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REIMAGINING RESPONSIBLE BUSINESS EDUCATION IN A COMPLEX AND CHANGING WORLD

Empowering Students through Practical Leadership and Sustainable Curriculum Design

Developing Leaders with a Global Mindset

Technology and Innovation: Opportunities and Challenges

Measuring Impact: How do we know we are creating responsible leaders?

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COUNCIL on BUSINESS & SOCIETY

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The Council on Business & Society (CoBS), visionary in its conception and mission, was founded in 2011. The CoBS is dedicated to promoting responsible business teaching and research to tackle issues at the crossroads of business, society, and planet and shape the future generations of responsible leaders.

With a firm belief that today's challenges cannot be met by one country and one institution alone, the CoBS alliance – through its leading international member schools – offers a unique global and local perspective on major issues through its presence on 6 continents and in 23 countries worldwide.

The schools of the Council on Business & Society

• ESSEC Business School, France-Singapore-Morocco

• FGV EAESP, Brazil

• School of Management Fudan University, China

• IE Business School, Spain

• Indian Institute of Management Bangalore, India

• Keio Business School, Japan

• Monash Business School, Australia-Malaysia-Indonesia

• Olin Business School, USA

• Smith Business School, Queen's University, Canada

• Stellenbosch Business School, South Africa

• Trinity Business School, Trinity College Dublin, Ireland

• Warwick Business School, United Kingdom.

The proceedings included in this White Paper also include the participation of the following guest organisations:

Preamble

What does it mean to lead responsibly in an interconnected world? What does it take? What is global responsibility... not as an abstract or theoretical concept, but as a lived practice and reality?

No single person "I", nor institution or group "We", can lay claim to holding the answer. But "all of us" need to hold the question.

This work is about more than measuring or even meeting negotiated sustainability goals because the challenges we face demand a fundamental shift in how we perceive, purpose, and practice our responsibilities as planetary citizens, educators and leaders. The work begins when we go beyond ticking boxes, pledging commitments, achieving certifications or recognition for producing progress reports... it begins when we engage proactively in the deep, systemic changes necessary to create a future where all life on our planet can flourish. This requires a shift in consciousness from focusing solely on 'I' to embracing the 'We' and ultimately the 'All of Us'.

Reimagining "Responsible Business Education" starts with acknowledging that the current framing of "Responsible Business Education" is possibly insufficient. Maybe it is time to work towards a better understanding of "Globally Responsible Business Education" and to do so in a way that models the outcome we are hoping to achieve.

John North, Director of GRLI

It's not the notion of having an answer, but going away with more questions and using these on our students.

Dr. Armand Bam, Stellenbosch Business School, Council on Business & Society

Too often, we tackle the question as "how do we convince others what is right?" This workshop was all about "think differently" and asking people to "self-reflect". Have we been approaching responsible leadership the right way? How can we improve it?

**Dan LeClair, CEO Global Business School Network**

PARTICIPANTS & CONTRIBUTORS

On 7th March 2025, CoBS representatives and guests gathered at Stellenbosch Business School, both in-person and virtually, for an engaging World Café session during the Council on Business Society annual workshop. The theme of the day was Reimagining Responsible Business Education in a Complex and Changing World. Participants included various CoBS representatives and special guests – reputed for their commitment to responsible management and leadership in education – the heads of GRLI and GBSN. Moreover, other key players in the field such as the UN PRME and the Harvard Business School Institute for Business in Global Society, have been invited to share their thoughts.

- **Dr. Armand Bam,** Stellenbosch Business School
- **Prof. and Deputy Dean Tales Andreassi,** FGV EAESP
- **Abigail Cuyler,** Stellenbosch Business School
- **Prof. Frederik Dahlmann,** Warwick Business School
- **Prof. and Associate Dean Concépcion Galdón,** IE Business School
- **Tom Gamble,** ESSEC Business School, Executive Director CoBS
- **Dan LeClair,** CEO Global Business School Network
- **Prof. Ulrich Leicht-Deobald,** Trinity Business School
- **Nomfundo Makhanya,** Stellenbosch Business School
- **Prof. Daniel Malan,** Trinity Business School
- **Prof. Sourav Mukherji,** Indian Institute of Management Bangalore
- **John North,** Director of the Globally Responsible Leadership Initiative
- **Anshuman Sisodia,** ESSEC Business School Alum and Snr Editor CoBS
- **Nicole Tauté,** Stellenbosch Business School
- **Samantha Walbrugh-Parsadh,** Stellenbosch Business School
- **Prof. Qinqin Zheng,** School of Management Fudan University
- **Prof. Adrian Zicari,** ESSEC Business School, Academic Director CoBS

