepage before submitting: www.emeraldinsight.com/sampj.htm. The guest editors welcome enquiries and declarations of interest in submitting.

All papers will be reviewed in accordance with SAMPJ's normal processes.



GLOBALLY RESPONSIBLE LEADERSHIP
INITIATIVE

www.emeraldinsight.com/sampj.htm

Research you can use

Reflections on the signifier of responsible in responsible leadership

by Ben van der Merwe

Little more than two years ago I was sitting in on a guest lecture presented by Prof. Neil Eccles (UNISA) on the prospect of responsible investment in bringing about a transition in the way companies make capital allocation decisions. His lecture sketched a scenario that illustrated that it was increasingly likely that the way this concept was adopted by investment entities would neuter it. Responsible investment was at a very real risk of becoming part of the machinery that sustains “business as usual”.

He concluded his lecture with a statement that resonated with me:

“...”

What does the signifier ‘responsible’ mean in the context of responsible investment?

At the time I was starting out as a lecturer on modules focussing on the role of business in society and responsible leadership (RL), and his question seemed highly relevant for our discussion on RL. Up to this point I had spent time in the field of business ethics and had only recently become a team member of the Albert Luthuli Centre for RL at the University of Pretoria.

Shortly afterwards, in a discussion class on leadership theory, a student again confronted me with similar questions: What does responsible mean in the context of RL? Don't we expect all leaders to be inherently responsible?

This article is not meant to be a comprehensive discussion of the different concepts related to responsibility. It touches on various theories and ideas that I think could help us to find new ways in which to talk about the signifier “responsible”. If we are lucky these could lead to a more nuanced or concise definition and understanding.

“...”

What does responsible mean in the context of RL? Don't we expect all leaders to be inherently responsible?





The Emergence of Responsible Leadership Theory

Most people who have read articles on CSR and RL will know that serious corporate irresponsibility is to thank for the fertile ground, which stimulated the growth of these discourses. After seeing several examples of corporations making questionable decisions that had a negative impact on both people and planet, it was a lot easier to acknowledge that we needed to reconsider the way in which business and its leaders relate to society and the environment.

A review of the literature on RL did not offer any satisfactory answers as to what the content of the signifier “responsible” contributes. In the majority of leadership theories these signifiers offer a clue as to how leaders can be more effective.

This review of articles on RL did point to some common factors:

- Focus leadership on building and sustaining good relationships with stakeholders;
- Focus on building social capital;
- Drive a transition to a sustainable business;
- Promote the common good;
- Attempt to critically engage with deficiencies in current leadership theories;
- Develop responses to social, environmental and ethical challenges.

These are just some of the goals that form the core of the goals of RL theory. Some of these concepts mentioned here are quite large in scope and nebulous in nature. Whilst these are the goals that serve to distinguish RL from other leadership theories, they by no means offer a simple solution for our leadership challenges.

Given the tendency of leadership theories to list things that leaders should or should not do in order to be a good or an efficient leader, I was not entirely clear on what the unique contribution of a *responsible* leader was. It was clear that it had borrowed some important ideas from other leadership theories, and put them together in a unique manner. Whilst RL creates a placeholder for interdisciplinary conversations which often do not take place in the general leadership space, I was still no closer to understanding what the signifier of responsible was contributing to this discourse.

Discourse of responsibility – Important distinctions

As soon as one starts to explore the conceptual space of responsibility a number of related concepts come to the fore. The usage of the term responsibility is relatively new and only started to gain traction during the development of the legal system in the late 18th century. Aristotle, however, started a related discussion in *The Nicomachean Ethics*, where he considered the praiseworthiness or blameworthiness of a subject’s actions/inaction and the causal outcomes. As Paul Ricoeur points out, the bulk of recent developments in the term responsibility were in the judicial sphere, and it did not enjoy much attention from philosophers.

This already suggests that there are multiple related meanings. Aristotle’s work focused predominantly on the conditions and possibility of personal moral responsibility, but personal responsibility can now also refer to duties or obligations that originate from law and professions themselves. These sources formulate duties and obligations in different ways, and there is a very real possibility that “responsibilities” that originate from these spheres can be in conflict with each other.

Perhaps the lack of a strong conceptual core to the notion of corporate social responsibility is a result of the conflated usage of these different understandings of “responsibilities” which emerged from various different sources.



Apart from the various sources of our duties and obligations there are other important distinctions to consider. The difference between retrospective and prospective responsibility is one of the first important distinctions in using the concept of responsibility. This is an important distinction, especially when considering the different questions posed by each perspective.

Retrospective responsibility focuses on how responsibility for a specific outcome or event is assigned after a specific event or outcome. Whether this is a formal legal judgement or informal moral judgement, this is usually closely linked with the concept of liability. Prospective responsibility refers to an agent with a duty to pursue certain goals or outcomes. Hans Jonas³ made an interesting contribution to highlighting this distinction. Whilst his view of retrospective responsibility was hardly fair, he made an interesting case for the need of humanity to adopt an ethic of responsibility, ensuring that the progress of humanity does not negatively impact on the environment. The notion that we are not fully autonomous, but in fact constituted in relation to others, places more emphasis on the origin of self and responsibility. Jonas' imperative of responsibility⁴ also resonates with the Brundland report's definition of sustainable development.

Whilst there is space for taking corrective actions for retrospective responsibilities, RL theory's goals such as "building social capital" and "promoting the common good", is largely prospective in nature and refers to the duties of leaders, organisations and collectives.

