

# Global Responsibility

The GRLI Partner Magazine



GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE



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# 13<sup>TH</sup> GRLI GENERAL ASSEMBLY

PART OF AFRICA LEADS  
19-21 NOVEMBER 2012  
STELLENBOSCH, SOUTH-AFRICA  
AT SPIER ESTATE

HOSTED BY  
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## Programme

- Sessions for all GRLI partners to be updated on progress in the GRLI
- GRLI partners work sessions on shared projects and platforms to connect and exchange experiences
- The Second International Academic Conference on Responsible Leadership being run jointly by the Universities of Pretoria and Stellenbosch
- Learning journeys to local companies to explore leadership in action and local challenges and responses
- Student GRLI Ambassador programme to be run by Stellenbosch students and to which all GRLI partner schools will be invited to send a representative
- A gala dinner to launch a Council for Leadership
- Announcement of the first worldwide GRLI Fellowships
- Pilot cluster meetings around specific industries

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GLOBALLY RESPONSIBLE LEADERSHIP  
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# On Responsible Leadership

Dear Reader,

Welcome to the latest edition of the GRLI's Partner magazine.

As always, its goal is to offer some insights and perspectives from around the world of the GRLI partnership and to provide a platform for writing and reflection on the development of the next generation of globally responsible leaders.

There is a great deal going on in our global community and it is fascinating to explore the diversity of activity from the explosive success of CENTRUM Católica in Peru over the past decade to a new programme on the practice of global responsibility from Oasis in the UK.

Michael Powell's interview in his capacity as GRLI chairman reminds us of the challenge of staying focused on impact while our guest columnist Gabriele Morello considers dignity as a managerial value.

Giselle Weybrecht previews what should be the most important event of the year, the UN Conference on Sustainable Development taking place in Rio this month. It is however fair to say that most of the people attending do so more in hope than expectation. The question of whether a community of Nation States can effectively lead in the transition to a post-nation state world is central to the times in which we live. Measured by activity levels, intentions and column inches of writing, the signs are encouraging. Measured by the scorecard of achieving global social justice and environmental sustainability the omens do not look so good.

A highlight for the GRLI in Rio will be the launch of the 50+20 Agenda. It sets out our vision of management education in service of mankind and represents a radical departure from the dominant logic of the system as it operates today.

The final article in the magazine describes the work of a small social enterprise from Germany called Bookbridge. They are not formally engaged in the GRLI but they are such a profound example of what we stand for that we felt they deserved greater visibility and our support. They also epitomize the view that it is likely that the future will arise not from the dominant institutions of today, but from newcomers creating a different future because they are not weighed down by their own past.

Mark Drewell

CEO of the Globally Responsible Leadership Initiative ([mark.drewell@grli.org](mailto:mark.drewell@grli.org))

**Global Responsibility**  
The GR LI Partner Magazine N° 7

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## On Responsible Leadership

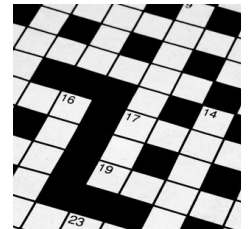
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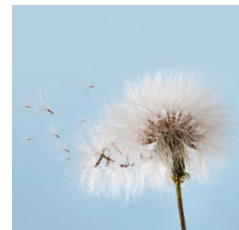
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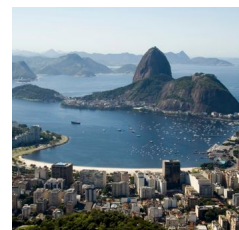
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# SOUNDBITES

## The third Zermatt Summit - Towards the common good - 21 to 23 June 2012

This year, the 3rd Zermatt Summit will engage a timely reflection on how reviving and re-committing to the vision of the Common Good can help us rise above the notion of general interest and remind us of the obvious limitations of fighting for our individual interest. By meeting people who share the same purposes and engage in different universes for the Common Good, the Zermatt Summit is a powerful and practical tool of collective and personal transformation.

With the Zermatt Foundation and during the Zermatt Summit, they strive to serve rather than be served and to adopt everyday practices which prove that another path is possible. "Be the change you want to see in the world". June 21-23 2012, Zermatt, Switzerland

[www.zermattsummit.org](http://www.zermattsummit.org)

## Anglo American joins GRLI as Rhodes Business School's corporate partner.

Anglo American is one of the world's largest mining companies. Its portfolio of high-quality mining assets and natural resources spans bulk commodities – iron ore and manganese, metallurgical coal and thermal coal; base metals – copper and nickel; and precious metals and minerals. It is a global leader in both platinum and diamonds. The company operates in Africa, Europe, South and North America, Australia and Asia.

Anglo's aim to be the leading global mining company – the investment, the partner and the employer of choice – is strived for through the operational excellence of world-class assets in the most attractive commodities and a resolute commitment to the highest standards of safe and sustainable mining. The company has a commitment to safety, sustainability and responsibility, seeking to embed it in everything we do, such as the design and evaluation of projects, mine planning and decommissioning, and ways in which it raises financial capital to fund projects.

Operating businesses in a socially and environmentally responsible way, and earning and deserving trust, is fundamental to a license to operate and to delivering long-term value to investors. The future of mining is not just about providing the growing volumes of commodities that the world needs. It's about doing this in a cleaner more energy efficient and environmentally responsible way. It's also about doing this in a way that benefits the communities in which you operate so they have a sustainable future once the mine gate is finally closed.

When it comes to people, Anglo recognises that they are as vital to its success as mining assets. The company is primarily concerned with the safety and wellbeing of its workforce, believing that all injuries are avoidable and that every worker has the right to return home unharmed.

Sustainable development touches on every aspect of the business, from the moment a possible exploration site is identified all the way to a mine's eventual closure. The Anglo approach is built on a belief that maximizing shareholder value over the long term is best achieved through an intelligent regard for all stakeholders, and by acting with integrity and responsibility.

[www.angloamerican.com](http://www.angloamerican.com) or contact Deirdré Lingenfelder: [deirdre.lingenfelder@angloamerican.com](mailto:deirdre.lingenfelder@angloamerican.com)

## The third Global Ethics Forum: Seeds for Successful Transformation 2012: the Value of Values in Responsible Business

The Global Ethics Forum conference 2012 brings together decision makers and experts from the private, public, academic and civil society sectors from all continents. Plenary panels lead to interactive workshops on concrete cases and proposals for ethical transformation, based on recommendations from the Global Ethics Forum conference 2011. June 28-30 2012, Geneva, Switzerland

[www.globethics.net/gef](http://www.globethics.net/gef)

# SOUNDBITES

## Oasis - Awakening Social Purpose

Oasis continue their agenda of creating cutting edge opportunities to "learn and do" globally responsible practice with Awakening Social Purpose 2-4 July. The programme brings together the strands of thinking about an organisation in environmental and social terms as well as economic sustainability, the theory and practice of organisational behavior and culture change and perhaps the most important issue of "How can I as an individual support and lead those changes"? July 2-4 2012, Boston Spa, United Kingdom.

[www.oasishumanrelations.org](http://www.oasishumanrelations.org)

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## Griffith University - The Necessary Transition

Griffith University, Malcolm MacIntosh and colleagues are bringing together leading international researchers and practitioners to share their knowledge and expertise, and offer answers on the challenge of transition and transformation in the journey towards a sustainable enterprise economy.

The event will explore everything from high to low-carbon economies, from gross inequality to egalitarianism, from massive human rights abuses to socially just societies and from high corruption societies to societies with high social cohesion and integrity. GRLI is supporting the event and Mark Drewell will present the 50+20 Agenda. September 26 -28 2012, South Bank, Brisbane, Australia.

[www.griffith.edu.au/conference/necessary-transition](http://www.griffith.edu.au/conference/necessary-transition)

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## Rio 50 + 20 Vision

The 50+20 Agenda will be launched at the PRME Global Forum on 15 June. The presentation will be in the form of a film (7 to 10 minutes in length) delivered in plenary before lunch. This film will cover a general introduction to 50+20 and summarise key messages from the vision. It consists of scripted story-telling and is built around an intriguing visual idea linked to the metaphor of benchmarks.

There will be an audience of approx 300 Deans, Directors and representatives from business schools and business across the globe present at the PRME Global Forum on the 15th. From 15 until 19 June the film will also be shown as part of the 50+20 exhibit at the UNGC Corporate Sustainability Forum where 2000+ participants are expected. The video will also be made available on YouTube and partner websites afterwards.

[www.50plus20.org](http://www.50plus20.org)

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## PRME Leaders + 20 Competition

GRLI is supporting the PRME Leaders+20 Competition which aims to encourage students and faculty lecturers within management-related education to co-create a programme aiming at developing leaders for a sustainable future is fully supported by GRLI. Secretary General Anders Aspling represented GRLI on the award committee which selected the winners from the 21 entries.

# GUEST COLUMN

## DIGNITY AS A MANAGERIAL VALUE<sup>1</sup>

GABRIELE MORELLO

### Dignity and management

To say that dignity is, or should be, a characteristic of the manager is nothing new. Almost 100 years have gone by since Henri Fayol<sup>2</sup> published “the founding text of modern management” (Morin 1999)<sup>3</sup> in which he maintained that dignity is one of the fundamental moral qualities needed to carry out managerial tasks.

Dignity, for Fayol an engineer by training, is one of the prerequisites on which the technical, commercial, financial, security and administrative functions of the firm are grafted. The administrative function involves five aspects: foreseeing, organising, commanding, coordinating and controlling. Additionally, he assigned a numerical value to each of these functions according to the size of the enterprise and the position of the employees.

While Fayol never defined the term dignity in his work during his lifetime, the term’s meaning was (and still is) widely accepted and similarly defined in different dictionaries, for e.g. in Italian it is identified as “abstract of

dignus and in concrete terms quality, condition, worthiness of respect”<sup>4</sup>; “state and condition of who or what, due to intrinsic qualities or acquired merit, is or becomes worthy of respect”<sup>5</sup>; “the noble spirit that humans have by nature and acquire by merit”<sup>6</sup>.