Special thanks to **Anshuman Sisodia,** Chief Editor of this white paper, and **Melissa Guillou,** CoBS Head of Design.
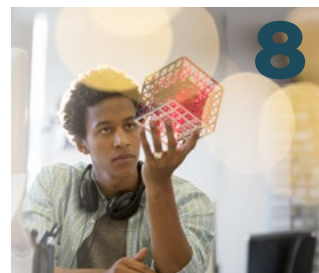
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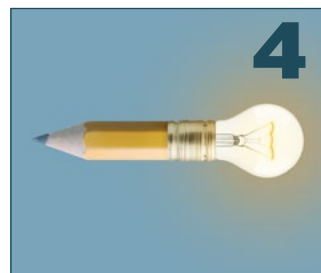
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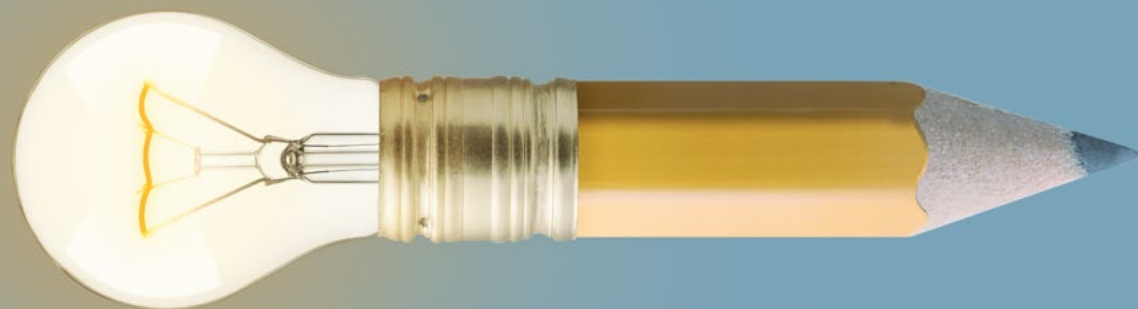# Empowering Students through Practical Leadership and Sustainable Curriculum Design

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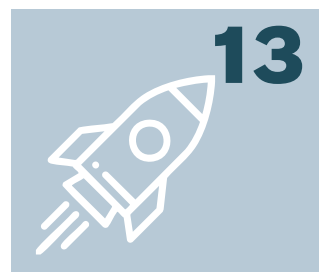
Empowering Students through Practical Leadership and Sustainable Curriculum Design

Empowerment in education is often mistaken for the act of teaching or merely imparting knowledge through a well-designed curriculum. However, true empowerment goes far beyond this narrow view. It encompasses everything that influences a student to discern, decide, and act in the real world – not just for their own good but for the collective well-being of others and the planet, both now and in the future. It is about enabling an environment where students have agency, where their will to act responsibly is nurtured and supported. Most importantly, empowerment is about investing in hope: the hope that positive change is possible, and that students themselves are capable of shaping that change.

When we think about how to foster responsible leadership, practical experience is essential. Leadership is not learned through lectures; it is cultivated through experiences that challenge and stretch students. Storytelling, simulations, role-plays, and other experiential formats create opportunities for students to embody leadership, rather than just understand it conceptually. It is when students are placed in decision-making roles – faced with complex situations where they are free to make mistakes and experience consequences – that the deepest lessons emerge. This approach to learning is not only engaging but transformative. Designing curricula around these principles seems to be a meaningful way forward.

What is Responsible Leadership?

