



Developing leadership for global impact in postgraduate education

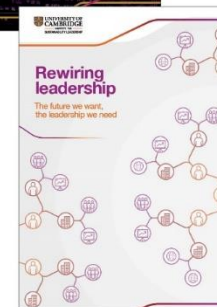
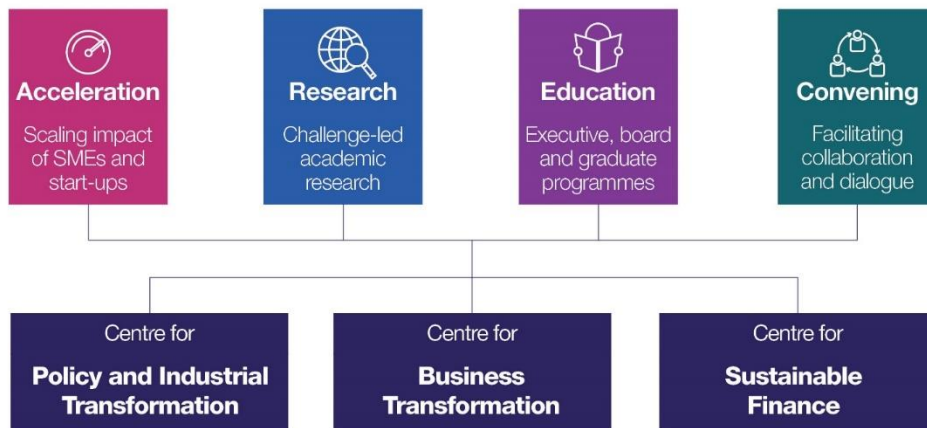
Dr Louise Drake

University of Cambridge Institute for Sustainability Leadership

A bit of context about CISL

The Cambridge Institute for Sustainability Leadership

Developing leadership and solutions for a sustainable economy



Leadership Groups

Corporate Leaders Groups on climate change
Banking Environment Initiative
Investment Leaders Group
ClimateWise for the insurance sector
Natural Capital Impact Group

Network

9,000 alumni and network members
250+ major clients annually

Advisory services

Guiding strategy for a sustainable transition



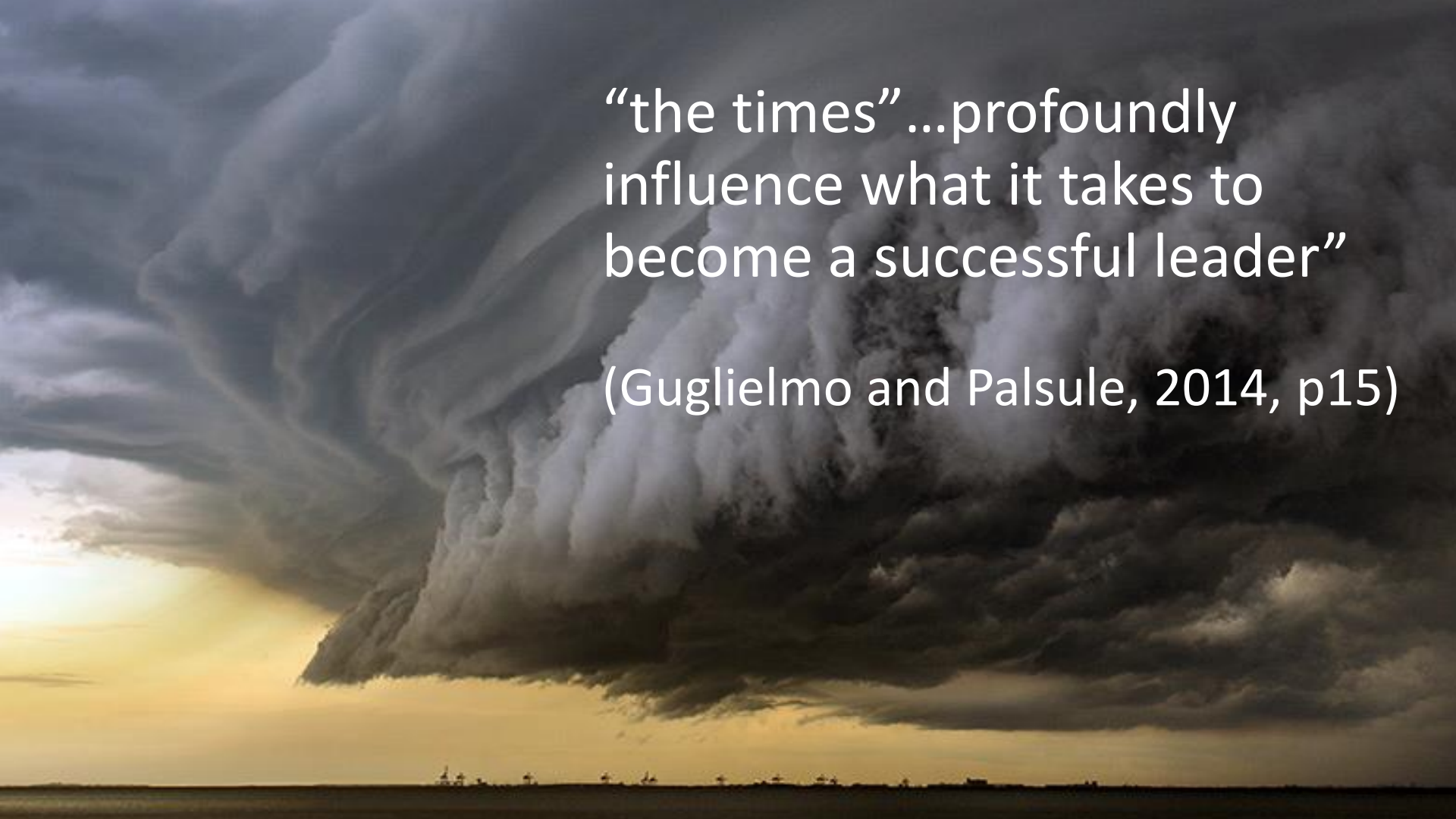
Graduate Education (part-time):

