

UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (UN PRME)

SHARING INFORMATION ON PROGRESS REPORT
2017 - 2019



NATIONAL | SCHOOL *of* | LEADERSHIP

MESSAGE FROM THE CHAIRMAN

At the National School of Leadership, India's first leadership institution for higher education, we have always focused our efforts on achieving the most comprehensive of goals, and we have found a strong confluence of our beliefs with the principles of the United Nations Principles of Responsible Management Education (UN PRME). We have been a signatory to the UN PRME since 2011, and for I take pride in this presentation of our SIP report, reaffirming our commitment to the PRME, and the progress that we have made.

With the approaches we have taken in order to achieve our goals, as an institution of repute, we at the National School of Leadership have made every effort to increase our footprint, both in terms of academic programmes, as well as ingress into learning structures and methodologies in varied areas and subjects of education. We have also maintained our key focus on building relationships and partnerships with other institutions and educational bodies in India. In these endeavours, we have focused on maintaining our efforts to be in line with the PRME principles, which also reflect the values and principles that we aspire to as an institution.

Whether through regular programmes or through specialised activities, at the National School of Leadership, we have always focused on introducing and building upon myriad means of delivering leadership education, be it for individuals or for organizations from varied

backgrounds – including industry, academia, social activist individuals or organizations, and even governmental institutions, to name a few. A core area of focus for us has always been to not just provide an effective means of imparting education, but also to create a platform for the exchange of ideas, initiatives, practices and so forth, as well as the development thereof, across all possible spheres of organizational functioning. To a great extent, this has also depended on our use of the best tools and modes of instruction and collaboration available.

Among our leading initiatives is NSL Lead India, a national mission focusing on promotion and development of cause-based initiatives, and the nurturing and cultivation of leaders from the social sphere. In addition, we also partner with multiple stakeholders to bring last-mile education initiatives to areas that need it. Through this all, we have made every effort to maintain our focus on building and employing solutions for requirements and issues faced across the nation.

In terms of industrial connect, the National School of Leadership also operates the Consortium for Global Leaders (CGL) – a conglomerate of organizations which includes large corporations, small and medium businesses, educational institutions, government bodies and associations, and social organizations, among others. The CGL is an initiative aimed at bridging divides between various organizations and spheres, and strives

to create effective infrastructures and networks to bring together leaders and stakeholders from multiple organizations and areas of specialization. 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 contents of this report reflect our commitment to the principles of the PRME. We hope to build further on the momentum that has brought us to this point, and going forward as well, so that we can build upon our successes, and strive more ambitiously and holistically towards our aim to bring leadership education and values to any and all 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 our strong commitment to, and our 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'.

Satasuryaa,

Chairman,

National School of Leadership

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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.

At the National School of Leadership, we have always espoused and promoted a healthy and far-reaching spirit of inquiry, whether through research, reflection, introspection into existing dynamics, or through exploration into hitherto unexplored areas. Over the years, the National School of Leadership has maintained a steady focus on exploring, discovering and addressing the needs of leadership education for institutions and organizations from any and all industries – whether these needs are known ones, or as yet undiscovered. This has been done with the hope, and in the spirit, of enabling these organizations to find and nurture every individual engaged with them, across the roles and ranks of the organization, towards becoming great leaders. In accordance with the way in which our own institution was founded, which was through the efforts put in to effectively identify the need areas which existed in the field of leadership education in India – for which we 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.

Over the last few years, we have expanded the nature and roles of such contributing individuals to include experts and professionals from other fields as well, including entrepreneurs across scale, professionals across levels, and further engagement with social workers and activists, which in totality has given us a strong and sustainable approach to orientating our efforts in terms on on-field effectiveness. Of course, such an approach has given us further insights into how best to engage with individuals and organizations so that the end goals can be reached efficiently and effectively.

Providing quality leadership education without the constraints of time and location brings into focus the need for exceptional technology platforms which make such an outreach effective enough, in a manner where students and peers can connect and collaborate with mentors and other stakeholders in order to share knowledge and expertise. At the National School of Leadership, we have consistently focused on leveraging upon the best possible software and interactive platforms to make this possible, and to make the process of information sharing as seamless and easy as possible within the limitations imposed by circumstances. These actions towards a constant development of instructional capabilities is a standard feature of the way in which NSL approaches the need for quality leadership education, so as to make knowledge sharing amongst stakeholders as effective,

efficient, and beneficial as possible, and to thus meet the learning needs of the students.