This also prompts a deeper question: what exactly is Responsible Leadership (RL)? Is it something we can – or should – define in absolute terms? Many of us at the table agreed that RL defies rigid definitions. It is not a checklist of attributes or a fixed framework. Instead, RL is a mindset and a set of attitudes that are dynamic, evolving with the changing needs of our volatile, uncertain, complex, and ambiguous (VUCA) world. Attempting to constrain it within static criteria risks undermining its potential. Sometimes RL calls for empathy and inclusion; other times, it may require difficult decisions and firm boundaries. These paradoxes are inherent to leadership and should be made explicit to students. RL is about being, not merely knowing. It is an ongoing process of self-awareness and critical reflection on how to engage with these paradoxes in practice.

Responsible Leadership is both global and local. It calls for a universal sense of responsibility that transcends borders, yet it also requires deep sensitivity to local contexts and communities. Balancing this dual focus – thinking globally while acting locally – is an essential skill for today's leaders.

How do we translate these principles into tangible practice within educational institutions?

Firstly, Responsible Leadership should not be confined to a standalone course. It needs to be infused throughout the entire program. Instead of 'teaching' RL as a topic, we should focus on empowering students by providing practical experiences and regular interactions with practitioners and companies that exemplify responsible leadership. Meeting real leaders, hearing their stories, and learning from their challenges can make RL relatable and actionable.

Faculty play a crucial role in this transformation. If every faculty member receives basic training in sustainability and responsible leadership principles, these concepts can be woven seamlessly into a variety of courses – whether in finance, supply chain, marketing, or strategy. The aim is to make sustainability and ethics so integral to the learning experience that, one day, 'sustainability jobs' will no longer exist as a separate category. They will be an inherent part of every job and every decision.

Students have to be encouraged. Self-awareness forms the foundation for responsible action. Students to be encouraged to explore questions such as *what makes you tick? What are your values? How do your behaviours reflect these values? What kind of leader do you want to be?* At Stellenbosch University, for example, the MBA program includes an 18-month leadership development journey that combines assignments and practical experiences tailored to different life stages. Students are asked to reflect on key leadership moments in their lives, using them as reference points for future growth.

Experiential learning activities – like planning and organizing events, working within constraints, and collaborating with diverse teams – create real-life leadership challenges. These experiences, such as those implemented at IIM Bangalore, place students in situations where they must negotiate, make decisions, and adapt in complex settings. It is equally important to engage students in critical conversations. Rather than providing answers about what Responsible Leadership 'is', we should ask them to grapple with real cases and scenarios. They must be encouraged to ask: Is this responsible? Why or why not? In what context? By analysing these cases, students learn to navigate grey areas and develop their own informed perspectives.

Sustainability, ethics, and innovation are not isolated topics but core, transversal qualities of responsible leadership. These themes should be embedded across all disciplines and programmes. Whether studying finance or operations, students should understand how sustainability and ethical decision-making are integral to leadership in every field.*

Imagination plays a crucial role in RL. We need leaders who can envision a better future and understand the complexities that can lead even well-intentioned people or organisations astray. Encouraging students to ask difficult questions – Why do good people sometimes make bad decisions? Why do ethical companies sometimes fail to live up to their values? – fosters critical thinking and ethical sensitivity. Platforms like Prof. Daniel Malan's Integrity IQ offer practical tools grounded in strong theory that help students engage with these challenges in a meaningful way.

Another key competency is **negotiation** and its associated skills of persuasion and convincing – an often overlooked but vital leadership skill. Many sustainability-focused students live in echo chambers and lack exposure to dissenting views. Learning how to negotiate, find common ground, and persuade doubters is essential for creating meaningful change. RL education must therefore incorporate training in negotiation techniques and the development of business acumen to complement ethical and sustainability-driven mindsets.

Ultimately, Responsible Leadership is about **building relationships,** both internally and externally and both globally and locally – and finding innovative ways to interact and collaborate. Educational institutions have a unique role to play in creating spaces where this kind of leadership can flourish, not just through what they teach, but through how they engage students in the real work of leading responsibly.

KEY RECOMMENDATIONS

1. Develop students as individuals first – understanding their values and motivations.
2. Provide experiential learning through simulations, role-plays, and real-world projects.
3. Encourage critical reflection on RL through case studies that challenge assumptions.
4. Foster interdisciplinary learning where sustainability, ethics, and innovation are woven across all courses.
5. Equip students with negotiation, business, and leadership skills for the real world.
6. Create opportunities for ongoing interaction with responsible leaders and organisations.
7. Promote research that explores how RL develops in different contexts.

