



NATIONAL | SCHOOL *of* | LEADERSHIP

**UNITED NATIONS PRINCIPLES FOR
RESPONSIBLE MANAGEMENT EDUCATION
(UN PRME)**

Sharing Information on Progress Report 2014 - 2016

MESSAGE FROM THE CHAIRMAN

Having been a signatory to the United Nations Principles of Responsible Management Education (UN PRME) since 2011, we at the National School of Leadership (NSL), India's first leadership institution for higher education, have dedicated our efforts to achieve our goals, and particularly so in accordance with the PRME principles. It gives me great pleasure to present this report on the progress that NSL has made, and to reaffirm our commitment to PRME.

In the tradition of what we have always hoped to achieve in terms of our goals, we at the National School of Leadership have taken many paths towards increasing our academic ingress, including introduction of new programmes which will address multiple areas of education, as well as building collaborations with other institutions and educational bodies here in India. In all this, we have strived to maintain our focus on the principles of PRME – principles which reflect the spirit of the values our institution always aspire to.

Through our programmes and activities, our institution has always focused on bringing, and thereafter building upon, leadership education for individuals hailing from the broadest spectrum of backgrounds, be it industrial, academic, social, or governmental, among many more. NSL has focused on this through building platforms that are not only conducive to the effective imparting of education, but also for the exchange of ideas, concepts, initiatives and development across all possible spheres. To this end, we have endeavoured to employ the best in terms of learning tools as well.

From initiatives like NSL Lead India, which focuses on cause-based initiatives aimed at nurturing leaders from multiple sections of society, to collaborations with multiple partners to bring such education to areas that require it, we have maintained our focus on building solutions for issues and requirements across the country.

The National School of Leadership also operates the Consortium for Global Leaders (CGL) – a

conglomerate of organizations including corporations, varied businesses, academic institutions, government bodies, and social organizations, among others. This is an undertaking aimed at bridging divides and creating effective infrastructures and networks to bring together leaders from multiple spheres. As the goal of the CGL is to bring together the world's best think tanks from multiple sectors in order to drive leadership development of individuals, organizations and nations, we would be happy to invite other organizations to be a part of the Consortium for Global Leaders and contribute to Leadership development across boundaries.

The following pages reflect our commitment to the principles of the PRME. We hope to maintain the momentum that has brought our efforts this far, so that we can build upon our successes so far and go further in our aim to bring leadership education and values to all the areas that require it. I would like to take this opportunity to invite our partner signatories to peruse this report, and we look forward to continuing our efforts at jointly advancing the six principles for responsible management education through strong commitment to - and unwavering resolve in - the principles that make us who we are. We ensure our continued support to the initiatives of the UN PRME and we, the National School of Leadership, naturally stand and uphold the principles of the PRME.



A handwritten signature in black ink, appearing to read 'Satasuryaa', with a stylized flourish underneath.

Satasuryaa,
Chairman,

National School of Leadership

satasuryaa@nsl.ac.in

PRME PRINCIPLES

Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Being built upon a strong foundation of research, introspection and a healthy spirit of exploration, the National School of Leadership has, in the past years, continued its focus on ascertaining and addressing both the apparent and underlying needs for leadership education in organizations across the board, thereby to identify and nurture individuals towards becoming great leaders, regardless of their role or rank in the organizations they work with. As with the way we were founded, based on the efforts put in towards truly identifying the need areas that existed in the field of leadership education in India – for which we engaged with leaders from both corporate and academia in order to create the dream curriculum – we have continued our engagements in this direction; in fact, expanding further to include multiple other contributors to the process, including entrepreneurs, professionals from various fields, and on-ground social workers, so that we could maintain the feel for what works in the field, along with what may yet be left to come. These efforts have resulted in further improved methods of engaging with individuals and helping them become the kind of leaders that they need to be.

Delivering leadership education also involved the need for a comprehensive, interactive technology platform that would help students engage with each other as well as with mentors regardless of their location – which led to the development and deployment of such systems built for the purpose. NSL continues to bring improvements to these systems on an ongoing basis, so that individuals can

continue to connect on their variegated needs and share pertinent information and practices central to their learning.

NSL has remained committed to its goal of continuing to redefine roles and perceptions of what makes great leaders, with its focus and intent being that of empowering people, organizations and nations. We at NSL encourage our stakeholders to grow, learn and perform in a manner that leads them to the very forefront of development. And all of these endeavours have given truth to our core belief – one can be a leader by choice.

