

## Developing Leaders for a Sustainable Society

Over the past decade, increasing focus has been placed on the role that business can – and should – play in contributing to a sustainable global society. As the power and influence of business has grown, business practices are more intently scrutinized for their impacts on communities and the physical world. There is a growing expectation that businesses must strive not only to achieve excellent financial results – but positive social and environmental impacts as well.

Many terms are used to describe this elusive goal – the triple bottom line, sustainable development, corporate citizenship, corporate social responsibility, social impact management. Although definitions differ, the core of each is essentially the same. It refers to the intersection of business needs and wider societal concerns that reflects and respects the complex interdependency between the two.<sup>1</sup> In sustainability terms, it’s about “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”<sup>2</sup>

However labeled, these changing expectations raise the standards considerably for business leaders. It is hard enough to manage toward a single result – superior financial returns. Asking business leaders to make decisions that produce superior financials **and** protect environmental quality **and** contribute to social progress is a tall order indeed. In the wake of reports of wide-spread corporate scandals, it is tempting to assert that the challenges ahead for business leaders are ethical ones. If leaders were more ethical in all their business dealings, the new standard for business leadership would be met.

The truth is, however, that to make decisions that will contribute to a sustainable global society, leaders will need more than a moral compass. A commitment to ethical

behavior is necessary, but not sufficient. So what kind of leaders are called for? And how do we develop them?

Since 1999 the Aspen Institute's Business and Society Program has been convening experts in leadership development from academic institutions, corporations and professional service firms around the world, inviting them to share insights and reflections on these questions.

At the root of the inquiry has been the desire to develop collective wisdom about the qualities of what we called "balanced" leaders (individuals who are attentive to the social and environmental impacts of their decisions as well as to economic performance, to the long and short-term implications of their actions and to the concerns and voices of their enterprises' multiple stakeholders) and about the skills and perspectives these balanced leaders exhibit. In addition, participants considered what kinds of educational experiences are most effective for developing these capacities in individuals. The focus of this paper is to summarize the findings from these conference dialogues.<sup>3</sup>

### *A Challenging Environment for Balanced Leaders*

In these conferences there was consensus about the importance of taking a fresh look at business leadership in order to develop executives who can navigate the complex financial, social and environmental dynamics of global businesses in the 21st century. However, there was also wide-spread recognition that corporate life today is stacked against balanced leadership initiatives. For starters, the incentive system that drives corporate behavior is dependent on demonstrated financial results. Similarly, there is an undue reliance on the use of economic tools and models – as if "making the numbers work" can always get us to the optimal result.

Information overload creates another impediment. A relentless barrage of information clogs our electronic and desktop in-boxes. Moreover, we have to manage this overload in an environment where speed is imperative.

Even the War for Talent campaigns at corporations can be detrimental. Emphasis on stars rather than systems can lead to a belief in the power and influence of heroic CEOs who can be attracted and retained only with oversized compensation packages.<sup>4</sup> And pressure on larger-than-life CEOs for superior financial results, quarter after quarter, has a negative, cascading effect throughout organizations.

In this environment, meeting the expectations of The Street dominates corporate decision-making. Corners are cut. Financial engineering becomes a lifeline for reducing costs and inflating revenues. And in far too many cases, ethics takes a backseat to expediency and greed. Often these decisions are justified because they **enhance shareholder value**, undoubtedly the most cherished and dominant statement of corporate purpose and measure of corporate success for the past twenty years.

### *A New Look at Business Leadership*

Many are now recognizing that the shareholder whose value has been most enhanced in many companies is the one who got out first. The horizon over which shareholder value has been enhanced has gotten shorter and shorter.

Moreover, it is increasingly clear that the discounted present value of income reflected in a company's stock price doesn't begin to reflect a whole host of factors that impact the value of the firm for its owners: like costs arising from environmental degradation caused by its products or manufacturing facilities, earnings restatements occasioned by top management's ethical breaches, public outrage over substandard production operations in

emerging markets, or productivity declines due to employee disillusionment about management's concerns for its welfare.

For twenty years, our business leaders have been educated to lead with enhancing shareholder value as the ultimate endgame. If we are now expecting a different focus, we will need to rethink what kind of leadership is likely to achieve that result.

