

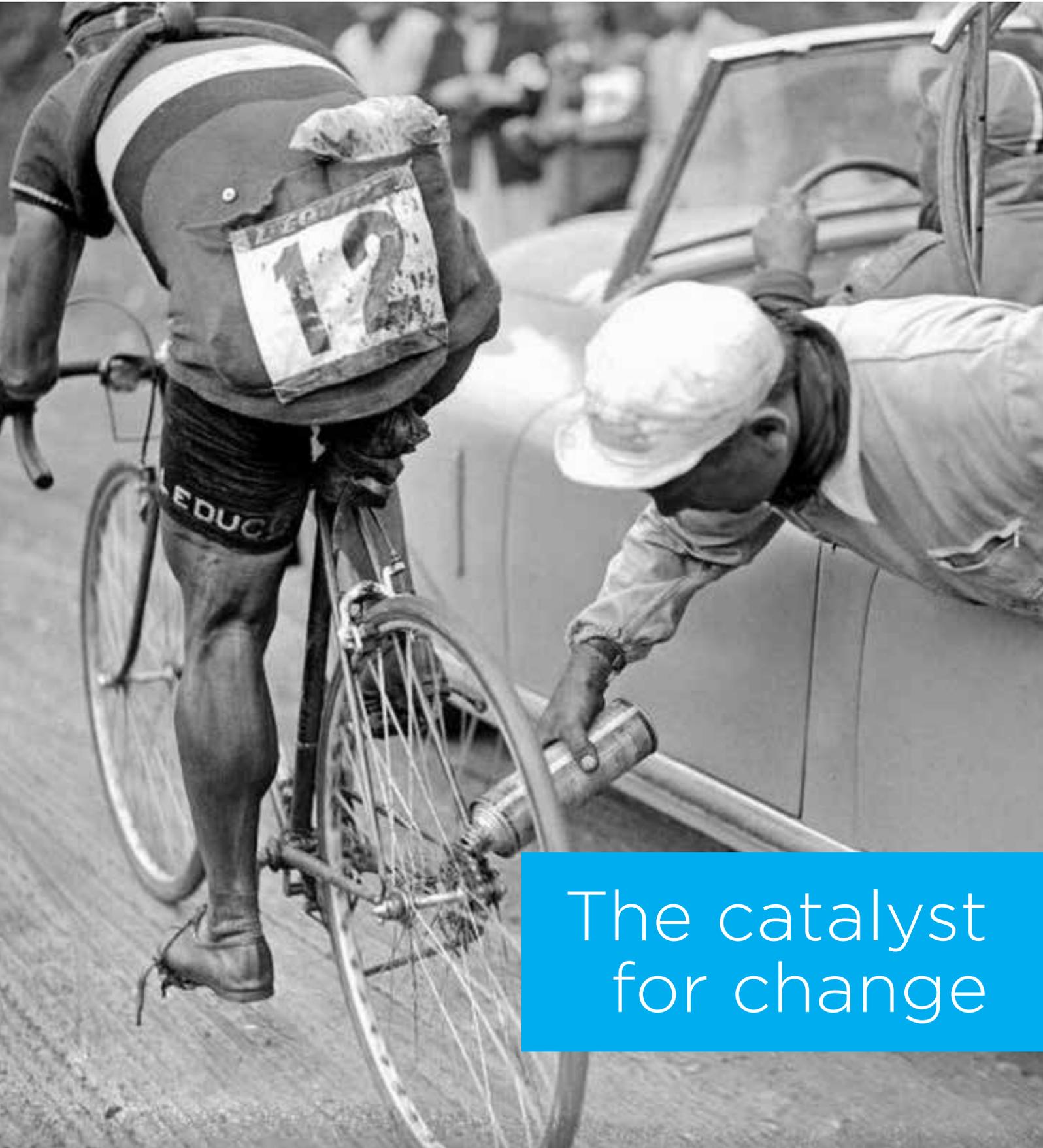
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# Global Responsibility



GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE

The GRLI Partner Magazine  
No 13 | 2015



The catalyst  
for change

# 2016 GRLI All Gathering Momentum (AGM)

17 – 19 October 2016  
Kemmy Business School,  
University of Limerick, Ireland

## Mé, Sinn, Go Léir

“I, We, All of Us”, as depicted here in ancient Ogham script, conveys the sustainability lesson that sufficiency is actually abundance; that enough is plenty.

Partners, Members, Associates and Friends of the GRLI are invited to join the annual GRLI AGM to connect and reconnect with each other, the vision and mission of the GRLI, and the activities that support and promote the development of Global Responsibility.

The programme includes our annual “All Gathering Momentum” meeting, several project workshops, a Collaboratory on Catalysing Responsible Leadership and a reflective learning journey focussed on social and environmental responsibility.

Fees & registration applicable.

[www.grlI.org/event/2016-agm/](http://www.grlI.org/event/2016-agm/)





**GLOBALLY RESPONSIBLE LEADERSHIP  
INITIATIVE**



# On global responsibility

Fulfilling the GRLI's mission requires individuals and organisations willing and able to take initiative on behalf of all of us - on behalf of the systems within which we operate. Catalysts and catalytic actions are the focus of this issue of *Global Responsibility* magazine.

A catalyst, as I recall from high school chemistry, is a substance typically used to increase the rate of a reaction. Catalysts find and bridge alternate pathways between reactants allowing the rate of reaction to accelerate without consuming the catalyst in the process. Therefore, only a small amount of a particular catalyst is able to transform and produce a much larger volume of product.

In this issue you will meet a number of GRLI Associates that are catalysts in their own right: Karen Blakeley (University of Winchester), Pierre Tapie (Paxter), Mary Watson (The New School) and Carol Adams (Durham University). In keeping with this theme Asher Alkoby (Ted Rogers School of Management) reflects on Whole Person Learning and Teaching, whilst Mark Reno and his colleagues at Ivey Business School highlights the relevance of Character in the context of developing Responsible Leadership.

Two organisations with a strong social purpose are featured in this issue including EUCLID University and Kemmy Business School (Ireland). Kemmy will also host the 2016 GRLI AGM so mark you calendars if you have not done so yet!

Liliana Petrella and Dagna Rupieta presents an overview of the highlights from 2015 and shares plans for developing a GRLI community

timeline. The Aim2Flourish and Workplace of Tomorrow initiatives also feature in this issue, along with the transcript of Julia Christensen Hughes's inspiring message delivered to the UN General Assembly in June.

We hope that you enjoy this packed issue of Global Responsibility magazine and we look forward to further collaboration, innovation and transformation in 2016.

Have a blessed festive season and a Happy New Year!



**John North**  
*Managing Director*  
*GRLI Foundation*

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# Catalysing Global Responsibility: Past, Present & Future

Liliana Petrella & Dagna Rupieta

The GRLI has been on the journey of catalysing responsible leadership and systematic change for more than 10 years. The support centre initiated a project to highlight some of the key moments and developments since the inception of the GRLI and provides a snapshot of 2015 as a small preview of the GRLI timeline project.



*Tom Robinson, President and CEO of AACSB International and John North, Managing Director of GRLI at ICAM 2015*

## January 2015

### EFMD Deans & Directors 2015 - Global Responsibility Event - Barcelona, Spain

By convening a critical discussion on the alignment of responsible management education initiatives, the GRLI took a necessary first step towards positioning the global management education ecosystem as pro-active partner to business and society insofar as ensuring globally responsible progress is concerned. The event was hosted and facilitated by the GRLI, and the panel involved senior representatives from AACSB International, EFMD, ABIS and PRME.

## February 2015

### AACSB Deans Conference and Responsible Management Education - San Diego, USA

The Responsible Management Education event at AACSB's 2015 Deans conference centered around the issue of research and specifically the assessment of quality of research in the field. The meeting was facilitated by the GRLI to cover a number of in depth discussions. Participants agreed on the need for a balanced portfolio of methods and approaches when fostering and evaluating the quality of research into ethics, sustainability and responsible leadership.

## March 2015

Issue number 12 of Global Responsibility Magazine was published with contributions from Claire Sommer, Audrey Birt, Nick Ellerby, Cathy Neligan, Carol Adams and Ben van der Merwe. Topics included the Flourish Prizes, 7 Principles to Shape the Workplace of Tomorrow, Encouraging Research that makes a difference to the relationship between Organisations, Society and the Environment, and a philosophical reflection on the signifier of "responsible" in "responsible leadership".

## April 2015

### AACSB's ICAM 2015 and Responsible Management Education Affinity Group - Tampa, Florida, USA

The GRLI and PRME teamed up to facilitate the newly named Responsible Management Education Affinity group. Followed by GRLI and PRME presentations, four schools shared their learning and experience around integrating ethics, sustainability and responsible leadership within curricula, as well as strategies to help faculty do quality research in these area.

## May 2015

### Towards Sustainable Enterprise models with GOLDEN - Paris, France

The GRLI participated in GOLDEN's Annual Workshop held in partnership with Research Centre for Society and Organizations (SnO) at HEC Paris. The workshop provided a platform for in-depth business-academia dialogues on topics related to sustainability involving senior business representatives from Nike, Siemens, Danone, Pfizer as well as GRLI partner and investment holding company Yellowwoods Capital.