Collaborative Approach to Leadership Education:

While the theoretical, classroom-based approach has been the cornerstone of education for the most part, our experiences with a blended learning model have shown us that this is not necessarily the case. In large parts, due to the effort to bring together individuals regardless of their geographical location, we generally conduct many of our standard programmes online, through our virtual classroom platform. Adding to this, we have now engaged with the Venkateshwara Open University (VOU) <insert description>. Our alliance in this aspect has resulted in the establishment of the VOU NSL Centre of Excellence – whereby we have brought aboard more academic expertise. This has resulted in the development and introduction of several new programmes at the doctoral level. These programmes, referred to as Fellow Programmes, have enabled multiple individuals to pursue leadership education at the highest of levels, in the organizational backgrounds of their choice – thus bringing a focused approach to leadership in their spheres of expertise. All of these programmes, as is standard at NSL, have been developed with a strong focus on neuroscientific assessments and approaches. This helps in properly understanding the psychological make-up of persons who play important roles in organizations, and therefore finding innovative ways to address those needs as efficiently and effectively as desired.

NSL currently offers these Fellow Programmes in the areas of Leadership, Business Strategy, Psychology, Entrepreneurship, Organizational Leadership, Market Research & Analytics, Computer Science & Technology, Applied Education, Social Entrepreneurship, Training & Development, and Competency Mapping. These are in addition to the primary courses which include Certificate Level Programmes on Leadership, Strategic Thinking, Decision Making, and a host of other subjects. Apart from these, we also offer highly specific courses, including in Military Psychology, which is the first of its kind in India, as well as a programme in Sports Psychology. One of the key aspects of all these programmes is that they are designed to give students a wide range of learnings and best practices from multiple disciplines which can be drawn upon or emulated in their specific fields, in addition to their hands-on experience in their field of choice, as well as inculcating a standard of leadership ethics that play a key role in nurturing not only effective but truly responsible leaders.

Lead India:

NSL's Lead India initiative is perfectly in line with the first principle of the PRME, which is to develop among students the capabilities to become future generators of sustainable value for both businesses as well as society as a whole. The Lead India initiative is a national effort directed towards empowering individuals from multiple segments of society with the kind of leadership skills they require in order to fully leverage upon the resources that are available to them, thereby resulting in a general – and far reaching – change in their lives, which reflects in their standards of living, thus working towards the upliftment of society. Designed to be conducted through training camps and workshops in remote villages in India and for the under-privileged in cities, the Lead India initiative involves the whole gamut of stakeholders at NSL, including students, volunteers and mentors from the National School of Leadership, who join hands in imparting life changing leadership skills. The Lead India initiative is also a great platform to inculcate the spirit of

mentorship in our students themselves – a cardinal necessity when an individual is preparing for a leadership role. Such engagement from across the board is instrumental in the nurturing of leaders in the locations that Lead India works in, and this results in the development of an ecosystem designed to bring sustainable and scalable development across all strata of society.

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

At NSL, we have a strong focus on Social responsibility, particularly so to the society we operate in. Apart from the Lead India initiative, which has over time proven to be a truly efficient platform to contribute to the society we operate in, we have introduced multiple scholarship options for students. Under the Lead India initiative scholarship support, we grant scholarships to economically backward meritorious students, economically backward meritorious women students, physically challenged students, mentally challenged students, and institutional scholarship support for stakeholders of organizations associated with or benefiting from the Lead India initiative. Other scholarship support categories that we provide include Satsuryaa's Scholarships for Distinguished Contributors, which are gratitude scholarships for those who have contributed significantly to the nation and the global community. This includes scholarships for defence personnel, family members of martyrs, family members of Prisoners of War (POW), sports personnel, distinguished service

scholarship - applicable to those who have selflessly contributed to the nation on social needs, and Dr. Satsuryaa's Institutional Scholarship for organizations that have contributed significantly to the development of the nation. Lastly, we also offer the Consortium for Global Leaders (CGL) Scholarships, which are applicable for individuals who work with organizations who are a part of the CGL.

As part of our stated approach, we at NSL adhere to a set of values that reflect our institution's commitment towards fulfilling our role as the recognized standard of excellence in leadership sciences and research, and our mission to build great leaders, organizations and nations. These values help us provide innovative education to students not only at our institution, but through collaborations, to a wider set of individuals across locations. The values which form the foundation for our mission include:

A culture of spirituality which helps individuals discern and decipher clearly the environments they work in, in a manner calculated to foster sound decision making through effectively studying the issues that impact a situation, and to employ the right and positive energies to come to the 'right' decision, keeping in mind the long-term impacts that any such decision will manifest.