In Aspen Institute's Business and Society conferences, participants, reflecting on their own work over decades with business leaders of all kinds, took a refreshing look at business leadership. They suggest that leaders who are better able to manage across three dimensions – financial, social and environmental – are likely to exhibit several key characteristics. These include:

- Being able to span boundaries, listen to diverse constituencies and be willing to be altered by these inputs;
- Having the courage to make tough decisions in a way that acknowledges the often conflicting values/expectations of these constituencies;
- Being enriched, not overwhelmed, by complexity and diversity;
- Building a team that is stronger than its individual parts;
- Seeing the firm in a larger context, considering social and environmental issues beyond the gates of the corporation;
- Being able to move beyond solving specific problems or addressing particular needs to setting a broad agenda.

Participants also considered what skills and perspectives are implicit in these characteristics. Five stand out and are explored in further detail below.

**Self-knowledge:** Balanced leadership relies on an individual's capacity for consciousness, awareness and presence. Knowing thyself has long been regarded as a precursor to greater understanding. A special issue of the Harvard Business Review published in 2001 on "Breakthrough Leadership" identified self-knowledge as "Leadership's First Commandment." This issue also reported on research that validated another correlation – a positive link between self-knowledge and bottom line results.<sup>5</sup> "Managing for financial

results . . .” writes Goleman, Boyatis and McKee, “begins with the leader managing his inner life so that the right emotional and behavioral chain reaction occurs.”<sup>6</sup>

**Communication skills – speaking AND listening:** Many executives are used to imparting lessons to subordinates, to rolling out new initiatives, to issuing directives. Fewer actively seek opportunities to receive lessons from the field. But active listening is a vital leadership skill. Among other things, it allows leaders up to pick up on “Weak Signals”<sup>®7</sup>

When turbulence hits, as it inevitably does in corporate life, the impact of faulty communication skills is magnified. Knowing when to speak and when to listen is another of the balancing acts that expert leaders must master. While listening is critical, managers also need to know when to speak honestly and forthrightly. Especially in the midst of crisis, “unbounded anxiety” in a business setting is one of the greatest risks. Speaking out about what is both right and wrong becomes an expression of hope. The diagnosis serves as a container for focusing efforts; colleagues can then move forward.<sup>8</sup> Authentic leaders understand that even when they are not “camera ready,” they must speak in a genuine voice about what they believe to be true. Especially when times are toughest, “honesty is the real charisma.”

**Leading with multiple perspectives:** Aspen’s Business and Society Program dialogues have revealed that executives think most expansively and hopefully about the role of business as a force for positive change when they are speaking not simply as a business person but also as a parent, a citizen, a neighbor, a spouse.

From this multi-dimensional stance, they are much more likely to see how making decisions that leave a positive footprint on communities and the physical environment does in fact serve shareholders’ needs as well. They are also more likely to encourage colleagues to

harvest the leadership lessons embedded in their experiences outside of work – like parenting, coaching, serving on nonprofit boards, competing in sports events, traveling.

Leaders with multiple perspectives also know the importance of asking fateful questions – and being willing to be altered by the responses; and they are prepared to engage with diverse stakeholders in this process of inquiry.

**Operationalizing values-based decision making throughout the firm:** Regulatory compliance and strict codes for ethical conduct are critical structures for businesses.

However, they tend to level the playing field rather than open paths for business to contribute to a sustainable society. Breakthrough opportunities will come from the direction of leaders who understand that the values of the firm are lived through routine decisions made by employees at every level of the firm – by the scientists in the product development department, the analysts in finance, the marketing specialists.

Balanced leaders set a high standard for these decisions. They require, of course, that the decisions be based on ethical principles – and that there be consequences for violating that trust. But they go beyond assuring that employees chose right from wrong. They are willing to wade into murkier terrain where there isn't a right or wrong. In that terrain there are choices with consequences, known and unknown, and costs and benefits that are weighted unevenly for various stakeholders. Considerable expertise is required to develop a decision-making process that gives space to these factors.

**Understanding the reality of choice:** Leaders make tough decisions. Everyone knows that's part of the job, but sometimes leaders take a short cut in order to get to the “right” answer; they use the tools at their disposal to figure out which option appears to enhance shareholder value and go from there.

Increasingly, however, as multiple stakeholders assert their right to have conflicting values and expectations factored into the equation, leaders are faced with having to make decisions when the right answer is far from obvious and the tools they have available aren't up to the task, when there is no obvious "win/win" outcome and when it is clearly damaging to important constituencies to privilege one stakeholder at the expense of another. In these cases, leaders need other tools to make judgments; and they may need to steer the corporation down a path that has perceived long-term benefits but real short-term costs.