### The Prince's Accounting for Sustainability Project (A4S) event - London, UK

The event was hosted by London Business School and addressed by His Royal Highness The Prince of Wales who encouraged business schools to incorporate accounting for sustainability in their MBA and research programmes. The meeting considered the implications of the current challenges threatening the global economy. With reference to the business school ranking systems and role of mainstream academic journals, the GRLI along with EFMD and AACSB representatives in attendance highlighted some of the barriers to embedding sustainability into accounting and finance research and teaching within business schools.



## June 2015

### Innovation Cohort Conversation Starter - Brussels, Belgium

In order to kickstart the next cohort and set the outline agenda for its work, the GRLI convened a "Conversation Starter" meeting involving ten Deans and Associate Deans from internationally renowned business schools. The meeting held in Brussels helped explore potential synergies between their individual and institutional initiatives aimed at developing global responsibility in and through management education. As a result the 2016 Innovation Cohort delivery and pricing model has been refined.

### Whole Person Learning (WPL) workshop at EFMD Annual Conference - Brussels, Belgium

This interactive workshop was presented by Claire Maxwell – Chair of the GRLI Guardian Group and Co-Director of the Oasis School of Human Relations. WPL calls for dialogue, communication, and active participation. In that sense, learning becomes a joint venture to develop different approaches to new concerns. The session was very well attended and provided a participative journey into bringing a WPL approach to a University for Astronautical and Aeronautical students in China.

### The GRLI 2015 AGM - New York City, USA

The opening of GRLI's annual gathering was marked by the "All Gathering Momentum" meeting hosted at The New School and attended by more than 60 Partners, Members, Associates and prospective members. The working meetings on the second day included a prototype of a student-facilitated Faculty Development workshop, refinements to AIM2Flourish which was launched later that same week, and updates on the Workplace of Tomorrow and Sustainability Literacy Test initiatives - both of which are going from strength to strength. There were also new initiatives proposed on shaping business leadership in Africa and mapping the ecosystem of responsible management education initiatives. Finally the AGM served as launchpad for the GRLI's full participation in the PRME Global Forum later that same week.

### Launch of AIM2Flourish - New York City, USA

The Flourish Prizes are a student-driven initiative at management schools globally using the UN's new Sustainable Development Goals as a lens to discover and report on radical innovations. The stories will become nominations for the inaugural Flourish Prizes to be awarded in 2017. The GRLI together with business students and professors from 19 countries, gathered in New York City for the launch of the Flourish Prizes for Business as an Agent of World Benefit.



## The 2015 Global Forum for Responsible Management Education - New York City, USA

The GRLI Board Members and Partners played a key role in PRME's main 2015 gathering. Pierre Tapie delivered a key-note presentation and Katrin Muff lead the visioning process on both mornings as well as a guided meditation for the more than 400 participants. The framing of the event's participant guide was based on the GRLI's "Me, We, All of Us" positioning of global responsibility, whilst roundtable discussions were facilitated using the 50+20 Collaboratory methodology. As a result of the 2015 Global Forum, a Responsible Management Education Outcomes Declaration was published and announced in the UN General Assembly the next morning, where GRLI Partner and Guardian group member Julia Christensen-Hughes also delivered a speech to the UN General Assembly.

## September 2015

### Academic Community Action in Response to the Refugee Crisis - Global

The GRLI partnership initiated the development and distribution of an urgent call to business schools and management-related higher education institutions (HEIs) to respond to the ongoing refugee crisis. With the support of PRME the initiative was scaled and aligned to the UNGC's Business Action Pledge.

## October 2015

### Catalysing #GlobalEdAlliance and handover of COP21 Open Letter - Paris, France

COP21 Secretary-General, Pierre-Henri Guignard, was presented with an Open Letter at UNESCO Headquarters in Paris, on behalf of a global alliance of networks and associations representing more than 6000 universities and colleges worldwide. The Open Letter was handed over by representatives of an informal global alliance coordinated by the GRLI, EAUC and HESI. Tertiary and higher education sustainability and student networks and associations on every continent signed the letter calling on COP21 Ministers and negotiators to strengthen the research and education role that universities and colleges play in finding and implementing solutions towards climate change mitigation and adaptation, and placing it in the context of addressing wider issues of sustainability, including social and economic policies and practices.

#### Visit:

[cop21.grii.org](http://cop21.grii.org) for #GlobalEdAlliance letter and signatories

### Responsible Leadership Collaboratory - ILA 2015 - Barcelona, Spain

A number of GRLI Partners and Associates took the initiative to arrange a Collaboratory on Responsible Leadership as a pre-conference session to the International Leadership Association (ILA) 2015 Annual Conference taking place in Barcelona on 14-17 October. The interactive workshop was designed to give participants the opportunity to engage with responsible leadership in the context of a complex, international, multi-generational and multi-cultural world.

The collaboratory was supported by a group of experienced international facilitators including several GRLI Associates Steve Kempster (Lancaster University), Karen Blakeley (Winchester Business School), Anne Murphy (Lancaster University) and Jonathan Gosling.

## December 2015

### COP21 Collaboratory - Paris, France

Building on the momentum and awareness of the COP21 Open Letter handed over in Paris on 14th October, the GRLI as co-convenor of a global education alliance, facilitated an open Collaboratory at the UNESCO stand at COP21.



### About the Authors

*Liliana Petrella joined EFMD in 1971 and has since been participating in extensive cross-continental projects. As a professional network and project manager she was the driving force behind EFMD's development department and in charge of several successful projects including the establishment of the China-Europe International Business School (CEIBS) and the launch of the Globally Responsible Leadership Initiative (GRLI) under the auspices of EFMD and the United Nations Global Compact. She is currently serving as Governance Manager of GRLI and is based in Brussels.*



*Dagna Rupieta is a project manager with experience in social media currently coordinating operations and communications at the GRLI. Specialised in teaching methodology, quality assurance and accreditation, she has worked across continents in the educational sector, including teaching in an orphanage in Johannesburg, South Africa. Fluent in 3 languages and passionate about conflict resolution, development and ethics, she holds an MPhil in International Peace Studies from Trinity College Dublin following a BA in Applied Languages from the Maria Cure-Sklodowska University in Lublin, Poland. After 10 years of international exposure, she has recently relocated back to her home country, Poland, where she also blogs about domestic and international child adoption.*

# Responsible Management Education at UNGC+15

Julia Christensen Hughes



Julia Christensen Hughes' address to the UN General Assembly in June highlighted the need for inter-disciplinary transformation towards sustainable leadership and urged for continued commitment to this goal, alongside continued re-shaping of business as usual.

Excellencies, inspiring and thoughtful fellow speakers, ladies and gentlemen. It is my honour to address you today on behalf of the over 300 participants - academics, students, accrediting body representatives and corporate leaders - who gathered in New York City this week for the 6th assembly of the Global Compact's Principles for Responsible Management Education initiative. For those of you who might not be aware, PRME (or Prime) was launched in 2007 as a partnership between the UN's Global Compact, management educators, and higher education institutions, along with input and support from other notable groups, such as the Globally Responsible Leadership Initiative (GRLI).

Over the past eight years, much has been achieved as is highlighted in the outcomes declaration that was impressively produced by the end of our conference, by the PRME secretariat, under the direction of Jonas Haertle. As you heard from the Secretary General, currently more than 600 educational institutions from over 80 countries are PRME signatories. They are required to report, every two years, on the progress they are making towards the 6 PRME principles. They do this through curriculum innovation, conducting research with positive social impact and engaging authentically with community partners in joint-initiatives. Resources concerning anti-corruption, gender equality, poverty reduction, cases on ground-breaking corporate innovation, and even a global sustainability literacy test are being developed by PRME champions and working groups.

As I reflected on the progress being reported, I couldn't help but recall a New York Times article, published 45 years ago. The author was Nobel Laureate Milton Friedman and the article was entitled "The Social Responsibility of Business is to Increase its Profits." Here, Friedman famously defined social responsibility as a "fundamentally subversive doctrine." He was arguing for the singular primacy of the shareholder (as long as business operates "within the rules of the game"). But what are the rules and who gets to set them? It is the un-nuanced interpretation of Friedman's doctrine that is now being challenged, as reflected in the Global Compact video shown at the beginning of today's Assembly. In our profoundly complex, inter-connected world, new models of business are essential. This is what is being challenged today. Now it may be that Friedman was misunderstood given the 45 years that have passed. After all, it is business that makes it possible for families and communities to be self-determining.

As a business school dean, I often share that I am unapologetically pro-business. But that statement comes with important caveats – caveats that the previous speakers have spoken so passionately about. Business with integrity. Business that takes a long-term view. Business that embraces a triple bottom line – profits, people and planet. Today we are struggling with this notion of sustainability and trying to incorporate in all what we do.