A strong proactive outlook calculated to meet the needs of leaders and organizations, by anticipating changes and capitalising on opportunities in the right manner, with a healthy mix of future focus, adaptability to change, receptivity to new ideas and technologies, and flexibility in the way commitments are met in order to be as effective as possible.

An internal engagement model which helps NSL understand and accept the ramifications of both individual and team responsibilities, and allows for the taking requisite risks, building a constructive culture and honouring success.

A system that fosters respect for each other within the organization, with the greatest dignity and understanding towards the rights and beliefs of

everyone engaged in the NSL value chain. This system is focused on always putting people first, and inculcates a culture of consideration and measured response to each other's rights and requirements.

A framework of ethical standards built to bring out the best from all stakeholders in the value chain, including leading by example, keeping commitments, staying true to values, acting upon facts, and effectively building and maintaining trust through clear communication and expression amongst all.

A healthy team support system, where every person plays a motivating role for the others in order to meet common goals. The fostering of such teamwork results in a system wherein individuals motivate one another, collaborate to reach and implement decisions, support each other through knowledge and resource sharing, and encouraging each other to celebrate successes and create an enjoyable work environment.

Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

One of the core approaches of the National School of Leadership has always been to make leadership education accessible to all, whether they are full-time students, or working professionals. To this end, we at NSL had developed and deployed a virtual classroom platform which is accessible to practically anyone with a computer or smart mobile device with internet connectivity. This is of prime importance to the Blended Learning model which we have adopted. The greatest benefit of this model is the

flexibility that it provides to our students and other collaborators. With our virtual classroom platform, students can log in from any location, and the teachers and mentors conduct classes with interactive learning tools, including content, presentations, videos and other collaterals which are designed to convey the right kind of learning that needs to go into focused leadership education.

With mentors from a plethora of backgrounds, ranging from senior professionals from corporate, including from the CEO level, leading academicians, industry experts, and senior ex-military personnel, among others, the idea of leadership – and the roles it involves – come into a much wider perspective. In terms of academic assistance, we provide students with pre and post-lecture support in the form of specialised content that is relevant to the subject in an actively deployable manner – so that the real-time effectiveness of the topics covered are conveyed in full. The tools in use are also designed to host playback links and other collaterals to the lectures and supporting material shared, so that in case students miss the classes, they can always access the online repository of information that is accessible to them.

NSL has students from over 13 countries, all of whom are able to actively engage via the platforms provided. In addition to the learning tools in place, we also encourage a healthy connect outside of class hours, and for that, NSL encourages and actively works towards building interactive web groups for students from multiple locations, so that a free flow of information and an exchange of ideas can be facilitated for a wholly rounded learning experience.

Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

At NSL, we have always believed in leadership as being a science rather than an art, and hence, the core focus of how our programmes are structured is on the research that it requires. In line with our standard approach to this, we ensure that research into any sphere is thorough – that is, not only do we require research to be a cornerstone of the programmes we conduct, but in a larger scope of how each individual engages in the research process, whether with regard to their specific industries or backgrounds, or research into other aspects of leadership that can be built into best practices in fields other than their own. The objective is to ensure that in order to comprehend the subject matter at hand, one must make the effort to study it from every possible perspective, and then to be able to present it in a form that is comprehensible in a structured, yet actionable manner.

Keeping in line with this approach, NSL encourages its students to branch out into multiple areas of research, whether related to their core sphere of interest, or into other fields. This has led to the creation of not just a bank of knowledge in multiple areas, but also of a collaborative ecosystem of information and learning that brings multiple viewpoints – ranging from the basic to the most arcane – into any specific area of interest.

While NSL has had an in-house research journal titled 'Scholar', wherein we publish research articles covering varied aspects of knowledge and practices that individuals can employ to fulfill the leadership goals expected of them in the organizations they

work with, we also have collaborations with multiple research journals, both in India and abroad.

Students, mentors, and other stakeholders at NSL are engaged in conducting research into the areas of their choice, and thereafter submitting research papers which have since been peer reviewed for publication in leading national and international research journals, including those under the International Association of Research Scholars (IARS), Australia. Over a 100 research papers have been published in the last two years in such journals by researchers at the National School of Leadership.