- Master's in Sustainability Leadership
- Master's in Interdisciplinary Design for the Built Environment
- Postgraduate Certificates in Sustainable Business (60 CATS) x3
- Postgraduate Diploma in Sustainable Business (120 CATS)

Some distinctives about our context:

- Mission and impact focused – applied research
- Participants come specifically to learn about leadership
- Full-time, mature professionals, applying learning in work context
- Inherently inter-disciplinary course design and delivery
- Three full-time course-directors, pool of academic tutors, wider pool of sessional contributors

Our approach to leadership

A dramatic sky with a large, dark, swirling storm cloud formation over a sunset or sunrise horizon. The clouds are dark and textured, with a bright yellow and orange glow from the sun on the left side. The horizon is dark with some silhouettes of buildings or structures.

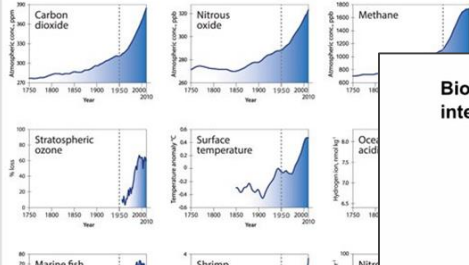
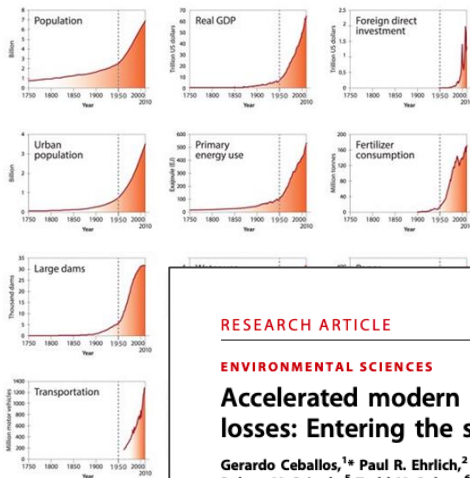
“the times” ...profoundly
influence what it takes to
become a successful leader”

(Guglielmo and Palsule, 2014, p15)

The world is experiencing a 'Fourth Industrial Revolution', characterised by unprecedented changes driven by new technologies...

At the same time, there are pressing social and environmental challenges, from climate change to wealth inequality, which pose fundamental risks for the stability and wellbeing of our society.

CISL (2018) *Rewiring Leadership*, p.1



RESEARCH ARTICLE

ENVIRONMENTAL SCIENCES

Accelerated modern human-induced species losses: Entering the sixth mass extinction

Gerardo Ceballos,^{1*} Paul R. Ehrlich,² Anthony D. Barnosky,³ Andrés García,⁴ Robert M. Pringle,⁵ Todd M. Palmer⁶

The oft-repeated claim that Earth's biota is entering a sixth "mass extinction" depends on clearly demonstrating that current extinction rates are far above the "background" rates prevailing between the five previous mass extinctions. Earlier estimates of extinction rates have been criticized for using assumptions that might overestimate the severity of the extinction crisis. We assess, using extremely conservative assumptions, whether human activities are causing a mass extinction. First, we use a recent estimate of a background rate of 2 mammal extinctions per 10,000 species per 100 years (that is, 2 E/MSY), which is twice as high as widely used previous estimates. We then compare this rate with the current rate of mammal and vertebrate extinctions. The latter is conservatively low because listing a species as extinct requires meeting stringent criteria. Even under our assumptions, which would tend to minimize evidence of an incipient mass extinction, the average rate of vertebrate species loss over the last century is up to 100 times higher than the background rate. Under the 2 E/MSY background rate, the number of species that have gone extinct in the last century would have taken, depending on the vertebrate taxon, between 800 and 10,000 years to disappear. These estimates reveal an exceptionally rapid loss of biodiversity over the last few centuries, indicating that a sixth mass extinction is already under way. Averting a dramatic decay of biodiversity and the subsequent loss of ecosystem services is still possible through intensified conservation efforts, but that window of opportunity is rapidly closing.