The origins of dignity are embedded in the medieval idea of ‘chivalry,’ around which the several concepts rotate. These include honour, integrity, honesty, fairness, sobriety, rectitude, sense of responsibility, authority (the dignitary has always been a figure of authority in public institutions) and even beauty, which “is not an ornament but a form of salvation, an ethical category, rendering the moral good visible and concrete”<sup>7</sup>.

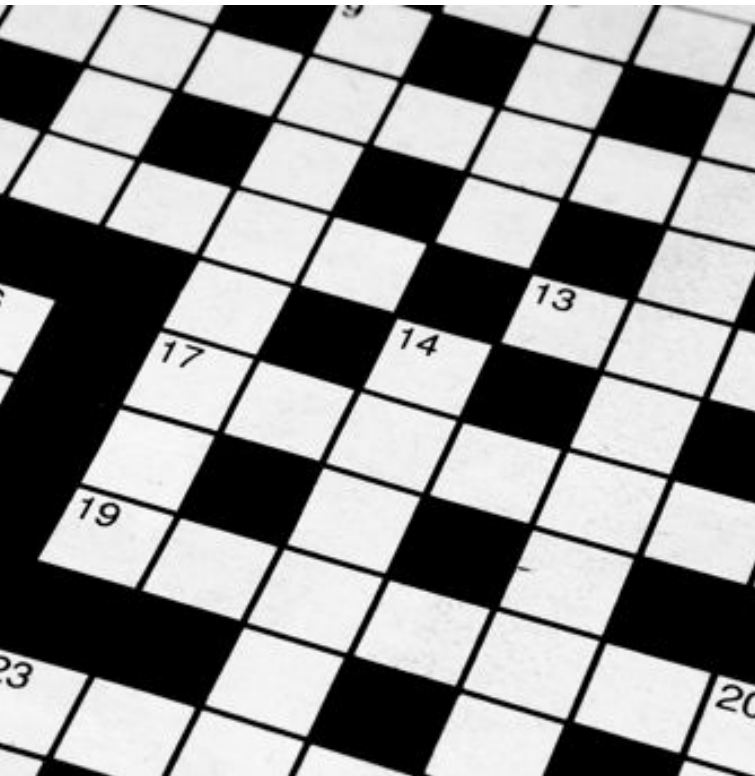
The concept of dignity originated well before the Middle Ages. Cicero<sup>8</sup> evoked it as a personal and social duty and invited every good Roman citizen to show probity and decorum. One of the first references to dignity in modern



international documents can be found in the Charter of the United Nations of 1945, which, “in sustaining the equality of fundamental rights, proclaims the dignity, and value of all individuals”. Article 1 of the Universal Declaration of Human Rights (1948) affirms that “all human beings are born free and equal in dignity and rights”.

### Decline and re-launch of the concept of dignity

In the past few decades, the focus of the discourse on managerial qualities has shifted from ethical categories to the utilitarian skills required by modernity – creativity, innovation, leadership, communication and negotiation. Personal competence and emotional intelligence, as well as rational thinking and technical skills, were taught to



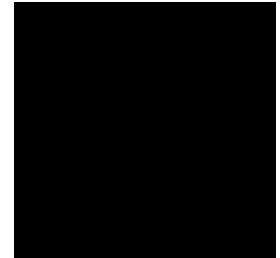
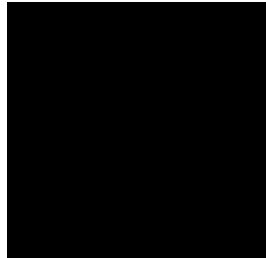
“ ... ”

**ARTICLE 1 OF THE  
UNIVERSAL  
DECLARATION OF  
HUMAN RIGHTS  
(1948) AFFIRMS  
THAT “ALL HUMAN  
BEINGS ARE BORN  
FREE AND EQUAL IN  
DIGNITY AND  
RIGHTS”**

enable companies to survive and hopefully prosper in the competitive arena of globalisation. Unfortunately, it was maintained that these requirements were substitutes and not integrative aspects of the moral qualities expected from CEOs and executives. In a cycle of material civilisation which lasted more than thirty years, characterised by poor consideration for what Paul Valéry (1936) called “politique de l'esprit”, these values have been neglected, if not removed from the theory and practice of managerial commitment. The consequences of this *qui pro quo* can be found on two fronts:

- On the operational front, in the conduct of entrepreneurs, managers without scruples (and therefore without dignity) pursue objectives, which run against public interest. Firms whose only objective is to maximize profit and market shares outside a regulatory framework often end up entering an ambiguous and paradoxical spiral. On the one hand, they produce wealth and they act as agents of economic and technological progress. On the other hand, they “pollute, exclude and encourage domination, social injustice and destructuring”<sup>9</sup>;
- On the communication front, there is a lack of transmission of ethical values and the failure to demonstrate that the application of loyalty and moral principles can lead to better results than those that can be achieved by low-profile actions. The achievement of positive results through ethical conduct is neither automatic nor obvious. Specific strategies and tactics are required for the creation of “reputational capital”<sup>10</sup>, an economic intangibility ignored by traditional business accountancy, but relevant for good governance. The decline of the Kantian imprint of “virtue of honest living” can also be found in the managerial lexicon. In recent literature, the word ‘dignity’ has almost disappeared, either because “when a good part of life is off-track, even words sink”<sup>11</sup>, or because the term, considered *démodé*, has been substituted with other more enticing terms, even if not entirely appropriate, such as excellence<sup>12</sup>.

It took the media diffusion of the worldwide industrial and financial scandals (Enro, Lehman Brothers, Worldcom and Parmalat) as well as the fear that mankind is facing atmospheric turmoil and natural catastrophes<sup>13</sup>, to produce signs of a possible trend inversion based on ethical principles and respect for our planet. The question of dignity is thus reappearing in legal essays on business<sup>14</sup>, in discussions on bioethical problems posed by genetic engineering<sup>15</sup>, in the appeals of institutions and civil society, as well as in popular movements. In this vein, “the theme of human dignity has once again been brought to general attention, taking a central position in public debates.”<sup>16</sup>



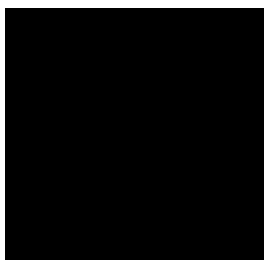
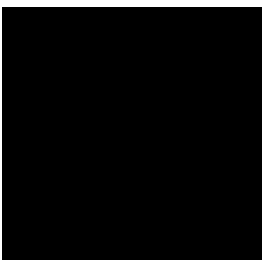
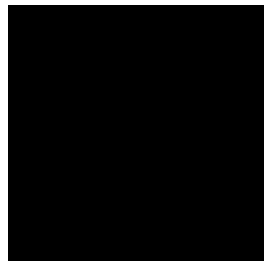
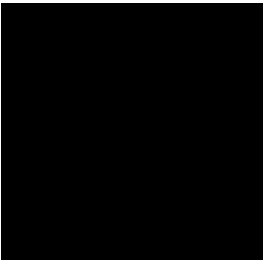
In the area of management, worth mentioning is the Globally Responsible Leadership Initiative (GRLI), a network of more than 70 institutions which believe in the transformation from business based only on profit maximisation to business that “contributes to building a better world”. The foundation calls for critical thinking, courage, strong ethical principles and a visible commitment to becoming a real force for common good. GRLI, with headquarters in Brussels, is an institution promoted by the European Foundation for Management Development (EFMD) in cooperation with United Nations Global Compact (UNGC). In 2004, these two organisations founded a new institution whose members are asked to: think and act in a global context; set out their objectives not only in economic terms but also in terms of social and ecological responsibilities (“profit, people and planet”); put moral commitment at the centre of their programmes and activities; and base their educational programmes on fundamental values and ethical behaviour.

GRLI and its associates are not the only initiatives, which in line with the re-launch of the concept of dignity promote the principles of ethically-oriented entrepreneurship and management. Nor do the large, top-ranking universities and schools of management necessarily promote these. One finds this spirit also among less known institutions, such as the American University of Armenia (AUA) located in Yerevan, the capital of one of the oldest nations in the world, yet in some respects “still to be discovered”<sup>17</sup>. AUA’s school of management aims at “training creative and ethical leaders with values of integrity, accountability and outstanding service, able to approach business challenges across continents and cultures”. It is here that the research work on dignity described below has been elaborated.

## Research on dignity

Haroutine Armenian, former Rector of AUA, is a medical doctor who divides his time between Armenia and the USA, where he teaches epidemiology at John Hopkins Bloomberg School of Public Health. A long professional experience, gained in times of war and peace, gives credit to his belief that “dignity is a variable of primary importance in influencing the patients’ clinical progress and in determining their state of psychophysical wellbeing”<sup>18</sup>. In hospital environments, patients experience a loss of dignity, not for medical and technical shortcomings but because their life is no longer in their own hands: not only their medication strategies, but also what they eat, when they sleep and when they receive visitors. Others decide these activities without their personal participation. This loss of dignity tends to delay, if not obstruct, their recovery<sup>21</sup>. Unfortunately, Western medicine does not give enough importance to dignity, a sentiment which, is indispensable for the development of human capital in a healthy society.

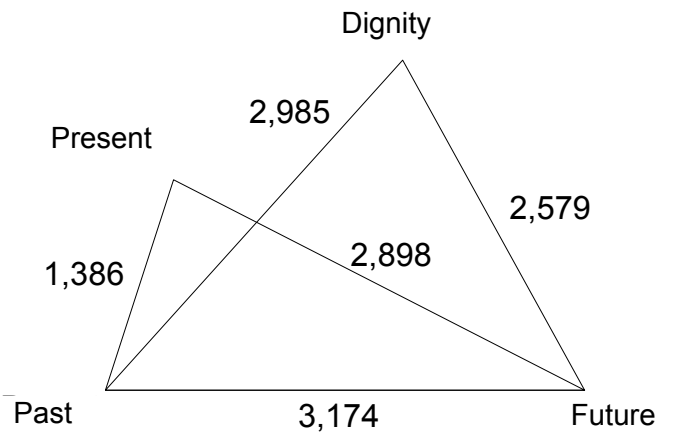
Rasha Khatib, a pupil of Prof. Armenian from the West Bank, presented a Master thesis at John Hopkins Bloomberg in Baltimore entitled “Developing an Instrument for Measuring and Understanding Human Dignity”<sup>19</sup>. Carrying forward her mentor’s views, she statistically verified the hypothesis of a correlation between level of dignity and people’s mental and physical health. Her fieldwork was conducted on a sample of 404 Palestinian refugees and in subsequent studies<sup>20</sup>. Two questionnaires were used: one on dignity, in which the interviewees were asked to express their agreement or disagreement on 18 pertinent questions measured on a five-point scale; the other made up of 36 questions, on their health conditions. The outcome of the research was very satisfying, more than 90% of the interviewees answered all the questions. A robust model of logistic regression enabled the researcher to determine the relationships among the variables considered.