Maak and Pless⁵ definition of responsible leadership suggests that it is a departure from leadership theories that attempt to focus merely on leaders themselves, suggesting that there is a real need to create a "multi-level response" to problems that emerge on individual, organisational and collective levels. In addition to this the emphasis is placed on the relationships with stakeholders. This relationship is to be characterised by shared meaning and purpose towards sustainable values and the creation of social change.

This may be a mouthful but it clearly highlights the relational processes through which meaning and responsibility come to be. Relationality will not only serve to assist the collective in achieving the goals set out by RL, but could as collective also create new sets of duties and responsibilities. Whether this is part of what Maak and Pless refers to as shared meaning is not clear, but the multi-level solutions they refer to suggest that there is an underlying assumption that collective and shared responsibility is indeed possible.

Rejected by theorists such as Max Weber⁶ the discourse regarding the possibility of collective responsibility gained momentum following the atrocities of WWII. One of the key critiques of collective responsibility is the fact that notions of collective action and collective intent are problematic. Whilst we have not managed to find any satisfactory answers to these questions it does seem that the high prevalence corporate scandals have once again provided new impetus to consider the possibility of collective responsibility and agency.

An article by Michaela Constantinescu and Muel Kaptein offers an interesting summary and example of how the tension between individual and collective moral responsibility is employed to raise the possibility of viewing corporations as moral agents.

The article points out that the relationship between individual and corporate (a specific collective) responsibility have always been inversely proportional and therefore suggests that these two loci of responsibility ought to increase the presence and weight of moral responsibility on the corporation.⁷

Whether you agree with their argument or not, it suggests that our insistence on the zero sum responsibility calculations may have been misplaced, and reminds one of the irreducibility of responsibility.

Are there implications for how we think about responsible leadership?

At this point in time I am not convinced that the philosophy of responsibility will serve to solidify the conceptual core of responsible leadership. Many of the usages of responsibility that I have linked with RL in this paper are in themselves problematic and complex in nature.

Conceptual clarification should allow us to use responsible leadership in a more nuanced manner by studying the differences between legal, professional and moral responsibility. This could help derive a more concise definition and clarify usage of the term. Maintaining these distinctions can help responsible leadership avoid falling into the same trap as CSR did - of being co-opted⁸ as a term and concept to simply sustain business-as-usual practices with little or no real inherent global responsibility.

The realisation that we have an urgent prospective and collective set of duties supporting the achievement of RL's goals will help avoid technical discussions regarding the moral agency of corporations.

RL has served as a placeholder for various interdisciplinary discussions that serve to support the goals of bringing about the social and environmental changes we need. The fact that the concept of prospective collective responsibility is not easy to grasp⁹, might assist the theory to maintain its critical reflection on the leadership we need and how that leadership will address the challenges we face.

ABOUT THE AUTHOR:

Ben van der Merwe is a Senior Research Officer and Lecturer at the Albert Luthuli Centre for Responsible Leadership, University of Pretoria.

EMAIL:

Ben.VanderMerwe@up.ac.za

REFERENCES:

1. The important ones to mention here are transformational, authentic, virtuous, ethical, servant and shared leadership.
 2. Pesqueux, Y. 2012. On the topic of responsibility. *Journal of Global Responsibility*, 3(1), 19-31
 3. Jonas, H. 1984. *The Imperative of Responsibility: In Search of an Ethics for the Technological Age*. University of Chicago Press: Berkeley "...act so that the effects of your action are compatible with the permanence of genuine human life."
 4. Maak, T. 2007. Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, 74, 329-343.
 5. Maak, T. & Pless, N. M. 2006. Responsible leadership in a stakeholder society—a relational perspective. *Journal of Business Ethics*, 66, 99-115.
 6. Weber, M. 1914. *Economy and Society*, Vol. 1. University of Chicago Press: Berkeley
 7. Constantinescu, M. and Kaptein, M. 2013. Mutually Enhancing Responsibility: Exploring the Interaction between Individual and Corporate Moral Responsibility. *Journal of Business Ethics*, April.
 8. Banarjee, B. 2007. *Corporate Social Responsibility: The Good, the Bad, and the Ugly*. Northampton, MA: Edward Elgar
 9. Especially due to the fact that this relationality will continually develop new duties and obligations.
-



MANAGEMENT EDUCATION FOR THE WORLD

For many years commentators have described what is wrong with business schools – characterising them as the breeding grounds for a culture of greed and self-enrichment in global business at the expense of the rest of society and of nature.

Management Education for the World is a response to this critique and a handbook for those seeking to educate and create knowledge for a new breed of business leaders. It presents a vision for the transformation of management education in service of the common good and explains how such a vision can be implemented in practice.



'50+20 not only raises the sights for those charged with the development of our future leaders, but also provides a clear roadmap for delivering on that ambition. As such, it is an important contribution to a journey of transformation that affects not only the future of business, but the very planet itself.'

Paul Polman
Unilever, US

'The 50+20 initiative is an ambitious effort that highlights the urgent need for radical change in what we teach and how management education is delivered today. In a world that faces so many different and fast-evolving challenges, the initiative is indeed timely and needed.'