Even in these difficult situations it is empowering for leaders at all levels of an organization to understand that they are not without choices. They can, for example, choose to invite, rather than to wait; they can choose to value, rather than critique; they can choose to question, rather than assert.

### ***Implications for Leadership Development Programs***

What kinds of leadership development programs are best suited to educate individuals to manage businesses in a way consistent with the needs of a sustainable society? Certainly continued research and exploration is required to identify new standards for excellence in this arena. In the meantime, participants at the Aspen Business and Society Program conferences have begun sharing ideas about new content and pedagogical approaches that will increase the capacity of emerging and existing leaders to exercise more balance in their business practices. Their insights are summarized below in four categories: important new content and questions, the benefits of retreat/time for reflection, the power of experiential learning, the central role of cross-sectoral dialogue.<sup>9</sup>

#### **New content and questions**

Business executives have been well schooled in using tools to meet financial objectives, but they need additional strategies and more information to seek outcomes that more fully

take social and environmental impacts into account. Proposed new curriculum topics include: understanding diverse stakeholder perspectives, considering what “sustainable development” means for today’s managers, managing for the future in the midst of startling change, surveying global trends and assessing their impact on management decisions, considering the role and responsibilities of corporations and their leaders in an evolving global economy, exploring ways to build partnerships across sectors to address issues at the intersection of economic and societal concerns.

A unified theme in all of these topics – and dozens of others that might be added to the list – is that they are not so much about **mastery** as they are about **discovery**. This observation suggests that balanced leadership is much more about asking questions than it is about finding answers.

It’s not that effective leaders won’t have to make very difficult decisions, nor that they will be free from having to bring exceptional technical competence to their responsibilities. Rather, it affirms that leaders who believe that their core competitive advantage rests on being able to attend simultaneously to the financial, social and environmental dimensions of their enterprise will have to lead in a way that honors **the importance of inquiry**.

Leadership development programs will then have to be more about helping executives and emerging leaders learn to ask the fateful questions. Examples of these questions, drawn from conversations with executive education experts, include:

- What is the purpose of our enterprise?
- Is it possible to articulate this purpose in a way that engages the passions of employees?
- How do we measure success?
- What is it that we do as a business when we are at our best that allows us to say that our life has meaning?<sup>10</sup>
- What is the “work of the world” and are we doing it?

### **The benefits of retreat/time for reflection**

Giving leaders an opportunity for retreat and reflection was repeatedly highlighted by participants at Aspen Business and Society conferences as a critical component of leadership development programs. As defined by participants, retreat is a critical counterpoint to the information overload and speed imperative that governs daily corporate life.

Retreat is the connection between sensing and actualizing. It makes it possible to “go within yourself and allow the inner knowing to emerge.” Retreat is a “mysterious moment of alchemy when we get from ‘is’ to ‘ought’.” It is a source of energy and will. It is essential for getting to the epiphanies that give leaders the knowledge of “elsewhere” that drives their vision.

The practice of retreat described by participants ranged from a night alone in the desert to the practice of setting aside time in training sessions for individual and group reflection. Others suggested that reflection can be prompted by a change of venue – like a trip to an art gallery and a short-term assignment in a foreign country that required participants to solve a problem or start a business. The common thread in all approaches was to move away from the usual daily routine and incessant busy-ness in order to get a different view.

### **The power of experiential learning**

Experiential learning opportunities for executives - in many forms including role playing, peer exchanges, listening tours - have been the sources of remarkable breakthroughs in uncovering one’s own values and understanding others’ points of view. These stories are illustrative:

- The executive of a small nongovernmental organization worked with rival clans in the neighborhood. One day he received a visit from local clergy. He engaged them in role-playing a conflict between the two clans. They became truly immersed in their

roles and were changed by the opportunity to trade their clerical robes for those of others.

- In a peer exchange program one manager observing another was initially disturbed by what he perceived as a lack of productivity. She was “running around like crazy,” driven by emails, telephone calls and unscheduled visits. Eventually, however, he came to realize that through her diverse interactions she was picking up vital information critical for managing the crisis situations at the core of her organization’s work. As a result, his understanding of the manager role expanded.
- Managers in struggling firms sometimes have difficulty connecting their work with the world outside the corporation. To facilitate a connection, in one case, senior managers were encouraged to go shopping with potential customers to remove the filters that inhibit their understanding of customers’ product expectations and priorities. These excursions are similar to the “listening tours” that some firms organize for executives to make sure they get into the field and hear many diverse voices.