During the PRME conference it was said that we are experiencing a paradigm shift – a tipping point. That this will be a “break-through decade” for how business is both conducted and taught. And there are signs that this is indeed occurring. Today PRME signatories are teaching courses in ethics, sustainability, leadership, entrepreneurship and conflict resolution. But it is not just what we teach that is being transformed. It is also how we teach and where our students learn. We are redesigning our classrooms to facilitate collaborate problem solving. Student are learning in the community and participating in social enterprise. They are raising money for homeless youth and supporting micro-loans for women entrepreneurs in the developing world. Companies and individual business leaders are supporting our efforts through guest lectures, live case studies, mentorship programs, and co-op placements.

While these examples should absolutely be considered noteworthy achievements, we still have a way to go for responsible management education to become mainstream. Thus, at the close of our conference we agreed to deepen our commitment to the UN’s development goals, individually and collectively. But we can’t do it alone. We need your help.

To senior university leaders and government officials, we need you to support the innovation that is underway, help us champion new models of collaboration and inter-disciplinarity within the academy. Also, help us challenge international business school rankings that place undue

emphasis on the salary increases of our graduates.

To our sister institutions within the Global Compact, we ask that you enhance your partnerships with PRME signatories and help us send the message that the knowledge and skills you require of university graduates has profoundly changed. Let us work together on the definition and achievement of these essential learning outcomes.

To our faculty, continue to innovate and collaborate. We need PRME embedded across the curriculum. We need research that truly makes a difference in the world. As Unilever’s CEO just shared, we need to be disruptive and bold.

To our students, we need you to continue to push for change. Choose your courses and your institutions wisely. Vote with your feet. Complete your course evaluations. Let your voices be heard.

To my fellow Deans, let us create the cultures, academic communities, and aligned systems in which all of this might thrive.

Ladies and gentlemen, on behalf of the PRME initiative, we look forward to working with you in the months and years ahead – so that our business schools are well-positioned to develop the sustainable leaders that the world so badly needs.

Thank you.



### About the Author

*Julia Christensen Hughes is Dean of the College of Business and Economics, University of Guelph since May 2009 and previously the Chair of the Department of Management. She devotes her time to helping improve organizational effectiveness through a strategic approach to human resources management; and to change within higher education for improved quality of teaching and learning. Julia is both a keynote speaker and an academic with her work on academic integrity receiving global recognition.*

# Character is Critical

## Part 1

Mark Reno, Jeffrey Gandz, Mary Crossan, and Gerard Seijts – Ivey Business School, Western University, Ontario, Canada

Human character is essentially conditional to the transformation of management education in the quest towards globally responsible leadership, and the new roles of management education in fulfilment of this transformation. But what does human character mean in this context?

The 50+20 Agenda prescribes a vision for the transformation of management education, from promoting the aim of being the best in the world to that of creating and leading businesses that are the best for the world. This requires three new roles for management education. Firstly, management education must be refocused to ensure that we develop globally responsible leaders. Secondly, management research must become much more applied, with the clear purpose of enabling business organizations to address challenging problems in serving the common good. Thirdly, management educators must engage in this transformation of business via a collaborative approach – an open, ongoing process of action learning and research in partnership with practitioners.

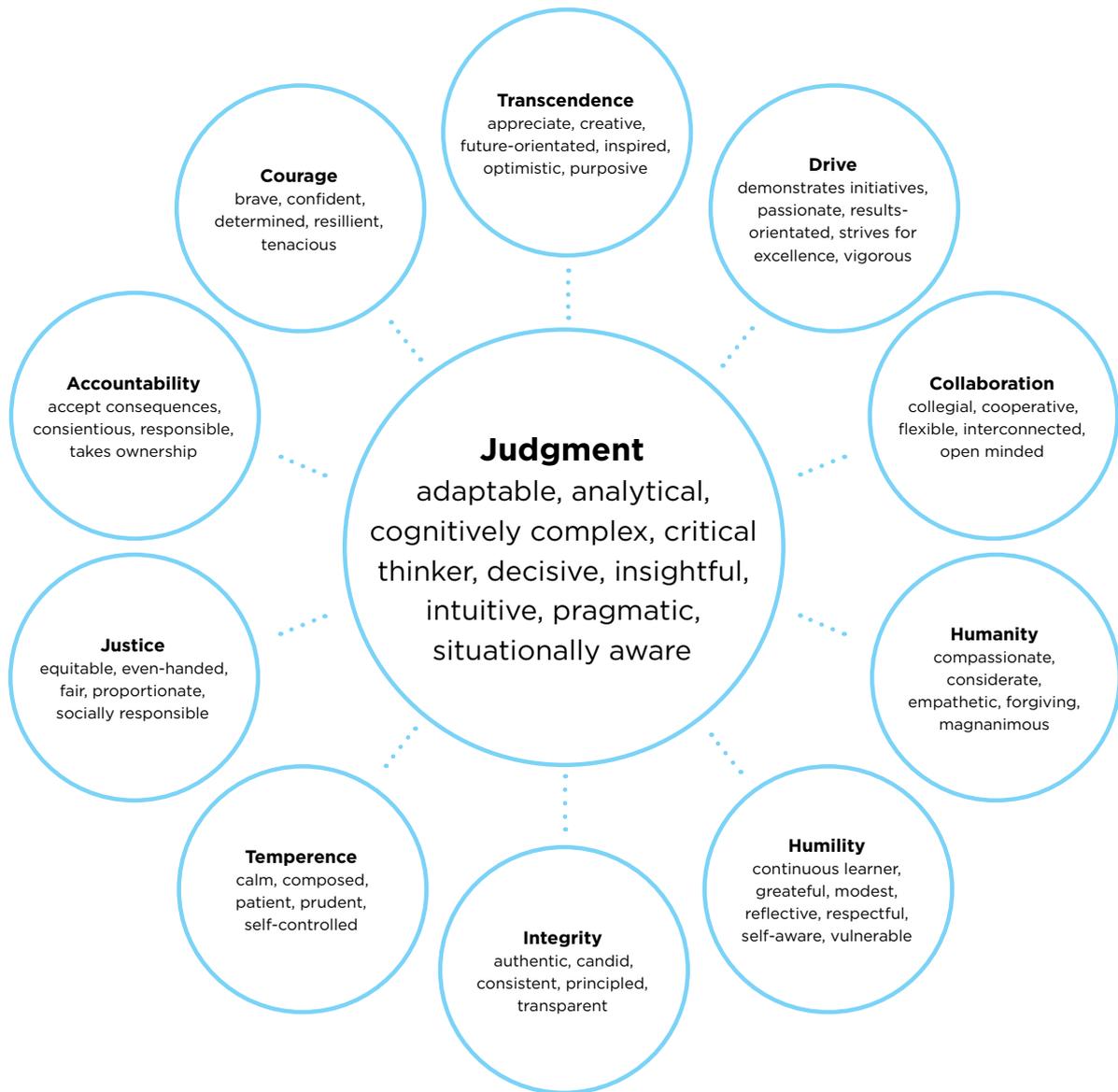
This first new role for management education is especially important. If we cannot develop management professionals with real potential to be globally responsible leaders, the other roles will simply not gain traction. Developing competencies alone is insufficient, as commitment and character is also required. Competencies do matter as they define what people are capable of doing. Commitment counts as it reflects what people value and the extent to which they aspire to the hard work of leadership, how engaged they are in their roles, and how prepared they are to make the sacrifices necessary to succeed. But above all, character is critical.

Character determines whether and how people use the competencies they have to pursue and achieve their commitments.

Developing the competencies, commitment and character required for globally responsible leadership is a profound challenge for management education. Business schools are almost exclusively focused on developing management competencies. In this respect, most emphasize analytic, task-oriented, management competencies and not the social, relations-oriented competencies essential to effective leadership. Moreover, only a minority of business schools offer a mandatory business ethics course, to help cultivate mature ethical commitments and decision-making skills. However, developing leadership character is arguably the most critical, the least understood, and the most poorly done, of these “three C’s”.

We do not place the blame for this shortcoming squarely on the shoulders of management educators. “Character”, it seems, is a complex construct - even a loaded word - that often carries with it particular schools of philosophical, ethical, psychological or managerial thought. The formal language of character has become complicated and inaccessible to those unversed in philosophy, ethics, and advanced psychological theories. Consequently, it is difficult to specify, develop, and measure (however imperfectly), the values, beliefs, dispositions, and behaviours associated with desirable qualities of character. Thus we tend to avoid talking about character in the workplace and in management education.

It does not have to be this way. Recent research conducted at Ivey Business School helps bring greater clarity to the nature of “good character” in leadership, and its central importance to globally responsible leadership.



**Figure 1**  
*The 11 dimensions and descriptions of “good character”*

We were made conscious of the important role of character in business leadership and governance when we conducted exploratory qualitative research into the causes of the 2008 financial industry meltdown and the consequent global recession. In our in-depth discussions with over 300 business leaders on three continents, participants identified character defects as being at the epicenter of the meltdown. Additionally, the participants identified leadership character strengths as key factors that distinguished the

companies that survived or prospered during the meltdown from those that failed or were badly damaged.