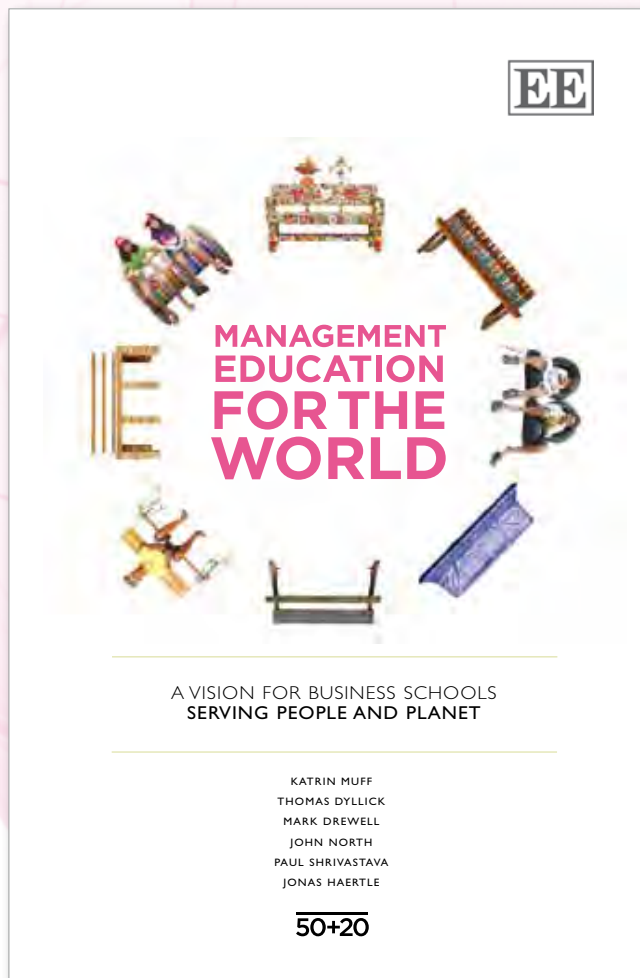
Peter Bakker
World Business Council for Sustainable
Development, Switzerland



This 50+20 vision was developed through a collaborative initiative between the Globally Responsible Leadership Initiative, the World Business School Council for Sustainable Business and the UN-backed Principles of Responsible Management Education (PRME) and draws on the expertise of sustainability scholars, business and business school leaders, and thought leaders from many other walks of life.

This book explores the 21st century agenda of management education, identifying three fundamental goals:

- educating and developing globally responsible leaders
- enabling business organisations to serve the common good
- engaging in the transformation of business and the economy.



Available now from
Edward Elgar Publishing:
<http://bit.ly/10UQM4M>

It is a clarion call of service to society for a sector lost between the interests of faculty, business and the schools themselves at the expense of people and the planet. It sees business education stepping up to the plate with the ability of holding and creating a space to provide responsible leadership for a sustainable world embodied in the central and unifying element of the 50+20 vision, the "collaboratory".

Management Education for the World is written for everyone concerned or passionate about the future of management education: consultants, facilitators, entrepreneurs and leaders in organisations of any kind, as well as policymakers and others with an interest in new and transformative thinking in the field. In particular, teachers, researchers, students and administrators will find it an invaluable resource on their journey.



'We now finally have a blueprint that can be used as a foundation for a new contract between business schools and society. Changing the way we educate our business leaders for tomorrow will change the world for the better.'

Rakesh Khurana
Harvard Business School, US

Responsible Leadership and the convergence of disciplines

Reporting back on the 3rd International Conference on Responsible Leadership

The field of responsible leadership draws from a variety of academic disciplines and it is therefore key to acknowledge the importance of interdisciplinarity in advancing the field.

At the 3rd International Conference on Responsible Leadership, held 5 and 6 November 2014 at University of Pretoria in South Africa, we specifically wanted to talk to scientists and listen to their views on leadership, ethics and responsibility. Hence the theme for last year's conference: "Bridging science, business and politics: The role of responsible leadership in creating the necessary transitions to a sustainable global economy".

True to the collaborative approach of GRLI the conference, hosted by our Albert Luthuli Centre for Responsible Leadership, was presented in partnership with GRLI, Griffith University Asia Pacific Centre for Sustainable Enterprise, Business School Lausanne, Babson College and Tongji University SEM, with generous sponsorship provided by Exxaro Resources.

The science community has an ambiguous relationship with the public. Scientists gave us penicillin and the atom bomb, contraception and Zyklon B, Mars and mass murder. It is easy to blame others for our self-inflicted misfortunes, and scientists present an easy target. But we tend to forget that science is neutral. The laws of physics are not inherently interested in our morality, our wellbeing, or our short-sightedness. How we use technology is up to us and our leaders. If we prefer to use nuclear power to flatten a city that is our moral cross to bear. Scientists merely provide us with options, so there is absolutely no point in directing our frustrations at them.

Despite the persistent uneasiness, modern society is entirely dependent on science – by which I mean its vast array of theories, data and its practical applications. And yet, most of us understand very little of the systems around us, or the tools we use. How does one fix a microwave oven? How does weather forecasting work? Why do some cicada



species have 13- or 17-year periodical cycles? There are answers to all these questions, but how often do we actually understand them? Many scientists prefer to keep their heads down and focus on their data, rather than examine the more messy reality of human nature, arcane economics, culture and society. I do not blame them either, but the fact is that we desperately need their input.

The ecological, biodiversity, equity, and sustainability problems of the world necessitate new and integrated scientific understanding in a whole range of biological and physical science disciplines. But scientific knowledge alone will be insufficient to effect necessary changes in the systems and cultures of humankind's economic and political systems. The trouble is that many scientists avoid talking about the work they do, or why it is important. What is worse is that science demands increasing levels of specialisation, a frankly dangerous trend as it retards our collective ability to solve multi-faceted problems – what we would like to term "wicked problems" in a holistic and thorough manner.

