ANNUAL REVIEW
of SOCIAL
PARTNERSHIPS

An International Annual Edition on Cross-Sector Social Interactions

Collaboration
Poetry
by FREEMAN

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A·R·S·P

Right column

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22. M. MAY SEITANIDI (FRSA), Founding Editor-in-Chief of the ARSP, is Associate Professor of Strategy and Director of the PhD Programme at Kent Business School, University of Kent. She has published extensively on CSSPs in academic journals as well as popular press. May, one of the recipients of ARSP Honors List Certificate, is the founder and coordinator of the biennial CSSI Symposia Series at leading universities around the world. Her work for over 20 years, as a practitioner and academic, has focused on all types of cross-sector social interactions, previously on philanthropy and socio-sponsorship and currently on social partnerships across geographic contexts.

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by Lea Stadtler, *Grenoble Ecole de Management, Grenoble, France.*

ARSP Abbreviations

Acronym	Full Term	Explanation
ARSP	*Annual Review of Social Partnerships**	The ARSP is the free online journal on cross-sector social interactions that you are currently reading.
AOM	*Academy of Management**	The AOM is the preeminent professional association for scholars dedicated to the advancement of management.
BoP	Base of the Pyramid / Bottom of the Pyramid	The term BoP refers to the largest, but poorest, socio-economic group.
CEO	Chief Executive Officer	The CEO is the most senior corporate officer in charge of managing a for-profit or nonprofit organization.
CSP / CSSP	Cross-Sector Partnership / Cross-Sector Social Partnership	The term CSP indicates a (social) partnership between actors from the business, public, and/or civil society sectors. The terms CSP and CSSP are here used synonymously.
CSSI	Cross-Sector Social Interactions	This term was introduced at the first International Scoping Symposium on cross-sector interactions in 2007. It responds to the need for a distinctive and 'un-charged' term that provides a wide enough spectrum to encompass past practices, as well as future ones, emerging at the intersection of the business, public, and civil society sectors.
CR / CSR	Corporate Responsibility / Corporate Social Responsibility	CR / CSR denotes a concept and practice whereby companies voluntarily integrate social and environmental concerns in their business operations and interactions with their stakeholders. Overall, the term refers to a company's responsibility for its impacts on society. The terms CR and CSR are here used synonymously.
DJSI	*Dow Jones Sustainability Indices**	The DJSI are a family of indices evaluating the sustainability performance of the largest 2,500 companies listed on the Dow Jones Global Total Stock Market Index.
FTSE4GOOD	*FTSE4GOOD**	The FTSE4Good Index Series are ethical investment stock market indices that the FTSE Group launched in 2001. They are designed to measure the performance of companies demonstrating strong environmental, social, and governance (ESG) practices.

Acronym	Full Term	Explanation
HR	Human Resources	HR relates to the set of individuals who make up an organization's workforce. The term is often also used for an organization's division focused on employee-related activities.
ISO 14001	*ISO Standard for Environmental Management Systems**	The ISO standard sets the criteria for an environmental management system. It does not state specific requirements for environmental performance, but maps out a framework that an organization can follow to set up an effective environmental management system.
ISO 26000	*ISO Standard for Social Responsibility**	This standard provides guidance on how organizations can operate in a socially responsible way; that is, acting in an ethical and transparent way that contributes to the health and welfare of society.
MDG	*Millennium Development Goal**	The United Nations MDGs involved eight development goals set for 2015, on which all countries and leading development institutions had agreed.
MoU	Memorandum of Understanding	An MoU is a partnering agreement that partner organizations enter into voluntarily.
NGO	Non-Governmental Organization	An NGO is a nonprofit organization (hence it is neither part of a government, nor a for-profit business) that excludes government representatives from its membership.
NPO	Nonprofit Organization	An NPO is an organization serving a charitable purpose, such as education, culture, religion, health, society, or sports, and raises funds to serve the social good rather than to profit individuals.
PPP	Public-Private Partnership	A PPP is a type of CSSP between companies and public sector organizations / governments, often focused on infrastructure development and public services.
SA8000	*Social Accountability International / SA8000 Standard**	SA8000 is an auditable certification standard that encourages organizations to develop, maintain, and apply socially acceptable practices in the workplace.

All words in italics throughout the ARSP incorporate hyperlinks directly linking to original sources for more information.

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Acronym	Full Term	Explanation
SDG	***Sustainable Development Goals***	The SDGs are an intergovernmental set of 17 goals to end poverty, fight inequality and injustice, and tackle climate change. The SDGs build on the MDGs and have been adopted by world leaders at the United Nations Sustainable Development Summit in September 2015 as part of the 2030 Agenda for Sustainable Development.
SIM	***Social Issues in Management***	The term SIM describes a field of study that, initially focused on social problems and corporate disasters, later developed streams of research and theory on the relationships between business and society, and the contributions each can make to a better quality of life for all people. Further, SIM denotes a special interest group formed within the AOM in 1972, which is interested in the exploration and analysis of various environmental and stakeholder impacts on the organization and the organization's effect on stakeholders.
UN	***United Nations***	The UN is an international organization of countries set up in 1945 to promote international peace, security, and cooperation.
UN PRME	***UN Principles for Responsible Management Education***	The PRME is the first organized relationship between the UN and business schools, with the PRME Secretariat housed in the UN Global Compact Office. The PRME's mission is to globally inspire and champion responsible management education, research, and thought leadership on the basis of six core principles.
UNGC	***United Nations Global Compact***	The UNGC is a United Nations strategic policy initiative for businesses committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labor, environment, and anti-corruption.

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This list was compiled by Lea Stadtler with helpful feedback by Jennifer Leigh, May Seitanidi, and Arno Kourula. Our goal is to achieve clarity and facilitate the development of collectively agreed definitions that will help us avoid misunderstandings and facilitate communication between academics and practitioners. In the process of collectively extending and improving this document we would much welcome your comments. Please contact LeaStadtler(at)web.de.

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by Verena Bitzer

Senior Advisor, Royal Tropical Institute (KIT), Amsterdam, the Netherlands.

When Worlds Don't Collide: The ARSP as a Boundary Spanner[1]

We are at an interesting crossroad. The post-2015 agenda and its promise to 'leave no one behind' and eradicate poverty worldwide by 2030, as stipulated in the UN Sustainable Development Goals, is a call to action for each and every one of us. It's a question of forging global partnerships, and requires a united effort for knowledge co-production combining the expertise of academics, practitioners and policy-makers. At least if we are serious.

But in reality, there is only little joint knowledge generation and application. The distant relationship between the research produced by academics and the knowledge considered relevant by practice has been a tenacious concern in the applied social sciences for decades already. Despite several high profile calls advocating for a new zeitgeist of closer ties between research and practice[2], the "grand challenge" of the research-practice gap has not yet found resolution[3].

Clearly, if new practices are to emerge, the status quo needs to be challenged through experimentation, testing and piloting to enable reflective inquiry. This is what the Annual Review of Social Partnerships (ARSP) is all about. In this, my first, editorial to the 2016 issue, I portray how this publication aims to set the benchmark on bridging theory and practice in the field of cross-sector social interactions.

Worlds Apart - an Institutional Problem?

Much has been written about the research-practice gap. On the scholar's side of the equation, the key grievance is that academic results rarely make their way into practitioner discourse and application. This is a matter of inaccessibility of studies, journals and academic jargon[4]. Moreover, 'impact' has become more and more synonymous with 'number of citations' by other academics in their scholarly work. Dubbed an "incestuous, closed loop[5]" that focuses on theory development, such 'practice' misses any insights from practitioner publications and does not bother much to be relevant to practice.

On the practitioner side of the equation, things are not much better. Practitioner interest in research often remains confined to a superficial search for best practice guidelines and one-size-fits-all blueprints. Some have found that practitioners can be more interested in the authority that researchers provide than they are in the content[6]; they are prone to reframing the notion of relevance in terms of whose opinion is sought[7]; and they rarely frame their dilemmas and decisions in ways that lend themselves to scholarly inquiry[8].

Institutional theorists would argue that academics and practitioners operate out of different logics underpinning their action, such as differing priorities, values and incentives, and competing time horizons (lengthy research versus short decision windows in practice)[9]. This has led commentators to argue that the gap remains fundamentally unbridgeable: our communication systems are too different to truly integrate knowledge and if our worlds become intertwined, we may lose our respective strengths[10][11].

Yet, at the ARSP we do not advocate for researchers to become practitioners, nor for practitioners to become researchers. It's not about one big amalgamation. Instead, the gap points to the fact that there is little – too little – conversation and learning between the two communities. This is a missed opportunity, as increased dialogue and partnerships between scholars and practitioners can lead to knowledge that is both socially useful and academically rigorous[12]. The liminal, inhibiting gap thus needs to be bridged through new forms of interaction[13].