2

Developing Leaders and Community with a Global Mindset

Developing Leaders and Community with a Global Mindset

I n today's hyper-connected and interdependent world, the planet has become a global village. Technology, trade, and transport weave nations closer together, yet nationalistic trends, borders, and conflicting visions for the future create divisions. Challenges that emerge within one region often ripple outward, producing consequences far beyond their point of origin. In this scenario, adopting a global mindset is no longer optional – it is an imperative for responsible leadership.

Throughout the inspiring conversations among participants, several key themes emerged – most notably, the question of what it truly means to cultivate a global mindset. Is it about embracing a universal value system, or is there more to it? Does having a global mindset simply mean adopting a global perspective, one that is often – consciously or unconsciously – shaped by Western ideologies? Or does it go beyond that?

This journey is both individual and communal, urging leaders to question, reflect, and integrate diverse perspectives; that we go beyond skewed definitions and seek a balance where local and global values coexist, enriching one another rather than competing. In this scenario, how does one remain grounded in the local while embracing a global mindset?

A critical distinction must be made: A global mindset is not about conforming to a single worldview. Rather, it is the acceptance and integration of multiple mindsets, working together in **collaboration.** Participants agree that **respect** is one of the most fundamental values to foster collaboration. Respect for where one is, who one is with, and equally, respect for places and people one has never encountered. This respect should not come as a conclusion after gathering all available information, but rather, it must serve as a prerequisite to curiosity and learning. This is where the concept of being **"respectfully curious"** becomes essential. Another consistent idea emerges that responsible leadership requires a minimum consensus on human dignity. A global mindset must begin with **an unwavering commitment to valuing people and their differences.** This principle fosters stronger global collaboration, drives ethical decision-making, and ensures that leadership is truly inclusive.

Local values and global perspectives

The question remains: How do we cultivate leaders who integrate local values with a global perspective? What are some of the practical recommendations to shift Higher Education, corporate leadership programmes, and governance structures from information-based leadership (where knowledge informs respect) to values-based leadership (where respect fuels the pursuit of understanding)?

In this context, the role of higher education in shaping responsible leaders has never been more critical. Schools must guide students through a **hero's journey** – one that not only introduces new global values but also encourages revisiting and reassessing some of the older, parochial value systems. It can be done in dedicated workshops or throughout our academic journey.

However, the most natural way to cultivate a global mindset is by ensuring true **representation.** Many CoBS partner schools have dedicated student recruitment teams across the globe, working to attract students from diverse backgrounds and ensure a well-rounded cohort. However, representation is not just in student demographics but also by creating a safe, inclusive space where all voices are encouraged. When students from varied backgrounds share perspectives, draw parallels, and challenge assumptions, they inspire one another to grow. And it becomes important for instructors to be trained to encourage students to put diverse views forward not just for themselves but for the collective growth of the cohort.

Modules featuring leadership lessons from around the world give students an opening to new perspectives. A powerful example is Brazil's FGV EAESP offering leadership lessons from the Amazon rainforest – showing how nature and indigenous wisdom can inform modern business practices.

Efforts like GBSN's intercontinental competitions, where teams collaborate across borders to solve real-world problems, are ideal for putting skills into practice while fostering genuine global leadership values. These experiences do not just teach theory – they create leaders who understand how to navigate complexity across cultures.

The data is clear: global mindset in leadership directly impacts business success. According to McKinsey in an article on Developing Global Leaders, 76% of senior leaders believe their organisations need to develop global leadership capabilities, yet only 7% think they are currently doing so effectively. This glaring gap represents both an opportunity and a responsibility for higher education institutions to develop these crucial competencies in students.

The recently launched CoBS Advanced International Certificate in Responsible Business Practices embodies this approach, bringing together diverse perspectives to solve business cases and find innovative solutions. It addresses a fundamental challenge: today's students often lack awareness of how concepts manifest differently worldwide.

