



PRME

Responsible Management
Education and Practice



IILM

Lodhi Road • Gurgaon • Greater Noida



IILM International Conference



IILM Third International Conference

“Responsible Management Education, Training and Practice”

January 7 to 9, 2016
IILM Lodhi Road Campus, New Delhi

IILM is committed to the Principles of Responsible Management Education in letter and spirit. IILM’s Vision states “IILM will be a leader in values based management education and business focused research”.

IILM mission focuses on :

- (a) A deep commitment to sustainable development and a green environment,
- (b) An appreciation of the cultural heritage and socio-economic diversity of India.

As an institute we are committed to take the case of responsible management to educational institutions and corporates across South Asia and beyond. IILM First International Conference on Responsible Management Education and Practice, organized in January 2014, and IILM second International Conference on Responsible Management Education, Training and Practice held in January 2015, set key milestones in the journey of IILM.

IILM’s Third International Conference “Responsible Management Education, Training and Practice”, scheduled from 7th to 9th January 2016, is inspired by Sustainable Development Goals (SDGs) of the United Nations.

United Nations Sustainable Development Goals (SDGs) represent universal transformative agenda, focusing on well being and sustainability of all countries for the present and future generations. A highly connected world means that policies in any country can make a major impact across the globe.

The challenges addressed in the SDGs emphasize underlying causes of development require integrated thinking and coordination at various levels.

One of the key objectives of this Conference is to create awareness of SDGs among companies, policy makers, NGOs, and to initiate activities for focus on SDGs related issues in business schools courses and research.

Agenda – Thursday, January 7, 2016

Registration and Lunch	12.00 pm to 1.30 pm
Opening Plenary	1.45 pm to 3.15 pm

Conference Inauguration, Lighting of the lamp by the EU Ambassador to India, His Excellency Mr Tomasz Kozlowski

Welcome address and overview : Professor Rakesh Chaudhry, Senior Director, IILM

United Nations Sustainable Development Goals : Ms Florencia Librizzi, UN Global Compact, New York

Keynote Address : EU Ambassador to India, His Excellency Mr Tomasz Kozlowski

Special Address : Dr. Bhaskar Chatterjee, Director General & CEO, Indian Institute of Corporate Affairs, Ministry of Corporate Affairs, Government of India

Special Address : Mr Nitin Seth, Managing Director, Fidelity Worldwide Investments

Coffee Break	3.15 pm to 3.45 pm
Session 1: (Coordinators Ms Vidhisha Vyas)	3.45 pm to 5.15 pm

Inclusive Equitable Education and Lifelong Learning and Achieve gender equality and empower all women and girls

(Inspired by SDG 4 : Ensuring inclusive and equitable quality education and promote life-long learning opportunities for all and SDG 5: Achieve gender equality and empower all women and girls)

Mr Raj Nehru, Director, Concentrix India Pvt Limited

Ms Anju Sabharwal, VP Human resources, Vodafone Limited

Mr Mr Sharad Singh, Country Manager (Enterprise), Hewlett Packard, India

Agenda – Friday, January 8, 2016

Session 2 : (Coordinator Prof Sanjay Srivastava) 10.00 am to 11.30 am

Skills Development for Employment & Sustainable Economic Growth and Ensure healthy lives and promote well-being for all

(Inspired by SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all and SDG 3: Ensure healthy lives and promote well-being for all at all ages)

Professor S. Padam, Former Dean, Administrative Staff College, Hyderabad

Mr Shitanshu Prasad, Executive Director, Steel Authority of India Limited

Case Study - Grow Africa : Alessio Devito, Stephane Formenti, University of Geneva, Switzerland

Mr Mariusz Soltanifar, Hanze University of Applied Sciences, Groningen, The Netherlands

Dr G. Jawahar, Head HR, Power Finance Corporation Limited

Coffee Break 11.30 am to 12.00 noon

Session 3: (Coordinator Prof R. Srinivasan) 12.00 noon to 1.30 pm

Ensure access to affordable, reliable, sustainable and modern energy for all and Ensure sustainable consumption and production patterns

(Inspired by SDG 7: Ensure access to affordable, reliable, sustainable, and modern energy for all and SDG 12: Ensure sustainable consumption and production patterns)

Mr Sutanu Behuria, former Secretary, Heavy Industries, Government of India

Professor Balam Avittathur, Indian Institute of Management, Calcutta

Mr. Santanu Roy, General Manager (Corporate Planning), Gas Authority of India Limited

Dr Sunil Sharma, General Manager, Wal-Mart, India

Lunch 1.30 pm to 2.30 pm

Session 4 : (Coordinator Prof Rahul Mishra) 2.30 pm to 3.45 pm

Ensure availability and sustainable management of water and sanitation for all and Take urgent action to combat climate change and its impacts

(Inspired by SDG 6: Ensure availability and sustainable management of water and sanitation for all and SDG 13: Take urgent action to combat climate change and its impacts)

Mr Sameer Pathak, Coca Cola India Inc.

Mr. Rajendra Chaudhri , Director (Commercial) NBCC Limited

Ms Rubin Sen, GRI, South Asia

Mr. Prashant Pastore , Senior Manager, Solidaridad - South and South East Asia

Coffee Break 3.45 pm to 4.00pm

Session 5: (Coordinator Dr Preethi Srinivas) 4.00 pm to 5.30 pm

Make cities inclusive, safe, resilient and sustainable (Smart Cities)

(Inspired by SDG 11: Make Cities and Human settlements inclusive, safe, resilient, and sustainable)

Mr MSN Murthy, Director and Leader Smart Cities, Pricewaterhousecoopers, India

Mr Vikas Marwah, CMO, Sona Steering Limited

Ms Shabnam Siddiqui, Director, Anticorruption Centre of Excellence, Global Compact Network India

Mr Amit Sinha Roy, Vice President - Marketing & Strategy, Tata Communications Limited

Dr Michael Schmitt, Professor of Financial Management, International School of Management, Frankfurt.

Agenda – Saturday, January 9, 2016

Session 6 : (Coordinator Prof Rajkishan Nair) 10.00 am to 11.30 am

Promote inclusive societies and provide access to justice for all, and build effective, accountable institutions at all levels

(Inspired by SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels)

Dr Vasanthi Srinivasan, Indian Institute of Management, Bangalore

Mr Sandeep Tyagi, Director HR, Samsung Electronics

Ms. Florencia Librizzi, Senior Manager, Legal & Policy, UN Global Compact, New York

Mr Ram Pandey, General Manager, Corporate Affairs, Oerlikon Grazaino

Professor Jagdeep Chhokar, Indian Institute for Management, Ahmedabad

Coffee Break 11.30 am to 12.00 noon

Closing Plenary 12.00 noon to 1.30 pm

Special Address : Dr S.Y. Quaraishi, former Chief Election Commissioner, India

Ms Florencia Librizzi, UN Global Compact, New York

Professor Rakesh Chaudhry, IILM Institute for Higher Education

Mr Ravi Bhatnagar, Head - External Affairs, RB (Reckitt Benckiser) Limited

Summing Up : Dr Smitha Girija, IILM Institute for Higher Education

Networking Lunch 1.30 pm to 2.30 pm

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1. Introduction

Established in 1993, IILM offers management programs at undergraduate and graduate level with curriculum benchmarked against the best in the world. It has three campuses in the National Capital Region of Delhi. IILM has over 1500 students and 100 faculty members.

IILM became a signatory of PRME in 2008, and has been actively engaged in implementing initiatives and framework of PRME since then. The principles of responsible management education have been very effectively embedded into the curricula, research, and pedagogy and student experience.

2. Vision and Mission of IILM

The vision of IILM states that “IILM will be a leader in responsible management education and business focused research.”

The Mission focuses on developing responsible business leaders and entrepreneurs through:

- An education based on ethical values resulting in knowledge and skills valued by

employers and leading to graduate employability

- Application oriented research relevant to business and management that flows into the learning process
- Inspirational and creative teaching that encourages students to assimilate, analyze and apply relevant knowledge
- An outstanding work based and work related learning experience which is globally relevant
- A personalized mentoring process that admires individuality and motivates students to become lifelong learners

3. Responsible Management

As an institution of higher education dedicated to the creation of responsible managers, we adhere to the six guiding principles, which pave the way to responsible management. Our PRME initiatives focus on attaining sustainability in three basic areas, namely: Teaching and Learning, Research, and Campus Practices.

3.1 Teaching and Learning

A number of initiatives are taken up by IILM to create a suitable educational framework, appropriate material, adequate processes and conducive environment to enable effective learning experience for responsible leadership. As a part of our constant endeavour, students are given significant inputs on issues related to sustainable growth through a number of program level and module level interventions, field trips and industry visits.

All the modules taught are mapped according to the contribution made to attainment of the program level goals. Such mapping ensures a clear linkage between module level teaching and institute level goals, ensuring the Institute's Vision is taken forward throughout the program structure.

3.1.1 Program Level Interventions:

A number of additions have been made to the curriculum to inculcate the principles of responsible management. A new module on Responsible Management and a 10-hour workshop on 'Corporate Social Responsibility' have been added to all

undergraduate and graduate programs as core offerings. The module 'Responsible Management' emphasizes on Environment and Sustainable Development, whereas the CSR workshop comprises literature-based and skill-based sessions to give students national and international perspective on this subject. Such workshops enable students to widen their perspective, develop sensitivity to issues of global concern, cultivate skills through practice sessions and enhance their employability level.

A number of newer electives have also been offered to the students, imbibing into them responsible management principles as their primary focus. Some of the important additions to the curriculum include the following:

- Digital Marketing Strategies with a focus on online branding and promotions, in an ethical manner
- Power and Influence
- Managing, Organizing, and Motivating for Value
- Green Supply Chain Management, revealing the implications of environmental issues on business logistics
- Design Thinking and Innovation, focusing on optimizing design and resource inputs for specified objectives

3.1.2 Module Level Interventions:

All Modules taught at the postgraduate level are mapped to each of the 9 program level goals. In particular, our ninth goal that states, "Be sensitive to the social, economic and environmental responsibilities of business", closely corresponds to the principle of "purpose". In all, 24 modules taught in the graduate program are linked to this goal, related to developing sensitivity to environmental, social and economic issues.