### **The central role of cross-sectoral dialogue**

Closely related to the need for experiential learning is the importance of making cross sectoral dialogue a fundamental part of leadership development programs. Cross-sector is widely defined. It can mean bringing academics and practitioners together or representatives from different disciplines or functional areas within a firm. It refers also to discussions across generations or across hierarchical layers in a corporation. At another level, it calls for discussions among representatives of for-profit businesses, non-governmental organizations and government.

Aspen’s Business Leaders Dialogues have actively tested the impact of such dialogues. Two brief stories are worth relating here. One occurred in the midst of a 3 day *Developing Leaders for a Sustainable Society* by Nancy McGaw, The Aspen Institute’s Business and Society Program

dialogue with CEOs focused on the role of the corporation in society. A physician told the story of an impoverished young single mother in a Central American country and her struggles to manage her responsibilities as a mother and a worker. It was a simple story of poverty and aspirations and the impediments that chip away at hope for millions of hard working people around the world. Her story became a touchstone for further conversation throughout the conference. The second pertains to the reflections that participants share at the end of these Business Leaders Dialogues. Some acknowledge removing blinders they wore at the outset. Many report a renewed sense of urgency about the importance of action, and nearly all see an exciting new path for personal engagement.

Today's corporate executives tend to value action rather than talk, but their leadership capacity may be strengthened by learning to build more time for dialogue into the decision-making process, especially when the decision concerns issues at this intersection of financial, social and environmental concerns. As Shashi Tharoor wrote in his op-ed piece entitled *In Defense of Gabfests*, "Such talk lays down markers, articulates aspirations, reveals gaps and helps bridge them. Without talk, there would never be agreement; without agreement, there would be no action."<sup>11</sup>

### **Conclusion**

What is perhaps most remarkable about the findings from the meetings convened by Aspen's Business and Society Program is the hopeful message they convey about how we may reach the goal of developing leaders who strive to contribute to a sustainable global society.

Despite the apparently inhospitable environment in which balanced leadership must find its way and the tough standards by which these leaders will be judged, the message

embedded in these findings is not about the burdens that leaders must assume. Rather, it is a message full of possibility.

When considering whether leaders will rise to the challenge of running corporations with an eye on financial results and social and environmental impacts, it's not as important to focus on whether they **should** as it is to realize that they **can**.

How is it that a responsibility so great can feel so exhilarating? Perhaps it is because the essential tools for taking on the challenge are within our grasp. We can:

- honor inquiry, by asking fateful questions that engage and excite;
- enter into dialogue with a commitment to hear and be heard;
- take time for reflection and retreat;
- experience and learn;
- assert the values that we have always held dear, the ones we hope our children will impart to their own;
- imagine a vision of the future and the legacy we can leave behind.

As Frank Barrett and Ronald Fry stated, “The most important resource we have for changing organizations is our unlimited imagination and our capacity to unleash the imaginations and minds of groups.”<sup>12</sup> With that guiding conviction, it seems one of the most critical roles for leadership development programs is to ignite imaginations and empower leaders to believe in their own capacity for positive change.

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<sup>1</sup> The Business and Society Program at the Aspen Institute, “Social Impact Management: A Definition,” see [www.aspenbsp.org](http://www.aspenbsp.org).

<sup>2</sup> This definition of sustainability is from the 1987 *Brundtland Report*, also known as *Our Common Future*, based on the work of the United Nations World Commission on Environment and Development, chaired by Dr. Gro Harlem Brundtland.

<sup>3</sup> Aspen BSP has convened four separate two day meetings since 1999. Notes were taken at these meeting but attendees were assured that their remarks were not for attribution without explicit permission. In the summary below, participants are quoted or paraphrased, but no participant is identified by name. A list of participants in these meetings, however, is included as Appendix A to this paper.

<sup>4</sup> See Malcolm Gladwell, “The Talent Myth,” *The New Yorker* 22 July 2002. As Malcolm Gladwell writes, focusing on stars is understandable “because our lives are so obviously enriched by individual brilliance . . . . But companies work by different rules. They don’t just create; they execute and compete and coordinate the efforts of many different people, and the organizations that are most successful at that task are the ones where is system is the star.”

<sup>5</sup> See *Harvard Business Review’s* Special Issue, December 2001.