The results of the analysis proved that the health of the population improves or deteriorates in direct relation to the level of dignity.

I conducted two investigations on the attitudes towards dignity of the Master students at AUA<sup>19</sup>. Data were collected and analysed according to the Semantic Differential (SD) technique, which enables the researcher to measure the affective meaning of given concepts and to position them in a semantic space. The first investigation aimed at discovering the students' time perception, i.e., their feelings towards the past, the present and the future. It turned out that the future was rated more highly than the past, and the past more highly than the present. This indicates that the students are oriented more towards the challenges of the future, rather than towards recollections of the past. The second investigation was centred on the importance that these students assign to the following factors, with reference to: i) to themselves and ii) to the general population: money (wealth), education, dignity, self-actualization (career success, self-esteem, self-fulfilment), safety (security, protection, civil order) and belongingness (love, friendship, acceptance by others). A Constant Sum Scale was applied with reference to (i) what the students themselves think and ii) what they believe are the values of the Armenian people. Results showed that the students themselves rank dignity first, while they believe that money is the most important concern of the Armenians, closely followed by dignity.

**Figure 1: Inter-concept distances**



My management development activities in Armenia include trying to stretch the distance that students perceive between past and present, in favour of a shorter distance between present and future. Although the study has shown a clear affective preference for the future, an even stronger orientation in this direction would benefit the country's development process.

## Conclusion

Dignity is an important value for managers and for those operating – at all levels – in economic and social activities. After a period in which the concept of dignity was underrated, signs of a turn-about can be detected, based on the re-launch of the concept of dignity and of its underlying principles. Dignity is indispensable in being a good manager and, more generally, in pursuing social health and well-being. Thus, it should not be overlooked in the discourse on management education and development.

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### ABOUT THE AUTHOR

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# Achieving Sustainability in Business and Society - The 9<sup>th</sup> Doing Good and Doing Well Conference by

## IESE



DGDW Organizing Team-María Francisca Ortega

The Doing Good and Doing Well Responsible Business conference at IESE Business School held its 9th annual event this February 24-25<sup>th</sup>, 2012.

When we started organizing the conference, the first question that came to our minds was "what does Responsible Business really mean?" After debating among the organizing team, Devyani Pershad, the Conference Chair stated the following: "As business leaders, as decision makers, and above all as citizens, we need to understand the impact of our actions on a local and global scale. Moreover, we must analyze the consequences of non-action; to stand by the wayside out of complacency or denial. We must make a commitment as an individual and part of the collective, to work towards achieving sustainability through a focus on economic, social and environmental criteria. This is what we call Responsible Business".

With this common understanding, we started thinking of what we wanted this edition of Doing Good Doing Well 2012 to be. Our mission and vision for the conference became "Achieving Sustainability in Business and Society" - we made this our theme for the 22 panel discussions, host of networking opportunities, and various other related events during the two-day affair.

For the organizing team, one of the criteria we used when making the decision to do the MBA at IESE was the fact that here we are taught to be leaders who want to make an impact in the world. Right from the beginning of the MBA programme we had known we wanted to be part of the Doing Good Doing Well team, as a way to start our journey as leaders and to start having some impact on society (or "a small group of people")! We know that at minimum, we started with 600 people who attended the conference!

When we started thinking about the main topic of the conference, several things came to our minds. We wanted to make a conference that could be highly valued by MBA students, and therefore we believed that getting big corporations on board was very important. Another issue that we knew we had to address was the fact that we are currently facing one of the most severe economic crises in many years.

This led us to think that actually as MBA students, or perhaps more accurately, "future leaders", we have the unique opportunity to start building a new business model - one that needs (or "is forced") to be a lot more sustainable. Therefore, sustainability became our main topic of the conference. However, we realized that we needed to think about sustainability in a broader sense, not only with respect to business, but with respect to society as a whole.

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As business leaders, as decision makers, and above all as citizens, we need to understand the impact of our actions on a local and global scale...

Then, we realized that sustainability is a very fuzzy word, which we had to delimit with some criteria. That's how we came up with the four tracks that shaped our conference

- Innovation, the way to achieve sustainability
- Collaboration, as a new way of interaction for sustainability
- Growth, as a precondition to sustainability
- Impact, how we measure sustainability.

With this structure in mind, we started to fill our conference with content!

Since the beginning, we knew we wanted to invite our keynote speakers from large corporations who we thought were doing a great job in terms of sustainability.

This was very important for us since we wanted to get many more MBA students involved in the conference; therefore, having big corporations involved was really important. We invited Unilever and Toyota as we believe they provide tangible and successful examples of how to drive sustainability within big corporations. Gavin Neath, Senior VP from Unilever gave us an overview of the Sustainable Living Plan at Unilever has in practice: from small actions, making a big difference. Jacques Pieraerts, President and CEO of Toyota Spain also gave us some tangible examples of how Toyota's practices are focused towards sustainability!

On the other side, we had also two great keynotes from the social sectors: Jeffrey Spector, Chief of Staff of the Bill and Melinda Gates Foundation, reminded us about the power of innovation and the great progress that we have already made in terms of curbing human suffering and Last but not least, we had the honor of inviting Mark Drewell, CEO of the Global Responsible Leadership Initiative, who gave a speech titled "Let's Get Loud" - "Leadership and Business in the Great Disruption". Our motivation for inviting Mark was to get him to provide a different perspective of the purpose of business to our audience. As previously mentioned, IESE Business School is committed to educating leaders that will have a positive impact in society, and therefore we believed that by having the GRLI participation in the conference we could reinforce this message.

Mark's presentation focused on the question of how we – MBA students, future business leaders – should rethink the role of business. Following his main message, Mark insisted (and I agree) that we are living in times of great opportunities, when challenging the "traditional way of doing business" is a must. The world has realized that perpetual growth is not possible and that the only five universal things that really matter are: love, sense of community, learning new things, doing meaningful things and being able to serve others. Building upon these five things, globally responsible leaders should be able to develop – or reinvent – business models focusing both on





economic and technical progress while also making sure they serve mankind and the environment.

Overall, Mark certainly INSPIRED our audience! He made us think one step forward and question ourselves about what our role really should be in this process.

Now, moving away from the conference's keynote speakers, the panel discussions ranged from topics on sustainable infrastructure to the challenges of Yunus' model for social business. These discussions housed over 100 speakers and contributors who participated in the various debates around our four pillars. As a student-run, business school hosted conference, what was important to us was that we open up the panel discussions for an informal dialogue in order to create a comfort level among students and professionals that allowed them to really question and challenge the way

that businesses are making their impact on the world.

In addition to the keynote speakers and panel discussions, the conference hosted the Cleantech Venture Forum, in which innovative solutions from ambitious cleantech entrepreneurs representing business ventures in various stages of growth were showcased. Moreover, for the first time we had the Social Investment Competition, which brought together entrepreneurs and MBA students who went through an entire investment process in an extremely condensed time period while being judged and moderated by the investors. Finally, over 20 companies were represented during the Career Forum, which had the objective of advertising job opportunities, facilitating networking and providing career management.

The feedback we received from the speakers, businesses and professionals who attended was highly positive. For some of these corporations, the conference provided an ideal recruiting platform. The companies represented let us know that they were happy to see the growing number of students and future business leaders who are really motivated by these sustainable causes and their contributions to society as a whole.

We believe Doing Good Doing Well will continue to be a place to discuss, debate and build leaders who make a difference in the world, and we were very proud to be part of the organizing team!

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#### ABOUT THE AUTHOR

**Mrs. Maria Francisca Ortega** is a Colombian MBA graduate from IESE Business School. Because of her interest in sustainability and Corporate Responsibility, she joined the Doing Good and Doing Well team in her first year of the MBA. In the 2011 conference she lead one of the panels and in the 2012 conference she was responsible for sponsorships and content development. In Colombia, Maria Francisca worked for 3 years as a general management consultant after she completed an undergraduate degree in economics in Universidad de los Andes.

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# A School Founded and Developed in the 21<sup>st</sup> Century

Anders Aspling interviews Fernando d'Alessio

Within the school in Lima del Peru, recognition Secretary-Fernando about the school with

**Anders Aspling:** By most accounts, you are a young school. CENTRUM celebrated its 10<sup>th</sup> anniversary last year. Yet, within this short time periodic, you have already received triple accredited internationally (AACSB, EQUIS, AMBA) ranked N° 1 in Peru and among the top schools in Latin America. What are the main reasons behind your success?



**Fernando D'Alessio:** The President of the Pontificia Universidad Católica del Perú, the most important university in Peru, called me in the end of 1999 asking me to lead a project to create a graduate business school in Lima. For me, this was a great challenge, personally and professionally. At that time, several conditions were thought as sine qua non for being able to

succeed in a fiercely competitive local and global industry. We first had to develop a state-of-the-art independent campus having a distinctive brand; recruit expensive and scarce known faculty who had both great academic backgrounds and corporate experience; create modern, global and strategic double-degree programs and diplomas with world class schools; and garner empowerment to have autonomy for operational, academic, and financial decisions. I will call these, the key success factors, especially the last one. They were needed at the time. The project started January 1<sup>st</sup>, 2000 in an old house in Lima, as headquarters to plan and develop the project, and on March 1<sup>st</sup> 2001 the campus

was christened and became operational. Today, we have programs in nine cities outside Lima, a small campus in Bogota, and teaching in Ecuador and Guatemala. Very soon we have plans for branch campuses in Miami, Buenos Aires and Santiago.