3.1.3 Field Trips, Industry Visits, and Orientation Sessions:

IILM organizes field trips on a regular basis, to acquaint students with the real-life situations. Often, sports-based activities and camps equivalent of adventure training are used as a basis to draw inferences about one's personality and one's management style. Industry visits are also regularly organized to factories and organizations in the vicinity of Delhi-NCR. Such visits offer an excellent opportunity

to students to imbibe first-hand, the concepts taught in the class rooms. Some of the industry visits closely relate to the objective of supporting the cause of Global Social Responsibility.

All the students who join IILM are oriented towards the program, and induced into the world of responsible management, by familiarizing them with related basic issues, within the first week of joining the Institute. The orientation sessions are usually undertaken by a series of in-house faculty lecture sessions, guest lectures, industry visits and a number of practical assignments. This academic session, as a part of their 'crossing-over', Mr. Kathuria, VP Corporate Strategy, Nestle, discussed with the students a few of the ethical practices followed in his organization with respect to raw material selection, keeping in view the general well-being of consumers and society.

Also, a formal session to orient the students about PRME principles and United Nations Global Compact is undertaken, wherein students are encouraged to actively participate in clubs and societies, and community services to uphold the PRME principles and become responsible managers.

3.1.4 Programs offered by IILM

IILM also offers a wide range of Executive Education Programs, which are structured as per the requirements of the participants group:

- Short Term In Service Training Programs for IAS and IPS officers in collaboration with Department of Personnel and Training, Government of India
- Management Development Programs for SMEs jointly with Ph.D. Chamber of Commerce and Industry, and CII
- Executive PGDM Program for working executives for one-year duration
- IILM-IBM, Foundation Management Program, a customized 6-month program for Band 5 IBM executives
- Customized Programs for Executives of Public Sector Undertakings spread over 1-2 weeks

We also run Short Term Programs for visiting international students for two to four weeks duration, and these programs typically include academic modules, visits to industry and places of tourist and cultural interest. The visiting students stay in

the dorms at the campus and also get to interact with IILM students, making it a great learning experience for both IILM and foreign students. These programs offer modules with credits and excellent exposure to Indian culture and economy.

3.1.5 Learning, FDPs, and Training:

Continuous updating and development of skills and knowledge of the faculty members is quintessential for better knowledge dissemination. The IILM Institute takes special initiatives to conduct Training Programme for the faculty, to develop and enhance further their expertise, not only in the fields of their specific interest, but also, in general, in the areas of active learning, classroom teaching, assessment techniques, multimedia usage, online instruction, and podcasting. These FDPs are frequently conducted by the in-house faculty, but in many instances, renowned people from the industry, and foreign universities join in.

Noteworthy among the visitors last year include Prof G Venkatraman, Prof Pandit, and Dr. Murli Manohar Joshi.

Prof Venkatraman, eminent scientist and former VC, Sri Sathya Sai Institute of Higher Learning, conducted a two-day workshop on 'Values, Society and Education - Challenges of the Modern Age', the major focus was of which was to make young students and the faculty understand the various problems faced by society, and bring out the relationship between the individual (the micro) and society (the macro).

Prof Vishwanath Pandit, ICSSR National Fellow, Sri Sathya Sai Institute of Higher Learning, took an FDP on the 'Economic and Financial Crises: The Economic and Ethical Perspective'. The FDP involved discussions about common economic concerns like expenditure, short run outcome, intermediate process, long run consequences and fluctuation caused in the system of society through natural factors, investment cycles, and violence.

Member of Parliament, and former minister for Human Resource Development, Dr. Murali Manohar Joshi addressed all the students and the faculty on issues like sustainable consumption vis-à-vis sustainable development, limits to growth, inequitable distribution of wealth and the 80-20 Pareto principle.

Collectively, these learning experiences help the faculty become more responsible and conscious of their pedagogy and expand the gamut of available teaching strategies.

Learning does not happen in-house alone. Continuing with the knowledge-dissemination and imbibing initiatives, it is pertinent to mention that Professor Rakesh Chaudhry, Senior Director, IILM, addressed the plenary session on 'Corporate Governance and Business Ethics' at Institute of Directors' 14th London Global Convention in October, 2014. Also, a three-member faculty team comprising Dr. Saima Rizvi, Dr. Preeti Srinivas, and Prof Kausani Bagchi, attended the UN PRME Asia Forum organized by University of Utara, Kuala Lumpur, Malaysia from 12th to 16th November, 2014.

3.2 Research Initiatives

Knowledge creation, assimilation and dissemination are key research objectives at IILM. Research and publication at IILM focus on direct integration of research into teaching-learning process. Research at IILM are encouraged in all spheres viz., action research, applied research and industry-focused research. IILM motivates faculties to present their intellectual contributions both in national and international academic forum, through well-rounded research funding norms.

The objectives of IILM's research activities are:

- To develop a research culture and to work out a research agenda for implementation of the same
- To integrate research outputs with the curricula through teaching - learning process, wherever appropriate
- To effectively disseminate IILM's research output for greater visibility amongst our key stakeholders - academic community, students and the industry through publication of research journals, MDPs and consulting, among others

To promote and nurture an environment of research, IILM's Research Policy provides the following incentives:

- Credit equivalence/ Incentive for Research Paper/ Case Study publication in National/International Refereed Journals
- Incentive for Conference Presentations
- Performance-based Incentive for attending MDPs/ Conferences

- Encouragement to take up consultancy projects on a 30%-70% revenue sharing basis

Data:

This year, we had as many as 18 faculty publications and presentations, 14 research outputs from advisory or consulting assignments, participation in conferences and discussions on 20 occasions, and 4 training programmes in all to represent research related to responsible management in different forums. These numbers show how keenly desirous all our members are in the direction of PRME. Ultimately all this research flows into teaching.

Second International Conference:

For the IILM Second International Conference, empirical research papers and case studies were invited from Professors/Research Scholars/Students and academicians of various distinguished business schools. Numerous papers were received, broadly falling under the following themes:

- Responsible Management Practices: A way forward for inclusive and sustainable world
- The Management Education Framework for Responsible Education
- CSR in Practice: Implementing the CSR Agenda
- Ethical Business Practices is the only Sustainable Business Practice
- Sustainable Businesses - Key to Responsible Management Practice
- Training and Sensitization for Responsible Management

The paper selection for presentation at the conference was done through a blind review process, and are being published in the special issue of Management and Change, the Journal of IILM Institute for Higher Education, a double-blind peer reviewed journal.

Special Initiatives:

The research related to responsible management has taken up one step ahead by IILM, by undertaking a special study on 'Responsible Business Practices in Top 500



Indian Companies' (from The Financial Express 500 List). The key objective of the study is to assess and understand responsible business practices among top Indian organizations with respect to National Voluntary Guidelines (NVG) and other international best practices, based on the UN Global Compact Principles and OECD guidelines.

This study is conducted by IILM with the support of Indian Institute of Corporate Affairs (IICA). IICA has been

established by the Ministry of Corporate Affairs to act as a think-tank and a center of excellence, to support the growth of the corporate sector in India through an integrated and multi-disciplinary approach.

Research Awards

IILM is launching its first Research Awards in Responsible Management in 2015. IILM is inviting case studies and articles about individuals or companies who have made a difference by being responsible. Aptly titled 'A Life of Significance - Leading Responsibly - The way forward for a sustainable and inclusive world', the main aim of these awards is to:

- Spread the need for responsible and compassionate humans for a better, sustainable and inclusive world
- Encourage and support creation of new learning material for social awareness among students in business schools

3.3 Campus Practices

We at IILM understand and appreciate that as an educational institution, we can make an impact through our collective actions. In this direction, Ichha, 'IILM Community Harbouring Hopes for All' is a volunteer-driven program. It was born

with a belief that business is not only a profit making opportunity, but also a means to give back to the society. Students at Ichha club contribute through various projects, which are undertaken by the club.

Some of the key projects undertaken by Ichha in the recent past include training on grooming for slum women, skill building for women of low-income families, and vocational training for the slum children. Ichha also organized its annual NGO fair, 'Buy Some Wishes', in October 2014, the main objective of which was to provide the NGOs with an additional source of revenue generation. The Vastra Samman Campaign was also organized in which the students and faculty members at IILM donated their old clothes, footwear, and other household utility items to help people affected by floods and other disasters.

The Roshni Rai School is yet another initiative by the IILM, to cater to the underprivileged children of society. In this afternoon school run by IILM, the students are not charged any fees and are also provided books and supporting materials free of cost. The IILM faculty and students also get actively involved in conducting computer training programs for these children, who do not have access to computers and the internet at home.

To keep in tune with the latest initiative taken up by Prime Minister Narendra Modi, the Ichha club also organized a cleanliness drive in all the campuses, wherein the general public at large was educated about cleanliness and its importance.

This sums up all the initiatives taken up by IILM in the last one year. Thank you very much.





SESSION 1

Inclusive Equitable Education, Sustainable and Lifelong Learning

IILM's Dr Sangeeta Chopra set the ball rolling for the first session on Inclusive Equitable Education & Lifelong Learning, giving a brief overview of the theme that aims at ensuring inclusive and equitable quality education, and promoting life-long learning opportunities for all. The speakers for this session were mediaman Anurag Batra, XLRI professor T L Raghu Ram and UN diplomat Jonas Haertle.