<sup>6</sup> Daniel Goleman, Richard Boyatzis, and Annie McKee, “Primal Leadership: The Hidden Driver of Great Performance,” *Harvard Business Review*, December 2001.

<sup>7</sup> “Weak signal research refers to those organizational traits and organic components that enable the enterprise to detect weak signals as a matter of course, build models and stories that illustrate the possible effects of whole sets of signals over time, and redesign itself efficiently to take advantage of these possibilities.” See Bryan Coffman’s introduction to Weak Signal ® Research on the Matt Taylor Corporation website at <http://www.mgtaylor.com/mgtaylor/jotm/winter97/wsrintro.htm>.

<sup>8</sup> Gary E. Jusela, William Wiggernhorn and Mary C. Gentile, “Raising the Stakes or Finally Seeing them Clearly? Balanced Leadership in Times of Economic Crisis,” *New Academy Review* 1.1 (Spring 2002): 37-47.

<sup>9</sup> Appendix B to this report lists some interesting examples of specific programs for business executives that have been noted by conference participants.

<sup>10</sup> This question is at the heart of the Appreciative Inquiry methodology developed at The Weatherhead School at Case Western University. See <http://appreciativeinquiry.cwru.edu/>

<sup>11</sup> Shashi Tharoor, “In Defense of Gabfests,” *The New York Times* 29 July 2002: A 19.

<sup>12</sup> Ronald Fry et al, editors, *Appreciative Inquiry and Organizational Transformation: Reports from the Field*, Quorum Books: Westport, Connecticut, 2002, 5

**Appendix A**  
**Aspen Institute Business and Society**  
**Developing Balanced Leaders Conference Participants<sup>12</sup>**

<b>Talia</b>	<b>Aharoni</b>	<i>MAALA-Business for Social Responsibility</i>	Israel
<b>Felipe</b>	<b>Alfonso</b>	<i>Asian Institute of Management</i>	Philippines
<b>Carlo</b>	<b>Brumat</b>	<i>DUXX Graduate School of Business Leadership</i>	Mexico
<b>Leo</b>	<b>Burke</b>	<i>University of Notre Dame</i>	USA
<b>Michael</b>	<b>Byungnam Lee</b>	<i>LG Academy</i>	Korea
<b>Taizoon</b>	<b>Chinwalla</b>	<i>Motorola Inc</i>	USA
<b>Gill</b>	<b>Coleman</b>	<i>New Academy of Business</i>	UK
<b>Bogdan</b>	<b>Costea</b>	<i>Lancaster University</i>	UK
<b>Susan</b>	<b>DeLuca</b>	<i>The New York Times Company</i>	USA
<b>Barbara</b>	<b>Dyer</b>	<i>Hitachi Foundation</i>	USA
<b>Chris</b>	<b>Edmonds-Waters</b>	<i>Schwab University</i>	USA
<b>Stewart</b>	<b>Friedman</b>	<i>Ford Motor Company</i>	USA
<b>Ronald</b>	<b>Fry</b>	<i>Case Western Reserve University</i>	USA
<b>Robert</b>	<b>Fulmer</b>	<i>Pepperdine University</i>	USA
<b>Robert</b>	<b>Galvin</b>	<i>Motorola</i>	USA
<b>Jeffrey</b>	<b>Gandz</b>	<i>University of Western Ontario</i>	Canada
<b>Mary</b>	<b>Gentile</b>	<i>The Aspen Institute</i>	USA
<b>Craig</b>	<b>Gill</b>	<i>Lucent Technologies</i>	USA
<b>Brad</b>	<b>Googins</b>	<i>Boston College</i>	USA
<b>Jonathan</b>	<b>Gosling</b>	<i>Lancaster University</i>	UK
<b>Cheryl</b>	<b>Green</b>	<i>Sodexo Marriott Services</i>	USA
<b>Tex</b>	<b>Gunning</b>	<i>Van den Bergh Nederland</i>	Netherlands
<b>Douglas</b>	<b>Hall</b>	<i>Boston University</i>	USA
<b>Gay</b>	<b>Haskins</b>	<i>London Business School</i>	UK
<b>John</b>	<b>Helding</b>	<i>Booz Allen Hamilton</i>	USA
<b>Tom</b>	<b>Henning</b>	<i>Veridian</i>	USA
<b>Linda</b>	<b>Hill</b>	<i>Harvard Business School</i>	USA
<b>Patricia</b>	<b>Hodgins</b>	<i>London Business School</i>	UK
<b>Bruce</b>	<b>Hutton</b>	<i>University of Denver</i>	USA
<b>G.K.</b>	<b>Jayaram</b>	<i>Infosys Technologies Ltd.</i>	India
<b>Gary</b>	<b>Jusela</b>	<i>Home Depot</i>	USA
<b>Adam</b>	<b>Kahane</b>	<i>Generon Consulting</i>	USA