**AA:** What would you say is your distinctive brand identity?

**F D'A:** Strategy and Leadership. Leaders are strategic-minded persons with a long-term vision of business. At CENTRUM, we attempt to improve the soft skills of our students throughout their classes as well in our curriculum by emphasising critical thinking, emotional intelligence, human personality domains, ethics, and CSR, among others.

**AA:** Can you give your general view and elaborate on drivers and barriers for excellence in management education?

The most important driver is to compose a great faculty and to lead it by example, they will do the rest. There are three key factors for success in global competition: (i) a productive faculty with great teaching and research skills; (ii) modern global- and strategic-oriented programs; and (iii) technological modern facilities. However, the most important barrier is recruiting and finding qualified faculty members since good people with a mixture of corporate and academic background still very scarce. To find people with an excellent academic background, with research and productive skills, and to be quality communicators for a mature and experienced audience is not an easy task...

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We are following the PRME and the GRLI ideas in our academic processes. To craft responsible leaders connected with their stakeholders is nowadays an imperative for success.

**AA:** What are the most pressing/important challenges for CENTRUM and management education in general for the future?

**F D'A:** First, the task of maintaining a good quality and enhancing reputation while succeeding in an emerging market is not an easy task. Second, the ability to attract students from abroad, as well as to compete with US and European schools located in world known cities presents its own distinctive challenge. Peru is moving forward economically and that will attract more investment and more global companies who can help in our internationalization process.

**AA:** What have been the three most important lessons (you've) learned during the development of CENTRUM?

**F D'A:** The first, I have learned was how develop and position a brand that is known worldwide through worldwide strategic alliances. The second deals with the type of strategies that are need to be developed and implemented to enter into the top 100 business schools of the world, and then remain among the major leagues. The last one is how to lead an organisation in an emerging market to compete for global positioning.

**AA:** What have you done to achieve the international position of today? Can you point at some key undertakings?

**F D'A:** This is simple, we have created and continued to develop double degree and double diploma programs with US and European partners; we acquaint students with other countries realities; and we ensure that students are bilingual or trilingual so that the can understand multiculturalism and diversity.

**AA:** What would you identify as important characteristics of a business school for the 21<sup>st</sup> century?

**F D'A:** The school of the 21<sup>st</sup> century needs to offer a global and multicultural view of the business world while providing students with a strategic mind as critical condition for leadership. To emphasise the education of soft skills in the same proportion as hard skills (50/50). Nowadays, most business schools provide classical education to their students in form of the required hard skills so that they can be admitted into a global corporation. But, very few schools are seeking to provide students with the soft skills that students will need to make the difference in the labour market. We are certainly committed to this, and have been since the start.

**AA:** You are actively participating in developing a next generation of globally responsible leaders. What are their key characteristics that the next generation of globally responsible leaders will need and how do you go about it and why does this matter to a developing country?

**F D'A:** We are following the PRME and the GRLI ideas in our academic processes. To craft responsible leaders connected with their stakeholders is nowadays an imperative for success. Professionals that have graduated from top business schools have produced the most world-known fiascos. The reason is that maximizing profit for stockholders is not the only goal of managers; there are many more things to be done in a socially responsible corporation.

**AA:** Where will CENTRUM be positioned ten years from now – what will be your mission and main profile?

**F D'A:** We intend to continue crafting the future leaders that Peru and the region requires, and developing leadership grounded in ethical and value-based behaviours. To be among the top business schools in the world and a well-known and respected organization.



**AA:** As Director and Dean of a leading business school, what would be your message or advice to peers and colleagues around the world?

**F D'A:** To walk the talk and lead by example. Deans need to teach and engage in research to be the leading edge of the faculty. In a business school you teach how to run productive organisation. A business school is an organisation and Deans should generate the funds to continue operational progress and become successful. Don't rely upon others. Be known all over the world. Make your school international and global and your students as well.

**AA:** This sounds kind of simple while we know it isn't. What do you see as key competences of the institution and its management in accomplishing this?

**F D'A:** Hard team work, attending international conferences, having affiliated international faculty coming to your school with those faculty being drawn from partner schools and making your school known worldwide.

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#### ABOUT THE AUTHORS

**Anders Aspling** is the GRLI Secretary General

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# Spier: a wine farm with a conscience

Jo Marshall Smith

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Spier is one of South Africa's oldest wine farms with a recorded history dating back to 1692. Aside from its award-winning wines, historic buildings, beautiful grounds and spacious hotel, it is also a renowned pioneer of initiatives that benefit its environment and society.

### Enterprise development

In a country where unemployment is extremely high, Spier is focused on job creation. Aside from being one of the largest employers in the region, the wine farm aims to stimulate jobs through supporting local entrepreneurs. Spier offers mentoring and help with procuring, finance and facilities, as well as guaranteeing contracts to a certain value to enable the entrepreneurs to get their businesses up and running.

In 2004, Spier identified that setting up a laundry would be an effective way to meet its procurement aims.

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The venue for the GRLI General Assembly in November is a leader in responsible tourism – and also one of the most beautiful and historic wine farms in South Africa

Previously, it had been outsourcing its laundry requirement, but realised it could set up a laundry on site using two containers. Spier built the infrastructure and bought the machines before asking for tenders to run it.

Bernie Samuels, an unemployed father of four, won the tender. Retrenched twice, Samuels had been unemployed since 1999, doing piecemeal jobs to keep up payments on his home and put food on the table – at times only bread.

The laundry has been a turning point for him. He is now in a position to pay for his children's studies and offer them a brighter future. Samuels employs five people from the local community, and his wife works with him in the business.

In addition to running the business, Samuels has to ensure that his operation delivers on Spier's environmental aims. "I use environmentally friendly bleach, and reuse the same

water a few times before it is piped to Spier's wastewater treatment plant," he says. The plant treats 100% of the estate's wastewater, which is then used to irrigate the gardens and grounds.

At the height of summer, Klein Begin launders up to 2,500 items from the Spier Hotel and restaurants on the property. Spier saves approx 25% on its laundry bill by using Samuels' laundry. Two other businesses have been created in a similar way, and more are in the pipeline.

### Building an entrepreneurial mindset

Another of Spier's initiatives, Treepreneurs, aims to support local communities and build an entrepreneurial mindset. Treepreneurs, or tree-growing entrepreneurs, range in age from seven to 70, and are taught how to care for indigenous trees and plants. They grow them from seed, and once the seedlings have reached 15cm, they can exchange them for vouchers for food, clothing, agricultural goods, tools, and bicycles – even school and university fees.

The project was originally established in KwaZulu-Natal by an NGO, the Wildlands Conservation Trust. The initiative has been brought to the Western Cape through the support of Spier, PSG Konsult and PSG Corporate.

The driving force behind the Western Cape project is Lesley Joemat, a Spier employee. She is passionate about the people involved, as well as the positive impact growing trees has on the environment.

Joemat has built a personal relationship with each grower and visits them at their homes on a weekly basis, distributing seeds, containers, soil and compost, and offering advice on growing trees.

Joemat spotted one of the treepreneurs, Tolakele during one of her visits to Kayamandi township. Tolakele is disabled and in a wheelchair. Now, a year later, Tolakele has an established tree-growing operation. She currently tends 61 trees with the help of her 13 year old niece, and has adapted an old cupboard to form a greenhouse to protect the young seedlings from wind, rain and sun. For her, Treepreneurs has enabled her to put food on the table as she barter seedlings for groceries.

### Turning wine into water

Aside from its social initiatives, Spier has a number of environmental programmes. A key focus is water. A recent global water report released in Washington in the US states that South Africa is heading for a significant water shortfall of between 17% and 30% by 2030. In addition, it is projected that farms and businesses will have severely limited access to industrial water (used for irrigation and cellar operations) – some put the figure at 70% less water by 2030.

Wine farms are dependent on a sufficient water supply, both in terms of supplementary irrigation of vineyards,



and in the process of making wine. Water conservation and recycling are therefore strategic business and environmental issues that Spier takes seriously.

To date, Spier has implemented two primary initiatives. The first is to reduce the amount of water used in the cellar and on the farm. Spier has installed 400 water-saving devices on showers, basins and toilets in the hotel, conference centre, restaurants and other public spaces.

During the winemaking process in the cellar, Spier uses 2.6 litres of water to make 1 litre wine – significantly less than other wineries. The Integrated Production of Wines (IPW) environmental sustainability scheme says the average water use in SA is 3 litres of water for 1 litre of wine for big coops, and 5.6 litre of water for 1 litre of wine for smaller wineries like Spier.

In 2007, Spier installed a pioneering centralised wastewater treatment plant which is the embodiment of its approach to waste management. It recycles 100% of Spier's wastewater, treats it using only environmentally friendly methodology, and the clean water is then used to irrigate the garden and grounds.

Combining both cleansing and 'healing' techniques to bring life and energy back to the water, the plant was the first of its kind in South Africa. It uses an Archimedean-screw mechanism for screening and an activated-sludge bioreactor. The activated-sludge process is a biological, 100% natural, eco-friendly method of wastewater



treatment performed by a variable and mixed community of micro-organisms in an aerobic aquatic environment. The bioreactor, an open-air tank divided into four sections, accepts water into the first tank, and subsequently forces the water into each of the remaining tanks in an anti-clockwise direction. It processes up to a million litres of wastewater at any given time.

The aeration pumps switch off periodically, allowing the bacteria and waste to settle at the bottom. The cleaner water is skimmed from the top and moved through pipes that irrigate an oval-shaped reed bed. This reed bed is ideal for the natural growth of bacteria, which continue the cleansing process.

The water passes through the reed bed into a pond where it is driven through a number of 'flow forms' before being transported to the nearby irrigation dam. It is believed that this process calms the water and helps it return to its more harmonious state.