This set us on the path of determining what “good character” in business leadership is, how it is expressed, how it impacts business, and how leadership character can be developed. Through extensive ongoing research over the ensuing years, we have identified and validated 11 dimensions of “good character”, consisting

of integrity, humility, courage, humanity, drive, accountability, temperance, justice, collaboration, transcendence and judgment. Figure 1 presents these 11 dimensions, and their illustrative sets of descriptive elements.

This framework (See fig. 1) is unique in that it integrates age-old character concepts from virtue ethics with more contemporary thinking from the fields of moral and positive psychology, sociology, anthropology, evolutionary biology, management and leadership. The development of this framework and the wording of these dimensions were heavily influenced by the executive and board-level participants in our research to ensure that we had identified character dimensions and elements that are most relevant to, and in the language of, practicing business leaders.

We propose that these very same character dimensions and elements are central to globally responsible leadership. In the next article of this series we discuss each of these dimensions, and describe some of their important connections with globally responsible leadership.

In part 2 of this article which appears in the Issue 14 of Global Responsibility magazine we discuss the dimensions of character and their connections with globally responsible leadership.

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Figure 1: Seijts, Gandz, Crossan & Reno. 2014. Character Matters: Character Dimensions Impact On Leader Performance and Outcomes. *Organizational Dynamics*. 44, 65-74.



## About the Authors

*The authors are all at the Ivey Business School at Western University in London, Ontario, Canada.*

*Mark Reno, Ph.D. (Toronto) is an associate of the Globally Responsible Leadership Initiative, and an Executive In Residence at the Ian O. Ihnatowycz Institute for Leadership.*

*Jeffrey Gandz, Ph.D. (York) is Professor Emeritus of Business, Economics and Public Policy.*

*Mary Crossan, Ph.D. (Western) is a Distinguished University Professor and Professor of General Management.*

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# AIM2Flourish

## One year on

Claire Sommer



Gripped by the design session at the 2014 *Global Forum for Business as an Agent for World Benefit*, Claire Sommer stepped on board the AIM2Flourish volunteer team in October 2014. A year later, as part of the fast emerging global movement of business transformation towards a better world, she extends an open invitation to anyone interested in doing the same.

In October 2014, I went to the Global Forum at Case Western Reserve University in Cleveland, Ohio as a reporter. Out of the packed breakout schedule, I picked the “Showcasing Business as an Agent of World Benefit (BAWB)” mini-design session, mostly because I thought my editor would like it.

I could not have imagined that 12 months later I would be working with full-time passion for the AIM2Flourish global learning initiative to help transform business’ role in society, in partnership with the GRLI and professors around the world.

There in Cleveland, Professor David Cooperrider told the 70 or so of us in the room about his vision of business as a force for good. He invited us to imagine ways to showcase, recognize, and celebrate business’ contributions towards a better world. All too quickly, the two-day session ended with an audacious invitation from Jonas Haertle, UN PRME Secretariat, to present the project’s next steps in June at the UN PRME Global Forum. When I returned home, I emailed Roberta Baskin, AIM2Flourish’s executive director, saying, “Whatever this is, I want in.” We started working together that week, along with Joe Kane, another passionate volunteer and now our AIM2Flourish Community Catalyst.

Since then, our project’s sails have caught the winds of the emerging global movement to

transform business for a world that works for all. Working with a volunteer team on 5 continents, we launched our pilot early this year with 24 business school professors in 19 countries. We invited them to send their students out of the classroom to find outstanding innovations in businesses, with the UN Global Goals for Sustainable Development as a lens and Appreciative Inquiry as a guide.

At the same time, our technology partner, Purposeful Networks, built a dynamic website called AIM2Flourish to showcase the students’ stories in time for June’s events in New York City. The very first people who saw the AIM2Flourish global learning platform outside of our small team were the warm welcoming group we met at the GRLI AGM 2015. Sybille Schiffman, Entrepreneur in Residence with the Plymouth Business School, in particular gave us encouraging feedback and identified the opportunity of AIM2Flourish to support paradigm-shifting learning experiences and relationships.

At the UN PRME workshop the next day her insight proved to be spot on, when our trailblazer students from France and China told us that it was a transformative experience to hear and see first-hand what business innovators can do to improve our world. They shared how this assignment let them see themselves becoming these kinds of leaders when they graduate.

Professor Amelia Naim of IPMI International Business School in Jakarta, Indonesia, reflected on the experience of her students, saying, “The idea of the project itself, the flourishing idea, really touched their hearts, and makes them really look at the subject, not as a matter of passing the grades or not, but more like ‘Ah, this is my calling!’”

This semester more business school professors are offering the AIM2Flourish initiative to their students, with some schools adding it to their core curriculum requirements. As of 4 October, there



*Professors from four continents at AIM2Flourish's launch in June 2015, including GRLI Associate Isabel Rimanoczy, far left.*

are 943 students in 20-plus countries seeking out hundreds of new, untold stories of business innovations for good. We're on track for our June 2016 stretch goals to work with 200 professors in 50 countries, encouraging 1,000 students to submit 750 high-quality business innovation stories.

We started out this year thinking of how to use prizes and recognition as motivation. Surprisingly, the most important thing we've learned is that the experience itself is a fulfilling reward. For students it is invaluable to have one-to-one conversations and relationships with business leaders outside of the classroom. For business leaders it is about sharing their stories with an appreciative listener and meeting promising high-potential students. Our professors like how AIM2Flourish fits into their classroom plans as an action-learning opportunity. Synchronistically, a recent New York Times article entitled "The Folly of Big Science Awards" backs up our experience that big prizes rewarding few is not what the world needs or wants. Now, we're looking ahead to the next Global Forum on June 14-16, 2017 where the theme will be "Celebrating Flourishing Enterprise." That's where we will honor the most flourishing innovations that our students discover, and give the innovators a chance to "pay it forward" by sharing their experiences.

Please sign up at [AIM2Flourish.com](http://AIM2Flourish.com), so you can "like" and comment on the growing collection of stories. We also invite you to share "Sightings" of corporate innovations to inspire business students

to research and write about. As Appreciative Inquiry teaches us, "words create worlds". We are grateful for support and guidance from our GRLI colleagues, especially John North, Isabel Rimanoczy, and Dagna Rupietta, to help these new worlds emerge.

We'd love to work with you and your higher education institution or business.



### About the Author

*Claire Sommer is AIM2Flourish's communications director. Fifteen years ago, she saw wild orcas off the coast of British Columbia and quit her job to go sea kayaking. Since 1999, her business writing consultancy, Kayak Media, helped Fortune 500 companies tell their stories. In recent years, Claire's work centered on sustainability writing and helping sustainable businesses grow.*

*Claire believes in a bluer, greener world for all of us. Reach her at [claire@aim2flourish.com](mailto:claire@aim2flourish.com) and on Twitter at [@KayakMediaTweet](https://twitter.com/KayakMediaTweet) and [@AIM2Flourish](https://twitter.com/AIM2Flourish). She lives and gardens in New Jersey, USA with her husband Geoff.*

# Towards the workplace of tomorrow

Kerron Cross

What will the Workplace of Tomorrow look like if people and planet really matter? One of the pioneering partners of the Globally Responsible Leadership Initiative is asking this very question, framing the principles and paradoxes of the future workplace.

In 2004, the Oasis School of Human Relations was initiating partners in a global inquiry, founded by the (then) European Foundation for Management Development and supported by the UN Global Compact, into how to develop the next generation of globally responsible leaders. In 2009 Oasis began speaking to key business leaders and influencers from across the UK to see what the Workplace of Tomorrow needs to look like. This work engaged people globally and influenced organisations over the next four years. The question was asked again in 2014 and the initial findings of this research were published earlier this year, then subsequently presented to the GRLI sessions in New York in June 2015. The research set out seven principles and thirteen paradoxes that define the modern world of work.

## The principles

- Connect people with their passion, their purpose and their planet
- From leadership to leaderful
- Create authentic organisations
- Approach complexity with inquiry
- Pattern hope to help the future emerge
- Develop relational innovations
- Trust more, control less

## The paradoxes

- Technology both connector and isolator
- Simplicity and complexity
- More with less
- Information, communication and wisdom
- Growth and sustainability
- Global and local
- Health and wellbeing

- Willingness and willpower
- Demography: valuing youth and experience
- Knowing and uncertainty
- Control, creativity and humanity
- Walking the talk
- Growth of extreme wealth alongside the growth in poverty

Working with organisations from a variety of sectors, these principles and paradoxes are helping catalyse discussions and decisions to ensure more globally responsible and sustainable choices can be made.

The Workplace of Tomorrow approach to engagement seeks to encourage leaderful behaviour across all aspects of an organisation, rather than leadership skills in a select few at the top of an organisation.