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<b>Michele</b>	<b>Kahane</b>	<i>Ford Foundation</i>	USA
<b>Joan</b>	<b>Karas</b>	<i>Alcoa Inc.</i>	USA
<b>Lily</b>	<b>Kelly-Radford</b>	<i>Center for Creative Leadership</i>	USA
<b>S.K.</b>	<b>Ko</b>	<i>Motorola China Electronics</i>	China
<b>Britta</b>	<b>Kramer</b>	<i>Booz Allen &amp; Hamilton</i>	Germany
<b>John</b>	<b>Landry</b>	<i>Harvard Business Review</i>	USA
<b>Karen</b>	<b>Lefebvre</b>	<i>Societe Generale</i>	USA
<b>Renee</b>	<b>Lerche</b>	<i>Ford Motor Company</i>	USA
<b>Jan</b>	<b>Liss</b>	<i>The Aspen Institute</i>	USA
<b>Marsha</b>	<b>Madigan</b>	<i>Equanimity Partners</i>	USA
<b>Kathryn</b>	<b>Mayer</b>	<i>Salomon Smith Barney</i>	USA
<b>Frank</b>	<b>McAuley</b>	<i>Royal Bank of Canada</i>	Canada
<b>Mary</b>	<b>McBride</b>	<i>Pratt Institute</i>	USA
<b>Nancy</b>	<b>McGaw</b>	<i>The Aspen Institute</i>	USA
<b>Henry</b>	<b>Mintzberg</b>	<i>McGill University</i>	Canada
<b>Sanjoy</b>	<b>Mukherjee</b>	<i>Indian Institute of Management Calcutta</i>	India
<b>Phil</b>	<b>Mirvis</b>	<i>Independent Consultant</i>	USA
<b>David</b>	<b>Newkirk</b>	<i>Booz Allen &amp; Hamilton</i>	UK
<b>Mary</b>	<b>O'Sullivan</b>	<i>INSEAD</i>	France
<b>Sue</b>	<b>Purves</b>	<i>AstraZeneca Group</i>	UK
<b>Luiz</b>	<b>Rodrigues da</b>	<i>Motorola University</i>	Brazil
<b>Carlos</b>	<b>Costa</b>		
<b>Judith</b>	<b>Rosenblum</b>	<i>Duke Corporate Education Inc.</i>	USA
<b>Judith</b>	<b>Samuelson</b>	<i>The Aspen Institute</i>	USA
<b>Joseph</b>	<b>Schlosser</b>	<i>PricewaterhouseCoopers</i>	USA
<b>Nick</b>	<b>Segal</b>	<i>University of Cape Town School of Business</i>	South Africa
<b>Andrea</b>	<b>Sehl</b>	<i>Brecker &amp; Merryman</i>	USA
<b>Jim</b>	<b>Sheegog</b>	<i>International Consortium for Executive Development Research</i>	USA
<b>Bryan</b>	<b>Smith</b>	<i>Innovation Associates of Canada</i>	Canada
<b>Stephen</b>	<b>Stumpf</b>	<i>Villanova University</i>	USA
<b>Jennifer</b>	<b>Suesse</b>	<i>Harvard University</i>	USA
<b>Carlos</b>	<b>Valdes-Dapena</b>	<i>IBM</i>	USA
<b>John</b>	<b>Weiser</b>	<i>Brody Weiser Burns</i>	USA
<b>William</b>	<b>Wiggenhorn</b>	<i>Motorola</i>	USA

**Appendix B**  
**A Sample of Executive Education Programs Noted by Participants**  
**in the Aspen Institute Business and Society Program’s**  
**Developing Balanced Leaders Conferences**