At the National School of Leadership, our core belief has always been held by the thought that it is possible to inculcate leadership abilities in all individuals. The two things any individual needs to be able to be a good leader are commitment and drive – and to this, we focus on adding the third, and critical, factor: the knowledge and expertise required to become great leaders. As we have held over the years, the goal of leadership is to empower people, organizations, and nations. To meet this goal, we have maintained our committed to engaging in constant efforts to redraw the lines around what it takes to be a good leader, and all of these efforts have, as always, given credence to our core belief that an individual can lead by choice.

Collaborative Approach to Leadership Education:

For the most part, institutions tend to approach leadership – or any other form of education – through a standard, theoretical, classroom based approach. This has been a cornerstone for education across the ages – and while it cannot be denied that this approach is in fact successful to a great degree, at NSL, we have come to recognize the need for leadership education at levels beyond the classroom. For example, having a technical education background may serve an individual well in a technical task or role, but in order for such an individual to fully develop as a professional,

there is a need for further learning and education. The challenge at this point lies in the fact that a working professional cannot largely leave aside their work commitments and get back into a classroom for further learning. This is the crux of NSL's focus on a "blended" learning model – which involves a student-driven approach to education, supplemented by online classes, resource sharing, provision of study materials that can be perused by individuals largely on their own time, and offline, physical engagements wherever possible, through the means of classroom sessions, seminars and so forth.

In our quest to understand and deploy into areas of education hitherto unexplored, especially in the context of higher, or professional/research level education in India, we have found that there exists a need for both short and long term programmes, depending on the needs of individuals. Therefore, our core efforts are currently aimed at providing two general categories of programmes – the first are the short duration certificate programmes aimed at focusing on both general and niche areas of leadership and organizational study, which enables students to engage in a programme that adds to their subject-matter expertise, understand different points of view with regard to their work, and to explore new areas. The second category are the long term programmes which are of a higher level – termed Fellow Programmes, these are doctoral equivalent programmes spread over a two year

period where the primary focus is on research, and enables individuals to gain leadership education and expertise at the highest of levels. Students can pursue these programmes in line with the organizational backgrounds of their choice. This helps bring a focused approach to their leadership knowhow and abilities specifically in their spheres of expertise.

All of the programmes offered by the National School of Leadership, as per our standard focus of approach, are developed with a strong focus on neuroscientific approaches and assessment methodologies. This is done to properly ascertain the psychological make-up of persons who play important roles in organizations, and to therefore find innovative ways and means to address those needs in an efficient and effective manner.

The Certificate level programmes at NSL are provided in various – and highly specific – subjects, including two programmes which are the first of their kind in India: Military Psychology, and Sports Psychology. In addition to these, certificate programmes are also offered in Leadership Neuroscience and Psychology, Strategic Thinking and Decision Making, Entrepreneurship, and Research Methodologies, among others. Of similar import, although on a larger scale, are the Fellow Programmes offered by the National School of Leadership. These are provided 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.

One of the driving factors behind the provision of programmes in the subjects and levels as they are provided by the National School of Leadership is the basic point of focus that each of these programmes is designed to be as comprehensive as possible, and yet with a clear focus on potential learning outcomes for students. Hence, the content and structure of these programmes draw upon learnings and best practices from multiple disciplines, along with an exposure to real life situations which reflect the need for effective leadership, so that students find the ways they need to ingress completely into understanding all the aspects of effective leadership.

Lead India:

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, NSL has, as a standing objective, the Lead India initiative. This is a national effort which is directed largely at empowering individuals from various sections of society, by equipping them with the kind of leadership skills they would require to fully and most efficiently leverage on the resources that are available to them, thereby resulting in an extensive and impactful change in both their lives, as well as the lives of others associated with them. This would then reflect in the

improvement of their standards of living, thus working towards the upliftment of society in general.

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.