For example, a key partner in the research were iconic UK company Bettys and Taylors, who are also partners in the GRLI. Their engagement with their own emerging principles saw them moving away from a traditional hierarchical structure to a flatter model where more people are engaged and called upon to share ideas. Expertise and responsibility can help reinvigorate businesses, encouraging them to be more open and authentic in their practices. The experience of Bettys and Taylors helped confirm that the principles could be implemented successfully in practice. Since the launch of the findings of the initial stage of Workplace of Tomorrow, the research focus has expanded to consider wider emerging questions faced by organisations, questions that go beyond the cultural and workplace originally considered.

New business schools are joining the project, with comparative research studies being explored in three new countries. The issue has also been opened up to submissions from the general public via social media. Social change organisations, education faculties and businesses are using it as a springboard to engender deeper cultural change. And on top of this, three new strands of research

I AM GOING TO  
ASK THIS QUESTION  
OF OUR BUSINESS

"WHAT IF ....  
WE DECIDED THAT  
WE HAVE ENOUGH &  
DON'T NEED TO GROW  
BIGGER?"

are being established to look at the issues of Health and Social Care; the work of Family Businesses; and the reach of Social Impact Organisations.

Thus far, there has been a real willingness by participants to engage and find shared ways of learning that can transform working practices, making a meaningful difference to the companies and employees involved – and it is hoped that the next stages of the research will help carry this forward.

Across the private and public sectors, many organisations and individuals are having to make tough choices due to shifting economic circumstances. With some organisations needing to make savings of millions of pounds every year for the foreseeable future, how can this be achieved without ripping the heart out of an organisation? The initial research suggests the only real way of making these tough choices whilst preserving ethos and identity of an organisation is to find new ways of working that will ensure economic sustainability and maintain the deep-rooted character that lies within the foundations.

All too often organisations will cut the programmes that are easiest to cut, not necessarily those which are least needed. Environmental projects, staff engagement programmes and other investment which looks at the long-term health of an organisation are often first to be cut. Sometimes, counterintuitively, those are the very

projects and ideas that need to be protected and put at the centre of any attempt to rebuild and refocus a business for the challenges of the future. However, times of crisis can be utilised as an opportunity to reassess priorities.

The main focus for the research considers the Purpose and Values of an organisation; the need to build up Resilience to the challenges that lie ahead; the need to build Relationship across organisations and decision-making processes – before turning attentions to relationships with external partners; and the need for Renewal – based upon the shared learning and reflection experienced together. These five areas of focus are some of the keys to understanding the direction in which an organisation should travel. Having working practices, relationships and approaches that are sustainable and well thought through is far preferable to doing a quick fix which means you are back in a position of crisis a short time later.

It is hoped that this ongoing research will help shape more leaderful and globally responsible behaviour across the planet in the long term, going beyond an attitude that favours the status quo of 'business as usual'.

Anyone who is interested in partnering in this work is encouraged to get in touch with the Oasis School of Human Relations.



#### About the Author

*Kerron Cross has joined Oasis as PR and Communications Project Lead to lead on two projects, promoting the Workplace of Tomorrow Initiative, and further positioning Oasis as a global leader in Whole Person Learning and Globally Responsible Practice. Kerron began his career working for 10 years in central government for Members of Parliament and was a local government councillor for 8 years alongside this.*

*He is passionate about issues of social justice and particularly has a background in housing and environment and regeneration issues. Kerron is a published writer in a variety of genres – he is an award winning political blogger, and currently has two books available to buy via Amazon.*

# Kemmy Business School

The Business School of the University of Limerick is influenced and guided by the Kemmy legacy, and in particular a concern for the greater social good.

Sheila Killian



The Kemmy Business School is part of University of Limerick (UL), founded in 1972 on a beautiful riverside campus in the Southwest of Ireland near Limerick city. In common with all the other Irish universities, UL is publicly funded. The Kemmy Business School (KBS) is a full service business school, with almost three thousand students at undergraduate, masters and PhD levels. We have just over one hundred fulltime staff and a further seventy adjunct faculty.

The character of KBS is formed by a number of influences, but perhaps most distinctively by the combination of the Kemmy legacy, and our close connections with business. The Kemmy in Kemmy Business School was not a donor, but a local alderman, stonemason, trade unionist, historian and community organiser. Jim Kemmy's

life on the local and national stage was marked by a concern for the greater social good, a belief in education as key to accessing opportunities, and a tireless pursuit of fairness and quality of life for everyone. He wanted more for people. Echoing playwright Sean O'Casey, he wanted not just bread on the plate, but a rose on the table; not just basic needs, but dignity for all. The Kemmy legacy is not our only influence, but it feeds into what we do at KBS, wanting more for our students and for our communities. This combines with our very close, everyday links to external stakeholders, including local and national business as well as community and voluntary groups. Our undergraduate students all have a full-semester work placement as part of their degree. Students at all levels are involved in volunteering projects. Business speakers regularly guest lecture on our

programmes. Much of our research is linked to problems of management in for-profit and non-profit organisations. The combination of the Kemmy legacy and our connectedness to a variety of organisations informs much of what we do.

We came to the GRLI through the participation of two of our faculty, including our Dean, in the first 50+20 Innovation Cohort. That was a fascinating and productive collaboratory, opening KBS to a wider network of schools and businesses wrestling with similar concerns: how to ensure that our graduates make sustainable and responsible decisions? How to support business in addressing social problems? How to support our local city, and local community groups and businesses? How to support faculty in embedding sustainability and responsibility in their teaching and research? How to be the best we can be, for the world? We have found the GRLI to be a stimulating and supportive group, both challenging and inspiring, and are very pleased to be able to contribute as best we can to its work.

We developed a strategic plan, mission statement and vision in 2013, informed by the key strengths of the School as well as honest recognition of the current challenges we faced, not least financial in the wake of an economic collapse in Ireland. We saw the strategic planning process as guided by key values and principles, and in this context our longstanding participation in PRME informed our discussions, and now our membership of GLRI supports its implementation. As we drew up a strategic plan in post-boom Ireland, the role that a business school should play in helping to avert such crises in the future and in equipping our graduates to be resilient and responsible was prominent in our thinking.

Our mission statement and values reflect our view that education is a contributor to social good as well as a means to economic prosperity, and sets out our own role in maximising that positive impact. Our mission reads: As a leading Irish business school in a public university system, KBS is committed to excellence in teaching and to fostering knowledge and understanding of

business and society within a diverse, research-active and socially engaged environment.

The mission is underpinned by our vision of ourselves as a business school that is research active, internationalised and socially engaged, delivering an outstanding educational experience with an international reputation for specialist areas of expertise.

We also articulated our values in the strategic plan, leading us to commit to:

- Promote learning and discovery
- Focus on students
- Ensure social responsibility and ethical behaviour
- Foster academic freedom
- Enhance knowledge
- Promote access and diversity
- Foster international perspective
- Support staff and self-development
- Facilitate industry involvement
- Continuously improve

One of the four key goals of our new strategic plan is to provide leadership in economic, social and community development. We take a very broad definition of “community” to include far more than the immediate geographical area around the campus. We see it as part of our responsibility to make a contribution to the local, but also nationally, within international communities of practice and in strategic and supportive partnerships with targeted communities overseas. We have committed under this goal to doing what we can to ensure that our students and staff are supported in this, and that our facilities and resources are leveraged for social good.

University of Limerick includes “Responsible” in a short list of graduate attributes to be embedded in the learning outcomes of all programmes, defined as: “adopting a responsible, civically aware and engaged approach to their actions and decisions at work and in society; exploring issues of corporate and social responsibility, ethical practice and sustainability; adopting a global perspective, recognising both the local and global

impact of decisions and actions; being personally and professionally responsible, orientated towards making substantial and positive contributions to society.” At KBS, we take this very seriously, and seek to engage our students in all business disciplines with issues of sustainability and responsibility.

Over the past five years, we have developed new modules in Corporate Social Responsibility at postgraduate level, making this core in the sensitive financial services area, and running it as a popular elective on the Corporate MBA programme. CSR issues are also included in core modules at undergraduate level, and integrated into the teaching of all business disciplines. For example, students of human resource management study issues relating to precarious work, gender equality, labour rights and laws, employee representation, social exclusion, prejudice and discrimination. Law and accounting students work on business ethics, corporate misconduct, social reporting and corporate transparency. Our marketing students have significant exposure to issues of sustainable consumption. In economics, issues of debt and demography feature prominently. Project management students work on knowledge management practices in humanitarian projects. Issues of stakeholder interaction and sustainability are widely integrated into a range of business courses.

We aim to foster critical thinking and responsible leadership throughout our programmes, and encourage student-led initiatives, and student engagement with our wider stakeholder groups. For example, our marketing students have worked with the local farmers’ market, exploring sustainability issues; MBA students have developed CSR strategies for local small businesses; tourism students work with a local eco-tourism network. Beyond the classroom,

KBS students across all levels in disciplines are encouraged to participate in the University’s President’s Volunteer Awards (PVA), which links them into projects with external stakeholders including community groups and charities, where they can work in a self-managed group, reporting on their impact in collaboration with the partner group.