INTRODUCTION

mals (7). We specifically addressed the following questions: (i)

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Biosphere integrity

Genetic diversity

Climate change

Novel entities

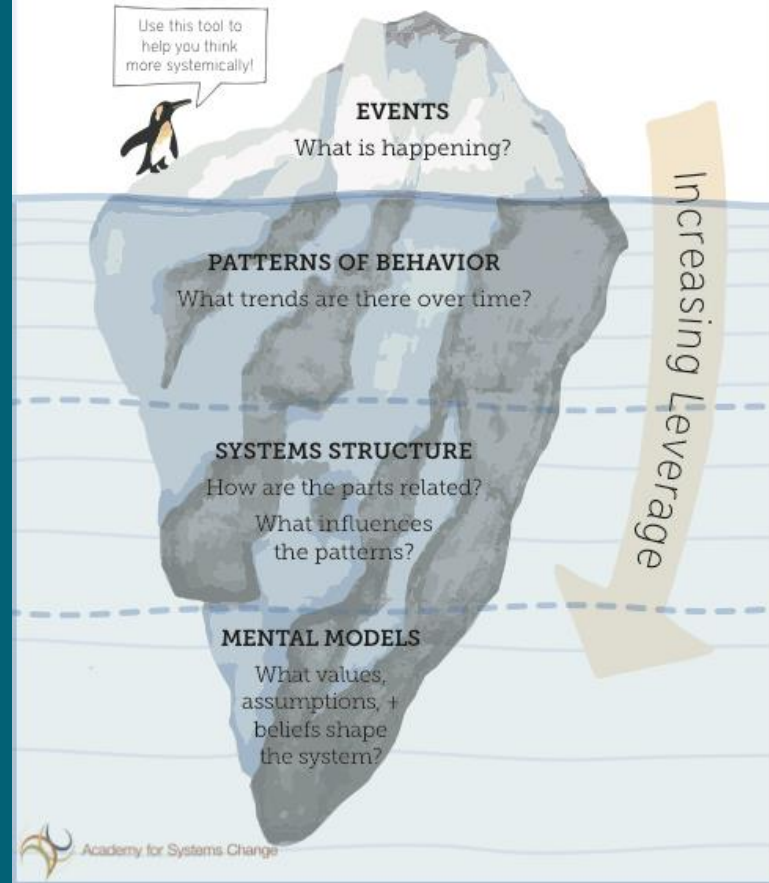
Functional diversity

Achieving human well-being and eradicating poverty for all of the Earth's people is still possible, but only if there is a fundamental—and urgent—change in the relationship between people and nature

GSDR, September 2019



THE ICEBERG MODEL



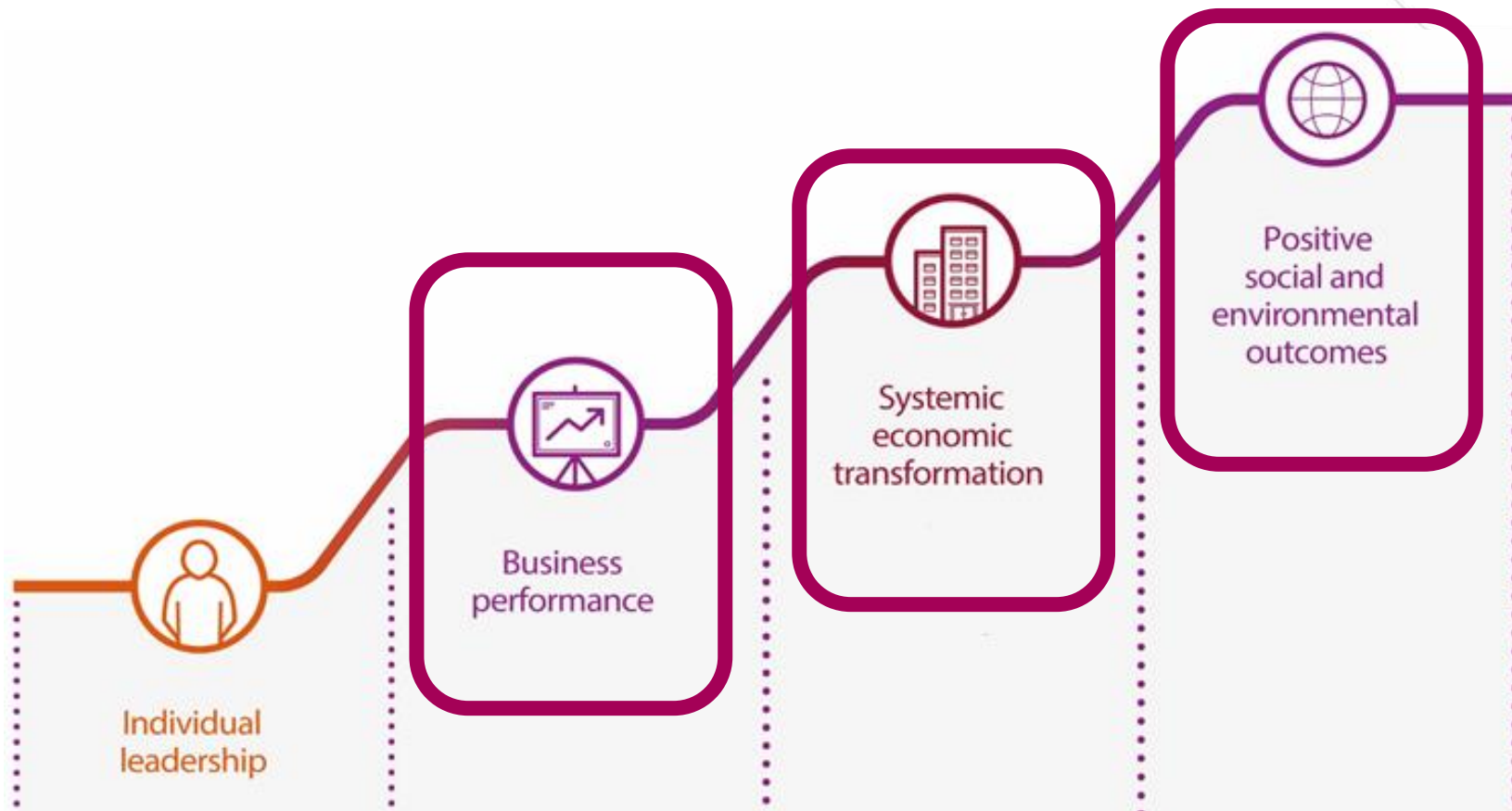
Truly impactful leadership embraces a purpose relevant to the nature and scale of the challenges faced by the global economy and society