Although there is no 'traditional' scientific validation in the use of flow forms as an effluent treatment methodology, the concept appealed to Spier from a philosophical point of view. Other 'healing' elements, such as a labyrinth and other imagery, were introduced to add an aesthetic and calming influence. The aesthetically-pleasing aspect of the plant enables Spier to use the initiative as an educational tool in the future.

The plant also incorporates elements of the work of Japanese author of *Messages from Water*, Dr Masaru Emoto. His studies have indicated that water molecules react more harmoniously to positive words and energies than to negative input. In addition to the flow forms, Spier has therefore included some positive words throughout the treatment facility to facilitate this process.

It would take a river 350 kilometers to purify what the wastewater treatment plant can do in one day. The techniques used combine science, art and healing to create a cyclic system of cleansing and replenishment on the Spier estate.

This approach is mirrored in numerous other closed-loop systems. Spier recycles over 90% of its solid waste, and

has begun introducing biodynamic farming practices that are rehabilitating the soils on its lands.

### Soil fertility

In addition to its healthy vineyards, Spier has extensive tracts of land that are farmed using biodynamic principles. Animals, including cattle, sheep and chickens, are raised on pastures, and contribute to the fertility of the soil. Spier also has an extensive organic vegetable garden with a broad variety of crops. The ethically-produced meat and vegetables are used in its farm-to-table eating experiences Eight and Eight to Go in the preparation of wholesome, delicious dishes.

Biodynamic techniques recognise that plant life is intimately bound up with the life of the soil. Acknowledging that the soil itself is alive and vital, the degree of vitality has a direct bearing on the health of the crops, which in turn brings health to those who consume the produce. In biodynamic farming, soil health is therefore key.

In addition, biodynamic agriculture acknowledges that the plant's growth is also affected by planetary influences like the waxing and the waning of the moon and other forces in nature. It seeks to work with and harness these forces to the benefit of the food.

The farm is seen as a single organism. Care is taken to balance vineyard cultivation and food production with indigenous shrubs and trees, and a conservation corridor is currently being established.

Spier's efforts have been recognised by various external organisations. Spier was one of the first luxury hotels in South Africa to receive Fair Trade in Tourism (FTTSA) accreditation (2004). Spier's winery was the first in South Africa to receive accreditation from the Wine Industry Ethical Trade Association (WIETA) in 2004. The estate also received a Condé Nast Traveler World Saver Award in 2007, and in 2011, Condé Nast recognised Spier as the top international destination 'Doing it All'. Spier is a member of the Biodiversity & Wine Initiative (BWI), and the Spier Hotel received a Gold award in the Virgin Holiday Partners in Sustainability Award in 2009.

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# THE HIGHER EDUCATION INSTITUTION DECLARATION FOR RIO, ONE OF THE PUZZLE STONES?

JEAN-CHRISTOPHE CARTERON, FLORENT BAARSCH

With the media omnipresence of the financial crisis and the thwarted hopes of international conferences like the COP15 in Copenhagen, sustainable development could soon become a secondary issue.

We would have nevertheless twisted reality to consider this. Since the first Rio Summit twenty years ago, many processes, ideas and projects have moved forward, and some in the right direction! Globalisation has had at least one indisputable positive spillover effect: making everyone aware of the physical limitations of our world. This internationalization has also raised our collective awareness of the damage, sometime irreversible, that we have done to current and future generations and to our environment.

Progress has undeniably improved the lives of hundred of millions of people, but if our life expectancy has almost tripled since the French Revolution, the short-term vision of our civilisation has created inequalities never before seen in the history of humanity, and leading to the degradation and even destruction of many ecosystems. These points of views were historically perceived to be those of “naïve” alarmists or activists. Nowadays these same ideas are finding an echo throughout all society's behaviour; from civilians to NGOs all the way to businesses.

In France for instance, the Government launched in 2007 a process called the “Grenelle de l'environnement”, a stakeholder approach asking the representatives of the civil society to define a road map in favour of the country's sustainable development. Even though almost all participants of this initiative are today disillusioned by the weakness of the political decisions effectively voted and implemented, this process has definitely changed relations between NGOs, institutions, unions and the corporate world. The Grenelle revealed two consensuses. The first one is the way we consume, produce, and live must change and that we all have a part of the responsibility. The second one is the fact that we have to work together in order to achieve the challenges. We have to find cooperation, even in a world of competition.

In this perspective, The United Nations conference on Sustainable Development, which will be held in Rio, in June 2012 could be a real great opportunity to bolster efforts and achieve sustainability.

## Education as a basis for a green economy

One of the objectives of the Rio+20 Summit is a “green economy”. It is clear that a green economy needs managers, engineers, workers and citizens who are able to understand and adapt to this new situation. By offering sound and comprehensive education on sustainability, greener universities will contribute to enhance green jobs.

We can dream of an “amazing outcome” approved by all state delegations at the end of the Rio+20. We can even dream that this document meet the expectations of all stakeholders, companies, NGO, unions... But, if WE, Business Schools and Universities, keep teaching exactly as we have done for decades, we should already be planning a new meeting in Rio for 2032 in order to find solutions for reconnecting Business and Society...

At the exception of natural disasters, most of the economic, social and environmental crises are the result of individual human decisions, often taken in a professional context. In a business school and universities, we contribute to shape future managers and world leader's behaviours and decisions. Because of our initial training or executive education, we can either be responsible for spreading short-term vision often seen in the business as usual or on the opposite, new paradigms integrating current and future stakeholders in a long-term perspective.

## A growing interest in the institutions...

In all schools and universities, there are brilliant students, professors and staff. There are women and men who fight every day for better integration of sustainable development in their institution. Benchmarks show that all around the world there are great initiatives: campuses turn green, Master's degrees specialized in “saving the planet” are launched and research chairs are created on subjects related to sustainable development. People in charge of

these projects are deeply involved, convinced and indeed come up with very interesting projects. In the majority of the cases, though these initiatives stay at the margin of main activity.

International organisations and governments have progressively shown a growing interest in higher education over the past years. We indeed cannot ignore the existence of the United Nations Decade on Education for Sustainable Development even if higher education issues are probably too poorly taken into account. We neither can deny the five paragraphs in the zero draft for Rio on education for sustainable development with a specific focus on higher education institutions; the HESI declaration initiated by six UN bodies is another example of this global interest. It clearly seems Education for Sustainable Development in Higher Education is now a real and serious international concern.

At an institutional level, things start to move. Initiatives have been launched all around the world: self-evaluation reporting tools like the “Green Plan” in France; a labelling like “Stars” in the US; “Life” in the UK and Australia; “AISHEE” in The Netherlands. Hundreds of higher education institutions are working on finding solutions to implement sustainable development into their core business.

As Higher Education Institutions, we have a “dual responsibility”: On a daily basis - like any other organisation – we have immediate and direct impacts on our social, economic and physical environment. As educators, we also have an impact on the people we train and our partners. It is important that we understand our responsibility concerning both positive (e.g., employment and growth) and negative (e.g., discrimination and pollution) externalities of our activities and partnerships.

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If WE, Business Schools and Universities, exactly keep teaching as we have used to for decades, we should already now plan a new meeting in Rio in 2032...




One of the major challenge for Higher Education Institutions is to build a clear strategy which shall be more focused on putting coherency into the subjects we research, what we teach to our students and how we operate our campuses rather than trying to reach excellence in only one of those fields (Cf. Graph CSR for HEI – Euromed Management 2009).

**The way towards HEI sustainability**

The initiative of the “Rio Declaration for HEI” aims to emphasize and encourage sustainable development integration into Universities and business schools strategy. It was officially launched at the beginning of March by six UN related bodies: UNESCO, UNEP, United Nations Global compact/PRME, United Nations Academic impact, and the University of United Nations ([www.uncsd2012.org/HEI](http://www.uncsd2012.org/HEI)).

Like GRLI, over twenty-five international and regional organisations endorsed the declaration, out of which major accreditors, think tanks and networks, regional associations, as well as student organisations.



The objective of this declaration is to commit Deans, University Presidents, Directors, and Chancellors of Higher Education Institutions to a sustainable future and their research for sustainable solutions. The Declaration not only gives commitments but also proposes a roadmap towards sustainability to implement in our different campuses and HEI. The declaration counts five commitments. Many of the higher education institutions, which signed the declaration, had already launched projects contributing to reach these five commitments:

1. **Teach sustainable development concepts**, ensuring that they form a part of the core curriculum across all disciplines so that future higher education graduates develop skills necessary to enter sustainable development workforces and have an explicit understanding of how to achieve a society that values people, the planet and profits in a manner that respects the finite resource boundaries of the earth. Schools are also encouraged to provide sustainability training to professionals and practitioners; for example, RMIT University (Melbourne) is "committed to incorporate sustainability principles and practices into teaching and learning in both higher education and vocational education and training".
2. **Encourage research on sustainable development issues**, to improve scientific understanding through exchanges of scientific and technological knowledge, enhancing the development, adaptation, diffusion and transfer of knowledge, including new and innovative technologies. For example at the University of Life Sciences and Natural Resources (Vienna, Austria), research on sustainable development contributes to foster partnerships between universities through "SUSTAINICUM a cooperative project between the University of Life Science, the University of Graz and

the Graz University of Technology. The project is a part of a Federal Ministry for Science and Research programme and has the goal of "integrating sustainability themes and concepts into various disciplines in university teaching.

3. **Green our campuses** by: i) reducing the environmental footprint through energy, water and material resource efficiencies in our buildings and facilities; ii) adopting sustainable procurement practices in our supply chains and catering services; iii) providing sustainable mobility options for students and faculty; iv) adopting effective programmes for waste minimization, recycling and reuse, and v) encouraging more sustainable lifestyles. At the International Institute for Water and Environmental Engineering (Burkina Faso), reducing the ecological footprint of the university is a daily concern. In this perspective, they assess their carbon footprint and act for mitigating their emissions and built a waste management plan for the campus and produce more renewable energy thanks to photovoltaic panel installations.
4. **Support sustainability efforts in the communities** in which we reside, working with local authorities and civil society to foster more liveable, resource-efficient communities that are socially inclusive and have small environmental footprints. For example in Guayaquil (Ecuador), the Universidad Casa Grande contributes to promote social responsibility in the surrounding community.
5. **Engage with and share results through international frameworks**, such as the UN Decade of Education for Sustainable Development, led by UNESCO, the UN University system, the UN Academic Impact, the Global Compact, the UN-supported Principles for

Responsible Management Education initiative and the UN Environment Programme's Environmental Education and Training, in order to exchange knowledge and experiences and to report regularly on progress and challenges." For example at the University of Tongji (China), the International conference on Environment and Sustainability will be organised in order to strengthen dialogue within the student community on sustainability issues. Furthermore, international research with UNEP and African universities will also be reinforced.