Anurag Batra

The first speaker of the session, Mr Batra, talked about how management education today has become very quantitative, mechanical and case-based, instead of being experiential. Citing the topical example of terrorism, Mr Batra said 80% of terrorists were, in fact, engineers – a clear testimony to the neglect of experiential and ethical education. “Terrorism is on the rise due to economic issues, rather than because of fundamental beliefs,” he said. Mr Batra was of the opinion that education needed to be integrated with liberal arts. He remarked that businesses no longer wanted to make money, but make sure that companies contributed to societies in a deep, meaningful manner. “Times have changed now; entrepreneurs are social entrepreneurs. Young people want to give back to the society without receiving,” Mr Batra said.

On a closing note, appreciating IILM for providing a platform for discussion, where various leaders and experts came and exchanged ideas on responsible management, Mr Batra suggested that:

- We should create incubation centers for ‘entrepreneurship into action’, which should be an integral part of responsible education
- We need to have passion and it has to come from within - no institute can teach that. Make your hobby your passion and never lose your childhood dreams because one day they will happen.

“Times have changed now; entrepreneurs are social entrepreneurs. Young people want to give back to the society without receiving”

Anurag Batra,
Managing Director & Editor-in-Chief, Media4Exchange group





TL Raghu Ram

Next up, Dr TL Raghu Ram, with an interesting inference on relationships, spoke about the teacher-student bond, which according to him is the “first barrier” of life-long learning and has to be “broken”, especially when uncharted topics are discussed. He stated that the first learning from the Vedas is that the ancient Indian scriptures eased the relationship between those who are teaching and those who are being taught, and about the kind of relationship they should enter into. Talking about sustainable development, Dr Ram defined it as “development that meets the needs of the present generation, without compromising the ability of future

generations to meet their own needs”. However, he furthered improved upon this expression, as he felt there was a certain degree of ambiguousness to it. “When you have such kind of ambiguity, can learning ever happen?” How will it happen in a more effective way?” he questioned. According to Dr Ram, “Sustainability requires us to change our mindsets, changing ego-centric paradigms to eco-centric paradigms. To understand sustainability for lifelong learning, we have to assume that we are masters of the universe. We have to do away with our egos and become part of nature. Sustainable Development is about time continuum. It talks about millions of

years into the past to millions of years into the future, and that is why it is lifelong. We have been taught right from our childhood that we grow up as individuals creating artificial silos around the role we play on this planet. Whatever we do is interconnected; if we find ambiguity and are told not to do something, then such is our nature that we precisely do that, just for the experience of it. It is essentially about our mindset.” He said that sustainability is a notion very much restricted to the mind, and everyone wants to lead a sustainable life. “It is a thought, an abstract thought, but to translate it we actually need doers,” he opined.

Dr Ram then raised another pertinent question, “Where will this learning come from? Should it be experiential” or “How will we break this challenge of sustainability and bring it to an experience?” He stated that there is disconnect between what we learn, experience and what we try to practice, as the supporting systems are not conducive to individuals to adopt sustainability in the truest sense. – “Which is the best way of transcending knowledge across generations?” – Dr Ram once again referred to the Vedas for an answer. He said the Vedas transcended 5000 years purely through oral tradition and were still recited word by word in the same way, just as they were constructed thousands of years ago. Those who created the Vedas also created the institutional structure for transfer of knowledge, generation after generation, without losing an iota

of information. “Such were the kind of knowledge transfer systems that we need to explore and understand, particularly when we are talking of sustainability. We need to innovate to find alternative ways to transcend knowledge from one generation to another generation,” Dr Ram said. Through the use of several quotes such as – “Everything is connected to everything else”, “There is no such thing as a free lunch”, “Everything must go somewhere”, “Nature knows best”, “If you are consuming more today, the consequences have to be faced tomorrow” – Dr Ram explained the dynamics of sustainability. He was of the concerted opinion that people have consumed more resources than needed, to sustain on this planet. “Our ancient knowledge and wisdom that is embedded in spirituality or religious scripts has profound implications, particularly in the field of sustainable development,” he said. He felt that the need of the hour was to perpetually reinvent, and find ways of aligning lifestyles with sustainable living. Invoking the legendary Albert Einstein, Dr Ram said, “Look deep into nature and you will understand everything better because nature is the biggest laboratory.” He emphasized that time is a very important dimension and learning across time is the biggest challenge. “It is not only about lifelong learning but sustainability is a journey; at whatever point of life we are in, unless we accept new ideas and change our lifestyles, sustainability is not possible,” Dr Ram concluded.

“Sustainability requires us to change our mindsets, changing ego-centric paradigms to eco-centric paradigms”

TL Raghu Ram,
Professor of Strategy, XLRI Jamshedpur

Jonas Haertle

The last speaker of the session, Mr Haertle, began with a number of questions directed at the audience, explaining to them that in people's chosen area of work, they can always find solutions because one of the positive things in education is that there are various streams, which enable them to become solution finders. But, in doing this, he wondered whether companies and economies were compromising on sustainability. Mr Haertle felt that at present, the society and its people were not living in a sustainable development framework, and need to move away from the current practice on a global stage, with respect to the way economies are run. "We have ecological dimensions and social dimensions but we are somewhere in between the question of what is the role of companies, though we should all be very concerned about our current state of affairs, which is also a milestone to find solutions," he said. Mr Haertle was keen to understand who actually would benefit

from such a framework. Business schools, he asserted, should design their curricula keeping the bigger goal of sustainability in mind, so that the students are made to realize what they stand to lose in a world bereft of key resources. To achieve the same, management schools should foster the right mindset, arming students with adequate infrastructure and encouraging the right attitude for the benefit of the stakeholders. "Many organizations need to rethink the way they operate, the way business schools are structured. They should move to experiential learning," he suggested. Mr Haertle also recommended changing the traditional setting and moving to new pedagogies for better understanding of the nuances of sustainable development. "Students should interact more with companies, and NGOs to bring that exposure to class interaction. This should be an integral part of the business school curricula for better perspective," he concluded.

“Many organizations need to rethink the way they operate, the way business schools are structured. They should move to experiential learning”

Jonas Haertle,

Head - PRME Secretariat at United Nations Global Compact, New York



On a concluding note, the panelists agreed to the fact that learning starts at home, right from childhood. Lifelong learning is not confined to the classrooms; it is a value system that is continuously inculcated by children from their parents. Wealth maximization – not restricted in monetary terms only – happens only if we have a sustainable approach across the value chain, and that can happen only through awareness and alertness about the issue.



SESSION 2

Skills Development for Employment & Sustainable Economic Growth

Taking on from the previous session's central theme of inclusive education, this session delved upon why and how skills development has become a critical component for employment and sustainable economic growth. The panel comprised eminent and renowned personalities such as National Skill Development Corporation chief Dilip Chenoy, MART founder Pradeep Kashyap and foreign adviser Deepak Vohra, who shared their expert views on the same.



Dilip Chenoy

The first speaker of the session, Mr Chenoy voiced his opinion on how skills development is a key aspect for India, mainly for three key reasons. First, there are more people than jobs; second, there is a mismatch between jobs we have and the people that are trained for those jobs; third, education and training institutes are not aligned to the needs of the industry.

Another aspect focuses on the productivity levels. “If we compare with the US, we are only 1/10th of their productivity levels, and even other countries like Australia, France and Germany leave us far behind in this parameter. Even among the BRICS

countries, we are the lowest. Increased productivity would naturally lead to higher output, resulting in more jobs. But the interesting thing is that, irrespective of the employee’s location, employers are finding it a challenge to recruit. We can overcome the challenge by aiming to become the skills capital of the world. There is a gap between what educators think and what the employers require. Management admissions have declined by 20%, only 8% students have found a job in the discipline of their choice. The students are realizing that there is a wide chasm between the world of education and the world of work, and most of them are choosing the later,”

Mr Chenoy said.

Mr Chenoy pointed out four challenges in general:

- a) There is not enough capacity to train people in India; the private sector needs to enter the skills training space
- b) There is a huge mismatch between the industry’s requirement and their quality standards
- c) While you have access to loans, most people don’t even have access to loan amounts ranging from INR 10000-15000 to get skilled
- d) Little aspiration to become a skilled labourer like a plumber, driver or welder

To bridge this gap, Mr Chenoy said the National Skill Development Corporation was created with a three-pronged strategy. The first is to create a vision for large-scale skill development, second is to fund and third is to enable. “We had to survey different industries to understand the demand scenario and found that there are millions of jobs. Then, we spanned it out to different states and district. Every district was mapped in terms of a skill-gap analysis to find out the number of trainers required. What we found was interesting.

The areas where there are jobs, people are unwilling to work, due to lack of interest in that particular industry. The challenge is to make the industry look more attractive, an aspirational challenge we need to address,” he said. He further stated that it is important to enable industries to align their standards, their needs and communicate the same to the training centers, so that they can set up institutes.

Mr Chenoy said creating a national skills qualification framework, which equates the educational qualification levels and the skills level is what the NSDC has done. A bilateral agreement has also been signed with Australia to recognize skills certified in India with those in Australia. “We have also created a sample career path, already adopted by ten schools to see how you can progress in your career by acquiring credits. So what we are trying to do here is to set up standards, certify courses and then employ them in a system that was divorced from the industry and world of education in state councils. The impact so far has been that we have 171 private training companies, 31 sector skills councils, 14 different entities and 11400 employers and job portals. What we are trying to achieve is transforming the lives of millions of people, and making India the skills capital of the world,” he added.

“The challenge is to make the industry look more attractive, an aspirational challenge we need to address”

Dilip Chenoy ,

Managing Director & CEO of the National Skill Development Corporation

Pradeep Kashyap

Bringing over 30 years of experience with him, Mr Kashyap drew the audience's attention with an innovative approach - asking pointed questions to the gathering, and in the process, driving home the point.