Take CSR as an example – its implementation and cultural significance in China and East Asia differ markedly from Western approaches. In the aforementioned Certificate, a whole module addresses the topic of CSR in China. Thus, there is immense untapped potential in learning from these varied perspectives. Moreover, this highlights why diversified content and thoughtful curriculum design represent significant areas for improvement in developing truly globally minded leaders.

KEY RECOMMENDATIONS

1. Cultivate «respectful curiosity» as a starting point for all learning and collaboration, where respect precedes understanding

2. Ensure true representation in classrooms through intentional global recruitment and inclusive spaces for all voices

3. Train instructors to facilitate cross-cultural dialogues where students share perspectives for collective growth

4. Incorporate comparative case studies showing how concepts like CSR manifest differently across cultures (East vs West, South vs North)

5. Create hands-on cross-border problem-solving experiences, by incorporating unconventional leadership perspectives (e.g., indigenous wisdom) and multicultural solution-finding simulations.

3

Technology and Innovation: Opportunities and Challenges

© Tom Merton

Technology and Innovation: Opportunities and Challenges

We are on the precipice of technological advancement unprecedented in human history. While it creates numerous opportunities, it also presents myriad challenges on our way. This holds true for every walk of life, including higher education. In discussing technology and innovation, it was emphasized that the context in which they are applied is crucial. For example, the technological landscape in Africa can be very different from that in Europe. This context is particularly important when considering how technology and innovation intersect with education and social sciences. While technology is deeply embedded in fields like medicine, where there are practical, hands-on applications, its role in education and social sciences is still developing.

Advancements in AI have affected education in various ways – it automates many tasks, saving significant time for students and professors. However, it also raises questions of transparency, original thinking, and begs the need for regulation and moderation of its use.

Every participant agrees that technology is here to stay; we cannot put the genie back in the bottle. And one shouldn't, as the benefits and potential gains from these advancements are unimaginable – especially in fields such as medical education or providing accessible education in far-flung areas.

Subsequently, a consistent theme of the conversations was how to tame and moderate these advancements and their effects on education.

AI, being the most influential technology of our times, has highlighted the lack of universal regulation. The concerns associated with AI touch on transparency, ethics, and environmental sustainability, making responsible leadership and business practices crucial.

Like with many other technologies, the issue arises when technology becomes a "god" and is seen as a silver bullet for everything. AI should be viewed as a collaborator, not a master.

In this context, one theme that emerged was AI's ability to increase productivity quantitatively – rooted in the philosophy of infinite growth. But the responsibility falls on institutions to channel this technological force toward improving quality rather than just quantity.

The role of higher education is crucial in setting the right attitude toward these technologies at an early stage. Many schools now require course syllabi to include clear guidelines on technology use – not to reduce engagement with these tools, but to ensure they are used within a structured framework.

The conversation also touched on the larger question of technology's availability and the power divide – where those with access to these resources hold an advantage over those who do not. However, a counterpoint was raised: if made accessible to marginalized populations, these very technologies could act as a leveller, bringing them into the mainstream.

It is important to acknowledge that technological advancements are transforming the job market, requiring schools to stay attuned to evolving skill demands. Staying close to the market and remaining adaptable is crucial. However, it is equally important for educational institutions to **shape** market demand by introducing courses and research on critical topics such as **ethics and technology, the eco-conception of technology, and slow tech.**

By fostering these discussions, schools can help create a more responsible and sustainable technological future rather than merely reacting to industry shifts. Moreover, a key point is to train our students in AI skills to ethically, transparently and professionally use this technology, without forgetting the critical skills of communication and leadership that would accompany this. indeed, AI raises important questions regarding the shift from the traditional classroom and the move towards more tech-adaptive case studies which empower students to extend both their human and digital skills. A further challenge in this transformation concerns faculty and the possibility that students may be more prepared and ready for AI and technical

innovation than their teaching staff. In this light, how can business schools upskill their staff and bring them along in the transformation.

Ultimately, the discussion underscored that we are in a transitional moment. The rapid pace of technological advancement cannot be denied, and while there are valid fears, we must accept the changes and learn how to integrate these innovations into society. As we move forward, it is essential to engage with the challenges and opportunities presented by technology and innovation and figure out how to effectively integrate them into our educational and societal frameworks.