Safe and just space for humanity (Raworth, 2018)

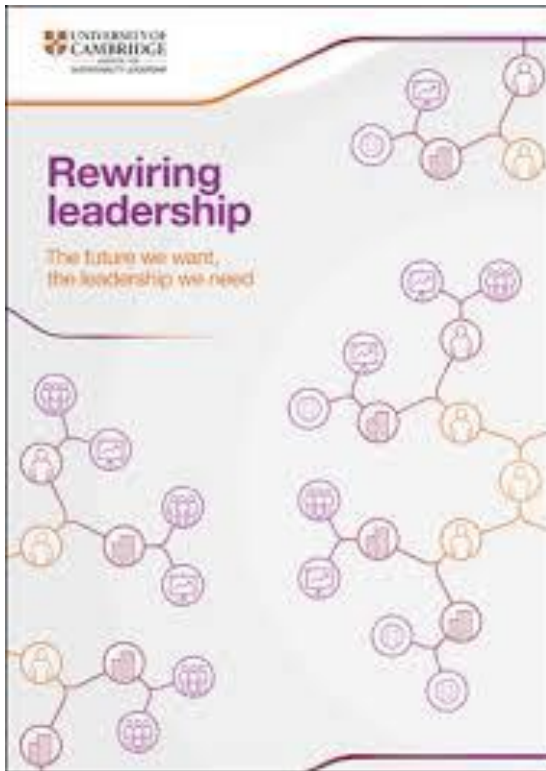
Flourishing (Ehrenfeld, 2013)

Long-term well-being for all (Hurth, 2018)



Such change is hard because...

- we are working with the future
- we are working with different values
- we are working with complex systems



The Cambridge Impact Leadership Model ©

Rationale for framework

- Provides ‘scaffolding’ for an on-going conversation
- Based on literature review and tacit knowledge (leadership in practice) rather than empirical testing
- Theoretically ‘pluralist’ and epistemologically ‘pragmatic’
- Inquiry into pedagogy for leadership development
- Emergent research agenda around: purpose, strategy, culture and governance