The ARSP as a Boundary Spanner

Bridging the research-practice gap is beyond the capabilities and scope of most individuals, which stimulates Tima Bansal and colleagues to call for the creation of boundary spanning intermediary organisations. Such boundary spanners represent a collective, organized effort that empower individuals to pursue creative and imaginative ways to inform both researchers and practitioners, without having to cast their own world aside[14]. More recently, Birkinshaw and colleagues have focused on 'bridging media' as one way to collectively facilitate the duality of individual contributions[15].

As already described in detail by the founding editor-in-chief May Seitanidi, the ARSP is such a bridging media and boundary spanner[16] that builds and thrives on collective creativity[17]. We aim to set the global benchmark on bridging theory and practice in the field of cross-sector partnerships (CSPs) in order to build collective capacity to address societal problems by creating actionable and theoretically significant contributions. In essence, the ARSP seeks to facilitate a continuous open dialogue between formalised knowledge and experience-based, intuitive knowledge across practitioners and academics[18]." We do this by being an open-access publication with a three-pronged value proposition:

1. Knowledge sharing: offering insights into collaboration among actors from business, public sector and civil society for diverse, yet fragmented audiences using an innovative, open access publication format.

2. Knowledge co-creation: ensuring cross-fertilisation of perspectives by welcoming contributions from practitioners as well as scholars. We particularly value co-authored pieces between academics and practitioners19.

3. Knowledge curation: building a global community of cross-sector partnership experts through stimulating debate among readers on the why's and how's of collaboration, and allowing academics and practitioners from around the world to work side-by-side as volunteers in the ARSP.

We aim to do this by means of bridging mechanisms across three levels:

1. At organisational level: The ARSP comprises a multi-disciplinary advisory board and editorial team, each with members that are based in academia and/or practice. Whilst we still have a majority of research-based advisory and editorial board members, we are making purposive efforts at developing advisory and editorial boards with members from both worlds, covering a wide range of expertise.

2. At section level. All of the five sections of the ARSP are encouraged to bring theory and practice closer together through multi-disciplinary teams, addressing both scholars and practitioners when developing content, and by offering divergent perspectives on similar issues. Sections are required to go beyond their 'typical' audience. For example, if your normal audience are university students, how would you convey your message to professionals during coaching and training? What would be relevant to them?

3. At the level of individual contributions. Accessible language, an appealing design and diverse contribution formats constitute the basis of our knowledge sharing activities. Our articles aim to bring out solution-oriented and praxis-relevant insights in different ways, including reviews, case studies, invited thought leader essays, interviews, commentaries, columns and toolboxes. Our Writing Guidelines serve to ensure that all contributions adopt the jargon-free and engaging ARSP style of communication.

For some of the key ingredients of bridging the theory-practice divide – and how this year's ARSP employs these ingredients – have a look at Table 1.

Publishing Is Never an End in Itself

Having said all of the above, I should emphasise that publishing is a means to an end: By embracing new

Ingredients for bridging the theory-practice divide	Look out for in this year's issuevide
1. **Embrace the paradox** of achieving rigour and meeting the demands of maintaining relevance and put the continuous contradictions to creative use[20]	❱ Check the *Research Section* and its discussions of new methodologies for relevant and rigorous partnership research, including applying action research and a gender lens to CSPs.
2. **Combine divergent voices and lenses**, and speak to multiple audiences in an accessible and embracing manner[21]	❱ This year's *Pedagogy Section* focuses on partnership pedagogy in the context of the Sustainable Development Goals. It brings questions of gender equality and the involvement of marginalised people into teaching and learning settings – not only university classrooms, but also professional training programmes.
3. Recognise that **academics do not hold a monopoly on knowledge creation**, as practitioners do not only apply but also produce knowledge[22]	❱ Discover the contributions of the *Praxis Section*, which discuss the role of business as a catalyst for collaboration based on practical examples from the education sector in South Africa and the UK, and the global insurance industry.
4. **Promote open socialization** and cross-fertilization by creating awareness of recent (academic and practitioner) publications on partnerships[23]	❱ Take advantage of the unique database and review of 114 publications on CSPs from 2015/2016, brought to you in the *Publication Section*.
5. Reflect on existing or develop new theories with the explicit aim of **offering concrete implications for practice**	❱ The ARSP *Thought Gallery*, this year part of the Research Section, contains three reflective contributions from distinguished researchers and academics, connecting CSP research to relevant insights from stakeholder theory, turbulent environments/ecosystems, and non-state market driven governance.
6. Reject unidirectional models of knowledge transfer and promote **'dialogical' models of knowledge production and sharing**[24]	❱ Join the debate of this year's *Community Section* on empowering marginalized stakeholders through CSPs, and in particular on the roles of different actors in and around partnerships.

Table 1. Ingredients for bridging the theory-practice divide versus ARSP 2016.

forms of knowledge sharing, co-creation and curation, the ASRP is more than a publication – it is a critical boundary spanner that enhances our collective capacity to address societal problems. We exist because we believe that the time is ripe for novel ways of creating, sharing and publishing knowledge based on the integration and communication among diverse sets of actors – for better, more relevant and innovative insights on cross-sector collaboration. With experimentation comes friction or strongly held ethical viewpoints that cause conflict, which makes it all the more important to take on the dialogue in respectful ways. The ARSP is

THEORY

A·R·S·P

PRACTICE
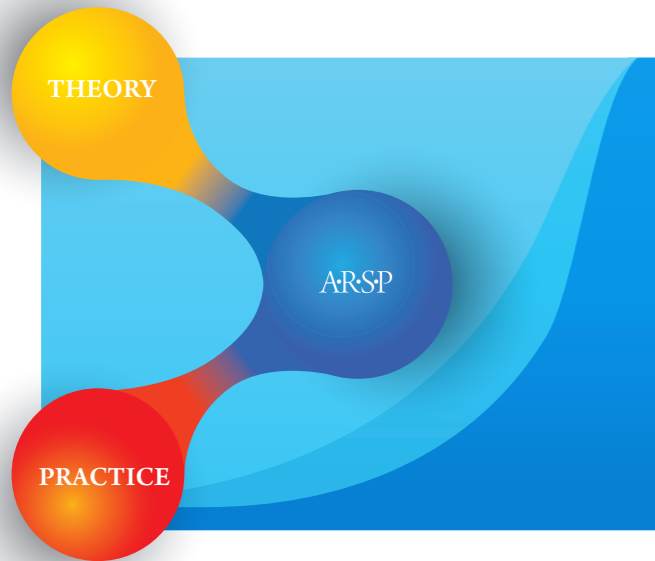
and will continue to be a grassroots endeavour, reliant on a growing team of editors and contributors, all donating their volunteer labour, high level expertise and enduring motivation.

It is therefore with great pleasure that we welcome further members into our team: Rob van Tulder, professor and Academic Director of the Partnerships Resource Centre, complements our high-profile Advisory Board. Vivek Soundararajan is the new Section Editor for our Community Section, Greetje Schouten and Lauren McCarthy have joined the Research Section, and Judith Houston, Greg Chant-Hall, and Javier Santoyo have become part of the Praxis Section.

We are also delighted that existing members have chosen to increase their commitment to the ARSP: Lea Stadtler has taken on the Section Editorship for the Pedagogy Section and also joined the Senior Management Team, and Cheryl Martens has become Section Editor of the Research Section. More opportunities for new and existing members will arise in this collective journey. If you would like to join our team: please send me an email at v.bitzer (at) gmail.com.

As my first term as Editor of the ASRP comes to a close, I am proud and grateful to have taken over from May Seitanidi, who founded this pioneering publication and brought it to where it is today. Whatever comes next, our commitment to building bridges between theory and practice remains. | A·R·S·P |

Amsterdam, September 2016.

Endnotes

[1] This editorial builds on and has benefitted a lot from engaging discussions with as well as critical feedback from **Jennifer Leigh**, **Lea Stadtler**, **May Seitanidi**, **Arno Kourula, & Greetje Schouten**.

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A·R·S·P

PUBLICATIONS

SECTION

EDITORIAL

LOOKING THROUGH THE ACADEMIC GLASS

by Salla Laasonen

Assistant Professor, Erasmus University Rotterdam, Rotterdam School of Management, the Netherlands.

Cross-Sector Partnerships Continue to Proliferate in Multiple Forms

by Salla Laasonen

Assistant Professor, Erasmus University Rotterdam, Rotterdam School of Management, the Netherlands.

Broadening the Boundaries of Partnerships – Business Under Scrutiny

P roviding an all-encompassing overview of cross-sector partnership publications continues to be a daunting task. They manifest themselves in many forms and scholars utilize a vast variety of concepts and labels. The need for conceptual and theoretical bridging across academic disciplines is a task that continues to challenge us as scholars. Despite these challenges, we strive to provide a general overview of the work being done on cross-sector partnerships. This list of publications is based on key word searches and requests for submissions from academic listservs, and thus limited in many ways. While not necessarily fully comprehensive, we aim to provide the readers of ARSP with a taste of the state of the art.