Social responsibility has been a hallmark of our fundamentals as an institution. We acknowledge, and are thankful for, the fact that

the National School of Leadership is a result of a larger collaborative effort between individuals and stakeholders from industry, academia, and various other fields. Reflecting on this very fact, at NSL, we are both keen and committed to giving back to the society we operate in. To that end, aside from the Lead India initiative which has shown great efficiency in such contribution, we at NSL also provide multiple scholarship support options for individuals who may not have access to the higher and specific education programmes which we offer, or may be economically disadvantaged to take up these programmes. Under our Lead India scholastic support efforts, 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. In addition to these, we also provide Satasuryaa's Scholarships for Distinguished Contributors, which are gratitude scholarships for those who have contributed significantly to the nation and the global community. These include scholarship support for defence personnel, family members of martyrs, family members of Prisoners of War (POW), sports personnel, distinguished service scholarships which are applicable to those who have selflessly contributed to the nation on social needs, and Dr. Satasuryaa'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.

At NSL, in line with our stated approach, we aspire at all times to 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. Over the years, these values have helped provide innovative education to students, whether those from our institution, or for students of other institutions by means of collaborations across locations. The values which form the foundation for our mission include:

A culture of spirituality, aimed at helping individuals discern and understand clearly the environments they work in, in a manner that is conducive to enabling sound decision making, by helping them to effectively study the issues that impact any particular situation, and to employ the correct and positive energies to arrive at and implement the 'right' decision, keeping in mind the impacts that any such decision will result in.

Inculcating a comprehensively proactive outlook designed to meet the needs of organizations and for leaders by focusing on anticipation of changes, as well as capitalising on opportunities in the best way possible; this would include a workable mix of future focus,

adaptability to change, receptivity to new ideas and technologies, and significant flexibility in how commitments are met as effectively as the situations allow.

Building an internal engagement model designed to help NSL understand and accept the ramifications of both individual as well as team responsibilities, and which allows for the taking of requisite risks, building a constructive culture within the organization, and honouring the success of both individuals and teams.

Building a system aimed at fostering in individuals within the organization a healthy respect for one another, with the inculcation of 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 designed 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, in which each individual acts as a motivator to the others involved, so as to efficiently and effectively 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.

Making leadership education accessible to all has always been one of the core philosophies and actionable approaches for us at the National School of Leadership, be it for full-time students, or working professionals who choose to pursue leadership education for their professional and personal growth. To meet this need, NSL uses various means, including virtual classroom platforms that provide easy and comprehensive access to students – and quite fundamentally, to anyone with a smart mobile device or computer, and internet connectivity. The presence and use of such tools is crucial to the model of Blended Learning that the National School of Leadership employs. The greatest and most evident benefit of using the requisite tools for a model of learning like this is the fact that it provides an unprecedented level of flexibility to students and other stakeholders. With the implementation and use

of a virtual classroom platform, students are empowered to be able to log in from any location and time zone they may be in, and on the other side, teachers and mentors are able to conduct classes with interactive learning tools, which includes general content, presentations, videos and any other kinds of material which helps the learning process by conveying the right kind of learning, that serves as a cornerstone of focused leadership education.

The mentors and senior academicians at, or associated with, the National School of Leadership come from a range of backgrounds. Some of these individuals are active or retired senior professionals from corporate, including from the CEO level, as well as leading academicians, industry personnel and experts, as well as military and ex-military personnel. This variety of backgrounds enables the scope of inquiry and collaboration to be far wider than is usually the case, and the development of the ideas and methodologies of leadership become that much more comprehensive. In terms of basic academic support requirements, at the National School of Leadership, we consistently provide students with pre and post-lecture or pre and post-programme support in the form of clarifications, recommended further studies, and discussion and exploration into multiple subjects, so that the inputs and assistance they receive are comprehensive, and are thus more effective in general. 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.

With students from over 13 countries, the National School of Leadership provides every student with the ability to actively engage with their mentors and each other through these platforms. At NSL, we 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, outside of the regular educational efforts.

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 the National School of Leadership, we have always maintained the thought that leadership is a science and not an art. To that end, the core focus of how we structure the programmes we offer is the aspect of research, as comprehensive and enlightening as it can be.

We ensure that research conducted by our students and stakeholders is thorough. Not only is this research the cornerstone of how we conduct our programmes, but it also has a larger scope in how each individual learns to engage in and carry out the research process, whether it is in their specific industries or their individual backgrounds, or the research they conduct on other aspects of leadership that can then be built into best practices for fields other than their own. The objective we hold is to ensure that the subject matter of their work is comprehensible, and is considered from every possible perspective – in this way, students are able to present their research work in a structured, detailed and actionable way.