We also engage with second-level students, particularly those from schools which serve areas of disadvantage. One example of this work includes the co-creation of new curriculum in entrepreneurship, creativity and innovation for students aged 12 to 16, developed in partnership with their teachers and delivered both in the school and in KBS. Another example is an evening enrichment programme run by the KBS for gifted children from disadvantaged backgrounds. The latter programme significantly increased the percentage of those children who reported an intention to study at university in the future.

The values of the school feed very naturally into our research, and there is active research ongoing on ethics, sustainability, human rights, labour rights, responsibility and governance, with a focus not only on business and its role in society, but also on public policy, trade unions and on the non-profit sector. We apply research ethics policies in a rigorous and transparent way, with all students and faculty requiring ethics approval for any work involving human subjects. We aim to make a real-world impact with all our research, and disseminate quality work which has the potential to make a positive contribution to the world in a translated form through a monthly research bulletin. We also aim to achieve this kind of impact by hosting public- and practice-facing events in the School, and through extensive faculty engagement with the national media on issues of national interest.

We engage enthusiastically with international initiatives in the sustainability and responsibility areas, such as the Sustainability Literacy Test. We were delighted to be able to customise the local questions for an Irish context, and are currently updating these with a view to a wider roll-out in 2016. Similarly, through the 50+20 Innovation Cohort, we worked on the ValuesInAction project which produced some useful perspectives on how best to implement ethics, responsibility and sustainability in business schools, and how this might fit with the accreditation processes.

Our involvement with the PRME Champions group and on the PRME Advisory Group allows us to contribute to this broad agenda on an international level. We also serve on the steering committee of the UK & Ireland Regional Chapter of PRME, and use that forum to advance the cause of responsible management education nationally.

In this context, our membership of the GRLI is key. For us, it is a place to contribute, and working with others, it is a forum to incubate and develop ideas. It connects us to best practice, and provides inspiring examples. Above all, it has led us to connect with excellent and supportive people whose journeys we are very pleased to share.



### **About the Author**

*Sheilla Killian is Director of PRME at Kemmy Business School. Her teaching and research interests include corporate responsibility and business ethics, corporate finance, taxation policy fairness, language and governance issues in accounting, and sustainable development with a focus on sub-Saharan Africa. Sheilla is a keen writer and author of Corporate Social Responsibility: a guide with Irish experiences.*

# EUCLID

A public intergovernmental university with a focus on civil service in the Global South

Laurent Cleenewerck



*EUCLID's Robin van Puyenbroeck (right) recognizes a graduating student with Prime Minister Faustin Touadera (Central African Republic)*

EUCLID (Euclid University) was admitted to GRI membership in July 2015 and is eager to bring its distinctive background and attributes to expand and support the GRI network. EUCLID is an intergovernmental university established by a United Nations registered treaty in 2008, whose principal mandate is to train government officials employed by its member states. The institution has its operational offices in Greater Banjul, the capital of The Gambia (West Africa) with the support of both the Ministry of Higher Education and Ministry of Foreign Affairs which both approved the institution's headquarters agreement.

EUCLID currently serves twelve Participating States in the Global South, spanning from Vanuatu in the South Pacific to Saint Vincent in the Caribbean and Timor-Leste in Southeast Asia, with a special service area on the African continent where it has 8 member states.

With its distinctive “.int” domain reserved for treaty-based institutions, EUCLID is a specialized institution that has something distinctive to offer in terms of globalized higher education: an approach of global responsibility that speaks to the Global South by integrating the diversity of moral, ethical and religious values into a formal academic framework.

After 7 years of service to its stakeholders, EUCLID is now seeing its graduates evolve at various levels of international civil service and global responsibility, including one current ambassador to France and UNESCO, one under-minister in charge of international aid for his country, a Head for West and Central Africa for the British Cross, and a sustainable development officer for the government of New Zealand among others.

In addition to this primary mandate to train officials for specific governments, EUCLID also



*EUCLID's Secretary General Ali (center) with a group of civil servant students in Asmara, Eritrea*

admits students from other governments and international organizations, as well as from the general public, with graduate programs aiming at preparing them to serve as future leaders in international civil service. As EUCLID's Secretary General Syed Zahid Ali explains: "Since 2008, we have been training civil servants in the Global South who need to be able to act as leaders in a completely globalized world. Global responsible leadership is at the heart of our mandate and we are committed to increase the ethical component of our programs in the years to come as part of our GRLI participation. Recently, EUCLID adopted the slogan 'Become globalized' because we believe that it has become impossible to prepare a student for any leadership role that would be completely disconnected from the global environment." Ali continues: "Recently, one of our graduates became the Secretary-General of Burundi's national committee for international aid which is in charge of coordinating global donors with the country's internal needs. This is clearly a localized leadership role, but also a significant global responsibility, because the leadership decisions made by this graduate are going to impact a lot of people as well as international financing."

EUCLID's roots in Africa where its global headquarters are located are nowhere more obvious than in its graduate program in international public health. This is a critical specialized field of expertise which requires a high level of responsibility though knowledge and professional integrity. EUCLID's Secretary General recalls that Sierra Leone was one of EUCLID's founding States when Ms Zainab Bangura (currently United Nations Under

Secretary-General) was serving as the country's first female Minister of Foreign Affairs. "The Ebola crisis has had a profound impact on how the global community perceives leadership in public health" he comments.

In 2015, EUCLID signed a joint-degree agreement with CAFRAD (the African Training and Research Centre in Administration for Development), a 37 member state intergovernmental organization with a mandate in public administration, to start training public administrators with a globalized comparative perspective. EUCLID's Under Secretary-General, Mr Robin van Puyenbroeck, who also happens to be the Executive Vice-President of the United Nations Association of New York, is convinced that emphasizing responsibility is the key to improving international public administration. "Training public administrators with a focus on the African continent, which is what we are now doing as part of the agreement with CAFRAD, requires an obvious concentration on personal and professional responsibility. There are many stakeholders that place great trust and hope in these civil servants, in a context where the risk of corruption is real and where integrity is as important as technical expertise", he emphasizes.

EUCLID hopes that its GRLI participation will bring transforming input through networking and program engagement. The "business school" expertise of the GRLI's strategic partners is relevant to EUCLID in a specific area of its activities. In partnership with the Islamic Chamber of Commerce and Industry (ICCI) and with the Leather and Leather-Products

Institute (COMESA-LLPI), both specialized intergovernmental bodies, EUCLID has also developed two MBA programs, one in Islamic Finance and the other in Leather Commerce and Industry.

EUCLID's international faculty coordinator, Laurent Cleenewerck explains: "EUCLID's participating in the GRLI has prompted us to revisit our curriculum and faculty guidelines to review and improve our leadership and responsibility emphasis. We hope to learn from how other GRLI members are pursuing and implementing the same objectives while sharing our own experience and perspective, which may be different in view our specific context of operations."

Although EUCLID is a public and secular institution under international law, it has inherited in its Statutes a mandate in inter-religious dialogue that is at the heart of its vision to improve global responsible leadership. "Most of our students come from a strong faith tradition, which is something that we can recognize and build on to emphasize the ethical and moral dimension of leadership and decision-making" explains Cleenewerck, himself a specialist in inter-religious and ecumenical studies.

EUCLID believes that fostering academic dialogue and respectful debating of ideas is critical to its aim of producing leaders who will be respectful of diversity in a globalized environment. For this reason, every EUCLID program includes a two-credit module in Argumentation and Critical Thinking, echoing the institution's Latin motto "Audi et alteram partem" (Let us also hear the other side). "Global leaders must be able to engage in respectful debate and should be open to new ideas and solutions" notes Paul Tchouke, EUCLID's point of contact with the GRLI. Respect is seen as a core value and academic objective of EUCLID, not only for students but also internally, in view of the diversity of its global faculty and team members.

EUCLID's obvious challenge as a distance-learning institution is to ensure that its students will be able to engage and collaborate from any location. "This is relatively easy for our New York-based students" comments Robin van

Puyenbroeck, "but for someone studying from a remote location, creating opportunities to network is very important."

Another challenge where GRLI participation is important is finding the right balance between aligning EUCLID's programs and methods with those adopted by US or European institutions that are primary business schools, and maintaining a Global South distinctive. As a public institution anchored in and oriented towards the Global South, EUCLID hopes that the GRLI network will help foster innovation and global alignment in a way that will enrich EUCLID's distinctive features and energize its global engagement. In particular, EUCLID would like to see all of its students become self-driven innovators and leaders active in their communities with specific projects that go beyond the mere acquisition of academic knowledge.

"We have two vehicles established in our Statutes called the International Organization for Sustainable Development and the Council on Ecological Desertification and Reforestation that would benefit from new leadership" notes Syed Zahid Ali. "The EUCLID team believes that the GRLI offers an excellent platform to commit an institution to innovation and responsibility in ways that are not merely intellectual ideas but also actions grounded in concrete projects."

EUCLID's liaison office in Washington DC has been designated as point of contact for the GRLI activities and looks forward to many years of successful engagement with the network.