In another break from tradition, one of the key differences we have introduced for those pursuing higher research – particularly at the doctoral level – is to enable students, should they so choose, to submit their research work in the form of a book, instead of the standard formats generally followed for doctoral theses and dissertations. Moreover, as we share the rights of the research work conducted with the students themselves, these individuals have the liberty of publishing these books – thereby contributing to a larger knowledge economy, which provides the very value that true research seeks to bring to the world.

Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

The National School of Leadership was formed in order to bring effective leadership education to the largest gamut of individuals and organizations, in order to create knowledge for sustainable

development and change. To this end, right from our conception as an institution, we have always regarded the need to not merely connect with but to also maintain a strong connect with the organizations – and individuals therein – that shape the world. The Consortium for Global Leaders (CGL), an industry-wide network of leading organizations was established with this very aim. In the past years, this has proved extensively beneficial, as individuals from within these organizations have contributed greatly to helping us further the cause of effective and responsible leadership, through sharing their experiences, best practices and a culture of innovation that has driven us to further bridge the gaps between what academia provides and what the industry seeks. This practically focused approach has helped us offer programmes in a whole new range of areas where effective and responsible leadership across levels has a strong role to play.

The CGL is founded on 3 Pillars, which includes High regard of Leadership Ethics and Values, Valuing of Leadership Qualities across the organization, and Supporting Humanized organizational practices. In line with these pillars, the CGL operates in accordance with a set of 5 principles:

Principle 1 | Purpose: CGL concentrates on bringing individuals, organizations and nations together towards a holistic proliferation of leadership development across individuals, organizations and nations.

Principle 2 | Value: CGL places prime focus on the human aspect within organizations, and adopts and inculcates people-focused approaches towards comprehensive development of leadership qualities across the board.

Principle 3 | Method: CGL focuses on combining a collaborative flexible learning framework with the principal precepts of leadership sciences to create a comprehensive learning and application atmosphere which will result in application of effective leadership practices.

Principle 4 | Research:CGL is driven by strong foundations of leadership research, aimed at creation of a synergistic learning ecosystem through the dynamic application of research-based inputs and content that will be instrumental in the propagation of real-time application of responsible growth oriented leadership.

Principle 5 | Partnerships: CGL brings together leadership learning on the basis of strong and dynamic partnerships within a value-driven network of leaders from variegated fields of business, academics, government and research, and a pool of expert professionals from leading organizations to explore and adopt efficient and effective approaches to the development of multiple aspects of leadership development.

While in the past, most of our collaborations have been primarily with academic institutions or research collaborators, we have now expanded our approach to include educational consultants in both India and abroad. Domestically, we have reached agreements with several local partners, such as Edumaan Training Services LLP, Mumbai and Eklavya Educators, New Delhi. Internationally, we have agreed upon a similar collaboration with Student Ethiopia, Addis Ababa, thereby expanding our reach to a continental African partnership. In addition to the collaborations and agreements already in place with other institutions in India, this helps us further with our outreach to students from multiple geographies.

Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

At NSL, we have always kept our boundaries growing by engaging in dialogue with not just the stakeholders internally, but with a diverse number of both individuals and organizations, towards the development of leadership education and practices.

While in the past we have associated for such engagements with multiple institutions here in India, the process of dialogue has evolved over time. Currently, in addition to standard classroom sessions, we have seen a general increase in the levels of dialogue amongst not just our students, but also contributors from both industry and academia, which has brought in a larger extent of examples and case studies focusing on leadership lessons from both personal experiences of the participants, as well as based on a range of case studies which explore myriad aspects of leadership – including the psychological bases of how game-changing decisions are made in organizations across the board, the long-term ramifications of such actions, and the learnings that come out of them as a counterfoil for future learning aimed at better leadership practices. Our continued association with educational institutions such as the Venkateshwara Open University (VOU), Institute of Management and Entrepreneurship Development (IMED) of the Bharati Vidyapeeth Deemed University (BVDU), and ICMR Pune, in addition to educational consultants who multiply our reach to students and participants across geographies, allow us to increase our scope of dialogue from ever-expanding backgrounds and scenarios. An enriching process of knowledge sharing has always been one of the main tenets of how we work at NSL, and in this aspect, we are in-line with the principle of expansion of dialogue.



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NSL House, J19 Culture Crest, Spine Road,
Pune 412 105, INDIA
Ph: +91 20 6612 5001
Email: info@nsl.ac.in
Website: www.nsl.ac.in