KEY RECOMMENDATIONS

1. Develop contextualized approaches to technology integration, recognizing that different regions (e.g., Africa vs. Europe) require tailored solutions based on local needs and infrastructure.

2. Establish clear guidelines for AI and tech use in academia, embedding them in syllabi to promote structured, ethical engagement without stifling innovation.

3. Prioritize quality over quantity by directing AI's productivity gains toward enhancing educational outcomes (e.g., critical thinking, creativity) rather than mere efficiency.

4. Advocate for universal AI regulations addressing transparency, ethics, and sustainability, with higher education institutions leading policy discussions.

5. Treat AI as a collaborative tool, not a replacement for human judgment, and resist framing it as a «silver bullet» for all challenges.

6. Bridge the digital divide by expanding access to marginalized populations, using technology as an equalizer for education and opportunity.

7. Align curricula with evolving job markets while proactively shaping demand through courses on tech ethics, eco-design, and «slow tech.».

4

Measuring Impact: How do we know we are creating responsible leaders?

Measuring Impact: How do we know we are creating responsible leaders?

Every educational institution aspires to make an impact, but the real challenge is not working toward it – it is measuring whether they are truly achieving the impact they originally set out to create. Many schools proudly showcase their corporate leadership alumni in grand halls of fame. However, do these leaders always stand the touchstone of responsible leadership? The question arises: **how do we measure whether we are truly creating responsible leaders?**

Various discussions highlighted the question if we are indeed creating responsible leaders. There is healthy debate around this challenge. Some argue that impact measurement is inherently difficult because schools are just one influence among many in a leader's journey, especially after graduation. Others counter that if the knowledge and awareness learnt in class are properly internalised, they should resurface when graduates face critical decisions later in life.

Regardless of how much influence educational institutions have, measuring their long-term impact remains a challenge. While students enter programmes with pre-established values, universities play a crucial role in shaping their ethical frameworks, leadership approaches, and contributions to society. Current assessment methods – such as pre- and post-program surveys, alumni tracking, and career outcome analysis – offer some insights but remain insufficient in fully capturing their role in developing responsible leaders.

A key dilemma lies in balancing short-term success metrics (e.g., career placement, salaries) with long-term societal impact (e.g., sustainability, ethical leadership). If institutions prioritize a profit-driven definition of success, students may internalize a narrow, transactional view of achievement.

To gain deeper clarity, tools like the Kohlberg Assessment can help gauge shifts in moral reasoning, while alumni tracking can assess whether graduates are leading responsible, forward-thinking organisations. The number of alumni associated with industries like tobacco and arms manufacturing can also serve as an indicator of institutional influence on ethical leadership.

Experiential learning – through simulations, case studies, XR (extended) Learning, and stakeholder-based exercises – plays a crucial role in helping students visualize their broader impact. We should provide more opportunities for students to grapple with tough decisions before they enter the real world. Discussing ethics in a classroom is one thing: wrestling with real-world dilemmas is another.

Ultimately, higher education does not "manufacture" responsible leaders but can guide them toward more conscious decision-making. The goal should be to cultivate leaders who weigh financial, social, and environmental consequences – not just quarterly profits.

Accreditation bodies are beginning to incorporate alumni contributions into institutional evaluations, but more robust frameworks are needed to measure the true impact of education on leadership.

Higher education must move beyond immediate employability metrics and focus on nurturing leaders who drive long-term societal good. By refining measurement tools and redefining success, institutions can ensure they are not merely producing graduates – but responsible stewards of the future.

KEY RECOMMENDATIONS

1. Lobby accreditation agencies to include alumni impact in school rankings

2. Try to measure any negative alumni behaviour that results in misconduct and legal proceedings

3. Feature successful alumni in sustainability and social innovation as examples

4. Move beyond profit-focused success stories to highlight broader leadership impact

5. Track graduates for 5-10 years to see their leadership roles, company ethics, and social impact

6. Conduct 3-year and 10-year follow-up surveys to measure long-term influence

7. Shift from short-term career placement metrics to long-term societal value creation.

NOTES

QUESTIONS WORTH EXPLORING...

What does responsible leadership, management and business mean in a multicultural context?

What does my institution do to promote responsible leadership? And how can you get students involved even more?

What are 3 effective ways to avoid returning to a business landscape of profit at any price?