### Beyond Rio?

Three indicators will tell us if the outcome of Rio+20 would have been a "positive" one:

First, in a "perfect world" we should have reached at the end of June 2012 a global agreement amongst governments on a road map for the next decade with specific and ambitious targets. The Rio HEI Declaration will be presenting to official delegations during a UN side event in Rio+20. Let us hope this kind of initiative will help global leaders to realise how strongly field actors are committed and push them to commit themselves as well as to issues related to higher education and sustainable development in the outcome of the UNCSO conference.

Second, Rio should also be like an anniversary, a key moment for (re)connecting people from the same family, in this case, various stakeholders already involved. The number and the variety of endorsers proves that the declaration is already a success. It is now up to us to build a powerful network of HEI, which are convinced of the need for changes, and to build or reinforce links between initiatives in our schools and universities.

Last, but not least, Rio should be a new trigger for sustainable development beginners to start taking actions. Sharing information, successes and failures, being able to recognise best practices from others, learning how to create and strengthen cooperation should be the new way of leading Universities and Business schools forward.

Without any doubt, The Rio declaration is not THE solution, but it encourages us to ask ourselves the good and necessary questions, to build links between all initiatives, networks and working groups.

**In any case, Rio will be a success if in the next three to five years sustainable development becomes one of the key elements of HEI performance indicators, piloted by institutions, recognised by ranking, integrated by accreditors.**

## Have endorsed the Declaration

### INTERNATIONAL NETWORKS

Association of International Education Administrators (AIEA), The Association of MBAs (AMBA), CEEMAN, CNRD, EFMD, GRLI, The International Association of Universities (IAU), Mediterranean Education Initiative for Environment and Sustainability (MEDIES), The Association of University Leaders for a Sustainable Future (ULSF), The University Twinning and Networking Programme UNITWIN, World Business School Council for Sustainable Business (WBSCSB).

### NATIONAL/REGIONAL ORGANISATIONS

- Africa : African Network of Scientific and Technological (ANSTI), Association of African Business Schools (AABS), Regional Universities Forum for Capacity Building in Agriculture
- Asia/Pacific : Global University Network for Innovation in Asia and the Pacific (GUNI-AP), The Himalayan University Consortium (HUC), The Indian Centre for Environment Education (CEE)
- Australia : Universities Australia and the Australasian Campuses Towards Sustainability (ACTS)
- Europe: The French Conférence des Grandes Ecoles CGE and the Conference of University Presidents, Sustainable Campus initiative (Campus Responsable), The British EAUC.
- North America : The American Association of Community Colleges (AACCC), Association for the advancement of sustainability in higher education (AASHE), Association of Governing Boards of Universities and Colleges AGB, The Hispanic Association of Colleges and Universities HACU
- South America : Network of Educational Innovation for Latin America and the Caribbean (INNOVEOS),

### STUDENT ORGANISATIONS

- FSNSD (French Student Network for Sustainable Development), OIKOS, The Students' European Network for Sustainable Development (SENSD).

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### ABOUT THE AUTHORS

**Jean-Christophe Carteron** is the CSR Director at Euromed Management Marseille. Jean-Christophe co-ordinates the School's CSR strategy, helps to develop research and pedagogical activities on sustainable development and works on leading by example through a more sustainable approach of the campus. Jean-Christophe represents French higher education for the UNCSO in Rio in June 2012 and is a leading actor in three UN Global Compact, PRME and GRLI Working Groups.

**Florent Baarsch** is a student at Euromed Management with a special interest in education and sustainability, assists CSR director Carteron in preparing the conference of Rio+20. He is the former president of the French Student Network for Sustainable Development (REFEDD).

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# From the Best 'in' the World to the Best 'for' the World

Mark Drewell for Planet B Magazine

Eighty years from now we will celebrate the centenary of the first Rio Summit held in 1992. It will be a momentous occasion. Momentous because in all probability, we will have either achieved a global state of social justice in a system which operates within the boundaries of nature, or we will be in the final throws of our own extinction.

I am an optimist, so I think it will be the former scenario and not the latter. My optimism is guided by a sense that we are at the start of a profound revolution in our approach to sustainability.

That revolution heralds the end of the era of incrementalism. For fifty years we have built our approach on the idea that the game is to be better each year than we were last year and to broadly check how we stack up against our peers. This peer analysis has been all consuming at the level of countries, at the level of companies and at the level of individuals.

In the incremental era we asked questions like, "How do companies operate more sustainably as we pursue an agenda of global GDP growth?" Now we are asking, "How do we redesign our economic system to deliver the possibility of nine billion of us living well within the capacity of the natural systems on which we depend for our very existence?"

We are starting to recognise and engage with the fact that we only have one planet to live on.

So in this new era it is not about incremental change, it's about absolutes.

And for companies, long term survival is no longer guaranteed by seeking to be the best in the world.

Thriving in the 21<sup>st</sup> century is about asking how can we be the best for the world?

Going up the scale to countries, the era of absolutes has the potential to transform political discourse. Here, however a health warning is necessary, in that entrenched dominant institutions of power are perhaps the least equipped to change in any systemic transformation, and the nation state represents the most entrenched institutional framework of our time. It is the pinnacle of the system we created in the 20<sup>th</sup> century. This is why at UN gatherings we still have a mindset of negotiation and comparison dominating even the absolutes which confront us such as our relationship with nature. It is at a personal level that the move from striving to be the best in the world to being the best for the world is perhaps the most challenging and the most important.

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In this new era it is  
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change, it's about  
absolutes



The solution lies in the education arena. The good news is that across the world young people are growing up with a deep understanding that our global system operates in contradiction to the goals of social justice and environmental sustainability.

This is creating the conditions for a shift from a society of incremental change to one of boundaries and absolutes. Here are some of the goals we might focus on:

1. All economic processes are closed loops where every waste product in one cycle is an input into another – something nature has been doing for 4 billion years on this planet alone.
2. Every one of us (yes, all seven billion) have a right to live in dignity – a minimum universal global income?
3. Success beyond this baseline is measured by things that really matter to human beings –the quality of relationships, service to others, living in community, meaningful work, learning for the sake of learning and connectedness to nature.
4. All energy comes from renewable sources – not one drop of oil or coal (precious resources for making things for generations to come) is wasted to provide energy to provide light, heat or power.

There are many more such goals. They are all achievable within an economic system the size of our current one. It does not need to get any bigger – it needs to get cleverer.

The new role of the business school is to act on behalf of society to develop a generation of globally responsible

leaders and managers equipped with the knowledge, skills and tools to harness the economic system to deliver the kind of world we would really like to live in (again all seven billion of us).

This is a really exciting time for academics because the research challenge to find answers to how we change individual behavior, organisational performance and the overall economic system to align with what the world really needs from a social and environmental perspective, is immense. Just contemplate the fact that we simply don't know how to run a global financial system which is not predicated on perpetual growth. An extra-ordinary indictment on one hand, but seen positively, an amazing opportunity.

The release of GRLI's 50+20 Vision: Management Education for the World at Rio+20 is, we hope, a contribution from a global partnership of companies and business schools to addressing this challenge in management education. It sets out how this change can happen. We think it's time to drop the incremental approach. It is time to move from a mentality of being the best in the world, to being the best for the world.

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#### ABOUT THE AUTHOR

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# A interview with the Chairman

Global Responsibility interviews Michael Powell

**“If you want something done, ask a busy person to do it.”**

This quote, attributed to Lucille Ball, the much loved star of the 1950's American black and white TV sitcom, “I love Lucy” is something the GRLI's new chair Professor Michael Powell should have printed on his business card. Global responsibility talked to him about his new role.



**A**s Pro-vice Chancellor (Business) and Dean of the Business School at Griffith University in Brisbane, Australia, Michael Powell already had a more-than full agenda when he recently stepped into the hot seat to succeed Pierre Tapie of ESSEC Business School as chair of the GRLI Foundation.

On being asked why he had taken on this role, the ever-thoughtful Powell paused for a moment before saying, *“I think it was because of my strong engagement with GRLI and it's mission for several years. We (Griffith Business School) have been committed to Responsible Leadership development for a number of years now and have been an active partner in GRLI since 2008.”*

A little deeper probing revealed a personal commitment beyond the organizational one: *“Yes, I am very busy with many responsibilities both at Griffith and also with other international initiatives and programs. However, GRLI sits*

*very close to my personal values. The commitment of GRLI to develop globally responsible leadership is even more important than ever following the Global Financial Crisis and the ongoing political and economic instability. Responsible Leadership that is globally informed and concerned about the future of the planet and it's people is crucial to the world's development.”*

Michael cautions against what he describes as the danger in the current circumstances of financial stringency *“that leaders withdraw from global engagement and become more and more xenophobic and concerned only with local priorities.”*

He believes that would be wrong and carries a systemic perspective to back his view: *“That would be a false backward step as we cannot retreat now from a globalized world. We are all in it together, and desperately need sensible, responsible leadership to work through global issues such as migration flows, food security, health and well being.”*

The GRLI has defined globally responsible leadership as involving statesmanship - a commitment to act for the

common good beyond the boundaries of traditional organizational leadership. This resonates with Michael who observes that Griffith Business School joined the GRLI originally as a means of signaling its commitment to the development of globally responsible leaders through its programs, and to undertake research that furthers our understanding of what corporate responsibility involves today. It was a critical part of our positioning as a school with a strategic commitment in this area. By providing active support to GRLI, Griffith has been able to contribute to the development of a wider understanding of the importance of addressing corporate responsibility in business education.