"In 2009, the then Prime Minister had announced that we are going to skill 500 million people by 2022. At that time, the total workforce of India was 460 million that represented 40% of the population. If we project that to 2022, this figure goes a little beyond 500 million. My first question is how will you skill each and every worker of the country and more importantly, how has this figure of 500 million arrived at? Was there a study undertaken to arrive at this number? I have asked a lot of experts if a study has been undertaken, but have not gotten an answer yet. My fundamental question is how can a country be so ambitious and embark on a journey that has not been attempted by any other country in the history of the planet, without having a basic study done on the number that needs to be skilled? Now this total figure of 500 million includes 100 million daily wage earners. My question is what kind of skills are we going to impart to these workers? Let's take another example; there are 20 million bidi workers, are we going to skill these beedi workers how to make tighter beedis? We have 8 million kirana stores in rural India, what kind of training are we going to give to them? My belief is that the skills segment

has been approached in an unscientific and casual manner. NSDC has been given the task of skilling 150 million people between 2010-2022; they have skilled 3.5 million people in the first 3.5 years at an average of a million people a year, whereas the target is a lot more, so is it realistically possible?" he questioned.

Mr Kashyap said 50% of the total workforce is engaged in agriculture and 70% of total population depends on agriculture, Almost all projects sanctioned by NSDC has been in the non-agriculture sector, hence, to achieve this target of 150 million, it is imperative to include the agri-sector. He went on to explain the nuances related to skilling, giving potent instances:

- a) Nearly 93% of the employment is in the unorganized sector, and only 7% in the organized sector. How do we locate and train these 465 million people working in the unorganized sector?
- b) Corporate India has not added a single job in the last five years; it's been a jobless growth. So, even if we train these people, where are they going to find employment?
- c) How will we tackle the cultural factors? The mindset is that IIMs, IITs offer good jobs; the role of carpenters and plumbers, for example, is not looked up in society or

dignified; thus, encouraging people to take up these jobs is a challenge

- d) To create a large pool of qualified trainers, about half a million need to have a career path for trainers

- e) By 2020, India will have a workforce surplus and the rest of the world will face a shortage. India can meet this demand, but for that, it needs to build the right ecosystem and be realistic about targets



“The mindset is that IIMs, IITs offer good jobs; the role of carpenters and plumbers, for example, is not looked up in society or dignified; thus, encouraging people to take up these jobs is a challenge”

Pradeep Kashyap,
Founder of MART

Deepak Vohra

The last speaker of the session, Mr Vohra, took exception to the fact that a section of the society ignores fundamental reasons that shape, influence and constrain individual behavior.

“It is fashionable to talk about drivers of development; how about talking about the drivers of poverty that no amount of technology and free enterprise can allay? What drives poverty is the mindset, education, background and ecosystem. The role of institutes like the World Bank and International Monetary Fund is questionable, and how the numbers for aid are arrived at is a mystery. These bodies speak about structural development, not of skill development. Transparency and Corporate Social Responsibility, wonderful buzzwords, seem to be eyewash if you see the real statistics for countries in Africa. Access to electricity, power, clean drinking water, housing and education still remains dismal. In my 40 years of experience in dealing and talking to business leaders in Africa, the biggest hurdle in all 54 African

countries is the lack of job creation - developing job-related competencies in Sub-Saharan Africa for over 100 million people between ages 15-20, with the majority bereft of the basic skills for employment. Poverty, hunger and inclusive growth are some of the biggest challenges Africa faces. No one can help develop Africa; it can only happen through autonomy,” he said.

Mr Vohra was of the earnest view that employment in the informal sector should not be discouraged, as it would create an army of unemployed. The Arab Spring, he said, started because of unemployment, and not sustainable development. Also, during the Iraq crisis, suicide bombers were found to be people who had been long unemployed, he stated.

“We have to look at giving people sustained employment, and invest in skills development. Development can never be sustainable, it’s employment that has to be sustainable,” Mr Vohra said, signing off.

“It is fashionable to talk about drivers of development; how about talking about the drivers of poverty that no amount of technology and free enterprise can allay? What drives poverty is the mindset, education, background and ecosystem”

Deepak Vohra,

Adviser to the Government of South Sudan



In a nutshell, the session speakers were of the unanimous opinion that with industries adopting more and more technology, it is imperative that employees get accustomed to working in technology-driven environments. Acquiring some form of skill, high-tech or soft, is becoming indispensable for the workforce to survive in today’s cut-throat competitive scenario.



SESSION 3

Role of Responsible Management in Gender Equality and Women Empowerment

In the following session, what formed the nucleus of discussion was a deeper look at the state of gender equality and women empowerment, and the ways and means to work towards it. An expert panel comprising Global Compact Network executive Shabnam Siddiqui, literature and human rights professor Dr Elizabeth Swanson Goldberg, and human resource development professor Radha Sharma, discussed and debated these very issues.

Shabnam Siddiqui

“It is the men who need to understand and respect women empowerment values. If we want change, men need to be involved in the process,” Ms Siddiqui asserted, setting the tone for the session as the first speaker. To be “involved” means, she explained, that men need to actively do things to shift the balance of power such as:

1. Include gender targets in executives’ KPIs
2. Proper handholding and mentorship in corporates
3. Respect the concept of gender equity
4. Set the tone for a culture that values women

“Our society as well as our country has various kinds of policies for women empowerment, but the concrete problem lies in its real and actual implementation.

There are so many examples where women have not been appointed at top positions in organizations, which are not due to lack of competence and quality among women candidates. Rather, it was the company’s own biases regarding certain factors, which was acting as hindrance in ap-ointment of women candidates. Some of these biases were that women with family may not be able to put in long hours of work or dedication, distance issues, etc,” she stated.

Ms Siddiqui also stressed on the fact that a lot of internal and external changes are required when a company accommodates women in its structure, some of which may be flexibility in timings, ease in power sharing, safety, proper mentoring, respect, etc. In her conclusion, she said that corporates should try to have a conducive atmosphere, where both genders can work together and let the competition prevail among them.

“Our society as well as our country has various kinds of policies for women empowerment, but the concrete problem lies in its real and actual implementation”

Shabnam Siddiqui,
Project Director - Global Compact Network, India



Elizabeth Swanson Goldberg

Dr. Elizabeth Swanson, in her address through a video message, stated that educating responsible business leaders has become challenging as the world faces grave issues like climate change, political unrest, violence, poverty and integrity resulting from various “scandals” in global finance. “Educational institutions should focus on their role in bringing the transformation that can contribute in achieving greater balance and equity across the globe. Also, that would better sustainable solutions to scarce resources and negative climate impacts, and increase the chances of all human beings irrespective of race, caste, class, sexual orientation and political commitment to live dignified and fulfilling lives,” she said.

Dr Swanson talked about the Babson-MBS Prosperity Model, designed to help raise the social and economic status of marginalized female populations. She said it is focused upon three unique principles:

- A commitment to the large investment required to support women who have been constrained by poverty, discrimination, and the violence of

forced marriage, marriage, domestic abuse, or trafficking as they move from social and economic marginalization to holistic prosperity

- A commitment to a migratory business and production model that will enable survivor-artisans to retain and leverage the job training skills received during their after-care treatment, as they move back home to restart their lives
- A commitment to helping to eliminate gender discrimination by providing a range of choices in livelihood, each of which comprises dignified, creative, sustainable, high value employment within the context of socio-cultural norms around gender, caste, and class. Economic development programs established by MBS are carefully constructed in order to respond, and to push past such barriers

Dr Swanson said that this model became possible because of the involvement of cross sectoral partners, which comprised NGOs and educational institutes.

“Educational institutions should focus on their role in bringing the transformation that can contribute in achieving greater balance and equity across the globe”

Dr Elizabeth Swanson Goldberg,
Professor, Literature and Human Rights, Babson College

Radha Sharma

The next and last speaker of the session, Dr Sharma, began with a presentation on ‘Does Perceived Gender Equity Effects Work Engagement and Employee Well-being’. She explained that in the international context, gender equality is defined as a human right. It is also considered that empowering women is an indispensable tool for advancing development and reducing poverty. Gender equality, she informed, has been part of the United Nation’s Millennium Development Goals and is also enshrined in the Indian Constitution. “In many work places, women have not been able to optimally utilize the fundamental rights given to them by the Constitution,” she said. Dr Sharma mentioned that she had brought forward this topic way back in 1982, but unfortunately, the situation has not changed much even after 30 years, and the problem of gender inequality at work place still exists. She further said in India, women are doing better in the IT sector than other sectors, and shared outcomes of different surveys conducted by various national and international agencies on women employment in India. As per these surveys, it was observed that:

- Within the IT Sector, there are 19% women at lower levels and only 6% women are at senior levels

- Women were not able to go up in the corporate ladder in India because of glass ceiling
- In 2012, according to the World Economic Forum, India ranked 105th in the Global Gender Gap Index out of 135 countries

“The concept of ‘perceived gender equity at workplace’ is the positive perception of equal opportunity in recruitment, training, development, compensation, dignified treatment in professional aspects through organizational policies, practices and environment,” Dr Sharma said. She then shared the findings of her research, wherein data was collected from 373 managers of various public and private companies (average age of individuals considered was 37 years and average experience 12.5 years.). “As per these research findings, it came clear that perceived gender equity affects both work engagement and employee well-being. So, if we want to improve work engagement and employee well-being productively across phases, we have to adjust the policies, programme, etc so as to ensure gender equity. If we work to ensure gender equity in corporates, it will align to PRME and sustainable development goal as well,” she concluded.