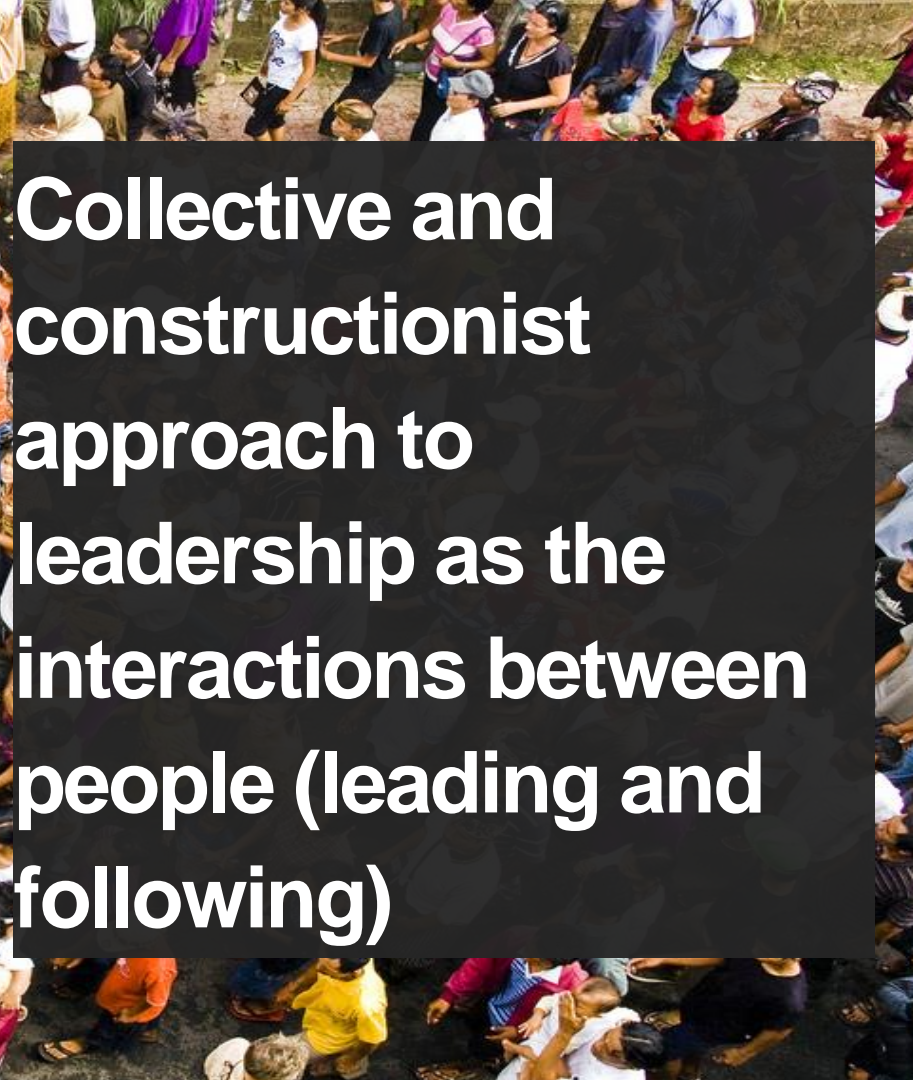
Underpinning assumptions

A deliberate
move away from
'heroic' models
of leadership





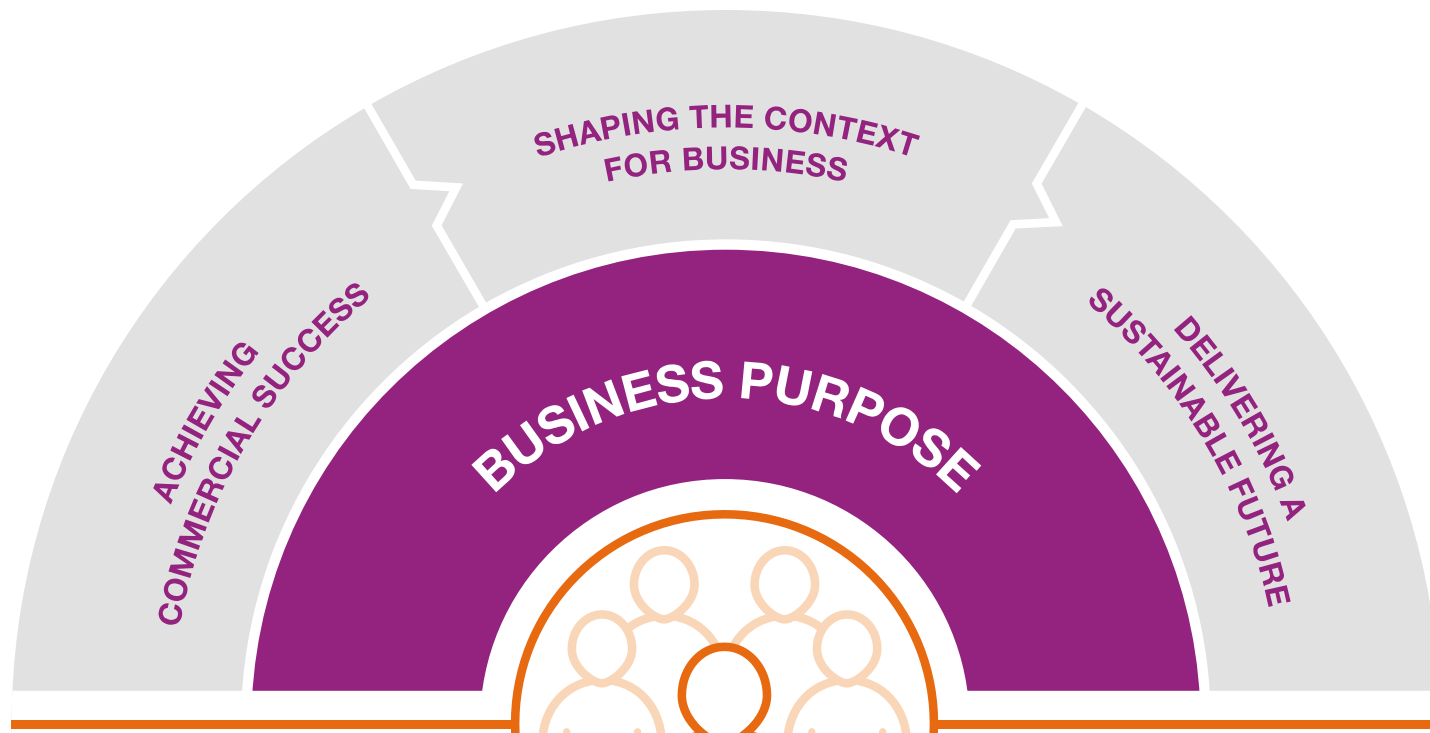
**Collective and
constructionist
approach to
leadership as the
interactions between
people (leading and
following)**