But what do scientists have to say about responsible leadership? They used to talk about it the days when philosophy and science were still treated as a single subject. Aristotle was our first naturalist but paid equal attention to ethics, law and the human condition. What is however glaringly obvious is that the world is in desperate need of radical transformation if one considers social, environmental and economic challenges – the “wicked problems” of today. Again, these wicked problems beg inter-disciplinary considerations. Without leadership, transformation towards a sustainable world where these problems become something of the past would not be possible.

For transformative change toward a sustainable and equitable world, which Malcolm McIntosh (one of the keynote speakers at the conference) has termed ‘the necessary transition’, responsible leadership must be developed both within disciplines, and across scientific and other types of disciplines altogether, including management, economic, humanities, natural, legal and political, and social sciences. Responsible leadership is needed in all areas of science to bridge scientific understanding into business and governance systems that span the earth. Similarly, responsible leadership is needed in business and global governance and political systems that take into consideration the new interdisciplinary imperatives being uncovered by basic and applied sciences. Single discipline-based knowledge and leadership alone will be insufficient for humanity to ‘the necessary transition’ to a sustainable and equitable world.

However, since the Industrial Revolution science and its adherents have forged their own path, leaving the majority of us behind, scratching our heads. American philosopher Will Durant summed it up nicely in his introduction to *The Story of Philosophy* (1926) with ‘Science seems always to advance, while philosophy accepts the hard and hazardous task of dealing with problems not yet open to the methods of science – problems like good and evil, beauty and ugliness, order and freedom, life and death...’

The divergence between human issues and science needs to be reversed. The economic, ecological and social issues we face cannot be tackled by philosophers or scientists alone – or indeed by any specialist field. It is time for a mutual re-education, a long overdue convergence of who we are and what we know. We hope our conference helped lay the groundwork – a convergence of many disciplines...

ABOUT THE AUTHOR

Derick de Jongh is the founding Director of the Albert Luthuli Centre for Responsible Leadership, University of Pretoria.

EMAIL

derick.dejongh@up.ac.za

INFORMATION

Parts of this article were adapted from the conference proceedings found on their website at www.up.ac.za/crl

GETTING TO KNOW YOU

Q&A with John North, GRLI's recently appointed Managing Director



How did your involvement with the GRLI start?

Derick de Jongh at University of Pretoria handed me a copy of the original call for engagement in 2009. I was already convinced of the critical role and responsibility that business leaders and management educators had in shaping a sustainable future, but until then had not seen or heard such a clear and convincing argument and approach as that of GRLI. In 2010 I became more formally involved in GRLI as result of my role in shaping the 50+20 vision and delivering the 2012 launch of the Agenda at RIO+20.

What have been some of the highlights of working with GRLI?

The opportunity to work with and contribute to an active and global community of responsible action is very rewarding. The launch of the 50+20 vision in Rio de Janeiro was an unforgettable experience, and the General Assembly meetings which I have been involved in were all special in their own way. Convening and working with the pioneering Innovation Cohort during 2013 and 2014 is a definite highlight as it offered a small scale prototype of how I think the GRLI could operate at scale and with increased impact in the years to come.

What have been some of the defining moments in your career and education?

One does not always recognize defining moments in the moment. In looking back I realize that my formative years at secondary school and the unique and symbolic events unfolding in South Africa during that time influenced my worldview irrevocably. I entered high school aged thirteen surrounded by an all white, Afrikaner-only community with very homogenous and often overly conservative views. Before matriculating I grabbed the opportunity presented to seniors of our school to serve as a table waiter at President Mandela's inauguration celebration – a scenario that was unthinkable only 4 years earlier. In this regard I was very fortunate to learn about forgiveness, humble courage, inclusive reconciliation and social justice in a personal and powerful way.

How do you combine your career and family life?

My wife Zilla and I view our life and career choices as part of an adventurous experiment exploring new ways of living and making a living. We realized that the conventional approach of first learning, then earning and finally, depending on how well the earning phase went and how much of the human remains, "giving back" or doing something "meaningful" was not for us.

I currently work from home which I find is more productive than an office-setting, but it brings other challenges. I guess the answer to this question is – I'm still trying to figure it out!

Any interesting hobbies or activities that help you relax?

Deciding to settle in the Garden Route of South Africa has been a major factor in ensuring that we have plenty of opportunity to spend time in nature and to connect with local initiatives that inspire us. I am however not a relaxed person by nature and constantly struggle to switch off. When I surf and hike or camp in a remote location with friends it helps a bit! We are also passionate about designing and leading a minimalist and low-impact life at home so I am constantly decluttering and trying to improve our energy efficiency while Zilla takes excellent care of our indigenous and food garden.

How do you see your role at GRLI going forward?

My role is to serve the GRLI by facilitating and developing deeper connections within the network, stimulating and developing meaningful impact projects, and creating opportunities where our collective impact may be felt.