What figureheads or corporates do you think can serve as role models or exemplars of responsible leadership and business practices? And how do they do it?

Who might be possible opponents to a responsible leadership mindset and responsible business practices? What arguments can you put forward to turn opposition into support?

Discover The GRID – The Global Responsible Diagnostic: A three-phase process that gives both organizations and individuals a powerful structure and guidance approach to think and talk about their globally responsible leadership behaviour and actions.

ACTION PLAN

Define how encouraging responsible leadership among your students would fit into your vision, purpose, mission, tradition, and legacy as an educational institution.

What human (including faculty expertise and research), technical and logistical resources will be required to implement an effective responsible leadership policy, framework, learning path for your students within your educational institution? Who can take care of internal and external communication on the initiative?

Think of the wider system of stakeholders linked to your institution. Who are they, how are they important, what insight and expertise can they bring to the debate, and how will they benefit?

What key milestones or KPIs are required to gauge the implementation and success of the initiative?

What global organisations could you approach to take part in your institution's endeavour? How could they help with content, expertise, endorsement, or even sponsorship?

What first 3 steps will you take to trigger the initiative?

How will you know you have succeeded? In one year's time? Three? Five? What tools can you set up to measure progress?
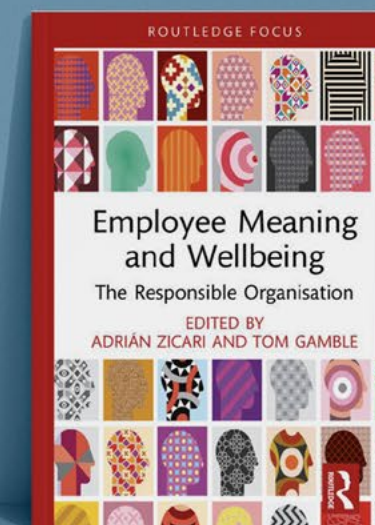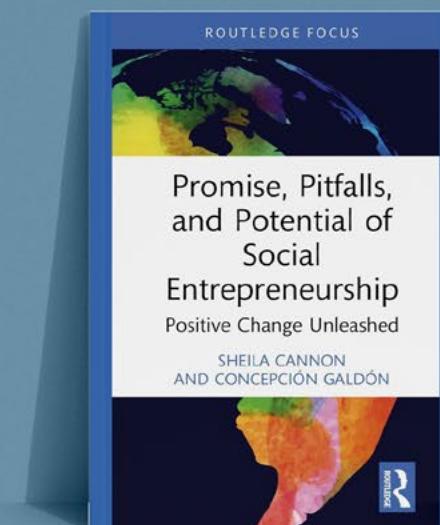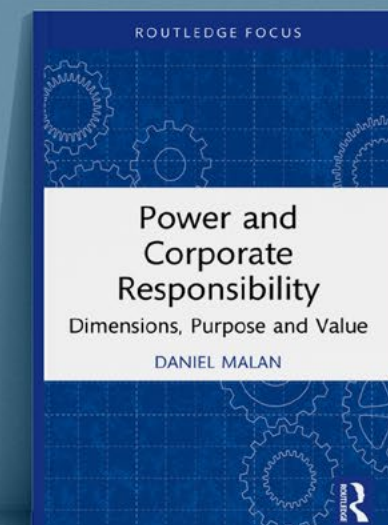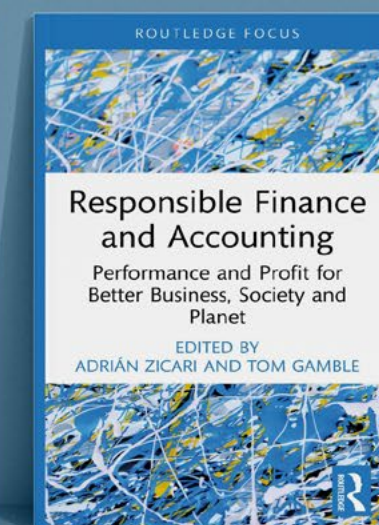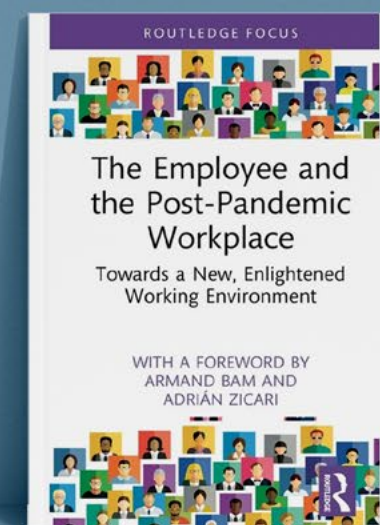
USEFUL READING & RESOURCES