“In many work places, women have not been able to optimally utilize the fundamental rights given to them by the Constitution”

Radha Sharma,
Professor of Organizational Behaviour & Human Resource Development at
Management Development Institute

This session can be summed up as a very informative discourse, highlighting the basic premise of gender equality and empowerment of women. The key takeaways from this session can be summarized as:

1. End all forms of gender discrimination
2. Eliminate all forms of violence against all women and girls in all spheres
3. Recognize and value unpaid care and domestic work
4. Ensure women’s full and effective participation in political, economic, and public life
5. Ensure universal access to sexual and reproductive health and reproductive rights
6. Undertake reforms to give women equal rights to economic resources
7. Adopt and strengthen sound policies and enforceable legislation

To add to the panelists’ expert opinion on the subject, it would be worthwhile to mention a latest report by the United Nations on Women and the Labour Market. “Women are gaining ground in the labour market, but in every developing region still tend to hold less secure jobs. Women’s share of paid employment outside the agricultural sector has increased slowly from 35 to 40 per cent between 1990 and 2010, though it remains under 20 per cent in Western Asia, Northern Africa and Southern Asia. Women still enter the labour market on an unequal basis to men, even after accounting for educational background and skills. They are often relegated to vulnerable forms of employment, with little or no financial security or social benefits, particularly in Western Asia and Northern Africa, where paid opportunities for women are limited. Globally, women occupy only 25 per cent of senior management positions,” the report states.



SESSION 4

Rethinking Consumption

Aptly titled Rethinking Consumption, the second day's first session began with a fresh approach to consumption – discussed, explained and simplified by eminent speakers – Elmhurst College professor Gurram Gopal and Fidelity Worldwide Investment Managing Director Nitin Seth.

Following is a brief prologue to the session:

By 2050, the planet will be home to another two billion people. Demographers (and the so-called non-economist pessimists) across the world expect grave and unprecedented social and environmental fall-outs from this population growth. According to estimates by the United Nations, by 2050, if global population reaches 9.5 billion, the equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles. Add to this the already existing challenges to jobs, health and education from climate change and safe drinking water (more than 1 billion people don't have access to fresh water); the world would be on the brink of an 'unsustainability plague'. People around the world have been questioning ways of doing business that prioritize short-term, transactional, profit-only thinking over long-term, transparent and trusted relationships that drive shared value. For instance, energy economists and environmentalists have pointed out that the predominant capitalist free market business model is based on high energy consumption, and unsustainable use of resources – 71% of the world's energy consumption and 79% of global carbon-dioxide emissions are accounted for by businesses for commercial purposes. The UN has, in accordance, set a post-2015 agenda for nations to reflect and act upon to make the world a sustainable, more equitable and fairer place.

According to the UN, "Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty. Sustainable consumption and production aims at doing more and better with less, increasing net welfare gains from economic activities by reducing resource use, degradation and pollution along the whole lifecycle, while increasing quality of life. It involves different stakeholders, including business, consumers, policy makers, researchers, scientists, retailers, media, and development cooperation agencies, among others. It also requires a systemic approach and cooperation among actors operating in the supply chain, from producer to final consumer. It involves engaging consumers through awareness-raising and education on sustainable consumption and lifestyles, providing consumers with adequate information through standards and labels and engaging in sustainable public procurement, among others."



Gurram Gopal

Mr Gopal kicked-off the discussion by presenting an interesting example. He came up with an approximate estimate of the carbon footprints of his air travel from the US to India and back, for attending the PRME conference, and it was “exorbitantly high” when compared with developing countries’ energy consumption standards. Through this, he also brought out the fact that global consumption of energy is unevenly biased towards the developed world. He tried to illustrate what the global countries (and therefore, each one of us) knowingly or unknowingly do in our daily lives (which we are most often not ready to compromise on) affects (most often negatively) the

environment, and hence, life on this planet. “Therefore, it becomes imperative that all human beings are sensitized towards making the best possible use of all the resources available. Considering the role and impact of businesses on day to day lives, and on the planet, management students or the business managers of tomorrow have a major role to play, because they would be the ones who would define future business models, and decide how global resources would be allocated,” Mr Gopal stated.

Mr Gopal then rekindled the age-old debate on growth versus equity, by linking GDP growth to consumption. “Any growth model

which is simply subservient to the needs of consumerism is unsustainable in the long-run, and breeds inequality and chronic social unrest. The current consumerist growth model uses about 1.5 times the world’s resources, obviously by eating into the resources of the future generations (from an ecological, sustainability point of view),” he informed. Mr Gopal also touched upon some global macro-economic issues like migration and the sporadic growth of the middle class, and their possible impact on consumption. He stressed on the triangular role of the government, consumers and the corporates in ensuring sustainable consumption. “The need of the hour could be more and deliberate investment in socially responsible businesses/companies, which could seriously come up with new-age business models/ideas to minimize/reduce wastage of resources, reuse and recycle them, and produce using efficient industry practices,” he said.

Mr Gopal talked about how to minimize consumerism’s threat to sustainability. “One of the reasons why companies are not deterred from behaving in a socially irresponsible/unsustainable manner, is

because, the actual cost of the product is never charged from the consumer. Actual (social) cost doesn’t only include the private cost of production, but also the possible harm that the product will be making to the society/environment,” he observed. Mr Gopal concluded by raising the following issues/questions, which need to be deliberated upon at global platforms, to move towards a world with sustainable consumption and production patterns:

1. What is the ‘real’ cost of the product? This should include the private cost of production, and the harm that the society will have to bear due to production and usage of the product
2. How to put an end to costs being ‘socialized’? (meaning that the cost is borne by the society in terms of pollution, poor quality of air, etc), and the profits being reaped by the companies.

We must revisit and reconstruct the Quality of Life Index (of the 1980s)

“Management students or the business managers of tomorrow have a major role to play, because they would be the ones who would define future business models, and decide how global resources would be allocated”

Gurram Gopal ,
Associate Professor of Operations, Elmhurst College - Illinois, USA

Nitin Seth

Next in line, Mr Seth surprised one and all by presenting a totally unexpected view point, enumerated through a spiritual perspective to the problem of sustainable consumption. He echoed Mr Gopal's thoughts when he said that without companies being socially responsible, the challenge would always remain. Comparing basic needs with materialistic needs, Mr Seth asserted that the world is actually being driven by the rat race for satisfying material needs. "People feel successful if they have big houses and big cars, but materialistic needs are unlimited and never ending. The problem arises because our

resources are limited, and are distributed in a grossly uneven manner. Materialism has never been able to give human beings complete satisfaction or happiness, and this explains why throughout history, humanity has always sought the essence of happiness in spirituality. It is imperative to strike a balance between spirituality and materialism at the individual and social levels. Growth models are important for the corporates, but the route to growth is very important. The path taken makes a lot of difference in the kind of growth a company achieves. The means are as important as the ends," he stated.

"It is imperative to strike a balance between spirituality and materialism at the individual and social levels"

Nitin Seth,

Managing Director and Country Head, Fidelity Worldwide Investment



The session can be summed up as an extremely interesting take on how consumption can be put to use in the most judicious manner possible. The speakers' perspective delved upon the sole significance of sustainable consumption, and how lives can be improved from economic activities that reduce resource use, degradation and pollution along the whole lifecycle.



SESSION 5

Framework for Responsible Management Education

The discussion on Rethinking Consumption gave way to our next session – Framework of Responsible Management Education. Enlightening the audience were the former Dean of Administrative Staff College of India, Sudarshan Padam, IIM-Calcutta professor Balram Avittathur, and our very own Rakesh Chaudhry, Senior Director & Professor, IILM. Together, the experts brought out the essential components towards developing a framework for responsible management education, both across the industry and academia, and how these can be implemented through curriculum, research and industry engagement.

Sudarshan Padam

The first speaker of the session, Mr Padam, began his address by drawing everyone's attention to the genesis and history of management education, which unlike other disciplines, is just 100 years old. He felt management education is unique in that it is more about practice than theory, and draws from several disciplines such as engineering, social sciences, etc. "It is the ability of management education to take inputs from other disciplines not only in the form of theory but in the form of practical application also, which makes management education socially relevant, yet difficult to teach in class," Mr Padam stated.

According to Mr Padam, there are three important aspects of Responsible Management Education. The first aspect is governance, which seeks to oversee people. "Governance will have a greater meaning if management education sensitized managers to improve efficiency and effectiveness, and yet ensure education, health and infrastructure. It is here, through the processes of governance, that management education should transform itself into responsible management education. Thus, governance is something which has to be looked at in a different way," he said. The second aspect is the need to create sustained organizations where people can have a career, not just a job. Citing an article from the Economist

titled 'What types of jobs are being created?' he said there is a need to develop a value system that retains employees so that they stay for periods long enough to be sensitized to the value system of the organization. "B Schools can play an important role in this by educating their students who go in for placements to have long-term commitment in the organisation, and not just to earn money." Thirdly, Mr Padam said management educators must look at entrepreneurship in the next 5-10 years. "As management educators, we need to identify the skills of our students and train them to develop on those skills. It is important to find out whether our industrial training institutions are capable of producing those skills. The framework for Responsible Management Education needs to look into these questions in order to be responsible," he stated.

In his closing remarks, Mr Padam emphasized that the B school framework must make provisions for faculty research to add to the knowledge base, which is essential for sensitizing students towards current issues of environment, law and order. "As we move towards being a knowledge economy, the framework needs to include provisions for providing time and guidance to its teachers to do research and create a knowledge base," he added.



“Governance will have a greater meaning if management education sensitized managers to improve efficiency and effectiveness, and yet ensure education, health and infrastructure”

Sudarshan Padam ,
Former Dean, Administrative Staff College of India, Hyderabad

Balram Avittathur

Mr Avittathur talked about responsible management in the context of Supply Chain Management (SCM) and its implications for management education. Using the examples of companies such as Apple Inc, Walmart and Zara, he elicited how SCM is used by organization for a competitive advantage. “In the United States, Federal Corporate Income Tax as a share of GDP had fallen from about 6% in early 1950 to about 3% in early 1970’s, and is currently at 1.5%. A firm like Apple with large profits hardly paid the US government any tax on the 40-billion odd profits it made annually. A lot of supply chain decisions have been taken by organizations to take advantage of cheap and abundant labour that is available in any emerging economy. Where does it lead to? While western countries rejoice the consequent reduction in carbon emission in their own country, they forget the fact that all that has happened is emission of one region shifting

to another region,” Mr Avittathur said, wondering whether this could be termed as responsible. Using various examples, he presented how organizations are focusing on short-term goals in the name of supply chain flexibility and profit maximization. “B Schools can play an important role in sensitizing organizations about issues of sustainability like reducing carbon footprint and recycling, which are not receiving the attention they deserve. Thus, it is imperative for educational institutes to lead the way in shaping policies that would indeed work for true sustainability, rather than just provide lip service,” he asserted.