BIOGRAPHY

John North is a next generation integrational entrepreneur, operating across the boundaries of society, business and academia. He was born 1977 in Pretoria, South Africa. During his undergraduate studies in information science he co-founded several small businesses including an online flyfishing store. After completion of an MBA degree at University of Pretoria he worked as a strategy consultant advising Fortune 500 companies in Africa, Europe, the UK and Ireland. He was the founding head of Accenture's sustainability consulting practice in Ireland. His passion to make a difference in his home country took John back to South Africa in 2009 where he worked as advisor to the Albert Luthuli Centre for Responsible Leadership and later assumed an international role as Projects Head of the Globally Responsible Leadership Initiative. In the latter role he has been instrumental in the development of the 50+20 vision of "Management Education for the World", and played a lead role in establishing the first Innovation Cohort - a key component of GRLI's new direction.

John and his wife Zilla are active in a number of community resilience initiatives in the Garden Route and he currently chairs the Garden Route Botanical Garden Board of Trustees where he leads the construction of an Environmental- and Science Education Centre due to open in 2016. John and Zilla live in George with their two daughters Malaika (5) and Asha (3).

EMAIL

john.north@grli.org

GETTING TO KNOW YOU

Isabel Rimanoczy, GRLI Independent Associate

Isabel Rimanoczy, has made it her life purpose to promote change accelerators. Aware of the complex challenges our planet and those on it are facing, she works alongside those who can make an impact on a greater scale.

She developed the sustainability mindset, a concept she researched by studying business leaders championing sustainability initiatives. "I wanted to understand why some business leaders committed to initiatives that made a positive impact on the environment or the community, while this was not usual in business nor were they hired for that purpose. I thought that if we could understand what they knew, what perspectives they embodied, we might be able to intentionally develop a new generation of leaders, of sustainability minded individuals."

What inspired these leaders to act in a business-as-unusual way? "It was interesting for me to discover that for business leaders, it always started at a personal level. When confronted by the facts and information, when at some point they learned about the state of our planet, they were personally touched and found themselves reflecting 'How am I contributing to this situation?' This thought launched a variety of unsettling feelings, and then the urge to do something about it. It was something, as several said, they could not just observe happening — they had to act."

Through her doctoral research at Columbia University she was able to identify some elements and aspects of a paradigm shift, which led her to design a program to develop what she called the 'sustainability mindset'. This program, now in its 5th year, has been taught by her and others, with amazing impact, creating a powerful shift in the students' paradigm, which may have a continued impact on how they view and act in their work, their profession, in their communities and shaping their contribution to the world.

"..."

It was interesting for me to discover that for business leaders, it always started at a personal level. When confronted by the facts and information, when at some point they learned about the state of our planet, they were personally touched and found themselves reflecting '**How am I contributing to this situation?**'



In addition, students are invited during the term to identify a project where they would like to make a difference, and so far over 100 students have engaged in projects that made an impact.

With the intent of developing change accelerators, given the size and urgency of our global challenges, in August 2013 Isabel started an initiative called LEAP! (Leverage, Expand, Accelerate and Partner). LEAP is a two year research-in-action project, where a network of 39 academics in 28 universities across 19 countries participates in piloting ways to develop the sustainability mindset with their students.

Isabel first heard of GRLI in 2005 and was fascinated with the alignment of her study and GRLI's vision and mission. Now several years later, she found the report of 50+20 to be a valuable conceptual framework to share with her students and others. She has also shared the 50+20 short film with the academic members of LEAP, since it so perfectly lines out what LEAP's values and vision.

“ ... ”

I look forward to connecting with colleagues with a similar concern, eager to bring into action and try out new ways to accelerate change. I look forward to creating synergy, to standing on each others' shoulders to get further, to brainstorm, network, and inspire each other, dream, plan, and act.

“We are here to experiment and brainstorm new ways of accelerating change, by challenging students' paradigms and mental models, by inviting them to the uncharted waters of developing consciousness, connecting with their being, not just with their left brain and their doing.”

She sees LEAP contributing to GRLI by providing a new arena of cross cultural experimentation, piloting, research and learning-in-action, about ways to accelerate the paradigm shift so much needed, and advocated explicitly in the 50+20 framework. She foresees the impact of this research, adapted and piloted in different schools around the globe, becoming a valuable pool of resources to inspire other business schools. She looks forward to connecting with colleagues with similar concerns, eager to bring into action and try out new ways to accelerate change.

Isabel is a Legacy Coach working with people who want to make a difference. In 2009 she founded the charitable 501 (c) (3) organization MINERVAS, Women Changing the World. She is a partner in LIM, a global consulting firm focusing on developing leaders.

A Psychologist and former therapist, Isabel holds an MBA from the University of Palermo, Buenos Aires and obtained her doctoral degree from Columbia University. She has explored adult learning, researched and coded a learning methodology called Action Reflection Learning and co-authored a book on it in 2008. She is also the author of over 140 articles and book chapters, including two poetry books in Spanish and English.

She is the author of *“BIG BANG BEING: Developing the Sustainability Mindset”* which is based on her doctoral research. She observes: “The experience I had throughout these two years of interviews was one of the richest in my life. It has been a journey which transformed me profoundly. The interviews with these 16 leaders became the springboard for the broader exploration of the values and mindset of our civilization that forms the bulk of this book. The interviews opened the door to a revision of what is holding us back in our progress towards sustainability. It was something so close to us that we would barely notice it. And at the same time the key to a more sustainable world was also closer than we would imagine, right there in our souls. I discovered that it was personal, and also about people.” As one reader

commented “I found particularly useful material in the section on redefining and reshaping not only the organizational focus and vision, but the very identity of the leaders and followers that this book points to. It will be by evolving our identities in business and in communities that the changes forecast in this book will be realized.”