An interest in purpose
as the “invisible leader
that inspires leaders
and followers to take
action on its behalf”

Hickman and Sorenson
(2013, p1)







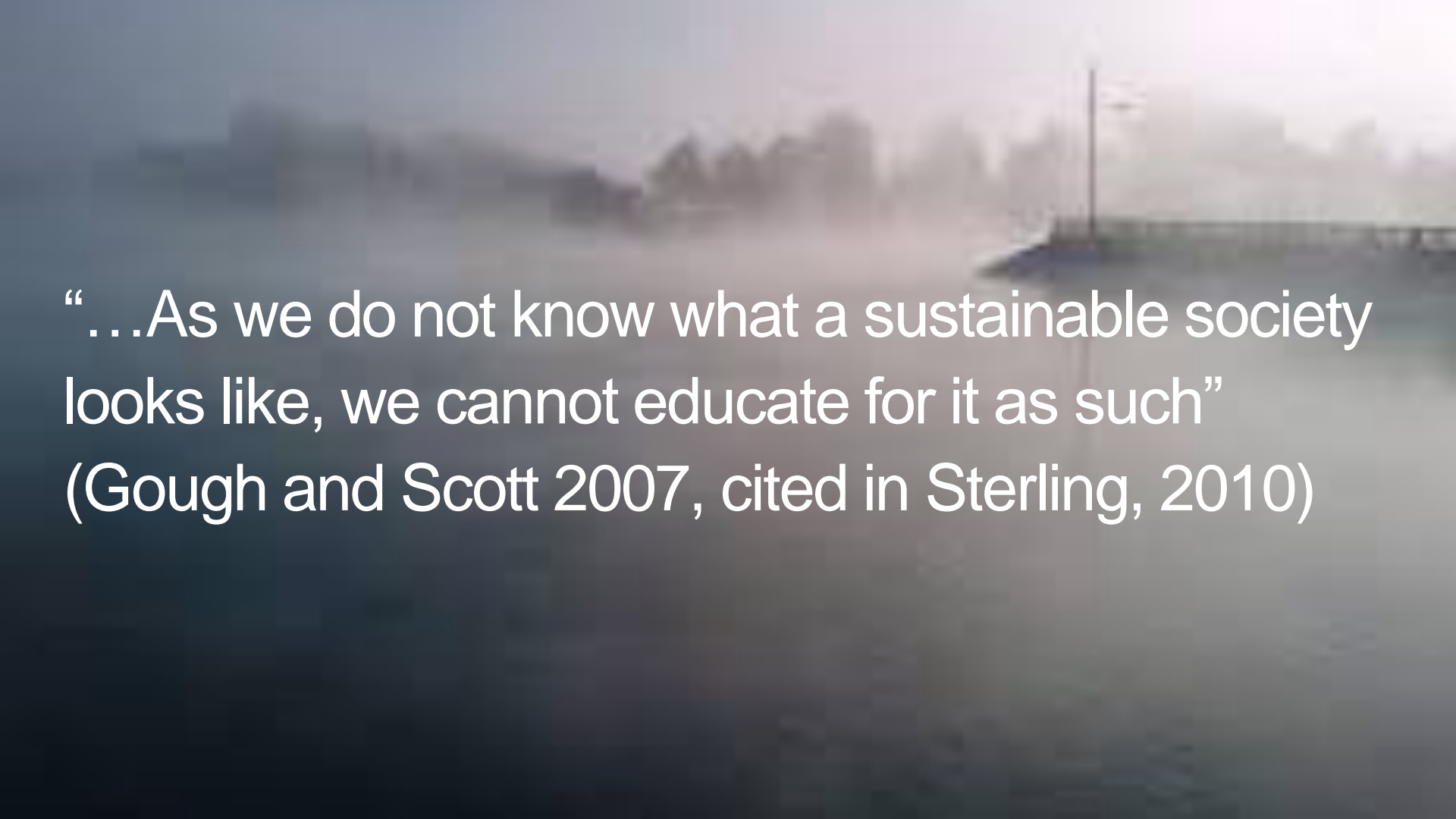


**Exploring personal purpose
in light of broader
societal purpose**

*Most of us go to our
graves with our music
still inside us, unplayed.*

Oliver Wendell Holmes Sr





“...As we do not know what a sustainable society looks like, we cannot educate for it as such”
(Gough and Scott 2007, cited in Sterling, 2010)