Concluding his address, Mr Avittathur suggested that in a globalised world, it is high time that all countries come together on a coordinated regulatory system, which would enhance the emphasis on sustainability.

“B Schools can play an important role in sensitizing organizations about issues of sustainability like reducing carbon footprint and recycling, which are not receiving the attention they deserve”

Balram Avittathur,

Professor, Operations Management Group, IIM Calcutta



Rakesh Chaudhry

The last speaker of the session, Mr Chaudhry, at the outset mentioned some misgivings of the management education institution. He questioned the effectiveness of the pedagogical tools such as lectures, tutorials, case studies, seminars and projects in imparting an understanding of responsible management. “While being experiential, they are often prescriptive and it is difficult to ensure that values discussed in class are emulated later in life. How can one be certain that the student will follow this behaviour even when he goes out into the industry?” Mr Chaudhry wondered. To elucidate his point further, he quoted from the autobiography of the famous philosopher Bertrand Russell – “Power corrupts and absolute power corrupts absolutely.”

“Often people start their jobs with absolutely clean records, but then they get tempted into selecting options which help them make more money within fraction of time. The challenge, therefore, is in keeping a check on greed and to continue to behave in an ethical way, even when there

is an extremely strong temptation to not being ethical,” he said. Narrating several examples, he put forth two important action points. Firstly, each individual must practice what he preaches. This is of particular importance for faculty; “after all students learn from the behaviour of their teachers”. Secondly, he emphasized on the importance of behaving ethically, always. At no stage, despite the temptation and pressures, should ethics be compromised.

In conclusion, he shared his views on the eternal dilemma – ‘How do we inculcate values?’ In the words of Mr Chaudhry, “It is easy to teach theory but difficult to teach honesty. Moreover, it is even more difficult to ensure that a person stays honest for the rest of his life. This can be achieved only if Responsible Management Education teaching and sharing goes beyond select few B-schools, so that people and organizations have a pressure of being on the right track. There must be a free flow of information at government, organisational and individual levels.”

“The challenge is in keeping a check on greed, and to continue to behave in an ethical way, even when there is an extremely strong temptation to not being ethical”

Rakesh Chaudhry,

Senior Director & Professor, IILM Institute for Higher Education, New Delhi



The key take away from the session clearly was that B-schools need to rethink and reevaluate their methodology in the light of changing ideas about corporate citizenship, CSR and sustainability. This, without doubt, calls for urgent review and introspection on the part of the knowledge imparters.

SESSION 6

Training and Sensitization

The five intense sessions over two days finally culminated with a critical discourse on Training and Sensitization. IIM, Ahmedabad faculty Sailesh Gandhi, HR leader Raj Nehru, and PowerCon chief Vinay Rai elucidated the fine points surrounding this vital aspect.

Following is a brief prologue to the session:

An organization must have standards of conduct and internal controls reasonably capable of reducing the likelihood of improper conduct. The foundation of these controls should be a code of conduct. The code should contain an overall description of the program, and address, in a practical manner, the compliance risks that are relevant to the organization. It should identify clearly those who are responsible for administering the program, the role of the governing authority, and provide general guidance on the business behavior expected of all employees. The code should also identify clear channels for reporting misconduct or violation of the code, and make clear that disciplinary action will be taken in case of norms not adhered to.

In addition to the code, an organization needs to have more specific policies and procedures to provide detailed guidance on the approach the organization wants employees to follow, or avoid, in its business relationships. These more detailed policies and procedures should address legal and regulatory risks relevant to the organization's business. These can be policies that address areas such as conflicts of interest, political contributions, agent and vendor due diligence, internal accounting practices, anti-corruption expectations, record retention, government funded projects, export controls, and custom issues. It is further expected that corporate leadership strive to foster a culture that promotes compliance with the law. This 'culture of compliance' can be achieved through publicly rewarding compliant behavior, and making clear that the reporting of non-compliant behavior benefits the organization and will not be met with retaliation.

Also, corporations do not exist in a vacuum; they are embedded in a socio-political context. This context shapes the ideas about what managers within corporations and corporations within society do or should do. The rise of a global world order at the threshold of the 21st century is rapidly transforming society. Questions of business integrity and sustainability move to the center stage. The focus is on how people who understand the changing environment can deliver a management practice that is acceptable today.

Originally, business schools were founded with the goal to create management as a profession. Besides acquiring skills and techniques needed for effective management,

B-schools saw the management profession always in terms of using one's knowledge for advancement of societal interest. The B-schools are responsible for educating the future leaders of this new, highly complex world. Social responsibility and work place issues co-exist. Some of the themes include greater transparency and increased trust and collaboration between stakeholders; business ethics and sustainability within organizations and between individuals within the organizations; unethical and counterproductive work behaviors; equal employment opportunity for all, to name a few.

Training and sensitization, thus, forms a vital part in an organization's endeavour to succeed, a topic that formed the central theme of discussion of this final session.



Sailesh Gandhi

The first speaker of the session, Mr Gandhi, discussed the origins of business education to the present day in general, and the western influence on business education in India in particular. In his speech, he raised the following questions: Could business schools balance practice and research? Is management research for or about managers? How effective is the case method (borrowed from Harvard Law School) in management education? Mr Gandhi highlighted the changing focus of business school from practice and research, and the emerging reward and promotion system developing in tandem with the shift. According to him, the major challenge that B-schools face today is how to prepare students for the new economy, keeping in mind emerging technology and technological convergence. Mr Gandhi suggested the urgent need to blend practice with class rooms in developing

students for the knowledge economy. “And given these phenomenal changes in the economic landscape, coupled with demographic factors, there is a need for the education system to engage in short-term training, re-training people in accordance to the changing employment pattern,” he said.

Mr Gandhi highlighted the need for B-schools to broaden their markets and mission statements, create environmentally conscious and concerned managers, sensitize stakeholders on the need for moderating consumption, and inculcate sensitivity among budding managers about the needs of society in general and of the poor in particular. He also called upon business schools to improvise and adopt new converging technologies for preparing students for the next economy.



“There is a need for the education system to engage in short-term training, re-training people in accordance to the changing employment pattern”

Sailesh Gandhi,
Chairperson, Post Graduate Programme in Management at IIM, Ahmedabad



Raj Nehru

Next up, Mr Nehru straight away drew attention on the intent of organizations. The focus, according to him, has shifted from intent to service to intent to profit. “Consequently, there is huge disparity in wealth distribution (85% of total wealth is with 9% of the population, 80% of humanity survives at less than \$10 a month). High child mortality, low literacy and access to education, and health and sanitation have become bigger challenges of contemporary times. Similarly, expenditure has become skewed, with very little flowing into basic social services, education and health,” he informed. Mr Nehru suggested that organizational success in the future will largely be determined by the way they treat their people (implying human resources), profits (implying whether the focus is on short-term or long-term profits, its

source and reinvestment), and the planet (implying environmental consciousness).

Mr Nehru said striking a right balance between the market place, environment, customer and employees is the corner stone of success in contemporary times. For employees and managers, it is imperative for employers to focus on the right set of expectations/awareness, develop a culture of giving, create a motivating environment for performance, initiate a transparent system of reward and recognition, and follow the organizational vision in letter and spirit.

“High child mortality, low literacy and access to education, and health and sanitation have become bigger challenges of contemporary times”

Raj Nehru,
India Business HR Leader at ConcentrixSynex Corporation

Vinay Rai

Mr Rai, the last speaker of the session, spoke of the need for right information and awareness for implementing principles of responsible management, and businesses must work in sync with education in order to realize the desired change in managers' behavior. The practice of 'doing well by doing good' needs to be propagated through living examples. He stressed on the right kind of training and sensitization necessary for engaging employees gainfully in organizations. According to him, training and sensitization, along with awareness, may enable organizations to extract commitment from employees, which in turn will lead to increased participation and accountability.

Mr Rai underscored the need to shift from a short-term focus to the long-term vision, and similarly from volatility to vision. He stated that purposeful and meaningful leadership is most important for sustainable growth of organizations. "Predictability, transparency and accountability are the corner stone of successful organizations, and this needs to be practiced at all levels in the organization. Managers of contemporary times need to recalibrate their moral and ethical thermostat and behave responsibly, not just to their own conscience but to the larger group of stakeholders, who stand to get affected by one single decision," Mr Rai concluded.

"Predictability, transparency and accountability are the corner stone of successful organizations"

Vinay Rai,
President and Chief Executive Officer, PowerCon



The session sought to bring forth pertinent issues with respect to training and sensitization, and floated important points towards the success of corporates, namely:

1. What is responsible management? What is the role of managers/businesses in leading responsibly?
2. What kind of training initiatives can be taken for ensuring compliance within organizations?
3. What kind of training and sensitization is required by managers for dealing with issues related to gender sensitivity, employee rights and equal employment for all?
4. How can ethics be implemented as part of the DNA of the organization?

PRME Conference Overview



IILM Institute for Higher Education, in collaboration with United Nations PRME (Principles for

Responsible Management Education), organized the Second International Conference on “Responsible Management Education Training and Practice” from 8th to 10th of January, 2015 at its Lodhi Road Campus in New Delhi. The conference objective was to bring together leading academicians, policy makers, senior corporate executives from around the world to discuss various aspects of ‘Responsible Management and Practice’ and related issues.

IILM became a signatory of PRME in 2008 and is the only business school from India to be inducted into the group of 30 higher education institutions as a champion business school by the United Nations Global Compact PRME initiative. IILM has been actively engaged in implementing initiatives and framework of PRME by effectively embedding the PRME principles into curricula, research, pedagogy, and student experience.