Isabel is currently Scholar in Residence at Nova Southeastern University, Florida – the largest private university in the state of Florida - with the mandate to support NSU's commitment to address, engage and respond to current and emerging corporate social responsibility in the area of sustainability. Her key role is to serve as a resource to faculty in their teaching and research efforts across all disciplines, as well as being instrumental in community and stakeholder engagement activities. She will also have the opportunity of teaching her course 'The Sustainability Mindset'.

Isabel is committed to reflecting and taking action to support and promote change. She is a true “change accelerator” and continues to strive with creativity and enthusiasm to make a contribution. In 2006 Isabel attended the 'Business as an Agent for World Benefit' conference in Cleveland, and was thrilled to witness the first movements towards what would become the PRME.

“It felt wonderful that several were concerned about the change that was needed in how we develop our business leaders across the globe”, she says. As an independent associate of GRLI she seeks to pursue her vision and mission, working together in a laboratory of change to develop a next generation of globally responsible leaders.

“I look forward to connecting with colleagues with a similar concern, eager to bring into action and try out new ways to accelerate change. I look forward to creating synergy, to standing on each others' shoulders to get further, to brainstorm, network, and inspire each other, dream, plan, and act.”

EMAIL

irimanoczy@nova.edu

MORE INFORMATION

www.legacycoaching.net
www.LeanIntoSustainability.org

GETTING TO KNOW YOU

Asher Alkoby introduces the Ted Rogers School of Management



At the Ted Rogers School of Management at Ryerson University we are convinced that business success in the 21st century requires careful consideration of the full range of socio-ethical and environmental factors that connect businesses to their communities, consumers, workers, investors, suppliers, and other stakeholders, at the local, regional and global level. Business education should therefore include a thorough discussion and exploration of the ways in which businesses take into account the impact of their activities on society and the environment.

Ted Rogers School of Management's academic plan for 2014-2018 builds off our newly articulated vision:

“...”

Shaping diverse global leaders through experiential education that is practical, innovative and socially conscious.

It does so by defining several strategic objectives that will guide us in the coming years, including:

- Redefining Experiential Learning for the 21st Century
- Enhancing Graduate Programs and Research
- Cultivating our City Building Reputation.

We plan to realize these strategic priorities through the strengthening of research, teaching, and student engagement activities. On the research front we have a considerable number of faculty members whose areas of research are leadership, corporate social responsibility, and ethics. We plan to deepen the collaboration among these researchers, who are currently working out of their different research institutes and they are in the process of creating a cluster of research in this area, focusing on

knowledge mobilization and advancing research that is actually read and utilized by practitioners.

In the coming year, we plan to embark on a curriculum redesign that will better reflect our vision to produce graduates who are socially conscious and ready to face the challenges of the 21st century. Ethical leadership is weaved into the content of multiple courses currently offered at Ted Rogers School of Management. The challenge is to develop a systematic and intentional approach to embed related knowledge, skills and attitudes development more fully into our curriculum, in order to allow our students to develop the capabilities to be future generators of sustainable value for business and society.

We also have a range of student-led organizations that help raise students' awareness of business and social entrepreneurship ventures and involve students in community engagement initiatives. The goal is to harness this tremendous energy and find ways to better align it with the School's academic mission.

This is why we are happy to have joined the GRLI Network. The resources, experts, and connections provided through GRLI will be valuable in the process of reimagining our curriculum, deepening research collaboration in related areas both internally, as well as with other business schools, and finding creative ways to support our students in their extracurricular engagements.

Ted Rogers School of Management's commitment to advancing scholarship and practice in the area of corporate social responsibility is evident in the activities and the projects supported by our faculty research centres and institutes, including the Institute for the Study of Corporate Social Responsibility, the Diversity Institute, the Ted Rogers Leadership Centre and the Jim Pattison Ethical Leadership Education and Research Program, and the Centre for Labour Management Relations.

Led by a recent strategic hire in the area of business ethics, the Ted Rogers Ethical Leadership Centre (TRLIC) hosts a speaker series for faculty and students, which includes research presentations by leading business ethics scholars. The Program's events are open to students who desire to better learn and understand the values, attitudes, and practices of ethical behaviour and leadership and how to apply these values to everyday business decision-making and organizational practices. The TRLIC offers workshops for undergraduate and graduate students, as well as ethical leadership executive seminars for business managers.

We are keen to leverage the expertise, experience and networks offered through GRLI to ensure that their impact is more than the sum of the parts. At the same time, we are positioned to bring tremendous value to the GRLI network. Advancing positive societal and environmental

impact is embedded in our DNA and it is reflected in everything that we do. Our history as a polytechnic, our professional programs combining theory with practice, and our city building mandate, as well as being the most diverse business school in Canada are what differentiates us as an educational institution. Our unique experiences in fostering a culture of social innovation within the School would bring value to conversations with Business Schools that have different historical traditions.