### About the Author

*Laurent Cleenewerck is EUCLID's international faculty coordinator as well as professor of international administration and theology. He is the author or editor of several books and articles, and teaches for other post-secondary institutions including Ukrainian Catholic University and Humboldt State University. He resides with his family in Northern California.*

# Whole Person Learning (and Teaching)

Asher Alkoby

From personal experiences, Asher Alkoby offers fresh perspectives on the promise and limitations of whole person learning (and teaching), the transformative impact of cohorts, and whether the promises of both could be applied more broadly.

The Ted Rogers School of Management at Ryerson University joined the Global Responsible Initiative (GRI) in late 2014. As the largest English speaking business school in Canada, we are based in a University with long traditional polytechnic roots and a strong focus on city building and social innovation. While responsible leadership and social justice are part of our school's DNA, they are not yet fully reflected in our curriculum. In 2014 we adopted a new vision of “[S]haping diverse global leaders through experiential education that is practical, innovative and socially conscious”. We are now in the midst of a curriculum overhaul, aiming to better articulate the learning outcomes that would realize this vision and structuring the educational pathways to achieve them. The timing for us to join the GRI was therefore perfect: we believed that this network of likeminded business schools and other organizations would be an ideal platform to share best practices and be part of a community of responsible action.

The last week of June 2015 was my first opportunity to gain a deeper understanding of the GRI's work during the annual All Gathering Momentum meeting hosted by the New School in New York City. The sessions in the annual meeting (like the PRME's Global Forum which took place later that week) provided opportunities for engagement with colleagues from institutions across the world, and the conversations that took place were thought provoking and stimulating, although they often felt like no more than conversation starters. Like most two-day gatherings with multiple participants, the amount of mutual learning that the format allows is understandably

limited. PRME's Global Forum participants were encouraged to continue the conversations and work on joint projects through Working Groups. The PRME's Global Forum was cleverly designed this year with White Spaces in the schedule, which allowed for these Working Groups to meet, share their work and draw new membership. What often happens is that participants return to their institutions, get busy with their work, and follow up rarely occurs.

This is why I was intrigued with the more structured approach the GRI takes to ensure that the follow up actually happens. The Innovation Cohorts designed by the GRI sound like an effective vehicle for the kind of deep learning that standard conferences cannot offer. Participants commit to attending four meetings over the course of one year, in order to work on specific projects in small groups. The meetings are each 2 to 3 days long and they are facilitated by experienced GRI facilitators. Past cohorts worked on projects that every responsible management educator should be interested in, for example the questions of how to motivate and support faculty members interested in teaching ethics, responsibility and sustainability (ERS), and how universities can bring ERS values to life by embedding accreditation standards in their institutional fabric.

The demanding format and intensive discussions in the Innovation Cohort often result in a paper or a tool developed by the group by the end of the program. There are also efforts to engage in stewardship of the Cohorts' work. But the meaningful outcome of the experience for past participants who shared their impressions with me had more to do with the professional and personal growth that they experienced through the program. What struck me the most is that while the participants I spoke with could not point to one tangible idea or initiative that they took back to their school as a result of their participation, when I asked whether their school would look the same today had they not been part of the cohort, their answer was “Definitely not!” The learning that occurs through this

structured program, then, seems to allow for the creation and sharing of implicit knowledge that otherwise would not occur. After returning from the AGM, I read with interest Bryce Taylor's *Learning for Tomorrow* (2007), where the concept of Whole Person Learning (WPL) is explored. The Innovation Cohorts' approach is built on this framework and utilizes it in the facilitated meetings of the groups. Based on the teachings of Kurt Lewin, Carl Rogers and others, WPL is a collaborative approach to learning which aims (p. 16) "To engage learners not only in the content in more imaginative ways, but to provide learners with the opportunity to create the very process of learning. To engage learners in structuring the events that will provide the learning material."

This year, the Innovation Cohorts continue while attempting to address some of the challenges that AGM attendees pointed to (mostly relating to the cost of participation). As I learned more about the experience of past participants at the AGM, and observed the extraordinary bond that this experience left between them, I reflected on what this success means for the process of learning more broadly and to what extent it could be scaled.

WPL is concerned not only with the way educators learn and evolve, of course. Taylor advocates more generally for an education that is autonomous, reflexive and action oriented. Quoting John Heron (p. 25), he laments the state of higher education today: "[S]taff in these institutions unilaterally decide student objectives, work programmes and assessment criteria, and unilaterally do the assessment of student work. This goes on until graduation, so that fledgling professionals are undereducated so far as the process of education is concerned." In other words, taken to the business schools context, we teach our students prescribed content, but we often do not teach them how to reflexively learn on an ongoing basis – a task that will be crucial for them throughout their careers.

My own experience with this method of teaching left me with mixed feelings about the promise and challenges of WPL. In 2014 I co-taught a course named Exploring Social Innovation together with colleagues other schools in my university (School of Disability Studies and School of Child and Youth Care). The course was

offered on an experimental basis and coincided with the designation of Ryerson University as a 'Changemaker Campus' by Ashoka, a global network of social entrepreneurs. We were the first university in Canada to achieve this designation and launching this course was a form of celebration and a critical acknowledgement of this new affiliation.

We had a group of 15 students, with representation from each of the schools, both undergraduate and graduate. We wanted to guide and equip students to see chronic social problems in different ways, and to consider approaches to addressing social problems that are outside of textbook or orthodox methods and prescriptions for change.

Our approach to this course was informed by Paulo Freire's *Pedagogy of the Oppressed* where many parallels with the concept of WPL may be found. Freire's critical pedagogy argues that we must treat students as co-creators of knowledge and abandon the "banking model" of teaching, where knowledge is deposited within students unilaterally.

All students were asked to read this book before the class convened. The format was unusual: hybrid in-class and online, with two intensive weekend sessions, a trip to the annual Ashoka Conference, and work on projects in teams. Professors were not "teachers" but facilitators of discussions. Students were encouraged to bring more than their knowledge to the discussion; they were asked to share their lived experiences, their politics and their whole personality. The facilitators did the same.

My own observation is that the experience was indeed transformative for all those involved, although I could not provide hard evidence for it. Similar to the explanation provided by Innovation Cohort participants, while the results may not be objectively observable, I would venture to say that the students came out of this course with a somewhat modified worldview. They developed a greater sense of responsibility, more critical appreciation of social problems, and a more nuanced understanding of the role business could play in addressing them.

Our learning objective, as stated in the course outline, was "help students see themselves as

‘changemakers’, with the capacity to become leaders in introducing new, innovative, radical and sustainable ways of improving life for those living in marginalized, disadvantaged or peripheral circumstances.” Herein lies the first challenge of such innovative pedagogy: an objective assessment of such ambitious learning objective was near impossible.

Being based in an AACSB accredited business school I am well aware of the constant push to provide “assurance of learning” when demonstrating that the school is delivering on its mission. Assessing whether students gained the requisite knowledge and skills is what we (painstakingly) do in order to demonstrate standards of excellence in teaching. But how does one assess a change in attitudes or mindsets?

The second challenge has to do with scale. The transformative experience that occurs in Innovation Cohorts or in an experimental course involving 15 students from three different disciplines becomes very difficult to imagine in business schools like ours, with over 9,000 undergraduate students. One of the past Innovation Cohorts began exploring the idea of virtual peer learning platforms, which could be one way to address the scaling challenge. This is certainly worth exploring further. In my own experience, however, online teaching can only supplement, not replace face-to-face dialogue.

The GRLI’s pioneering work in creating communities of responsible action has great promise. While offering a more structured approach to catalyze responsible leadership education, it does so through the creation of Cohorts that are participant-driven and that reportedly have had a lasting impact on both the individuals involved and the institutions where they operate.

In trying to imagine what a Whole Person Learning approach might look like when applied to higher education more broadly, our task appears daunting, but perhaps not impossible.



### About the Author

*Dr. Asher Alkoby is an Associate Dean at the Ted Rogers School of Management, responsible for student affairs and administration. He has also been a faculty member with the Department of Law and Business at the School since 2006. Alkoby practiced commercial law for several years, focusing on banking, real estate and administrative law.*

*He then returned to academia to complete a doctoral degree at the University of Toronto, Faculty of Law. Alkoby’s areas of research and publication include global governance, civil society engagement, and diversity in the workplace. He has taught in the undergraduate and MBA programs courses on business law, environmental law and corporate social responsibility.*



## Mary Watson

My friendships with the GRLI Innovation Cohort and the 50+20 project colleagues have changed my life. Our shared experiences have been deeply meaningful and continue to broaden my horizons. I have met leaders who inspire me to do more myself, and I hope I have inspired them to do the same. I thank John North for being such an inspirational hub to our network!

The New School was pleased to host the GRLI meeting in New York this past June. It was a thrill to have such a fantastic group of Deans, faculty, students, and business leaders sharing their experiences as “Humans in New York,” collectively pledging to bring change to management and sustainability education. The power of us together was palpable and inspiring.