IILM’s First International Conference on Responsible Management Education and Practice, in January 2014, set an important milestone in the journey of IILM. With the primary objective of highlighting the areas where action can be initiated in the education sector, social sector and corporate sector for effective orientation to

Responsible Management Education and Practice, the event was highly acclaimed and attended by academicians from leading business schools, captains of industry, senior government official and social sector representatives. The key areas highlighted during the Conference covered all aspects of Responsible Management Education and Practice, and its impact on competitive advantage, ethical practices, building sustainable business and training and sensitization for responsible management.

Taking the legacy forward, the IILM Second International Conference concentrated on Responsible Management Education, Training and Practice. With the proposed Sustainable Development Goals (SDGs) of the UN Global Compact as the inspiration, the conference had invitees from globally reputed and nationally recognised academic institutes, practitioners and other leaders to share, deliberate and discuss views on themes ranging from lifelong learning, gender equality, women empowerment to training and sensitization.

The pre-conference session on 8th January was opened by Prof. Rakesh Chaudhary, Senior Director IILM; He introduced in brief the themes of the various Conference sessions and stressed on the fact that Responsible Management Education is a timely global call for business schools worldwide to adapt their curricula, research, teaching methodology and institutional strategy to the new business challenge. He also highlighted how IILM’s Vision 2018 aims for values-based management education and business-focused research. The session also had Mr. Jonas Haertle, Head - PRME Secretariat, United Nations Global Compact Office, New York sharing his thoughts on the vision and framework of PRME.

The session then saw various well-known academicians, including Prof. TL Raghu Ram from XLRI, Jamshedpur; Dr. Gurram Gopal, Elmhurst College, Illinois ; Dr. Radha



Sharma, HHL Leipzig Graduate School of Management, Germany/Management Development Institute, Gurgaon ; sharing their experiences and initiatives of taking responsible management education forward in their respective PRME signatory schools. Integrating the traditional curriculum with sustainable development aspects, responsible leadership, training and sensitization of both the teachers and the taught on aspects of sustainable development were some of the key aspects that emerged out of the discussions and deliberations.

The experience sharing of the IILM Institute for Higher Education brought to light the initiatives taken up at the Institute as an endeavor to generate responsible managers. The PRME initiatives focus on attaining sustainability in the three basic areas namely, Teaching and Learning, Research and Campus Practices. As a part of the effort to make teaching Teaching and Learning more relevant, students are given significant inputs on issues related to sustainable growth, through a number of Program level and Module level interventions, field trips and industry visits. All the modules taught are mapped according to contribution made to attainment of the Program Level goals. Such mapping ensures a clear linkage between Module level teaching and Institute level goals, ensuring the Institute Vision is taken forward throughout the program structure. Making an impact through collective actions like blood donation campaign, vastra samman campaign, clean-ship drive, reiterates the fact that actions speak louder than words.

Keeping in view the increasing importance been given to business-focused research, the third session on the pre-conference day was dedicated to research paper presentation. Numerous papers were received on empirical research and case studies from Professors/ Research Scholars/ Students and academicians of various distinguished Business Schools. However, only six papers were shortlisted for presentation scheduled on the 8th January 2015. The papers selected for presentation at the Conference were selected by a blind review process and are being published in the special issue of Management and Change, the Journal of IILM Institute for Higher Education, a double blind peer reviewed journal. The distinguished panelist for judging the paper presentations were Dr Raghuram- XLRI Jamshedpur, Elmhurst College, Illinois – Dr Gurram Gopal and Dr. Vandana Srivastava, IILM, Lodhi Road. The best paper award was given to Dr. Ankur Roy, Dr. Vishal Vyas, Priyanka Jain, Sonika Raitani on the topic “Sustainability and Management Education: Exploration and the interrelationship between the dimensions from stakeholder’s perspective”. The award carried a cheque of Rs 50,000 and best paper award certificate. All other paper presenters were given cheques for Rs.20,000 each for contributing their papers towards the theme of responsible management education, training and practice. The paper presentations concluded on a high note making the event a grand success, in particular enriching the young minds pursuing

management education at IILM.

As we progressed into the second day of the Conference, on the 9th January, 2015, we had the main Conference inaugurated by His Excellency Mr. Jess Dutton, Deputy High Commissioner of Canada to India. The Opening Plenary had deliberations and discussions by His Excellency Mr. Jess Dutton, Prof. Rakesh Chaudhary, Senior Director, IILM, Mr. Jonas Haertle, Head PRME secretariat, New York and Dr. Bhaskar Chatterjee, Director General and CEO, Indian Institute of Corporate Affairs, Ministry of Corporate Affairs, Government of India. Welcoming the special invitees, delegates and students to the IILM Second International Conference, Prof. Rakesh Chaudhary recapitulated IILM’s commitment to PRME principles. As the Head PRME secretariat, Mr Heartle then shared the UN’s Post – 2015 Development Agenda and implications of PRME. He went onto discuss the proposed SDGs in detail, and established the fact that there is a high correlation between human development index and sustainable development. His Excellency Mr. Jess Dutton spoke of Canada’s commitment to sustainable development and CSR both in national and the international fora. He also commented on the tremendous scope existing for collaboration between Indian and Canadian companies in the area of sustainable development.

Dr Chatterjee initiated his deliberations with a detailed chronology of India's CSR initiatives. He lamented on how the perspective of corporate responsibility is expanding now to include several stakeholders such as community, employees, nation, and the planet as a whole. He introduced the National Voluntary Guidelines (NVGs) as the Indian equivalent to the proposed of the UN Global Compact SDGs. The NVGs address the social, environmental & economic responsibilities of business and serve as a guidance document for businesses of all size, ownership, sector, and geography to achieve the triple bottom line in India. It is very pertinent here to mention that IILM is undertaking an annual study on Responsible Business Practices, as practiced in Indian business organisations. The key objective of the study is to assess and understand the Responsible Business Practices among top Indian organizations with respect to National Voluntary Guidelines (NVGs) and other International best practices based on the UN Global Compact Principles and OECD guidelines. This will ultimately lead to the creation of an index of sustainability on the basis of which companies can be measured and benchmarked. This initiative is yet another step taken up by IILM in the area of research related to responsible management.

The first session of the day one was on Inclusive Equitable Education and Lifelong Learning. Inspired by proposed the SDG 4 which states 'Ensuring inclusive and equitable quality education and promote life-long learning opportunities for all', the session focused on discussing issues and aspects pertaining to provision of 'opportunities for education' to all segments of the society, ensuring fairness and integration at every stage. The plenary consisted of Mr. Anurag Batra, Chairman Business World and Exchange 4 Media, Dr. TL Raghu Ram, Professor – Strategy, XLRI Jamshedpur, Mr. Jonas Haertle, Head of PRME Secretariat, and Dr Sangeeta Chopra, and Prof Rahul Mishra from IILM. Mr Batra made observations on how the management education is more quantitative and case-study based, rather than experience-based. He brought out the strong linkages existing between management and liberal arts. Dr Raghuram, on the other hand, touched upon the need for changing the ego-centric decision-making process to an eco-centric one. He shared that the concept of lifelong learning is linked to ancient Indian scriptures, vedas and other religious writings. Pertinent questions like how can learning happen under ambiguous conditions, how can learning be made more effective came up as a part of the discussions. Mr Heartle brought out the necessity of synergetic relationships between the business schools, companies, and NGOs, to make education more experience-oriented. The panel concluded that the learning process is not confined to classrooms alone, but starts well in advance, in childhood. Lifelong learning is a value system that is transferred from one generation to another.

The second session of the day focusing on 'Skill Development for Employment & Sustainable Economic Growth', addressed one of the critical components of India's economy today - generation of productive and gainful employment on a sufficient scale to systematically absorb the growing working population of an expanding economy. Economic development cannot take place without preparing the potential beneficiaries to partake of the same. If beneficiaries are not skilled, it is unlikely that they would be able to reap any benefit to ensure that the 'trickle down effect'. With industry adopting more and more technology, skill development is a huge task in rural areas as the numbers are large. The days of unskilled/ semi-skilled labor are over, it is imperative that future employees get accustomed to working in technology driven environments. Coordinated by Prof. Sujit Sengupta and Prof. Suchi Parashar from IILM, the session was inspired by the proposed SDG 8, that states 'Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all'. The speakers for the session included Mr Dilip Chenoy, Managing Director & CEO of the National Skill Development Corporation, Mr Pradeep Kashyap, Founder and CEO, MART, and Ambassador Deepak Vohra, Advisor to Prime Minister of Guinea-Bissau. Mr Chenoy's deliberations brought out very effectively the positive correlation between human capital and economic growth. Mr Kashyap, on the other hand, stressed on the necessity of specific training programs to address the needs and challenges of rural India. Ambassador Deepak Vohra expressed his ideas on how increasing unemployment is posing to be a hurdle in the path of achieving sustainable development.

The last session for the day took a cue from the proposed SDG 5, 'Achieve gender equality and empower all women and girls', and was aptly named 'Role of Responsible Management in gender equality and women empowerment'. Coordinated by Dr Taruna Gatam and Dr Bhavleen Rekhi from IILM, the session started with the pretext that one of the basic needs for any society to grow and prosper is to promote gender equality and women empowerment. Unleashing the benefits of women empowerment and gender equality requires the participation of all factors of the society and collaborations among all sections in the country with special focus from the government and the civil society. The key speakers of the session were Ms Shabnam Siddiqui, Project Director, Global Compact Network India, and Dr Radha R. Sharma, HHL Leipzig Graduate School of Management. Ms. Siddiqui enlightened the audience about the various Women Empowerment Principles launched by UN Global Compact an UNIFEM while also talking about how full incorporation of women's capacities into labor forces would increase the national growth rates. Dr. Sharma, while bringing about nuances from her personal life, threw light on the role of responsible business community in formulation of women empowerment goals. The third speaker of the session, Dr Elizabeth Goldberg, Chair, Arts and Humanities

Division, Babson College, USA, gave her insights on the subject through a pre-recorded video. The session, in all, highlighted the key issues in various sectors in promoting gender equality and women's empowerment.