We cover publications that have appeared during the 2015 and the first half of 2016. The types of publications include peer reviewed journal articles, books, book chapters and practitioner reports. The four reviews in this issue emphasize different viewpoints: I first focus on business-NGO partnerships, second José Carlos Marques discusses the government-business perspec-

tive and third Stella Pfisterer reviews the civil society-government interface. We also have the pleasure of welcoming a new member to our team, Lamberto Zollo, who presents relevant practitioner reports on the topic, as the fourth review. Finally, Verena Bitzer interviews thought leader Steve Waddell regarding the insights of his new book titled "Change for the Audacious: a Doer's Guide".

Our overview consists of altogether 114 publications including 88 peer reviewed journal articles, 2 dissertations, 9 books, 8 book chapters and 7 reports (see Figure 1).
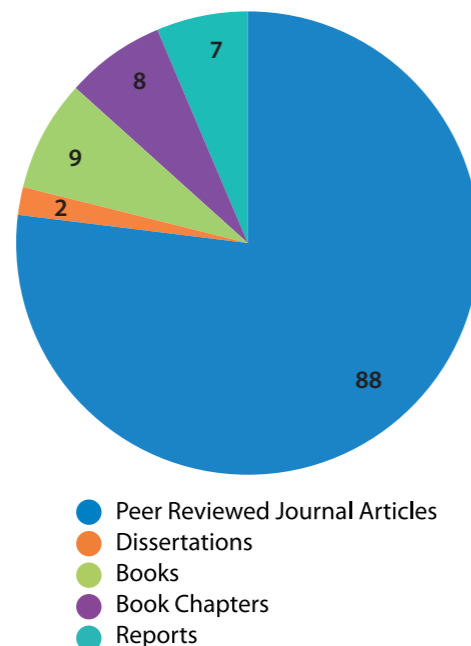
The journal articles included in our review were published in a wide range of journals from different disciplines. Out of the several journals represented in this year's review, especially the Journal of Business Ethics, and to a lesser extent Policy and Society, Business & Society, Nonprofit and Voluntary Sector Quarterly, and Current Opinion in Environmental Sustainability stand out as important publication outlets. | ARSP |

If you would like your publications featured in future ARSPs, please contact our editors.
E-mail: laasonen (at) rsm.nl

Figure 1. Recent cross-sector partnership publications by type.

- 🔵 Peer Reviewed Journal Articles
- 🟠 Dissertations
- 🟢 Books
- 🟣 Book Chapters
- 🔵 Reports

B usiness-NGO relationships have evolved from being primarily adversarial towards increasingly partnership-oriented, where MNE-NGO relations can evolve from foe to friend[1]. Moreover, partnership dynamics and the partnership process are at the center of several contributions; co-creation of dynamic capabilities[2], the need to simultaneously cope with cooperation and competition[3], the role of absorptive capacity[4], and boundary spanning activities[5] add to the literature on partnerships processes and strategic motivations for collaborating[6]. The contributions also include different geographical context such as Africa[7], the need for third parties to act as brokers[8].

As an outcome of the Cross-Sector Social Interactions Symposium held in Rotterdam in 2012, the Journal of Business Ethics hosts a special section on "enhancing the impact of cross-sector partnerships"[9]. In the editorial of the issue, van Tulder, Seitanidi, Crane and Brammer[10] highlight the importance of assessing the impact of partnerships, in order to define both their potential and limitations. The special issue contains four articles addressing different levels of analysis[11]. Kolk et al. examine the micro-level learning processes within a company, Dentoni et al. explore the challenges of co-creation at the industry level, Gutierrez et al. focus on an alliance portfolio perspective, and Stadtler calls for a broad stakeholder perspective to partnership evaluation.

In addition to the strategic and process perspective within partnerships, the focus on various multi-stakeholder and private governance arrangements is growing[12] (as highlighted in José Carlos' editorial). Additionally, the role that businesses play in global value chains, especially agribusiness, has been the focus of several studies[13]. Scholars have also explored various challenges to successful implementation of Public-Private Partnerships[14], business at the Base of the Pyramid (BoP)[15], inclusive business and inclusive growth[16], and of social entrepreneurship[17].

It is worth emphasizing that the need for critically assessing the impact and relevance of partnerships continues to grow. In her keynote at the 2016 Cross-Sector Social Interactions Symposium in Toronto, Barbara Gray asked whether partnerships were necessarily a good thing. Contributions that critically address the value and impact of partnerships are therefore timely and still much needed[18]. | ARSP |

Endnotes

1 **De Lange et al.**, 2016
2 **Dentoni et al.**, 2016
3 **Stadtler & van Wassenhove**, 2016
4 **Pittz & Intindola**, 2015
5 **Ryan & O'Malley**, 2016; **Offermans & Glasbergen**, 2015
6 **Lin & Darnall**, 2015; **Comi et al.**, 2015; **Rim et al.**, 2015; **Kolk et al.**, 2016; **Rueede & Kreutzer**, 2015; **den Hond et al.**, 2015; **Harangozo & Zilahy**, 2015; **Vining & Weimer**, 2016
7 **Kolk & Lenfant**, 2015; **Idemudia**, 2016
8 **Lee**, 2015
9 **van Tulder et al.**, 2016
10 **van Tulder et al.**, 2016
11 **Kolk et al.**, 2016; **Dentoni et al.**, 2016; **Gutierrez et al.**, 2016; **Stadtler,** 2016
12 **Achyar et al.**, 2015; **Dentoni & Bitzer**, 2015; **Moog et al.**, 2015; **Zeyen et al.**, 2016; **Taylor & McAllister**, 2015; **McAllister & Taylor**, 2015
13 **e.g. Vellema & Wijk**, 2015
14 **Koppenjan**, 2015; **Stadtler**, 2015; 2016
15 **Hietapuro & Halme**, 2015; **Halme et al.**, 2015
16 **Herrera**, 2016
17 **Johannison et al.**, 2015; **Nair**, 2015 ; **Liu et al.**, 2016
18 **Bitzer & Glasbergen**, 2015; **Keenan et al.**, 2016; **Page et al.**, 2015; **Sato**, 2016

PUBLICATIONS SECTION

PUBLICATIONS SECTION

LOOKING THROUGH THE ACADEMIC GLASS

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LOOKING THROUGH THE ACADEMIC GLASS

by José Carlos Marques

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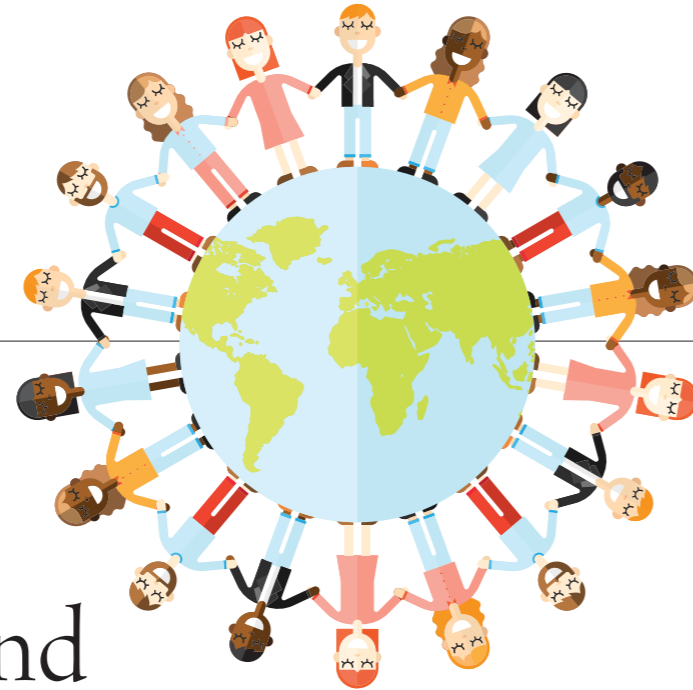
Collaboration and Confrontation in Environmental and Social Governance

A review of the recent collaborative governance and regulatory governance literatures reveals two broad themes, both of which suggest important avenues for future research.

The first concerns the continued exploration of public-private regulatory collaboration. Numerous scholars underscore the diminishing relevance of the public-private distinction, the increasing hybridization of transnational governance[1] and the growing need for extensive collaboration between private regulators and public enforcers[2]. A number of articles contemplate how business actors can proactively engage government, including how positive externalities generated by environmental supply chain management can serve as a basis for collaboration[3] and how business can serve as an effective partner to government during the formation of mandatory policies and regulations[4].

However, some caution that while hypothetically desirable, the conditions conducive to successful collaboration and the inherent risks of such partnerships need to be carefully considered as they are constantly shifting and result in both operational difficulties and unsatisfactory outcomes[5]. Voicing stronger concerns, some scholars question the underlying motivations and regulatory preferences of firms and business associations, suggesting that beneath the cooperative veneer lies an ingrained resistance to regulation and civil society involvement that limits the potential for collaboration and which remains unaddressed by the literature[6].