<p><b><i>Case Western Reserve University (The Weatherhead School)</i></b></p>	<p>The Foundations and Frontiers in Appreciative Inquiry Program introduces participants to the appreciative inquiry methodology and teaches students “how to ask the questions that open the floodgates for positive change, engage the whole system, and generate measurable results.”  <a href="http://weatherhead.cwru.edu/seminars/certificate_appreciative.htm">http://weatherhead.cwru.edu/seminars/certificate_appreciative.htm</a></p> <p>In the capstone course in its Executive MBA program students develop a life-Long Learning Plan to commence after their graduation. The plan is based on a series of instrumented and peer feedback and analyses guided by the work on emotional intelligence by Boyatis, Goleman et al. Students practice skills and inquiry methods to develop more self-awareness, awareness of others and relational competencies.</p>
<p><b><i>Center for Creative Leadership</i></b></p>	<p>Offers numerous leadership development programs including “Building Resilience: Leading in the Face of Change.” Two of the intended outcomes for this program are to teach participants “how to build and support an environment of trust” and “develop authentic leadership capacities.” The program uses the Center’s “unique model for examining the paradoxical demands of leading people in extraordinary times” and provides a focus on emotional intelligence and resiliency.  <a href="http://www.ccl.org/br">http://www.ccl.org/br</a></p>
<p><b><i>Indian Institute of Management in Calcutta (Management Center for Human Values)</i></b></p>	<p>The Management by Human Values: Indian Insights is an annual, week-long international workshop. It draws inputs from classical psycho-philosophical wisdom of India to stimulate value-based managerial effectiveness and transform organizational work-life in three interconnected modules - Pure Mind or Pure Consciousness, Wisdom Leadership and Teamspirit, Stress Prevention and Management - through intellectual discourse and experiential processes.  <a href="http://www.mchv.org/mdp/mdp.htm">http://www.mchv.org/mdp/mdp.htm</a></p>

<b>London Business School</b>	Proteus is an executive program named for the Greek sea god famous for his power to assume different shapes at will. Among its features is time for leaders to meet with young people to hear about their images of leaders and for the leaders themselves to reflect on their own legacies. The program wraps up with a “biography and destiny” session. <a href="http://www.london.edu/execed/Open_Enrolment_Programmes/Leadership_Programmes/Proteus/proteus.html">http://www.london.edu/execed/Open_Enrolment_Programmes/Leadership_Programmes/Proteus/proteus.html</a>
<b>McGill and 5 other universities (Lancaster, Kobe, Hitotsubashi, Jaist, INSEAD, Indian Institute of Management Bangalore)</b>	The International Masters Program in Practicing Management is a degree program that “focuses on developing managers within their own contexts” (their jobs/organizations) and is organized around “mindsets” – reflective, analytic, worldly, collaborative, and action – rather than around functional “silos” such as marketing, finance, organizational behavior. Each mindset unit is taught in a different university. <a href="http://www.impm.org/overview.htm">http://www.impm.org/overview.htm</a>
<b>Notre Dame (Mendoza School of Business)</b>	The Integral Leadership program, which focuses on multiple facets of human growth – cognitive, emotional, interpersonal, physical, moral and spiritual, is explicitly designed to help business leaders make values-based decisions. A defining feature of all Notre Dame’s executive education programs is the “weave,” scheduled segments of each curriculum module that integrate business disciplines and reinforce the importance of values. <a href="http://www.nd.edu/~execprog/programs/eilp/index.html">http://www.nd.edu/~execprog/programs/eilp/index.html</a>
<b>Performance of a Lifetime</b>	A theatre group based in New York City uses improvisation as a leadership development tool to teach leaders “about embracing the unexpected, making creative use of the input of all, creating an environment that reveals and rewards talent, relating to others in a connected way, and -- perhaps most importantly -- listening, listening, and listening.” <a href="http://www.performanceofalifetime.com/lead.htm">http://www.performanceofalifetime.com/lead.htm</a>
<b>The Aspen Institute</b>	The Executive Seminar brings together diverse groups of leaders to learn from each other and from some of the greatest thinkers of all time. Leaders examine the writings of philosophers and social activists such as Aristotle, Confucius, Gandhi, Adam Smith and Vaclav Havel. This experience “enables participants to define and understand basic values that are at the heart of the most complex decisions leaders face.” <a href="http://www.aspeninstitute.org/index.asp?i=54">http://www.aspeninstitute.org/index.asp?i=54</a>
<b>The Fetzer Institute</b>	The Leadership Savvy program (offered in 2001) emphasized building leadership capacity by understanding the role of thought in human experience and “recognizing the innate capacity for presence, equanimity, balance and resiliency in all human beings.”