To enable the widening of the scope of each such research project, we at NSL encourage our students to branch into multiple areas and aspects in their research aside from their core sphere of study or interest. Over the years, this has resulted in the creation of a collaborative ecosystem of information and learning that brings to the table multiple viewpoints, right from the basic aspects and fundamentals of their primary research focus, to the most comprehensive and detailed insight into other areas of note, which results in a strong culture of inquiry and exploration for the students themselves, in addition to the creation of a significant knowledge bank.

In addition to our own in-house research journal titled 'Scholar', which is aimed at publishing research articles from various

industries, practices and viewpoints, we also have collaborations with multiple research journals, both in India and abroad. This sort of holistic connection with and access to research publications enables individuals to learn and then employ these learnings to fulfil the leadership goals expected of them in the organizations they work with.

In addition to the publication of the research journal “Scholar”, a research event by the same name is also conducted, generally in collaboration with other institutions. The 2019 edition of Scholar was held in collaboration with Christ University, one of India’s oldest institutions of higher education and a deemed university in accordance with the applicable laws prescribed. The event saw participation from senior industry personnel from different disciplines, as well as academicians of note, who presented their research on an interactive platform for the benefit of all attendees. Of particular note were the presentations thus made by students and alumni of the National School of Leadership, which focused on multiple subjects and areas of industry and expertise thereof, and stood well in the league with the ethos of in-depth study into multiple areas in a manner best-espousing the guiding principles of NSL.

At the National School of Leadership, students, mentors, and other stakeholders are routinely engaged in conducting research into the areas of their choice. This is followed by the submission of research papers and writings,

many of which have been peer reviewed for publication in leading national and international research journals. One of our closest collaborations is with the International Association of Research Scholars (IARS), Australia. Over a 100 research papers have been published over the last few years in such journals by researchers at the National School of Leadership.

We at NSL have always believed that the best kind of research usually results when there are no limitations placed on the dynamics of how the research in question is conducted. Therefore, for our students – particularly in the case of those pursuing doctoral level programmes – are given the option, should they choose to, to write and structure their research work in the form of a book, rather than the usual standard of high-level dissertations or thesis work that is generally used. Additionally, the rights of the research work are shared equally with the students, so that should they so choose, these students can later get their research work published in the form of a book, 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 principal goal of the National School of Leadership – indeed, one of the key reasons why and how the institution was founded and came into being – was our continued and unwavering commitment to bringing efficient, comprehensive, and effective leadership education to all possible individuals and organizations, with the purpose of creating and sharing knowledge for sustainable development, growth for both individuals and organizations, and effecting long-term change. Another step taken by NSL, therefore, has been the Consortium for Global Leaders, or CGL. The Consortium for Global Leaders is an industry-wide network of leading organizations was established with the aim to build and maintain a strong connect with the organizations – and individuals therein – that shape the world. In the past years, the CGL has proved to be 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.

At present, our collaborations through the Consortium for Global Leaders include many leading industrial corporations and companies in India, such as Tata Consultancy Services, Suzuki, Lumax Industries, Persistent Systems, Tata Technologies, ACC Cements, Titan, Nord Drivesystems, Suzuki and the National Entrepreneurship Network (NEN) among others. These are in addition to collaborations and agreements of association already existing with several leading educational institutions as well. All of these associations allow us the ability to make further inroads into building a comprehensive and collaborative structure that member organizations can employ to their benefit, while also serving as a means of building individual connections amongst

students and stakeholders of NSL for the purposes of sharing knowledge, best practices, and advanced learning and research as the need may arise at any time, for any of the individuals associated, both in India and abroad.

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.

Any holistic approach to encouraging and bringing about the growth of new age education efforts is dependent on lines of communication being open and unhindered among all parties involved. At NSL, this has always been a key dynamic of how students and other stakeholders are presented with the ability to collaborate to the best extent. This has helped us in keeping open our boundaries and limits, as the engagements built through dialogue has enabled the growth and development of leadership education and practices both within the knowledge sphere at NSL, as well as amongst other individuals and organizations associated with us.

While in the past such engagements have been built with multiple institutions here in India, the process of that 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 multiple educational institutes such as the 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 outreach and dialogue to ever-expanding backgrounds and scenarios. In addition to this, our association with the Ministry of MSME, Government of India, has led to the National School of Leadership developing an Entrepreneurship Program, keeping the Make in India initiative of the Government of India in mind. NSL has been

contributing regularly towards nation building in its own small ways, and this is another step in our commitment to this process. An enriching system 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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