> Some scholars question the underlying motivations and regulatory preferences of firms and business associations, suggesting that beneath the cooperative veneer lies an ingrained resistance to regulation and civil society involvement that limits the potential for collaboration and which remains unaddressed by the literature.

A second broad theme continues to expand our understanding of the dynamic interactions resulting from the intersection of transnational governance and national regimes, particularly the increasing confrontations that can be witnessed. Domestic regulatory institutions' have considerable influence over the adoption of sustainability certifications and their involvement may produce highly divergent outcomes[7]. While national factors such as strong civil societies and regulatory institutions may be complementary to transnational private regulatory objectives and may serve to greatly strengthen social compliance[8], domestic conditions may also serve to limit or dilute the effectiveness of global initiatives on a local level[9].

A clear trend within this second theme is the analysis of how local actors and institutions (re)assert their regulatory authority and shape national-transnational governance interactions to suit their own commercial and political interests. A growing number of studies emphasize the considerable discretion exercised by both southern and northern governments regarding what constitutes legitimate sustainability certification. In an effort to bolster local producers, Argentina and Indonesian government officials have shifted forestry and agricultural product certification from the Forest Stewardship Council (FSC), viewed by many as a leader in transnational private regulation, to industry-based initiatives such as the Programme for the Endorsement of Forest Certification (PEFC)[10]. Similarly, in an effort to favor local industries, new fishery eco-certification initiatives that compete with the Marine Stewardship Council (MSC) have been developed in Japan, Iceland, Alaska, Canada, and the US[11]. Lastly, various new "southern" standards have been developed in Brazil, Indonesia and Malaysia for palm oil, soy and fruit, which effectively mount a challenge to established "northern" standards[12]. These studies point to the need for new research that examines the patterns of contention and cooperation characterizing environmental and social governance from a long term perspective. |A·R·S·P|

Endnotes

[1] **Mataija**, 2016; **Ponte & Daugbjerg**, 2015; **Ewert & Maggetti**, 2016
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Full references available in the publications list.

PUBLICATIONS SECTION

PUBLICATIONS SECTION

LOOKING THROUGH THE ACADEMIC GLASS

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LOOKING THROUGH THE ACADEMIC GLASS

by Stella Pfisterer

Research Associate, Partnerships Resource Centre, Rotterdam School of Management, Erasmus University Rotterdam, the Netherlands.

Partnering with Business and Public Sector from a Civil Society Perspective – Same but Different?

The academic literature on cross-sector partnerships from a civil society (CS) perspective addresses a broad variety of types of civil society organizations (CSOs) such as non-governmental organizations (NGOs), non-profit organizations (NPOs) and foundations operating in different fields (e.g. environment, social welfare, education), in various contexts (ranging from Spain to India) and diverse relationship types. While last year's article on CSPs from a civil society perspective[1] focused solely on partnering with governments, this year also includes articles on partnering with business from a CS perspective. The key interest of this year's review is to get an impression on which topics are discussed when CSOs partner with either business or the public sector.

Some articles on partnering with business from a CS perspective aim to better understand collaborative value creation, either by investigating the benefits for the NPO itself, or the value of involving NPOs in collaboration with business. A handful of the reviewed papers build on the collaborative value creation framework by Austin and Seitanidi[2]. They investigate distinct factors that characterize the type of benefits sought by NPOs and businesses in collaborations[3]; aim to understand how and why NPOs seek partnerships[4]; and explore the link between value creation and NPO's development of innovation and key capabilities[5]. Beyond the value creation model, research investigates the impact of cross-sector partnerships on non-profit organizational legitimacy[6]; the opportunity to build capacity for local CSOs through CSR driven partnership projects[7]; the role of events for making partnering

choices[8]; or implications of partnering with small businesses for non-profit leadership[9]. Papers on partnerships with public actors from a CS perspective also highlight the positive implications of partnering, however in some instances, the selected articles discuss implications of CSO-government partnerships as societal impact, such as synergies for healthcare delivery in rural Ghana[10]; or that CSOs can play a positive role for policy-making in multi-stakeholder partnerships and platforms[11].

Next to the positive implications for and of CSOs when partnering with business, the reviewed publications often highlight negative implications. Such risks/pitfalls include that short-term project-based partnerships are safer options for NPOs compared with integrative partnerships[12]; decreased organizational identification among the NPO's employees and volunteers when partnering with a luxury brand[13]; and that CSOs tend to bear the highest costs in partnerships, through credibility losses and insecurity concerning project terms and funding[14].

Partnering with public actors is considered with more caution compared to partnering with business in the reviewed articles. Warshawsky provides the example that an NPO adapts its mission and structure in order to fit the public partner's preferences, as shown in the case study on the Agri-FoodBank in South Africa[15]. It is often highlighted that the relationship with public actors and its implications for NPOs depend highly on the specific (governance) context where collaboration takes place[16]. A special issue in Voluntas titled "Unlikely Partners? Evolving Government-Nonprofit Relationships, East and West"[17] provides insights in how relationships between public agents and non-profits are shaped in Western Europe (Netherlands, France, Italy), and in the East (Russia, Poland, Kyrgyzstan and China). There is the call for moving beyond the theoretical and ideological perspectives considering state-NPO interactions as a trade-off[18] and understand government and non-profit interactions alternatively as "yin and yan of modern social policy"[19]. In their study on governance dynamics of non-profit-public collaborations, Cornforth, Hayes and Vangen show that while initial governance structures are important constraints on development, they can be adapted and changed in the course of the partnership with public authority involvement[20].

Partnering with public actors is considered with more caution compared to partnering with business from a civil society perspective.

To conclude, a wide range of topics is discussed related to partnerships with private and public sectors from a CS perspective. While studies on partnerships with public actors are highly contextualized and the literature is more cautious on defining the relationship between CSOs and public actors as a partnership, studies aim to understand the positive and negative implications of both types of partnering for CSOs. Future research could engage in comparing CSO-business and CSO-public sector partnerships in order to develop more in-depth knowledge on the main differences for CSOs when partnering with one or the other particularly related to the following topics: benefits and risks, collaborative value creation, governance and structures, capabilities, impact and context where the collaboration takes place. | A·R·S·P |

Endnotes

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[18] **Salamon, L.M. & Toepler, S.** 2015.

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[20] **Cornforth, C., Hayes, J.P. & Vangen, S.** 2015.

Full references available in the publications list.

by Lamberto Zollo

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Developing Platforms for Sustainable Cross-Sector Partnerships: a "Pracademic" Perspective

This article reports on some key aspects of a select number of recent practitioner and academic reports concerning the actual evolution of cross-sector partnerships (CSPs) around the world. Practitioners are increasingly interested in defining the best practices[1], infrastructural elements[2], and effective platforms[3] that allow for sustainable CSPs. Actually, partnerships between government, business, and civil society represent a key element of the UN Sustainable Development Goals. Particularly, as recently pointed out by *World Vision International*, CSPs represent an important component of the "Means of Implementation" of the future development agenda.

From this perspective, four main targets have been proposed[4]: (1) governments implement an action-oriented multi-stakeholder platform able to support the implementation of CSPs at a country level; (2) CSPs' accountability is constantly monitored by partners; (3) financial and technical support are provided by developing and/or donor countries for such two targets; and (4) *a global multi-stakeholder platform* is created for each UN Sustainable Development Goal, thus allowing alignment between national platforms.

The development of sustainable CSP platforms has been the focus of recent research by *The Partnering Initiative* (TPI) – an independent non-profit dedicated to driving cross-sectoral collaboration for a sustainable future. The research stresses how global multi-stakeholder commitment in CSPs between business, non-profit, government, local communities, and the UN will be essential to achieve the *UN Sustainable Development Goals*[5]. Specifically, TPI followed the Road Map program by designating the following action areas for achieving the UN next development goals: firstly, there is a need for increasing partners' trust, understanding of their mutual interests, and possible expected benefits; second, it is important to ensure a detailed planning of development priorities for engaging with business partners and create multi-stakeholder platforms at country level; finally, constantly monitoring and reporting of CSPs' effectiveness and value creation is crucial for developing strategies, systems, and processes able to foster the partners' institutional capability.

What emerges is the UN's vision of a post-2015 well defined architecture for sustainable development, which presupposes a strong multi-stakeholder cooperation and alignment between CSPs actors at global, national, and local levels. As recently pointed out[6], collaborative networks for systemic change allowing for multi-stakeholder involvement at global, national, and local levels becomes a crucial success factors for CSP sustainability. Indeed, one of the key factors for a successful CSP building phase is the partners' relationship mastering and personal familiarization[7], which allow a decrease of cognitive dissonance and the exploitation of differing views as a strategic opportunity.