- **The Routledge-CoBS Focus on Responsible Business (book series):**
  https://www.routledge.com/Routledge-CoBS-Focus-on-Responsible-Business/book-series/RCOBS?srsltid=AfmBOoqLEQBD91553mFUziKklispK-ke24Ci6S82NwX7YFqFigBAebfM

- **Harvard BiGS-CoBS special issue magazine:**
  Climate Change: Strategies for advancing the green transition
  https://www.council-business-society.org/_files/ugd/52492b_683eeb633f224ade986fc9c43e7b6e86.pdf

- **The GRLI 50+20 Vision – Management education for the world:**
  https://grli.org/initiatives/the-5020-vision/

- **Research-based insights on CSR, ESG, sustainability, leadership
  and ethics, social impact, DEI, etc.**
  https://cobsinsights.org/

Including:

- **The 3 pillars of responsible leadership**
  https://cobsinsights.org/2022/08/30/the-three-pillars-of-responsible-leadership/
- **Responsible Management Education: Moving a cow out of a ditch** https://cobsinsights.org/2022/10/04/responsible-management-education-moving-a-cow-out-of-a-ditch/

- **Educating for a sustainable future**
  https://cobsinsights.org/2025/02/11/the-integral-role-universities-play-educating-for-a-sustainable-future/

- **The Making of a Good Business School: Distinguishing Purpose from Profit**
  https://cobsinsights.org/2020/11/24/the-making-of-a-good-business-school-distinguishing-purpose-from-profit

- **Condensed learning capsule (CoBS Research Pods) for practitioners:**
  https://www.council-business-society.org/downloads (mid page)

- **Masterclass:** CSR – basic skills and knowledge https://www.youtube.com/watch?v=KZJqg32GTTk

- **Masterclass:** The new corporate climate leadership https://www.youtube.com/watch?v=pHfp4OwxN_w

- **Masterclass:** Social Enterprise – challenges and opportunities' https://www.youtube.com/watch?v=0_pWE4xR39w

- **Masterclass:** The purpose and future of business education https://www.youtube.com/watch?v=YRAVNXRKEtI

- **The GRLI Responsible Leadership Dialogues:**
  https://grli.org/initiatives/responsible-leadership-dialogues/

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ROUTLEDGE FOCUS

The Employee and the Post-Pandemic Workplace
Towards a New, Enlightened Working Environment
WITH A FOREWORD BY ARMAND BAM AND ADRIÁN ZICARI

Responsible Finance and Accounting
Performance and Profit for Better Business, Society and Planet
EDITED BY ADRIÁN ZICARI AND TOM GAMBLE

Power and Corporate Responsibility
Dimensions, Purpose and Value
DANIEL MALAN

Promise, Pitfalls, and Potential of Social Entrepreneurship
Positive Change Unleashed
SHEILA CANNON AND CONCEPCIÓN GALDÓN

Employee Meaning and Wellbeing
The Responsible Organisation
EDITED BY ADRIÁN ZICARI AND TOM GAMBLE

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Too often, we tackle the question as "how do we convince others what is right?" This workshop was all about "think differently" and asking people to "self-reflect". Have we been approaching responsible leadership the right way? How can we improve it?

Dan LeClair, GBSN

It's not the notion of having an answer, but going away with more questions and using these on our students.

Dr. Armand Bam, Stellenbosch

The workshop theme could be the topic of a dissertation

Prof. & Deputy Dean Tales Andreassi, FGV EAESP

Hearing from others is inspiring and it's important to widen the impact and the debate to others.

Prof. Daniel Malan, Trinity

It's like holding a mirror up to the landscape.

John North, GRLI

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