The second day of the Conference had interesting discussions on matters pertaining to sustainable consumption, framework for education and the need for training and sensitization on responsible management. The first session for the day, named 'Rethinking Consumption', addressed the basic question of how sustainable development can be achieved; by sustainable production or by sustainable consumption. Sustainable development, as we all know, is defined as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It was inspired by the proposed Sustainable Development Goal (SDG12), which broadly states 'ensure sustainable consumption and production patterns'. The session, coordinated by Prof Rajkishan Nair and Dr Preethi Srinivas from IILM, had Dr Gurram Gopal, Professor of Management, Elmhurst College, Illinois and Mr Nitin Seth, Managing Director, Fidelity Worldwide Investment, as the distinguished speakers. Dr. Gopal, as a part of his deliberations, cautioned the audience that the present day consumption rate is about 1.5 times the world's resource capacity, thereby raising pertinent questions regarding sustainability. He also commented that it is high time a line is drawn between what can be called the good growth and bad growth. Mr. Seth, although stated the discussion from a corporate angle, brought out the philosophical view that essence of human happiness is the ultimate balance between spirituality and materialism. The session studied in detail the various drivers that drive this kind of a development, and sought to explore the inter-linkages between the complex phenomena of sustainable production and consumption.

The second session on the last day of the conference was on the development of a 'Framework for Responsible Management Education'. Framework here refers to an essential supporting structure of a system or a concept and describes the basic structure that management institutes and corporates can incorporate in their practices and processes to inculcate in the budding and future managers, the concept of social responsibility, ethics and value. Coordinated by Dr Vandana Srivastav and Dr Saima Rizvi from IILM, the session was basically drawn on the experience and best practices across industry as well as academia, and sought to explore some of the essential components, namely, the organizational structure, systems and the processes for responsible management education. The session also delved upon the various different means of implementation of the framework through curriculum, research and industry engagement. Professor Sudarshanam Padam, former Dean, Administrative Staff College of India, Hyderabad, Dr Balram Avittathur, Professor of Operations, Indian Institute of Management, Calcutta, and

Prof. Rakesh Chaudhry, Senior Director, IILM were the key speakers of the session. Prof. Padam observed that creating a value-system in the society for sustainable development is most challenging task. Dr. Balram shared his views on the adoption of green technologies by different organisations, and the deterrents in the process. He also shared the role of responsive supply-chain by taking specific example of Asian Paints. The session brought out the essential components and their inter-relations towards developing a framework for responsible management education both across the industry and academia.

The last session of the day concentrated on Training and Sensitization for Responsible Management, and was coordinated by Dr. Sanyukta Jolly and Ms. Kausani Bagchi from IILM. The paradigm shift of the B-school perspective from imparting skills and techniques needed for effective management and creation of managers as professionals, to usage of using one's knowledge for advancement of societal interest formed the main backdrop of the session. Social responsibility and work place issues coexist. Some of the themes include greater transparency and increased trust and collaboration between stakeholders; business ethics and sustainability within organizations and between individuals within the organization; unethical and counterproductive work behaviors; equal employment opportunity for all to name a few. The PRME (Principles for Responsible Management Education) can be seen as a manifesto for business schools to 'help shape the attitudes and behaviors of business leaders through business education, research, management development programs, training and other pervasive activities.' With Mr. Raj Nehru, HR Director, Concentrix India (Pvt) Limited, Gurgaon, Dr. Shailesh Gandhi, Professor of Finance, Indian Institute of Management, Ahmedabad, and Mr. Vijay Rai, CEO,



Powercon, as the key speakers, the session well captured the responsibility of the present day Business schools as being responsible for educating the future leaders of the new, highly complex world. Dr. Gandhi was of the view that management education should be positioned by management institutions in order to handle the challenges of Globalization effectively. Mr. Nehru spoke of how it is important for organizations to learn to balance people, planet and profits in order to attain sustainable development.

The International Conference on Responsible Management Education Training & Practice came to a close on the 10th of January. The Closing Plenary had discussions by Mr. Sameer Khetarpal, Partner Mc Kinsey; Mr. Kamal Singh, Director General, National HRD Network and Mr. Jonas Haertle, Head – PRME Secretariat. Prof. Rakesh Choudary, Senior Director, IILM, while introducing the guests lamented on how IILM is one of the most earnest deliverers of PRME. In an attempt to sum up the learnings of all the sessions through the two and a half day conference, and give an integrated perspective of the proposed SDGs, Dr. Haertle urged the faculty in educational institutes to come together in different groups and discuss how curriculum in institutions can be aligned with the sustainable development. Finally, Dr. Smitha Girija- Director, IILM shared the summary of conference proceedings with the audience and thanked all the delegates, speakers, faculty and students for making the conference a great success. As a part of the IILM initiatives towards increased responsibility in education, she introduced the first IILM Research Awards in Responsible Management 2015. As a part of this initiative, IILM is inviting Case Studies and Articles about individuals or companies who have made a difference by being responsible. Aptly titled "A life of significance - Leading Responsibly - The way forward for a sustainable and inclusive world", the main aim of these awards is to

1. Spread the need for responsible and compassionate humans for a better, sustainable and inclusive world
2. Encourage and support creation of new learning material for social awareness among students in business schools.

The Conference, in all, proved to be an excellent convergence of industry, academia & social sector experts with the objective of highlighting the areas where action can be initiated in education sector, social sector and corporate sector for effective orientation to Responsible Management Education Training and Practice. The conference proved to be a huge success fulfilling the underlying objective of sensitizing the education, social and corporate sector about Responsible Management.

Closing Plenary



The Closing Plenary of the International Conference on Responsible Management Education Training & Practice session was attended by Mr. Jonas Haertle, who is Head of PRME Secretariat at the United Nations Global Compact, New York, UNPRME; Mr. Sameer Khetarpal, Associate Partner in outsourcing and off-shoring practice in the Delhi office of McKinsey; Mr. Kamal Singh, Director General, NHRDN; Prof Rakesh Chaudhry, Sr Director, IILM and Dr. Smitha Girija, Director, IILM. Prof Chaudhry delivered the welcome address and introduced the panelist of the session.

Mr. Khetarpal spoke about his early days in Hindustan Levers, and his subsequent experience at McKinsey from which he drew some learning. He explained the framework used at McKinsey of IQ, CQ and RQ. He informed that hiring done in early years is based on IQ, and with experience, transforms the employees, who develop CQ, and with further growth in the organization, the employees develop RQ, which help them better manage relationship with peers, clients and subordinates. Mr. Khetarpal feels that both CQ and RQ are very important.

Mr. Khetarpal then brought out three important aspects of CR and QR. Firstly, both CQ and RQ are very intuitive. Secondly, “it is important to sharpen your saw, i.e. you need to inculcate the habit of reinventing yourself”. Thirdly, one has to get out of the comfort zone. “Often we stay in our comfort zone and actually don’t achieve much in that comfort zone. As one progress in his life or in any professional career,

the game changes from IQ to CQ to RQ, the focus on what you know and who you know becomes very important to be successful in professional lives. And just dig deep, it takes time to build something significant. Getting a formal degree is great, but it is just the beginning,” he noted.

Jonas Haertle

He spoke about the challenges faced in sustainable development. He stressed on how opportunities that come with it can help companies, management, schools and institutes to perform better. Mr. Haertle summed up the conference by emphasizing on various topics discussed during the two days. The topics were gender equality and women empowerment in a cooperation, consumption on a global scale and also in the Indian context, what it means to look at global consumption in the light of sustainable challenges, and pedagogies of responsible management education and how to implement them.

There are three options one can choose in the face of challenges of sustainable development and they are accept, loyalty and voice. “Most of us, when faced with such challenges, try to accept the situation or stick to the existing system. This is not the message we have taken from the conference, and this is not the option. We all tend to ignore voice and voice is not just acting in reflecting manner, but raising your voice, which cannot be achieved only in your personal capacity but collaboratively,” he said. He highlighted how PRME can help to improve the situation if one chooses the option of voicing one’s opinion. Mr. Haertle explained how the framework of responsible management education in schools can help achieve the above objective.



He said as an initial step, schools should join UNPRME and then through imparting this in the curriculum, the faculty members can influence the students.

The last speaker of the session was Mr. Kamal Singh. He started his address underscoring the importance of Indian organizations to follow Responsible Management Practices. Some of the key areas handled by him during his tenures at AIMA were Management Education, and Management Development Programs, both in India and abroad. He felt that it was important to align education with the requirements of the industry. He quoted the examples of a few institutions in India like XLRI, Fortis, etc, which have been prioritizing sustainable education over the years. Mr. Singh concluded his address by reinstating the fact that no business can succeed if principles are not in place.

The two conferences culminated with the final remarks of Dr. Smitha Girija, Director, IILM. She summed up the sessions of the two-day conference by bringing out the salient points of each session. She also shared some of IILM's latest initiatives in this direction. Dr. Girija announced the launch of the First IILM Research Awards in Responsible Management, 2015, which invites case studies and articles about individuals or companies who have made a difference by being responsible. The title for the first edition of IILM Research Awards would be 'A life of significance - Leading Responsibly - The way forward for a sustainable and inclusive world'. With an objective to understand the Responsible Business Practices among top Indian organizations with respect to National Voluntary Guidelines (NVGs) and other international best practices, IILM, with the support of the Indian Institute of Corporate Affairs (IICA), has initiated a survey on Responsible Business Practices among FE-750 companies. She also declared the dates of the Third International Conference on Responsible Management Education and Practice, which is scheduled from 7-9 January, 2016.



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