More recently, the TPI director and colleagues[8] analyzed how the core principles of a successful CSP are equity, transparency, and mutual benefit, which should be attained during the early stages. It is important to understand the alignment of interests and co-design a common vision and objectives. In addition, roles, responsibil-

The ability to understand and respect the needs, views and expected benefits of each partner emerges as one of the most delicate issues for CSP sustainability.

ities, activities definition, and available resources need to be agreed upon. Finally, partners should emphasize risk sharing co-accountability during the structuring of the CSP in order to sign the agreement. Similarly, a recent research project[9] investigated the structuring of CSP, arguing that the initial phases "are built based on their likelihood of producing collective strength and legitimacy, the degree of interdependence, and low potential for conflict" (p.63). The authors stress how, especially for the involvement of for-profit companies in CSPs, it is important to clarify the possible expected benefits and contributions that government and non-profit organizations may provide.

The ability to understand and respect the needs, views and expected benefits of each partner emerges as one of the most delicate issues for CSP sustainability[10]. This helps to avoid power imbalances which frequently are detrimental for CSP sustainability. World Vision, for example, recently implemented the social accountability approach called *Citizen Voice and Action* – a local level advocacy methodology that fosters the dialogue between communities and government, thus aiming to encourage discussion and strengthen the relationship between the partners involved.

What emerges from these "pracademic" perspectives is a growing need of better formulating a shared systematic process for viable and sustainable CSP initiatives. Particularly, a significant issue that has not been investigated enough is how to conceptualize an effective way of correcting possible conflicts between actors during the partnership, thus theorizing dynamic feedback interventions strategies. In addition, empirical evidence about effective correcting intervention initiatives could deliver important insights on how to improve CSP actors' ability of overcoming these issues. | ARSP |

Endnotes

[1] **Gilbert, J.** 2015a.

[2] **Stibbe, D.T. & Prescott, D.** 2015.

[3] **Gilbert, J.** 2015b.

[4] **Freeman, C. & Wisheart, M.** 2014.

[5] **Reid, S., Hayes, J.P. & Stibbe, D.T.** 2014.

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JOURNAL OF CORPORATE CITIZENSHIP, Special Issue. Editors Waddell, S., Waddock, S., Cornell, S., Dentoni, D., McLachlan, M., & Meszoely, G., "Large systems change: an emerging field of transformation and transitions", (2015, 58: 5-30). Available from: **https://www.greenleaf-publishing.com/large-systems-change-an-emerging-field-of-transformation-and-transitions-a-special-theme-issue-of-the-journal-of-corporate-citizenship-issue-58**

Doctoral Dissertations

EASTER, S. 2016. Homelessness through different lenses: negotiating multiple meaning systems in a Canadian tri-sector social partnership. University of Victoria. Available from: **https://dspace.library.uvic.ca:8443/handle/1828/7234**
Abstract: There is often variability within and between involved organizations in social partnership contexts as it relates to basic assumptions around work and the meanings given to practices at multiple levels of analysis. Accordingly, the purpose of this dissertation was to understand whether and how such meaning-related differences are strategically negotiated over time. By drawing on cultural and institutional literature streams and conducting a multi-site ethnographic study of a tri-sector partnership tackling homelessness in Western Canada, I elucidate how players negotiated multiple meanings over time at the group and individual levels of analysis.

MACDONALD, A. 2016. Multi-stakeholder partnerships for community sustainability plan implementation: understanding structures and outcomes at the partner and partnership levels. Doctoral dissertation. School of Environment, Resources and Sustainability, University of Waterloo, Waterloo, Canada. Available from: **https://uwspace.uwaterloo.ca/handle/10012/10362**
Abstract: Worldwide, the prevalence and complexity of sustainable development challenges require coordinated action from actors in the private, public, and civil society sectors. Partnerships that embody inclusivity and heterogeneity are emerging as a way forward. Such partnerships build capacity by developing and leveraging the diverse perspectives and resources of the multiple stakeholders that represent all three sectors. Multi-stakeholder partnerships address social problems by building and leveraging the collective capacity of the partnering stakeholders; however, there are significant issues related to accessing the necessary resources. This dissertation uses resource-oriented theories to examine how resources are gained at both the partner and partnership levels of analysis.

• Book Chapters

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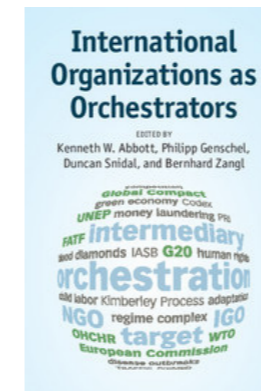
ABBOTT, K. W., GENSCHEL, P., SNIDAL, D., & ZANGL, B. (Eds.) 2015. International organizations as orchestrators. Cambridge University Press. Available from: *http://www.cambridge.org/us/academic/subjects/politics-international-relations/international-relations-and-international-organisations/international-organizations-orchestrators*

"International Organizations as Orchestrators reveals how IOs leverage their limited authority and resources to increase their effectiveness, power, and autonomy from states. By 'orchestrating' intermediaries – including NGOs – IOs can shape and steer global governance without engaging in hard, direct regulation. This volume is organized around a theoretical model that emphasizes voluntary collaboration and support. An outstanding group of scholars investigate the significance of orchestration across key issue areas, including trade, finance, environment and labor, and in leading organizations, including the GEF, G20, WTO, EU, Kimberley Process, UNEP and ILO. The empirical studies find that orchestration is pervasive. They broadly confirm the theoretical hypotheses while providing important new insights, especially that states often welcome IO orchestration as achieving governance without creating strong institutions. This volume changes our understanding of the relationships among IOs, nonstate actors and states in global governance, using a theoretical framework applicable to domestic governance."

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"Governments all over Northern Europe have placed public innovation high on the political agenda and pursuing public innovation through multi-actor collaboration such as public-private partnerships and governance networks appears to have particular potential. Collaborative Governance and Public Innovation in Northern Europe draws up the emergent field of collaborative public innovation research and presents a series of cutting-edge case studies on collaborative forms of governance and public innovation in Northern Europe. The edited volume offers scholarly reflections, empirical testimonies and learning perspectives on recent transformations of governance and the way in which new public policies, services and procedures are formulated, realized and diffused. Through the empirical case studies, the book discusses some of the wider political and social drivers, barriers, promises and pitfalls of collaborative public innovation initiatives in some European nations. Collaborative Governance and Public Innovation in Northern Europe will stimulate debates among scholars and decision-makers on how new forms of collaborative governance might enhance the capacity for public innovation and help in developing solutions to some of the most acute and wicked governance problems of our time."

BITZER, V., HAMANN, R. HALL, & M. GRIFFIN-EL, E. W. (Eds.) 2015. The Business of social and environmental innovation: New frontiers in Africa. Springer. Available from: *http://www.springer.com/business+%26+management/technology+management/book/978-3-319-04050-9*

"In the face of limited progress toward addressing poverty and resource degradation, increasing attention has been paid to harnessing the entrepreneurial, innovative, managerial and financial capacities of business for improved social and environmental outcomes. A more proactive role for business in sustainable development is especially pertinent in sub-Saharan Africa, which has been plagued by conflict and poverty but shows signs of a brighter future as the world's second-fastest-growing region. This book contributes to the growing body of scholarly work on social and environmental innovation with the two-fold aim of studying the role of business in creating such innovation and focusing the analysis to the African context. To cover the various terrains of social and environmental innovation, this book contains novel empirical cases looking at social or environmental enterprises, social intrapreneurship and innovation in incumbent businesses, and social innovation through cross-sector collaboration. The final part of the book focuses on the implications for academics, exploring the role of universities and business schools in social innovation."
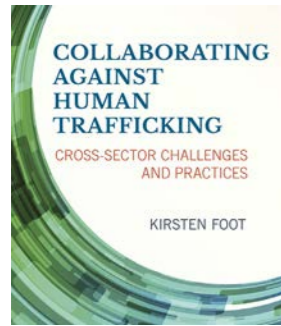
FOOT, K. 2016. Collaborating against human trafficking cross-sector challenges and practices. Rowman & Littlefield. Available from: *https://rowman.com/ISBN/9781442246928/Collaborating-against-Human-Trafficking-Cross-Sector-Challenges-and-Practices*

