The four roles of Responsible Leadership in management education

Implications for business

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What could Responsible Leadership (RL) mean for business?

1) The 50+20 vision “management education for the world” as a concrete framework

2) Can this be translated for business?

3) And if so, what would it mean... a practical example
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1) The 50+20 vision “management education for the world” as a concrete framework

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• In June 2012 the 50+20 vision was launched at the Rio+20 Summit, as a result of a 18 months global stakeholder-driven visioning process (more than 350 active contributors).


• Growing recognition as a landmark in setting a new direction in response to the malaise surrounding the relationship between education, business and society.
Management Education FOR the World

Vision:
Responsible leadership for a sustainable world

The collaboratory is the integrative philosophical approach to combine the three roles – it is about creating and holding the space for engaged citizens and concerned stakeholders to address burning societal issues, as a learning field for students and supported by future-oriented research.
50+20

Enabling business organizations to serve the common good

Educating and developing globally responsible leaders

Engaging in the transformation of business and the economy

COLLABORATORY

Educating
- Transformative learning
- Issue-centered learning
- Reflective practice and Fieldwork

Enabling
- Research in service of society
- Supporting companies towards stewardship
- Accompanying leaders in their transformation

Engaging
- Open access between academia and practice
- Faculty as public intellectuals
- Institutions as role models

COLLABORATORY
- The preferred place for stakeholders to meet
- Collaborative action learning and research platforms
A new mindset is required

• Reconnecting business to society

• Reinforcing globally responsible leaders and leadership

• Management Education _FOR_ the World
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Four dimensions of globally responsible leaders

Core enabling dimension:
A shift in consciousness triggered by a highly developed capacity for self-reflection, a capacity called “reflective awareness”
Reflective Awareness is expressed by the universal perspective of the leader, reflected in the way she relates to herself, her environment and various aspects of the world.

This dimension is defined by an evolved level of consciousness and personal awareness, clarity, focus and commitment on a personal and organizational level, deep values and ethics, humility and humanity, empathy and resonance with others.

This perspective represents the entry ticket for future leaders and forms a fundamental, non-negotiable foundation of a globally responsible leader.
Sustainable Entrepreneurship is reflected in a visionary and long-term perspective. This dimension is defined by an advanced capacity for creative, critical, and divergent thinking, both street-smarts and an evolved intellect, the ability to question the status quo and to dismantle complexity, a facility to handle general management challenges and to solve problems integrally, the ability to lead organizational change and sustainability transformations including implementation skills, and advanced mastery of all relevant subject knowledge to get any given job done.

The sustainability aspect is reflected in the ability to think and act for the long term and the capability to integrate sustainability aspects into the organization.
Holistic Leadership is reflected in an ethical and inclusive perspective that integrates the demands of different stakeholders.

This dimension is defined by strategic skills, extraordinary communication skills, an excellent adaptability and attitude towards learning, a talent as a motivator, enabler and team stakeholder, an awareness of patience vs. impatience or doing vs. being.

The capacity to span boundaries and bear tension, an interest in uncovering unintended consequences of actions taken, respect for diversity, adhesion to ethics and human values.
Enlightened Statesmanship is demonstrated through a societal and political perspective. It includes:

• the ability to formulate an inspiring higher-order vision,
• a sensitivity and awareness for societal concerns,
• a capacity to talk to the general public in clear language,
• to serve a cause larger than oneself,
• a drive to serve the common good,
• the ability to create and function within broad stakeholder networks,
• fluency with all aspects of sustainability, and
• a profound desire to be of service.
What could Responsible Leadership (RL) mean for business?

1) The 50+20 vision “management education for the world” as a concrete framework

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3) And if so, what would it mean...
An example in practice

The journey of transforming a business school

Framework to measure the score of the company in the constitutional dimensions:

- **Human dignity**
- **Solidarity**
- **Social justice**
- **Ecologic sustainability**
- **Democracy**

### COMMON GOOD MATRIX 4.0

Version: 30 July 2012. This version is valid for Common Good Balance Sheets generated in 2012.

<table>
<thead>
<tr>
<th>FRAMEWORK TO MEASURE THE SCORE OF THE COMPANY</th>
<th>CONSTITUTIONAL DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAKEHOLDER</td>
<td>VALUE</td>
</tr>
<tr>
<td>A) Suppliers</td>
<td>A1: Ethical Supply Management</td>
</tr>
<tr>
<td>B) Investors</td>
<td>B1: Ethical Financial Management</td>
</tr>
<tr>
<td>C) Staff Incl. Owners</td>
<td>C1: Job quality and Equity</td>
</tr>
<tr>
<td>D) C Products / Services / Business Partners</td>
<td>D1: Eadic sales</td>
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<tr>
<td>E) Social Environment</td>
<td>E1: Social effect and Impact</td>
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<tr>
<td>Metric and Aggregated Impact</td>
<td>Metric and Aggregated Impact</td>
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### Score

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<tr>
<td>1000</td>
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<td>800</td>
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<tr>
<td>600</td>
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<tr>
<td>400</td>
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<tr>
<td>200</td>
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</table>

**What is our contribution to society?**

- **Human dignity**
- **Solidarity**
- **Social justice**
- **Ecologic sustainability**
- **Democracy**

- Eco-friendly production
- Social responsibility
- Global sustainability
- Human rights
- Environmental protection
The resulting 244 questions were split to overlapping groups to assure accuracy according to their knowledge and involvement.

- Management (1), President (1) 244 questions
- Students (30) 56 questions
- Professors, Faculty (15) 67 questions
- Employees, Staff (5) 62 questions
- Alumnis (28) 16 questions
- Parents (4) 4 questions
- Companies (3) 5 questions

Number of questions: 244
Number of participants: 91
The questionnaire was conducted anonymously
Assessment results

COMMON GOOD MATRIX

Version: 30 July 2012. This version is valid for Common Good Balance Sheet.