ABOUT THE AUTHOR

Asher Alkoby is Associate Dean of the Ted Rogers School of Management, Ryerson University

EMAIL

aalkoby@ryerson.ca

MORE INFORMATION

<http://www.ryerson.ca/tedrogersschool/>



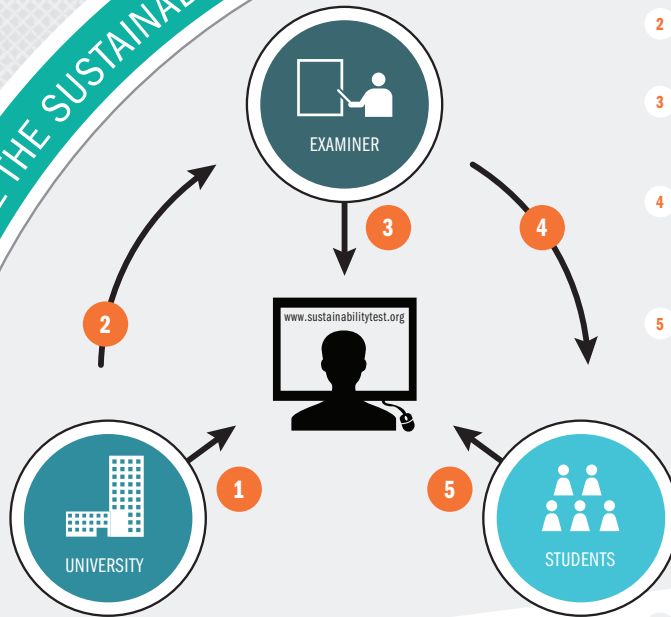


the sustainability literacy test

THE FIRST INTERNATIONAL TOOL TO ASSESS AND VERIFY THE SUSTAINABILITY LITERACY OF YOUR STUDENTS

www.sustainabilitytest.org

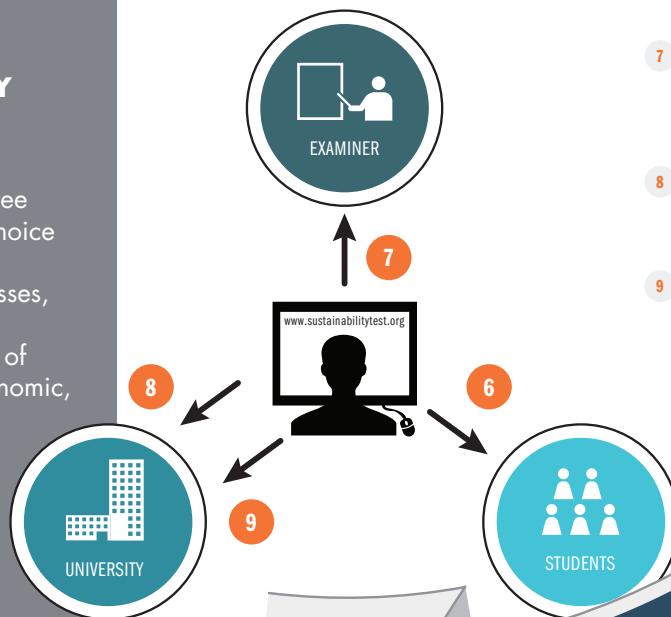
5 STEPS TO USE THE SUSTAINABILITY LITERACY TEST



- 1 HEI***
 - registers (creation of a university/college account)
 - nominates examiner(s).
- 2 HEI**
 - sends examiner(s) login & password.
- 3 EXAMINER**
 - creates examination session(s) (time, duration...).
- 4 EXAMINER**
 - invites students for a specific examination session (exam session number & personal student login**).
- 5 STUDENT**
 - creates an account (exam session N°, personal student login & password***)
 - chooses the language (when available)
 - takes the test.

WHAT IS THE SUSTAINABILITY LITERACY TEST?

The Sustainability Literacy Test is a free on-line Multiple Choice Question (MCQ) assessment. It assesses, in 30 minutes, the minimum level of knowledge in economic, social and environmental responsibility, applicable all over the world, in any kind of Higher Education Institution (HEI), in any country, for students from any kind of tertiary-level course (Bachelors, Masters, MBAs, PhD).



- 6 STUDENT**
 - receives their personal score (directly at the end of the exam).
- 7 EXAMINER**
 - receives their individual students' scores with statistics per topic (at the end of each session).
- 8 HEI**
 - receives all students' scores for the institution (confidential).
- 9 HEI**
 - receives statistics and worldwide survey (anonymous results) at the end of the Version 1 period (V1 closes at the end of July 2014).

4 LEVELS OF RESULTS

* Higher Education Institution

** In order to allocate students with their Personal Student login, examiners could for example use existing student ID such as student card number.

*** Which will allow student to come back to the test

©2014 **edutense**

WHY DO IT?



GET FEEDBACK

on what else you need to teach to enhance the quality of your students' knowledge of our sustainability challenges and potential solutions.



ENHANCE SUSTAINABILITY LITERACY

around the world.



BENCHMARK FOR YOUR INSTITUTION

with statistics and worldwide survey.

WHERE DOES IT COME FROM?



The Rio+20 Conference in 2012 confirmed sustainable development as the international framework for action and cooperation and **highlighted the role of Higher Education Institutions (HEI)** in the awareness of sustainability for graduates. Actors of Higher Education Institutions and related organizations acknowledged the responsibility that they bear in the international pursuit of sustainable development. They agreed to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts in the communities in which they reside, and engage with and **share results through international frameworks**.

But there was no tool to ensure that universities were producing sustainability literate graduates before the Sustainability Literacy Test.

The Sustainability Literacy Test is a concrete action for the Higher Education Sustainable Initiative, led by an NGO, hosted and supported by KEDGE Business School and governed by a General assembly composed of international organizations for the Senior Advisory Board and Academic networks for the Regional / National Expert Committee.