"In the fight against human trafficking, cross-sector collaboration is vital—but often, systemic tensions undermine the effectiveness of these alliances. Kirsten Foot explores the most potent sources of such difficulties, offering insights and tools that leaders in every sector can use to re-think the power dynamics of partnering. Weaving together perspectives from many sectors including business, donor foundations, mobilization and advocacy NGOs, faith communities, and survivor-activists, as well as government agencies, law enforcement, and providers of victim services, Foot assesses how differences in social location (financial well-being, race, gender, etc.) and sector-based values contribute to interpersonal, inter-organizational, and cross-sector challenges. She convincingly demonstrates that finding constructive paths through such multi-level tensions—by employing a mix of shared leadership, strategic planning, and particular practices of communication and organization—can in turn facilitate more robust and sustainable collaborative efforts. An appendix provides exercises for use in building, evaluating, and trouble-shooting multi-sector collaborations, as well as links to online tools and recommendations for additional resources. All royalties from this book go to nonprofits in U.S. cities dedicated to facilitating cross-sector collaboration to end human trafficking. For more information and related resources, please visit http://CollaboratingAgainstTrafficking.info."
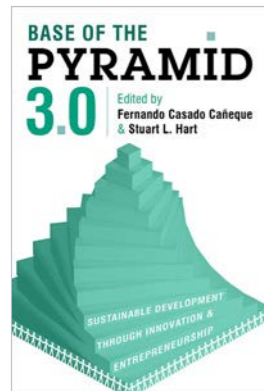
HART, S.L. & CASADO CANEQUE, F. (Eds.) 2015. Base of the pyramid 3.0: Sustainable development through innovation and entrepreneurship. Greenleaf. Available from: *https://www.greenleaf-publishing.com/base-of-the-pyramid-30*

"For well over 4 billion people – approximately 60% of all humanity – annual income is less than $1,500. The term "Base of the Pyramid" was first coined by Stuart L. Hart and C.K. Prahalad in 2002 and has become synonymous with both the method by which we can more effectively address poverty and the opportunity that exists in a multi-trillion-dollar market. A whole new lexicon has emerged to describe this phenomenon, including new buzzwords and catch phrases like "inclusive business", "opportunities for the majority", "sustainable livelihoods", "pro-poor business" and "social business", and thousands of new businesses, institutions and investment funds have been set up. In this ground-breaking new book, Stuart L. Hart and Fernando Casado Cañeque have worked with members of the BoP Global Network to shake the tree, look objectively at what has happened since 2002, highlight why earlier applications of BoP haven't worked and propose new objectives and ways of working to formulate more sustainable solutions. The book challenges the reader and organizations to think about the mindset and purpose across whole organizations, open innovation rather than simply co-creation, and a complete review of the innovation ecosystem. Through this book, practitioners will gain a clearer insight into which business models can work within different communities to ensure a sustainable transition to improved local economies. Equally, the book is a must-read for researchers and students in the fields of entrepreneurship, innovation, sustainable development and environmental management."
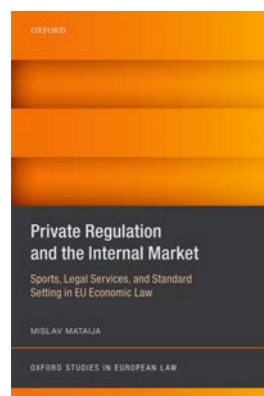
MATAIJA, M. 2016. Private Regulation and the Internal Market: Sports, Legal Services, and Standard Setting in EU Economic Law. Oxford University Press. Available from: *https://global.oup.com/academic/product/private-regulation-and-the-internal-market-9780198746652?cc=nl&lang=en&*

"How does EU internal market law, in particular the rules on free movement and competition, apply to private regulation? What issues arise if a bar association were to regulate advertising; when a voluntary product standard impedes trade; or when a sporting body restricts the cross-border transfer of a football player? Covering the EU's free movement and competition rules from a general and sector-specific angle, focusing specifically on the legal profession, standard-setting, and sports, this book is the first systematic study of EU economic law in areas where private regulation is both important and legally controversial. Mislav Mataija discusses how the interpretation of both free movement and competition rule adapts to the rise of private regulation, and examines the diminishing relevance of the public/private distinction. As private regulators take on increasingly important tasks, the legal scrutiny over their measures becomes broader and moves towards what Mataija describes as 'regulatory autonomy'. This approach broadly disciplines, but also recognizes the legitimacy of private regulators; granting them an explicit margin of discretion and focusing on governance and process considerations rather than on their impact on trade and competition. The book also demonstrates how the application of EU internal market law fits in the context of strategic attempts by the EU institutions to negotiate substantive reforms in areas where private regulation is pervasive. Surveying recent case law of the Court of Justice of the European Union and the practice of the European Commission, Mataija demonstrates how EU internal market law is used as a control mechanism over private regulators."
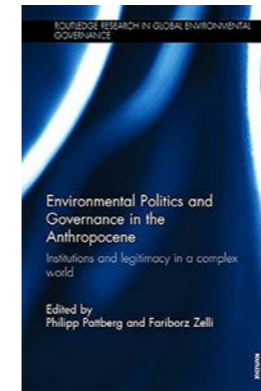
PATTBERG, P. & ZELLI, F. 2016. Environmental Politics and Governance in the Anthropocene. Institutions and legitimacy in a complex world. Routledge. Available from: *https://www.routledge.com/Environmental-Politics-and-Governance-in-the-Anthropocene-Institutions/Pattberg-Zelli/p/book/9781138902398*

"The term Anthropocene denotes a new geological epoch characterized by the unprecedented impact of human activities on the Earth's ecosystems. While the natural sciences have advanced their understanding of the drivers and processes of global change considerably over the last two decades, the social sciences lag behind in addressing the fundamental challenge of governance and politics in the Anthropocene. This book attempts to close this crucial research gap, in particular with regards to the following three overarching research themes: (i) the meaning, sense-making and contestations emerging around the concept of the Anthropocene related to the social sciences; (ii) the role and relevance of institutions, both formal and informal as well as international and transnational, for governing in the Anthropocene; and (iii) the role and relevance of accountability and other democratic principles for governing in the Anthropocene. Drawing together a range of key thinkers in the field, this volume provides one of the first authoritative assessments of global environmental politics and governance in the Anthropocene, reflecting on how the planetary scale crisis changes the ways in which humans respond to the challenge. This volume will be of great interest to students and scholars of global environmental politics and governance, and sustainable development."
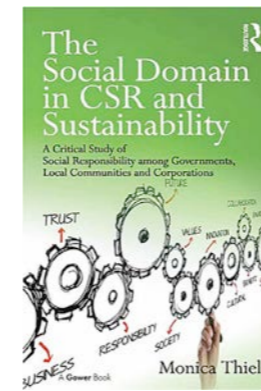
THIEL, M. 2016. The social domain in CSR and sustainability: a critical study of social responsibility among governments, local communities and corporations. Routledge Publishing. Available from: *https://www.routledge.com/The-Social-Domain-in-CSR-and-Sustainability-A-Critical-Study-of-Social/Thiel/p/book/9781472456373*

"This book provides a new and unique contribution to the body of knowledge in CSR and sustainability. With business, government and local community leaders faced with challenging societal constraints and consumer and public demands on a daily basis – these practical tools will put readers in a better position to manage and develop CSR and sustainability strategies."
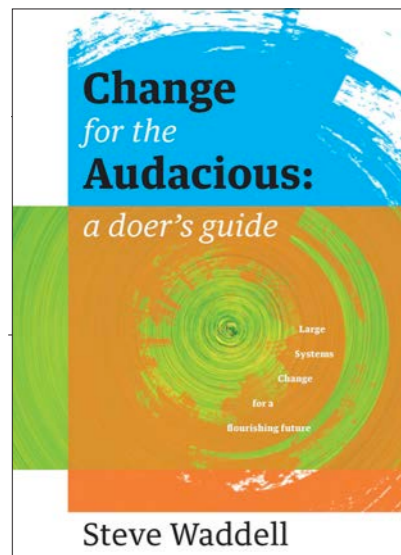
WADDELL, S. 2016. Change for the audacious: a doer's guide. Large systems change for a flourishing future. NetworkingAction. Available from: *http://networkingaction.net/product/change-for-the-audacious/*

"We must and can do much better at addressing issues such as climate change, food security, health, education, environmental degradation, peace-building, water, equity, corruption, and wealth creation. This book is for people working on these types of issues, with the belief that we can create a future that is not just "sustainable," but also flourishing. This perspective means that the challenge is not just one of simple change, but of transformation — radical change in the way we perceive our world, create relationships, and organize our societies. This is the implication of the United Nation's Sustainable Development Goals and other global efforts, and also innumerable efforts locally, nationally, and regionally. This book approaches these challenges as large systems change issues: issues requiring engagement of many, many people and organizations often globally; issues requiring deep innovation with shifts in mindsets and power structures; and issues that require capacity to work with complexity. Large systems change is presented as a new field of practice and knowledge; the book is not about a "method" or particular "approach"; rather it provides an overview of frameworks, methods, and approaches to develop capacity to use the appropriate ones in particular contexts."

A·R·S·P A·R·S·P

by Verena Bitzer

Senior Advisor, Royal Tropical Institute (KIT), Amsterdam, the Netherlands.

Steve Wadell

Principal at NetworkingAction, Boston, USA.

Change for the Audacious: a Doer's Guide.