My own journey has been one of finding ways to bring people together, to collectively craft change. As Dean at The New School (NY), it is a privilege to lead in a university that has been pathbreaking since its founding, nearly 100 years ago. As we look ahead to the future, we are shaping a new kind of university. We are focused on bridging perspectives as a catalyst for action. We are very fortunate: students attracted to The New School are deeply committed to building a world in which we can all live. It is their energy that allows me to make a living by collectively engaging with them in making lives that matter.

Personally, I’m most strongly driven by my love for my almost-teen daughter. Seeing the future through her eyes reminds me of what we must accomplish together. Being with her teaches me that we must stay open to what young people know, and how they know it.



Keeping balance is always a challenge as there is so much to do and only so much time. My work is collaborative which makes it deeply meaningful, yet sometimes sometimes slow and complicated. Balancing progress with process, and remembering that relationships are progress, is my mantra.

For personal resilience – sprint, yet pace yourself. Laugh. Love. Listen. Believe. Rest. Wrap yourself in the support of others. Trust that what you are doing, matters! And to pay forward, always remember that you are part of a living network - and feeling this daily, keeps me hopeful.

“My own journey has been one of finding ways to bring people together, to collectively craft change.”

## Pierre Tapie

In the winter of 2004, the EFMD and UN Global Compact sent out their first thought invitation: how to educate the next generation of globally responsible leaders?

It happened that I was the only active Dean to accept the invitation, dedicating 20 days in a single year to the founding of the intellectual production of the GRLI, along with a cohort of 22 other people.

Given the strategic and future importance of this question, I was surprised to be the only active Dean to respond initially. My specific experience as the Dean of the Purpan Graduate School of Engineering in Agriculture and Environmental Sciences, combined with my scientific education, must have naturally created the certainty that Management had to be re-invented within the framework of sustainability.

After 23 years of academic leadership, PAXTER, a consulting company specializing in academic institutional strategy, was founded in 2013. PAXTER is interlinked with my personal conviction that education at large, can transform the world, hence directly associated with the GRLI.

I spent half of my childhood in Southern countries. I served in deprived Parisian neighborhoods and as student traveled extensively. Anyone who opens their eyes and who have the opportunity to cross frontiers, will recognize how extreme social and environmental imbalances can destroy people and planet, while globalization and an open economy hold the potential to vastly improve the livelihoods of billions of humans.

Challenges that I face include finding the appropriate facts and the subtle wording to almost force people to analyze reality rationally, analyzing reality beyond ideologies, and proposing relevant solutions. Also, finding political leaders who choose to go beyond



demagoguery and who are willing to serve the general interest. Motivators that carry me personally include hope, collective strength, beauty, people, Nature, Youth and learning and educating.

Finding of a group of intellectual friends in the GRLI, who were often lonely prophets in their own environment as I could be, created resilience in my journey. So also, the realization that respected people of diverse origins that share and support the same cause can be a great strength when times are challenging.

Within this world that is highly conflicting, often frenetic in rhythms and chaotic disputes, your ability to provide a peaceful space to others will be inspirational for both others, and yourself. I believe in regenerating collectively with others but also individually as a whole person, in the silence of Nature, a Monastery, or any other place where your personal capacity for silence can be re-encountered.

It is necessary to develop within oneself a permanent search for wisdom, ideas, and understanding, to help you progress towards your own peace.

Finally, it remains important to continually strive to improve your ability to listen, learn, and discern.

## Karen Blakeley



My clearest association with the GRLI is the running of two responsible leadership collaboratories – London and the BAM Conference in Portsmouth. Another is coming up at the ILA Conference for Leadership in Barcelona. From this, projects have emerged; workshops on responsible leadership have sprouted at other global conferences; people have already started to collaborate research. And we now have a large database of people interested in responsible leadership research. To add to the collaboration, I'm developing a website to coordinate the research and projects which are developing from these collaboratories.

I was in a leadership development consulting position before becoming involved with academia, the Winchester Business School, six years' ago. In consulting, one is constrained by the consulting organization's agenda. Moving to academia and being able to pursue projects that resonated more closely with me as an individual, was quite liberating. The GRLI was very helpful in this respect.

More recently, I have come to the realization that academia can be very inward looking; I am missing external input. This is one of the inspirations behind the collaboratories. Benefit can arise from merging the rigour of academia with the impact of practitioners' research. I feel very passionate about bringing these two communities together. And, it is one way that we can ensure that academia's research really does have impact; hopefully leading to more global responsible leaders.

Coming into academia, I have not published much and had to overcome this credibility gap challenge. I do feel there is a little bit of sexism in the academic field of leadership research. It is not massive, but I do sense it. And one has to overcome this.

Time is a challenge, probably for any academic. Managing time requires discipline. When I was

recently asked about my hobbies, I realized that I my time is not well balanced. The world will not collapse just because you take some time off during a weekend; things still get done. I also have to overcome wanting to get things done too quickly and being too self-critical.

You have to find ways to recognize perspective on life. Personally, I am carried forward by three areas. I was brought up in a household where issues of social justice were always being debated - a rather contentious household! More recently, my own faith has made a deep personal impact. Thirdly, I've always had the need to look outward, to make sure that I am making a difference, helping people in some way, shape or thought.

Having friends who remind me to laugh at myself (academics take themselves too seriously!) and outside interests, such as being a trustee of the local Camrose charity for the homeless, help me not to get too overwhelmed by academic interests, goals and achievements.

Talking to others who are active in your field nurtures resilience. Talk, perhaps over a quick coffee, maybe entice them with how you can help them, ask a little favour – these things do not take up a lot of time or commitment but creates resilience. Academia can become an overwhelming competitive and lonely journey. But my feeling is that actually that there are a lot of wonderful people who rather focus on making an impact and bringing change to the world - people that welcome collaboration with open arms.

## Carol Adams

Everything. Everything I do stems from a belief in the importance of responsible leadership. My research, advisory work, teaching, the way I think about the world - it's all aligned.

Responsible leadership is important for the long-term success of organizations and ultimately also for the returns to providers of finance. Board roles are important – a culture where responsible leadership flourishes stems from the Board.

The way the GRLI works and what it believes in is what I believe in. It resonates completely – professionally and personally; it forms part of my every action and waking thought. There is a lot of injustice in the world through the wrong doing of others and the world has to change. This forms the basis of the GRLI's purpose of developing responsible leaders, because leaders are those people who will change the situation.

What motivates me is internal - who I am. For as long as I remember, I had a strong sense of injustice. This becomes intertwined with responsible leadership.

We see injustice in the way refugees are treated, the fact that there are refugees in the first place, the fact that some people are treated abysmally by others.... Companies are also responsible for a lot of wrong doing. A major portion of my work centres on the impact of corporations on the environment, how it is creating injustice.

Currently, I hold position as of Professor of Accounting at the Durham University Business School. My perspective is one of interconnectedness. Environmental damage will impact on people's lives, and it will be poorer people who will suffer first and most. I hate to see violence against women, racism, and discrimination. I have an acute awareness of these things, and that is in part through personal experience.

I ask myself, what brings people to leadership positions? The really powerful leaders can make a big difference.



But what brings them to these powerful positions is not necessarily superior ability, but also circumstances and opportunities that came their way. Leaders should be always be aware of this.

I find that there is an obstructing attitude towards the field of sustainability accounting and reporting in universities and business schools. I am the founding editor of the *Sustainability Accounting, Management and Policy Journal* (SAMPJ). There is a drive in some business schools for people to publish in top North American journals – the journals that typically count in the ranking of MBAs. But it is a very subjective process, influenced by readership and associated tendencies. Accreditation bodies such as EMFD and AACSB, and business school rankings such as the FT have a huge responsibility to be a catalyst for change. It is also important to consider developments in practice in businesses and other organisations, which are ahead of academic research in my field.

Personal resilience can be built by developing a network of people who also wish to see change. This helps in staying committed and on the right track when times are tough. We learn and we grow from our darkest times. We need to always remember that our darkest times will not last forever; and that from them will come great strength and better leaders of change will emerge.

## In conclusion

Chemical catalysts are not consumed in the reactions they provoke. These GRLI Associates are all individual catalysts that persist as change designers and implementers. Their reflections re-affirmed and validated the GRLI guiding principle: globally responsible change starts with committed, dedicated and empowered individuals.

Through their outlook and inward reflections, resilience at individual, organisation and systemic level is clearly comprehended. In different and individual ways and forms, these individual catalysts are showing measurable impacts and leading globally responsible change.



### About the Interviewer

*Francini van Staden is an environmental management professional with work background in environmental consulting, environmental legislation and public sector environmental planning and decision-making. She is an MBA candidate (SUMAS) and interested in the management of socio-ecological complex systems, as well as the role that academia and practice collaboration can play in shaping a sustainable future.*

# Globally Responsible Leadership Initiative

**Collaborate. Innovate. Transform.**

The management challenge for the 21st Century is to create resilient societies, sustainable economies and a healthy environment in which all human beings can flourish and prosper. We need individual and collective leadership with the skills, knowledge and will to make globally responsible progress a reality. Such leadership strives not to be the best in the world but to be the best for the world.

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

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