‘Adaptive capacity’
(Sterling, 2010: 515)

“...the development of learners’
abilities to make sound choices in
the face of uncertainty and
complexity of the future”
(Scott and Vare 2008: 3)







“... most teaching and assessment in higher education focus on cogitative skills of knowledge and understanding rather than on affective outcomes of values, attitudes and behaviours (Shephard, 2008: 87)

“Head, hands and heart...resulting in profound changes in knowledge, skills and attitudes related to enhancing ecological, social and economic justice”
(Sipos et al, 2008: 74)

Values

Connect to personal and collective values to unlock commitment, courage and inspiration.

Understand what inspires and gives a sense of meaning.

Know what you stand for – the principles and convictions that underpin courageous action.

Align values and purpose with commercial success that delivers positive outcomes for society and the environment.

Build a sense of agency and responsibility for leading the change required.

Develop an appropriate sense of accountability and commitment to be part of the solution.

Nurture clarity of purpose and intent in contributions and intended outcomes.

Cultivate a sense of agency to influence change that parks 'ego' and works alongside others.

Surface worldviews and understand the implications for judgement and decisions.

Surface underpinning assumptions and worldviews, and explore how these influence judgements.

Clarify position on moral concepts such as 'fairness', 'inclusion' and 'responsibility' and how these shape decisions.

Address biases, barriers and inconsistencies in aligning purpose and practice.

Thinking

Develop insight into the changing context for business and evolving societal expectations.

Analyse and have confidence in data behind the trends that shape the context for the business.

Develop agility in scanning for consequent risks and opportunities.

Understand the wider stakeholder and changing societal expectations.

Develop the mindset and thinking skills necessary for leading change in complex systems.

Nurture 'big picture' thinking about the whole with a focus on identifying intervention points.

Engage with inconsistency, dissonance and contradiction and adapt and evolve thinking as required.

Interpret short-term priorities and decisions in light of a longer-term vision of a different future.

Build a knowledge base for innovating and creating new forms of value, both commercially and for wider society.

Critically analyse leading practice in innovation and transformation.

Understand how to innovate business models, products and processes to deliver business performance and wider societal outcomes.

Recognise where business has specific opportunities and capabilities to reshape or create new value beyond the current business case.

Practice

Nurture leadership attitudes and practices that are required to deliver the system-level change required.

Develop the drive, commitment and things done, alongside the wisdom critical windows of opportunity.

Cultivate an active appreciation for perspectives and contributions, and an empathetic approach to engagement.

Actively experiment, nurturing creativity and agility, to drive innovation.

Develop specific skills and capabilities to have impact at system level.

Develop the strategic thinking, planning and change-management skills at the level of whole system.

Build capacity to collaborate across traditional boundaries, through dialogue, building trust and

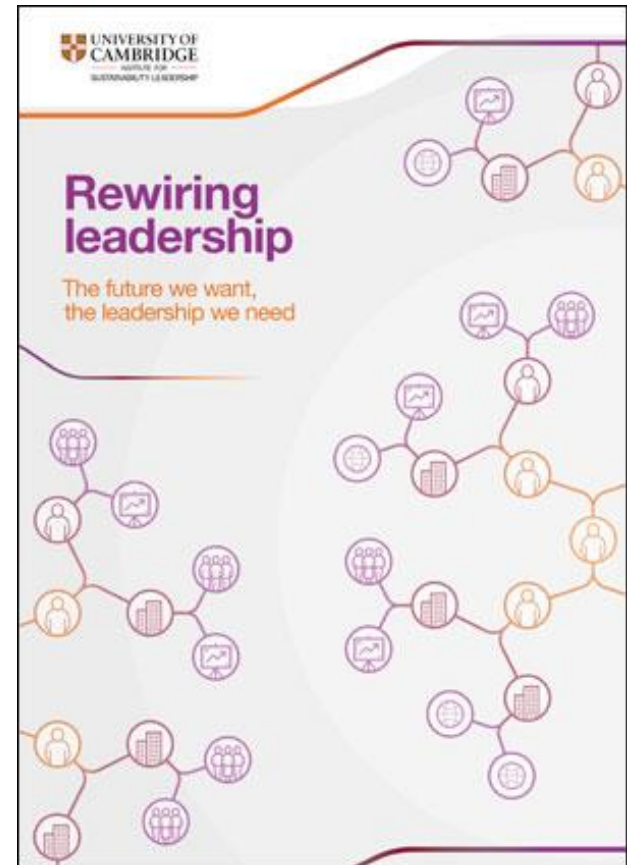
Cultivate the ability to use personal voices, and harness the power to influence the wider system.