Looking at his role as GRLI Chair, Michael sees two priorities for his two years term. The first is a clear focus on building its sustainable financial Foundation as a platform to expand its reach and impact. The second is to clarify and enhance the value proposition for GRLI to its partners to both attract new partners and also engage and excite current partners. *“In my view, this means we need to develop several ongoing programs or projects that partner schools and companies can engage with actively. Partners, and future partners, are looking for ways to express their commitment to globally responsible leadership and we need to be better at providing them with opportunities and ways of doing so. Strengthening our unique value proposition is my second objective.”*

Communication is another area of focus. *“We at GRLI need to be better at communicating what we are doing, both to our partners and to the broader educational and business communities. This means more frequent communications coming out from GRLI informing partners and others of doing, and finding better vehicles for communicating with future partners. Perhaps this could be a future role for our General Assemblies.”*

As a leader of a large organization Michael is conscious of the need for results. *“There are enough “talk fests” around the world,” he exclaims. “We don’t want to be another! We need to be more action oriented and need to engage our members so that collectively we can make a difference.”*

Reflecting on what makes GRLI different Michael is clear:

*“There are several global organizations that address issues of CSR and sustainability - the UN Global Compact, PRME, and EABIS. We don’t want to clutter a field of action that is quite crowded unless we have something different to offer for partners and the world of education and business. And I believe that we do. We are a partnership organization as opposed to a signatory or membership driven entity. This makes our collective engagement different, and should provide the vehicle for greater engagement in action. And our commitment and focus is also on “responsible leadership” in particular rather than sustainability or business and society in more general terms. Of course, we are concerned about these closely related areas but our clear focus is on developing globally responsible leaders. This is distinctive and is critically important in this day and age.*

*“Our strengths lie in the breadth and reach of our global*

*partnership. This enables us to take a truly global approach to problems and to draw on a wide spread of capability from different countries and continents. Our partners are also passionate and committed to making the world a better place and to the development of responsible leadership.”*

One of the unique features of the GRLI is the partnership between companies and business schools. All business schools that seek to join GRLI are asked to bring a partner business or company in with them as an equal partner. *“This is a strength on which we must build even when it is not easy,”* he comments, going on to observe *“Retaining the interest and commitment of company partners has been a challenge partly because of turnover and change in leadership at partner companies, and partly because the way academics from business schools engage and seek to develop initiatives is different from the more assertive approach of our business partners.”* Michael sees the answer to this emerging as the partnership learns to become more action oriented *“with clear programs that make a difference”.*

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*We are a partnership organization as opposed to a signatory or membership driven entity. This makes our collective engagement different, and should provide the vehicle for greater engagement in action. And our commitment and focus is also on “responsible leadership” in particular rather than sustainability or business and society in more general terms.*

As our interview draws to a close it takes on a more reflective and personal note as we explore what kind of leader Michael sees himself as and how that fits with chairing a global organization with a deep commitment to societal transformation.

*“I believe that I am a person of integrity with a strong set of personal values that accord with those of GRLI. I believe in, and seek to exemplify in my own leadership, fairness and equity, openness, empathy, and hard work. I am change and action oriented but based on thoughtful analysis and consideration. I value consultation and shared or distributed leadership where I am not seen to be, and do not claim to be, the source of all wisdom. I value the leadership of others and I intend to follow that principle as chair of GRLI.”*

Michael also brings a strong commitment to transparent governance. *“The decisions of our Board should be shared and transparent based on a consensus model of decision making. At the same time I am results oriented and want to be clear about what we are trying to achieve and how we plan to do it.”*

Asked for a final message to share with the GRLI Partners and friends, Michael's closing remark is a clarion call to action: *“Our programs must be thoughtful, values-based action that will lead to the development and demonstration of globally responsible leadership.”* around the world.

*“I am excited about the privilege and opportunity to contribute to the important mission of GRLI as chair. I think we can say that never before has globally responsible leadership been so critically important to the future of the planet than right now. That makes the task of GRLI absolutely fundamental to both business schools and businesses, and I am proud to be part of it.”*

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#### ABOUT MICHAEL POWELL

Michael Powell is Professor of Management and Pro Vice Chancellor, Griffith Business School, Griffith University, Queensland, Australia. He was Deputy Dean at the University of Auckland Business School in New Zealand prior to joining Griffith University as Dean of the Griffith Business School in 2005 and was subsequently appointed Pro Vice Chancellor of the Business Group. He led the accreditation process at Griffith Business School, is a member of the Initial Accreditation Committee of AACSB International and Treasurer of the Australian Business Deans Council. He has led the adoption and implementation of a strategic focus on sustainability and corporate responsibility at Griffith Business School over the past several years. He has served as a member of the Board of Trustees of GRLI for the past 3 years. Professor Powell is committed to the development of sustainable businesses, protection of the environment, and responsible leadership.

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
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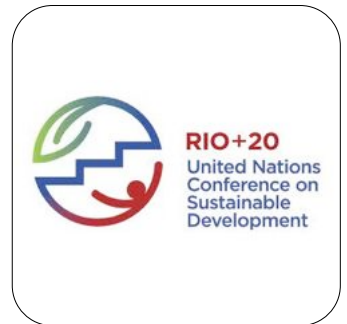
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While many of us have attended several conferences and events, I can assure you've seen nothing quite like this. The upcoming Rio+20 Summit is a massive event that will bring together thousands of individuals committed to sustainable development from around the world to the vibrant city of Rio de Janeiro, Brazil. The city will be hosting not just the Earth Summit itself, but also, a long list of other important events that celebrate, raise awareness and push for change around sustainable development.

It all started in 1992 with the Earth Summit which took place in Rio de Janeiro and brought together 170 governments and 2,400 representatives of NGOs to discuss the growing work being done in the field of sustainable development. The term itself, sustainable development, entered the global lexicon in 1980 through the International Union for the Conservation of Nature World Conservation Strategy and then subsequently defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" in the 1987 Brundtland Report.

The first Earth Summit resulted in a range of agreements and documents that are still important tools today. The Forest Principles, Convention to Combat Desertification; Convention on Biological Diversity; UN Framework Convention on Climate Change (which in turn has led to the Kyoto Protocol); and the Rio Declaration on Environment and Development – that emphasized the coordination of economic and environmental concerns – all came out of the first Earth Summit. Agenda 21, a comprehensive plan of action that was the result of three years of work, to be taken globally, nationally and locally in every area in which there are human impacts on the environment, was also released. Still today Agenda 21 provides a good reference to the topic and inspires local projects around the world. Agenda 21 also recognized nine major groups of civil society through which all citizens could participate in UN activities moving forward. These groups include Business and Industry, Children and Youth, Farmers, Indigenous Peoples, Local Authorities, NGOs, Scientific and Technological Community, Women and Workers and Trade Unions. The UN Commission on Sustainable Development was also created post-Earth Summit to monitor international progress on sustainable development, provide policy



# A preview of Rio + 20

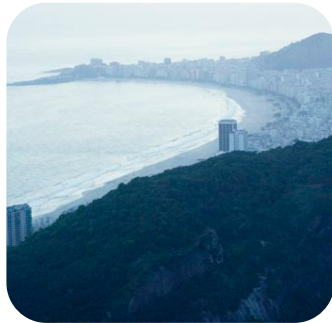
**Giselle Weybrecht**

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Over 130 World Leaders have been confirmed and over 50,000 people are expected to be in Rio...



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direction and coordinate action within the UN system to achieve the goals of Agenda 21.

Ten years later, in 2002, the Rio+10 Conference (also known as the World Summit on Sustainable Development) was held in Johannesburg, South Africa. This event brought together over 20,000 participants and produced the Johannesburg Plan of Implementation aimed at providing further guidance to operationalize sustainable development. One of the significant outcomes of the Rio+10 Conference was the recognition of voluntary partnerships between civil society, government and corporate interests (also known as type 2 partnerships). The summit witnessed the launching of several key initiatives and partnerships on sustainable development that have continued to develop over the past ten years.

Now, in 2012, 20 years after the original Earth Summit, the world comes together once again in Rio de Janeiro to discuss Sustainable Development. June 13-15 will be the third and final preparatory meeting and then the official United Nations Conference on Sustainable Development (Rio+20) will run from June 20 to 22. The preparations for this event have been going on for quite some time (since early 2010) and governments and major groups have been contributing inputs and negotiating on the draft outcome documents. Over 130 World Leaders have been confirmed and over 50,000 people are expected to be in Rio for not just the main Summit but also for a wide range of side events and side conferences organized by the different major groups and governments. The goal is to secure renewed political commitment for sustainable development, assess the progress to date and the

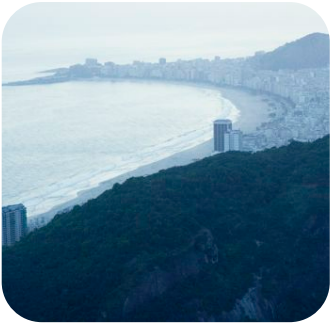
remaining gaps in the implementation of the outcomes of the major summits on sustainable development and address new and emerging challenges.

The Rio+20 Conference will focus on two themes. First it will look at the green economy in the context of sustainable development and poverty eradication, namely how to build a green economy to achieve sustainable development and lift people out of poverty. This includes support for developing countries that will allow them to find a green path for development and also how to improve international coordination for sustainable development. The focus is on the intersection between environment and economy, which was the theme 1992 Earth Summit. Second the conference will look at the institutional framework by exploring a range of proposals for institutional reform to address the challenges of sustainable development. The need to strengthen the Institutional Frameworks for Sustainable Development was incorporated in the 2002 Johannesburg Plan of Implementation, which highlighted the need to enhance the integration of sustainable development in the activities of all relevant UN agencies, programmes and funds and the international financial institutions within their mandates.

Apart from the two main themes the event will also be looking at seven-priority area – jobs, energy, sustainable cities, food security and sustainable agriculture, water, oceans and disaster readiness – that have been highlighted for the event.