SENIOR ADVISORY BOARD



QUESTIONS CUSTOMIZED BY MORE THAN 20 REGIONAL COMMITTEES

REGIONAL / NATIONAL EXPERT COMMITTEES



30 MIN.
Average time needed to take the test

50 QUESTIONS
in a MCQ format

IT IS FREE AND EASY

APPLICABLE ALL OVER THE WORLD & CUSTOMIZED FOR LOCAL ISSUES

QUESTIONS ON BOTH GLOBAL CHALLENGES AND ORGANIZATIONAL RESPONSIBILITY

© 2014 **edutab**

Reach directly your national/regional committee
.....@sustainabilitytest.org

Contact General Secretariat
contact@sustainabilitytest.org

ABOUT THE GRLI

The GRLI exists to catalyze the development of globally responsible leadership and practice worldwide.

Since 2004 our partners and members have worked collectively and consciously to support transformation in management education and business towards global responsibility. We bring together an international multi-sector community – leaders, practitioners, professionals, academics and the next generation – to create awareness of the need and urgency for responsible global action and to equip individuals, organizations and societies to respond to this call.

Pioneering the discourse on Global Responsibility

Globally responsible leadership and practice requires more than ensuring everyone takes a course on ethics or that every company produces a corporate sustainability plan and report.

In 2005 the GRLI's first report, "A Call for Engagement", identified the need for deep systemic change in business and recognized that this change needed to take place at the personal, organizational and systemic levels.

This timely message, reinforced by a number of subsequent publications and projects, took root to the extent that calls for such leadership as the aspirational "new normal" became central to the global discourse on ensuring sustainable human progress.

Transforming education in partnership with business and society

The GRLI serves as an incubator for innovation and new practice in business schools and for collaboration with business in the space of ethics, responsibility, and sustainability.

We work extensively to support transformation in accreditation systems by placing responsible practice at the centre of the recognition of excellence in the world's business schools.

We co-founded the United Nations Global Compacts' Principles for Responsible Management Education (PRME) and co-created the 50+20 Agenda.

Our growing Innovation Cohorts offer a unique co-learning opportunity for global peers from management education and business, and a collaborative space for change enablement.

Knowledge creation and sharing that serves the common good

Our network of more than 50 partners and members enable thought and action leaders to develop knowledge which is then shared through publications (articles, newsletters, books and a digital resource library), conferences and seminars.

We develop and promote powerful practical mechanisms to drive organizational change and societal impact. Examples being the GRID diagnostic, collaboratory methodology and whole person learning approaches.

Our AGM and network events allow individuals and organizations to connect face-to-face, share knowledge and inspire engagement in meaningful new initiatives.

Action, advocacy and impact at individual, organizational and systemic levels.

Impact Initiatives



PRME Principles for Responsible Management Education



Publications & Resources



Networking & Advocacy Events



Joining GRLI opens new possibilities

- Build reputation through association with and visible engagement in the key global issues of our times.
- Invest in personal development of individuals by engaging with a global community of peers in hands-on delivery of impact projects.
- Accelerate and leverage organizational change through access to the GRLI's global partnership network and knowledge resources.
- Drive systemic transformation by developing new knowledge and high impact initiatives focused on key lever points in global systems.

Engagement options

Engagement in the GRLI is open to companies, universities, business schools, transnational networks, NGOs and independent individual actors. The participation options are designed to meet the needs of different kinds of participants and one's ability to contribute to the GRLI's work.

Partners (limited to 100 organizations globally)

Partners form the core of the GRLI community. This worldwide group of companies and learning institutions are committed to engaging on collaborative impact initiatives and sharing learning from their own actions to drive global responsibility.

As a Partner your organization will have premium visibility on GRLI platforms and communications and up to 20 named individuals may be appointed as GRLI Associates. Partners qualify to

be elected to the GRLI Board or GRLI Guardians, have voting rights in governance matters and receive preferential access to GRLI projects and events.

All benefits available to Members and Associates also apply to Partners. The fee for a Partner is €5 000 or US\$5 500 per year for the first four years. Thereafter the annual fee is €3 800 or US\$4 200.

Members

Members have full access to the GRLI network, events and knowledge resources, and are visibly represented on GRLI communications on initiatives that they contribute to.

Members may appoint 10 named individual GRLI Associates from within their organization and benefit from preferential access to GRLI events and projects.

All benefits available to Associates are also available to Members.

The annual fee for participation as a Member is €1 900 or US\$2 100 in the case of large companies and learning institutions. NGO's and qualifying Small and Medium Sized organizations contribute €800 or US\$850 per annum.

Qualifying micro-enterprises may apply for further discount

Associates (Individuals)

As an Associate you will have access to the GRLI network, events and knowledge resources and enjoy participation in GRLI initiatives and projects.

You will receive GRLI newsletters and online magazines as well as recognition of your position as GRLI Associate. Independent associates participate at an annual fee of €190 or US\$210 or minimum equivalent to two hours' wages.

Globally Responsible Leadership Initiative

Collaborate. Innovate. Transform.

The management challenge for the 21st Century is to create resilient societies, sustainable economies and a healthy environment in which all human beings can flourish and prosper.

We need individual and collective leadership with the skills, knowledge and will to make globally responsible progress a reality.

Such leadership strives not to be the best in the world but to be the best for the world.

Strategic Partners



Founding Partners

The Globally Responsible Leadership Initiative (GRLI)
Foundation of Public Interest

www.grii.org - info@grii.org - Twitter @TheGRLI

Address :

Rue Gachard 88 - Box 5
1050 Brussels - Belgium

Phone:

+33 970 446 349 | +44 20 3287 2149 | +1 954 607 2149