Large Systems Change for a Flourishing Future

R esponding to large system challenges requires not just simple change, but radical transformation in our ways of thinking, acting and organising. For over 30 years, Steve Waddell has been supporting this through his work as a change agent, educator, community organiser globally and advisor; among others for the World Bank, UN Global Compact, Global Reporting Initiative, USAID and the Forest Stewardship Council. Three key concepts are associated with his work: "societal learning and change," which is a deep change strategy to address complex issues; "global action networks", which are a form of transformative global governance; and "large systems change" which deals with profound shifts in individual, organisational and societal orientations. Steve has a PhD in Sociology and lives in Boston.

> "We need to understand that the scale should not dissuade us from addressing the problems that we're facing. This requires us to move beyond seeing 'change' at a system scale as an intimidating concept".

Verena Bitzer (VB): Steve, your new book is called 'Change for the Audacious'. It's a doer's guide, a resource for leaders of and for the courageous. Is it also a book to make people courageous, to nourish and form leaders?

Steve Waddell (SW): Today we have a lot of pressure to be courageous because the scale of the issues is so big. We need to understand that the scale should not dissuade us from addressing the problems that we're facing. This requires us to move beyond seeing 'change' at a system scale as an intimidating concept. There are two dimensions to societal change: first, there are a lot of people and organisations involved, and second, there is the scale of change itself: transformation, in contrast to incremental change. This book approaches these dimensions by emphasising the learning cycles and learning loops that we as researchers and we as doers need to go through to become more disciplined and sophisticated in how we address these issues. For that to happen, we need to start tearing apart the meaning of 'change', have a discussion about language and be much clearer about it.

VB: Many of the contributions of this year's ARSP refer to the UN Sustainable Development Goals (SDGs). What is the importance of the SDGs for your book and vice versa?

SW: The book fundamentally argues for creating an SDG transformation forum and learning programme responding specifically to the SDGs. When I talk to people about the SDGs, they are still very much in a language about collaboration, partnership and leadership. These are valuable and critical components, but there is a much wider range of tools necessary to address the SDGs as transformational challenges. How do we as a society relate to the nature of deep change, not just incremental change? This book tries to define the scope of methods, tools and approaches necessary to address SDGs.

VB: Your book deals with the importance and intricacies of large system change (LSC). What do you mean with LSC and why do you argue that LSC cannot be driven, but only be encouraged and supported?

SW: Dave Snowden's "Cynefin" framework and his distinction between simple, complicated, complex and chaotic problems offer a very helpful way to understand what kind of issues we are dealing with and what approaches might be helpful to address them. Complicated issues can be driven through clear goals and an engineering type of approach bringing together different types of knowledge. Complex issues demand a very different approach. The SDGs, for example, require an approach of continual exploration and of dealing

with a high degree of uncontrollable variables. There is no end goal. You can take interventions to shift – to nudge – the system in a general direction and see how that works, but you need to pay continuous attention to what actually happens. Complex issues also emphasise the importance of action research approaches rather than traditional research approaches, to continuously revise our understanding of what is possible.

VB: Many established governmental and intergovernmental organisations are ill-equipped to handle complex problems. Take the World Bank, for instance, which you write has an organisational form that is pretty poor, on its own, to resolve extreme poverty, as its mission statement demands. So what types of organisational forms are good at addressing complexity?

SW: We need organisational forms that are focused on experimentation and emergence. The World Bank is very good at certain things because it is a machine bureaucracy, but it is so concerned with the impact of its interventions that it undermines its ability to address the complexity of the issues at stake. The Bank should be participating in spaces where experimentation happens, both as a contributor and as a learner. This requires flexibility and the recognition that there is no best way. There needs to be a space where legitimacy can be created through the interaction of stakeholders. I have advised the World Bank that the World Economic Forum and also CIVICUS could create great spaces for such learning and for developing the capacity for learning. The role of the World Bank would then be to lend its legitimacy and financial resources to empower these experimental spaces. Established organisations are still necessary, but in a different way.

VB: You identify three innovative forms of organising in your book: social innovation labs, communities of practice and global action networks. Where do cross sector partnerships (CSPs) come in and what exactly is their role from a systems perspective?

SW: All three forms that I'm writing about require a collaborative stance and have a multi-stakeholder character – the essence of partnership – and all three can lead to the formation of specific CSPs. For instance, Global Action Networks depend on their ability to connect global to local capacity, and often do this through CSPs at the project level.

Whatever form of multi-stakeholder collaboration you are looking at, for me, the critical issue is the change strategy on which these are based. In the book I identify four strategies that arise from the dimensions of creation-destruction and confrontation-collaboration. Most of us are only operating in one strategy; yet, the other strategies are always present. Unless we broaden our sense of awareness of the different strategies, we make very vulnerable collaborations and we also won't be accessing the power of the different strategies.

Look at CSPs, for instance, where I always get worried when all organisations want to like each other. If that becomes the prominent logic of CSPs, it can undermine the ability to be generative. We need to understand and challenge each other's perspectives, which ultimately drives transcendence and true innovation. Otherwise we will lose the innovative potential of conflict-driven collaboration.

VB: How can we avoid that innovative arrangements, like Global Action Networks, come to resemble old organisational forms over time?

SW: That is a very good question. The Forest Stewardship Council (FSC) is a fitting example of this. The FSC was formed in the early 1990s by Northern environmentalists, Southern social development people and the business community who got together because they saw the opportunity to collaborate and do something about the global problem of deforestation. But since then they have basically maintained the same structure and have not evolved to reflect the crisis of today's world. I asked them, why don't you include government as a stakeholder? In many places it is the government that owns forest resources, government is a major purchaser of timber and government is the critical regulator. They responded that they don't want to involve public entities because they don't want to become a government regulator. But that is not what I'm talking about. Organisations like the FSC form at a certain time, but they have difficulties reassessing how they should change in response to their achievements. They can get in a position about fighting about issues that have already been won.

VB: Do you attribute particular roles for governments, businesses and NGOs in SCS – or do you not think in those categories anymore?

SW: I think these categories are extremely important. I am not advocating for a world where businesses are NGOs and NGOs are businesses, and where distinction is lost. There are two reasons. First, I do believe that different organisations are aggregates of distinctive ways of making sense of the world. Business people are focused on capital, efficiency and hard evidence, whereas NGO folks are much more emotionally alert and

> "Whatever form of multi-stakeholder collaboration you are looking at, the critical issue is the change strategy on which these are based. Most of us are only operating in one strategy, but unless we broaden our sense of awareness of the different strategies, we make very vulnerable collaborations".

act out of a sense of justice. People in government tend to think much more in analytical boxes, defining what is legal and illegal, and creating institutions to support this. Second, the different sectors are good at different things. Business generates wealth, NGOs create well-being, and government maintain stability and order. We need all three of these. You can bring them together in collaboration, but it is important that they remain distinctive entities. It's the multiplicity and diversity that provides the richness to deal with complexity.

VB: What kind of skills do managers need to support LSC?

SW: Firstly, managers need empathy and the ability to see

the world from different perspectives. Second, they need skills to put listening and empathy into actions. Here I am advocating for a systems perspective to understand the relationships that exist to create a healthy change system. The concept of Societal Change System is very useful for me to see space for action. The scale of large systems can be overwhelming, as there are thousands of organisations playing in a certain field. This makes it difficult for people to distinguish which organisations are important for them, in their ambitions to support change. Mapping the change system in terms of its functions can therefore be very insightful. For instance, in forestry, the FSC is obviously an important change agent, but this is not the totality of the change going on. The role of FSC therefore needs to be understood in the context of all change agents. This is how one can also understand the gaps in current efforts, missed potential synergies and problematic duplication. As a change agent, you have to ask yourself, how can my initiative contribute most powerfully to what the change system needs?

VB: Over the past decade, you have engaged in and studied societal learning, Global Action Networks and large systems change. What is next for you?

SW: I'm focusing on the concept of Societal Change Systems. How can we support their emergence and development? It requires a different type of organising logic than a network and I don't think that this is being articulated. A network is based on semi-stable set of ties and flows between participants, whereas a Societal Change System has much more ad hoc societal engagement where ties and flows are more uncertain and unknown.

Do you have a message for ARSP readers?

SW: I always say to people, live to your highest aspirations and greatest potential, and support others to do that, too. This can easily slip away in everyday life. We need to integrate change into our own lives, but we also need spaces and periods of renewal. We need to maintain our own health and sanity.

VB: Thank you very much for this inspiring interview, Steve. | ARSP |

ANNUAL REVIEW
of SOCIAL
PARTNERSHIPS

ARSP

PEDAGOGY
SECTION

by Lea Stadtler

Grenoble Ecole de Management
Grenoble, France.

Towards Greater Inclusion – CSSP Scholarship of Teaching and Learning

Welcome to the sixth ARSP Pedagogy Section – to our knowledge the only exclusively dedicated space for CSSP teaching and learning resources to date. In the next years, we aim to grow this section as a space for:

1. identifying teaching and learning resources relevant for the academic classroom and resources tailored specifically to practitioners;

2. highlighting the experience of cross-sectoral thought-leaders as it relates to teaching and learning and

3. sharing innovative pedagogy, curriculum, course design, assessments, and exercises.