Clarify personal role and contribution, and build confidence and resilience in taking action.

Appreciate the range of roles involved in bringing about change, building confidence in one's own contribution and when to use the leverage of others.

Build personal and collective resilience to sustain ambition and motivation over the long term.

“Appreciate the range of roles involved in bringing about change, building confidence in one’s own contribution and when to use the leverage of others”

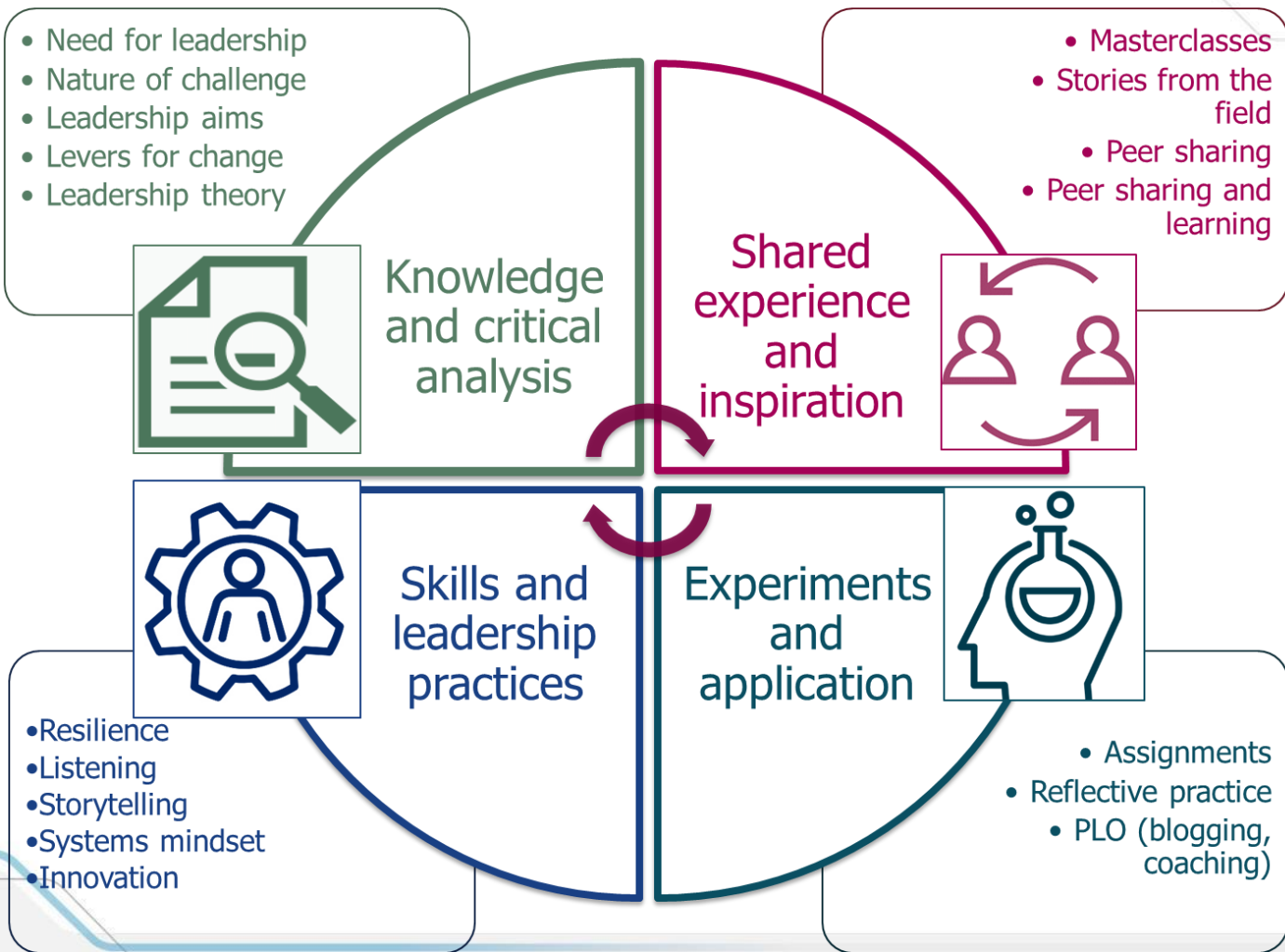


...authenticity is crucial when operating in an interconnected world in which organisations function like communities. Therefore helping individual leaders to grow “who they are” needs to become the primary goal of leadership development...”



Guglielmo and Palsule (2014)
The Social Leader

Pedagogy





Realistic Prices

EU ETS	€14
CRC	€12
Treasury	€70
Stern	> €100
Hansen	> \$250



Areas for further enquiry:

- Transformative, 'third order' learning
- Pedagogies for leadership development
- Inter-disciplinary insights



Thank you

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