Before and after the event the different major groups and a wide range of organizations at Rio+20 Summit will be organizing side events and conferences, exhibitions, presentations, fairs and announcements. The Indigenous Peoples Global Conference on Sustainable Self Determined Development will happen just before the summit as will the Forum on Science, Technology and Innovation for Sustainable Development (11-15 June) and local authorities from around the world will be coming together at the International Council for Local Environmental Initiatives World Congress (14-18 June).

One of the groups that will be active before and during the event is the Business and Industry group. Over 2,000 participants from business are expected to attend the Rio +20 Corporate Sustainable Forum: Innovation and Collaboration for the Future we Want, which will take place on 15-18 June. The Forum "aims to strengthen the business contribution to sustainable development globally – seeking to bring greater scale to responsible business practices to advance and diffuse sustainable innovation and to stimulate broader collaboration between companies, governments, civil society and the UN". This event will inform the proceedings and outcomes of the Rio+20 high-level meetings.



Immediately preceding this event, the 3<sup>rd</sup> Global Forum for Responsible Management Education, the official platform at Rio+20 for management related Higher Education Institutions, will be held 14-15 June. The forum will focus on the role of management education in society for the future we want and how to bring about individual and systemic change within higher education. The event will be highly interactive with a mixture of panel discussions and discussion tables where participants will together discuss and decide where management education needs to go and how we are going to get it there. A range of initiatives will be launched during the forum including the official report of 50+20: Management Education for the World, a collaborative initiative between Principle for Responsible Management Education (PRME), The Globally Responsible Leadership Initiative (GRLI) and the World Business School Council for Sustainable (WBSCS) that seeks to find new ways and opportunities for management and business education to transform and reinvent itself.

Leading up to the summit, Educational Institutions are encouraged to participate in the Higher Education Sustainability Initiative. This initiative calls upon the leaders of international academic community to sign a Declaration of Commitment to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts and engage with and share results through international frameworks. Universities from around 40 countries have already signed the declaration and outlined their commitment to sustainability.

For those not attending the conference, Rio+20 has provided a range of ways to participate from afar. This involves contributing via social media platforms (#futurewewant and @UN\_Rioplus20) and also via their website ([www.unccd2012.org](http://www.unccd2012.org)). There will also be opportunities to contribute to the discussions happening during the Global Forum via the PRME blog at [primetime.prme.org](http://primetime.prme.org).

In 2002 I had the chance to take part in all the preparatory meetings and negotiations as well as the Rio +10 summit itself in Johannesburg. I wore three hats while there, as part of the official Canadian delegation, as a representative of the Youth and Children Major Group and as a member of the official UNESCO delegation. I even had the chance to speak at the plenary. At the time I remember being incredibly nervous but I managed to get my message across; if we want to see change happen we need to educate the next generations. Ten years later the message is the same and there are more and more of us not only shouting it, but also making it happen. In order to bring about true sustainable development we need to educate the next generations to be able to make it happen, from children all the way through secondary education and throughout our lives. But as the business sector has an increasingly important role in society and its ability to move forward in a more sustainable way, training the next generation of business leaders has become crucial to the success of perhaps all sustainability efforts.

Rio+20 provides an opportunity to reinvigorate our efforts and to share this message with the rest of the sustainable development community. Business schools around the world are increasingly recognizing the important role they play and making changes across their programmes and curriculums to ensure that the next generation of graduates become the kinds of managers and business leaders we need for a better future. Rio+20 provides us with a moment to celebrate what we have accomplished so far but also challenges us to keep going because there is a lot more work to be done and perhaps also because the world depends on us.

#### ABOUT THE AUTHOR

**Giselle Weybrecht** is an advisor to GRLI and the author of *The Sustainable MBA: The Manager's Guide to Green Business*. She works with a range of business schools around the topic of sustainability and will be tweeting (@gweybrecht) and blogging ([primetime.unprme.org](http://primetime.unprme.org) and [www.thesustainablemba.com](http://www.thesustainablemba.com)) throughout the summit.

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# Call for papers



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

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

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Research you can use



# BookBridge & The Capability Programme

Martina Knittel

**B**ookbridge is a foundation that collects books and establishes teaching libraries in developing countries. With 150,000 books collected so far, we have been able to open 14 libraries in Mongolia and Cambodia. These efforts have provided 500,000 people with access to education. Bookbridge is working to achieve greater equality in education around the world. By establishing libraries, we create access to education and improve educational quality. The libraries finance themselves by offering courses to local companies. Through an innovative leadership development programme for business executives, we strive to become independent of donations. In this way we can help others to help themselves and support business leaders to develop future leadership skills.

Together with academic partners and leaders from the field of business, civil society, and politics, we have developed and very successfully initiated a leadership programme for business executives.

## Companies and executives face increasing challenges

In a time of increasing globalization and dynamic, complex market development, the innovative strength of a company has become a deciding factor for success. Executives must be able to develop new and innovative business strategies and to successfully implement them in their organizations. To achieve real innovation, instead of relying on "out of the box" solutions, employees must work together across field and departmental boundaries. That is why companies need managers who are ready to work in an international team to develop interdisciplinary solutions. A new form of communication and teamwork are needed for tomorrow's leaders. Process competence, a culture of dialogue, and the ability to complete projects in a network of international partners will determine business success in the future.

As the challenges facing today's companies become more complex and dynamic, the need for executives who can work flexibly and authentically becomes more and more urgent. More than ever, managers must be ready to accept responsibility for themselves and others and to integrate value and meaning in their career lives.



The bookbridge leadership program has turned these challenges into learning goals and developed them into a comprehensive programme with a 360-degree approach.

## Learning Goals

In the Capability Programme, executives and potential leaders learn how to develop and successfully implement innovative business models. They lead innovative and interdisciplinary projects in an international team – a clear opportunity for personal development. They then apply what they have learned in the context of a real Business Impact Project (BIP), turning their knowledge into practical abilities. (see figure 1)

The learning goals of the Capability Programme are divided into four modules based on the Business Impact Project (BIP).

### 1. Global Challenges in Business

- Gain awareness of new challenges for organizations and executives
- Recognize innovation as deciding factor in a company's success
- Identify chances and potential.

### 2. Business Model Innovation

- Understand innovation processes and the implications for companies and management
- Learn a systematic approach to generation, analysis, and implementation of innovative business models according to the Canvas Method
- Create a business model in the context of the Bookbridge Business Impact Project.



Coaching provides a way for participants to develop leadership abilities in a challenging situation and to reflect on their own qualities and skills from a 360-degree perspective. This experience provides a foundation for personal and career growth.

Successful learning takes place on the project, team, and individual levels and is carried over into the business world by the participants. The participants also provide a concrete and lasting social benefit to their Bookbridge Business Impact Project. Their work provides men, women, and children with access to education and therefore to a self-actualized life.

### Programme structure

The Capability Programme lasts six months and is divided into seven phases. The programme can be completed while working, as it is comprised of seminars and virtual teamwork.



### 3. Process management

- Successfully lead an integrated project and innovation process.
- Leading projects in an international context
- Learn integrative methods of leading projects with a diverse team
- Learn methods of virtual teamwork
- Apply these methods in the Bookbridge Business Impact Project.

### 4. International Leadership

- Develop an understanding of different leadership styles
- Develop collective leadership abilities: dialogue, reflexivity, integration and authenticity
- Begin an individual leadership journey with personal coaching
- Reflect on the experience in the Bookbridge Business Impact Project together with their coach.

### Business Impact Project (BIP)

The Business Impact Project presents participants with the challenge to conceptualize and build a learning center for a community in Cambodia. The special challenge: as a social business, the learning center should be financially self-supporting within one year. Participating on a real project with an international team enables participants to directly apply their learning in the field, to gain practical experience, and to develop concrete skills and abilities. When implementing the project on location, the participants will face project-specific challenges that sharpen their understanding of the complexity of successful teamwork, enable them to develop creative solutions, and to work together in highly diverse teams.

Our experiences have proved that our leadership programme provides an enormous value to all participants. Executives gain new abilities to shape the future of their companies; in a holistic and integrated programme, they learn real-life capabilities instead of just theoretical knowledge. Our learning centers become functioning social enterprises that provide long-term social value. Together, we work towards our vision of worldwide educational equality and create bridges between people, cultures, and sectors. And as an organization, Bookbridge is moving towards financial independence by supporting social entrepreneurship in Europe and in countries where it is most needed.

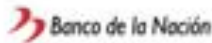
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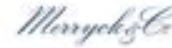
**Martina Knittel** is a sociologist and has worked for many years in development education. She gained practical experience working in southern Africa before leading, in recent years, seminars and workshops on topics including sustainability in the economic context, social business, and sustainable leadership. At Bookbridge she is responsible for the collaboration with companies and for the development of the Capability Program.  
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# The GRII Global Partnership





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# Globally Responsible Leadership Initiative

*developing a next generation of globally responsible leaders*

## **ABOUT Globally Responsible Leadership Initiative ([www.grli.org](http://www.grli.org))**

The Globally Responsible Leadership Initiative (GRLI) is a worldwide partnership of companies and business schools/learning organisations working together in a laboratory of change to develop a next generation of globally responsible leaders. The GRLI engages in thought leadership, advocacy and projects to achieve measurable impact. Founded in 2004 by EFMD and the UN Global Compact, today it comprises 74 partner (member) organisations who join based on their commitment to transforming leadership development. It is a member organization, a foundation, an advanced laboratory and a movement.

Over the past years the GRLI has developed the concept of global responsibility as a higher order of responsibility beyond CSR and catalysed the creation of two new academic journals (*Journal of Global Responsibility* and *The Sustainability, Accounting, Management and Policy Journal*). It's current work includes a framework to measure global responsibility (The GRID) which has been successfully tested in a number of organisations.

Current projects and activities include faculty development, the establishment of a worldwide network of local Councils for Leadership, Business Summits, Academic Conferences, research into the Corporation of the 21<sup>st</sup> Century, a young ambassadors programme, blueprinting the business school of the 21<sup>st</sup> century (Rio 50 + 20 Management Education for the World). The GRLI meets twice per year in General Assemblies hosted by a member partner.

## **The GRLI is Sponsored by**



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

**GRLI Foundation**

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