Common Good Points: 365/1000
Assessed according to the «Handbook»
Not reviewed by the Economy for the Common Goods

ECONOMY FOR THE COMMON GOOD

New Values for our Economy

<table>
<thead>
<tr>
<th>VALUE</th>
<th>STAKEHOLDER</th>
<th>Human dignity</th>
<th>Solidarity</th>
<th>Ecological Sustainability</th>
<th>Social Justice</th>
<th>Democratic Co-determination &amp; Transparency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A)</td>
<td>Suppliers</td>
<td>A1: Ethical Supply Management</td>
<td></td>
<td></td>
<td></td>
<td>20/90</td>
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<td>B)</td>
<td>Investors</td>
<td>B1: Ethical Financial Management</td>
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<td>10/30</td>
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<tr>
<td>C)</td>
<td>Staff Ind. Owners</td>
<td>C1: Job quality &amp; Equality</td>
<td>30/90</td>
<td>C2: Just distribution of labor</td>
<td>30/50</td>
<td>C3: Advancing and demanding eco-friendly behavior and a sustainable lifestyle of staff members</td>
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<tr>
<td>D)</td>
<td>Customers / Products / Business Partners</td>
<td>D1: Ethic sales</td>
<td>20/50</td>
<td>D2: Solidarity with business partners</td>
<td>35/70</td>
<td>D3: Ecological design of products/services</td>
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<tr>
<td>E)</td>
<td>Social Environment: Region, sovereignty, future generation, global fellow human beings, animals and plants</td>
<td>E1: Social effect and impact of products/services</td>
<td>50/90</td>
<td>E2: Contribution to the local community</td>
<td>20/40</td>
<td>E3: Reduction of impact on the environment</td>
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<tr>
<td>Negative Criteria</td>
<td>Violation of ILO-norms and standards / human rights</td>
<td>-200</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Products not respecting human dignity, e.g. weapons, nuclear power, genetically modified food</td>
<td>-200</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Acquisition at / Cooperation with companies that violate human dignity</td>
<td>0/-550</td>
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</tbody>
</table>

Assessed according to the «Handbook»
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Project Group Evaluation:

- Excellent
- Good
- Sufficient
- Insufficient
- Critical
Prioritize

Evaluate the ideas in regards to impact and effort

- Impact
- Effort

Low hanging fruits

Implement 1st priority

Suggestion

Suggestion

Suggestion

Plan (Project)

Suggestion

Ignore

Implement (nice to have)
Levels of change @ BSL

| Education as core competence and biggest leverage of BSL to make an impact |
| Supporting activities to proof importance, raise awareness and demonstrate coherent picture |

- Vision / Leadership
  - as powerful instruments to align thoughts, believes and action (change)

| Human Dignity | Solidarity | Ecological Sustainability | Social Justice | Co-Determination & Transparency |
## Projects of our stakeholder teams

### Green team projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing a new BSL vision and mission statement</strong></td>
<td>That truly reflects our ambition.</td>
</tr>
<tr>
<td>Developing a <strong>concrete and highly visual communication plan</strong></td>
<td>Where we share our progress in all critical areas compared to our vision (with a big regularly updated board at the entrance as well as in other medias)</td>
</tr>
<tr>
<td>Developing a <strong>concrete strategy</strong> for offering <strong>sustainability, responsibility and entrepreneurship courses to our region</strong></td>
<td>(Commune, businesses, NGOs, civil society etc.)</td>
</tr>
<tr>
<td><strong>Measuring the footprint of BSL</strong></td>
<td>(Company students, faculty, staff, key suppliers and stakeholders) and communication of the results</td>
</tr>
<tr>
<td><strong>Saving energy at BSL</strong></td>
<td>(E.g. install motion-sensor light switches, low energy lighting, thermostat to heat/cool to a max/min temperature, etc. (E.g. with Cleaner Product Assessment))</td>
</tr>
<tr>
<td>Improve <strong>recycling</strong> at BSL</td>
<td>(Add. recycling bins, new solutions for water cups, etc.)</td>
</tr>
<tr>
<td>Developing and introducing an easy-to-manage way to <strong>subsidize public transportation</strong></td>
<td>By charging parking lot spaces</td>
</tr>
<tr>
<td>Developing a feasible solution for our staff to partially <strong>work at home</strong></td>
<td>(Where possible and highlighting how we can thus improve our service level)</td>
</tr>
<tr>
<td>Evaluating options to <strong>provide healthy and organic nutrition</strong> at BSL</td>
<td>At BSL (Understand need and come up with a feasible solution)</td>
</tr>
</tbody>
</table>
Results of the new vision team

Our mission
To provide a learning platform that enables both students and organizations to thrive by creating viable business solutions for our planet and its people.

Force for good
Collaborative innovation
Solution-oriented partnership
Professional engagement
Courageous leadership
Lifelong learning
Our values and cornerstones

How our values relate to our 3 cornerstones
Conclusions & Recommendations

The importance of alignment and vision

- Just about everybody wants to be part of a higher purpose
- Careful selection of who we work with (professors, students, staff)

The culture is the foundation for everything

- An inclusive bottom-up process is key
- Changing is a continued process
- There is no room for errors or exceptions

Role models – walking the talk every day

- Admitting an inauthenticity ("mistake") are key to change
- Alignment of incentives – for everybody (professors, students, staff)
LOOKING FORWARD TO QUESTIONS AND DIALOGUES

THANK YOU!

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