In this edition, you will find six contributions that align with these goals and seek to prompt reflection, inspiration, and motivation to enhance CSSP pedagogy development and application. Further, this year, we are pleased to build again on the sponsorship of the *Geneva PPP Research Center* that deliberately provides opportunities for students to interact with CSSP practitioners and develop CSSI competences through innovative course designs. On the page 46, you will learn more about their activities, for example, the Geneva Partnership Forum and students' case presentations at the PRME conference in India.

The first contribution, developed together with Jonas Haertle (*PRME*, UN Global Compact Office), then introduces you to the guiding theme of this ARSP Pedagogy Section – the United Nations' recently released *Sustainable Development Goals (SDGs)* and elaborates on their relevance to the ARSP community in general and CSSP educators and trainers in particular. As social inclusion features as a key dimension of the SDGs, Adriane Mac-

Donald (University of Lethbridge) and I have extended the CSSP teaching toolbox presented in the *ARSP no. 10* with a collection of teaching material for analyzing the links between CSSPs and questions of gender equality and involvement of marginalized people. Two teaching innovations complement the toolbox, including an interactive exercise for discussing the landscape of CSSPs for women's empowerment and an inspiring exercise described by Sid Saleh (University of Colorado Boulder) to help students identify and overcome common prejudices and constraints associated with involving marginalized stakeholders.

Moreover, Lauren McCarthy (Copenhagen Business School) enriches the toolbox by alerting us to the opportunities and challenges of teaching gender issues in the context of CSSP and corporate social responsibility. The section closes with an application-oriented book review by Özgü Karakulak (University of Geneva), which provides an opportunity to experiment with the *'collaboratory'* approach in classes and training programs and to learn more about the *50+20 initiative.* Overall, social inclusion emerges as an emblematic theme in all these contributions, and it is also a core principle in developing and distributing the ARSP. We thus welcome your contributions on teaching innovations, reflections, and new material.

CSSP pedagogy is a growing, boundary-spanning field with relevance to theory and praxis. As such, it is not confined to university classrooms, but increasingly involves training programs for and by practitioners, targeted webinars, and Massive Open Online Courses (MOOCs) for large audiences. Our objective in the current and future Pedagogy Sections is to acknowledge and further bridge this diversity, for example, by using flexible designs and including both practice and academic resources. We look forward to growing the team and contributions in line with such a thexis approach. So please don't hesitate to contact us for discussing your potential contribution to the upcoming ARSP Pedagogy Sections. Email: *leastadtler (at) web.de* │A·R·S·P│

> Overall, social inclusion emerges as an emblematic theme in all these contributions, and it is also a core principle in developing and distributing the ARSP.

Geneva
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AND MANAGEMENT

Creating Bridges: Bringing CSSP Theory, Practice & Teaching Together

A ppreciating the ARSP's pioneering role in advancing CSSP pedagogy to inspire current and future managers, we are honored to support the Pedagogy Section of this year's ARSP issue. It offers a much needed platform to discuss different ways of teaching CSSP-related topics that can be integrated in courses of leadership, business ethics, change management, organization studies, collaboration, strategy, public management, and many more.

CSSP teaching and training is a critical lever in bridging theory and practice, and is therefore also a high priority for the *Geneva PPP Research Center* (University of Geneva). Located in a city that acts as a focal point of international co-operation, the Center seeks to create vital links between education programs, the practice, and research. In the *ARSP 10* (p. 44), we briefly introduced how we aim to enhance students' CSSP knowledge and competencies through novel course designs in executive, master, and free online courses.

In 2015 we took a step further and organized the first Geneva Partnership Forum. Welcoming about 50 partnership experts from a diverse set of companies, NGOs, and academic and international organizations, the forum focused on leveraging cross-sector learning and capacity building for collaborative approaches towards addressing complex societal challenges. Investigating how partnerships can be more efficient in their resource use and effective in their delivery, key discussion topics developed, for example, around

the need to blend "hard" and "soft" management skills and expertise, to create appropriate monitoring and evaluation practices, and to overcome tendencies to see partnerships as an outcome and not as a tool to trigger impact.

The Forum bridged theory and practice views through a keynote address by Ros Tennyson (The Partnership Brokers Association), two panel talks, and four participant workshops. Moreover, a set of Master and MBA students helped us organize the event and also had the opportunity to interact with the participants. For more information, we invite you to have a look at our *event summary*.

In 2016 we seized another "bridging" opportunity: Two student groups of our Master course "Managing Change Projects: Across Boundaries" were invited to present their case studies at the *IILM/PRME conference* in India on January 7-9. The students had prepared the case studies to analyze the management of the public-private partnership "Grow Africa" and of the "HERProject" partnership program. This was an excellent opportunity to discuss CSSPs in light of the Sustainable Development Goals and inspire students as future CSSP leaders by moving beyond the classroom.

It is for shaping such opportunities and for further deepening our understanding of the challenges and opportunities involved in CSSPs that our center remains committed to high-quality education and research. If you are interested in learning more about the *Geneva PPP Research Center* and our team, have a look at ppp.unige.ch and connect via *Twitter*. | ARSP |
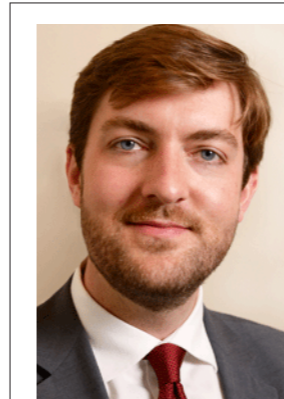
by Jonas Haertle

Head of the UN Global Compact's Principles for Responsible Management Education (PRME), US.

& by Lea Stadtler

Grenoble Ecole de Management Grenoble, France.

The Sustainable Development Goals as Catalysts for CSSP Practice and Pedagogy

Figure 2. Illustration of the Sustainable Development Goals.

T he *Sustainable Development Goals* (SDGs), launched in September 2015 by the United Nations' (UN) General Assembly, emphasize the role of partnerships and collective action in shifting the world onto a sustainable and resilient path. With about 2,000 partnerships registered on the *Partnerships* for SDGs platform, the Goals do not only provide a push to CSSP practice – they also present important opportunities for creating a global learning community of cross-sector leaders and educational systems around the world. This article offers background information about these Goals, outlines ideas for how to integrate the SDGs in CSSP teaching and training, and highlights implications for sustainable development pedagogy.

The SDGs and a Call for More Inclusive Partnerships

As an integral part of the *UN Agenda 2030*, the 17 SDGs and 169 targets move past the siloed objectives of the Millennium Development Goals (MDGs) to include a far larger outreach and contribute to a greater narrative for *the future we want*. The infographics in Figure 2 provide a quick glance at the SDGs which have been designed to be easily comprehensible around the world in order to facilitate deeper and faster implementation.

Within this framework, SDG 17 stresses the need for CSSPs as follows:

SDG 17.16
Enhance the global **partnership** for sustainable development, complemented by multi-stakeholder **partnerships** that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

SDG 17.17
Encourage and promote effective public, public-private and civil society **partnerships,** building on the experience and resourcing strategies of **partnerships.**

Using the SDGs as a Springboard for Discussing Sustainable Development and CSSPs in Educational Programs

The SDGs' scale and scope make discussions on sustainable development and CSSPs in classrooms, trainings, and other educational programs more relevant than ever: They provide a universal set of goals, targets, and indicators that 150 world leaders have adopted and that the UN member states are expected to use in framing their agendas and policies over the next 15 years.

A suite of materials and initiatives are available to inform respective discussions. For example, a UN video (2.08 minutes) explains the *key features of sustainable development* and the aim to align social progress, eco-nomic growth, and environmental protection. Video material is also available for outlining what the MDGs have achieved and how the SDGs seek to address the remaining deficits**.** For example, 800 million people still live on less than $ 1.25 per day, one of six adults is illiterate, deforestation stays at an alarming level, and oceans become more acidic (3.02-minute video by *UNDP* and a 1.42-minute *UN* version).

As many SDG initiatives are implemented through multi-stakeholder partnerships, the *Partnerships for SDGs platform* has been developed to inform all stakeholders about ongoing partnership initiatives and to create networking opportunities. The platform demonstrates an emerging variety of CSSP initiatives and provides case materials for CSSP instructors. Additionally, good practices are highlighted in many ways for *Partnership and Promotion* (Goal 17) as well as for *Refugee Education* (Goal 10), *Sustainability Literacy* (Goal 12), and *Climate Change Action* (Goal 13) to which CSSPs may contribute. For more teaching material on sustainable development and CSSPs you may have a look the *ARSP 10 Teaching Toolbox* (p. 58). CSSP practitioners, scholars, and educators are invited to build on these resources in developing their own sustainable teaching and action plans to help achieve the SDGs.

Creating a Global Learning Community

SDG 4 aims to, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The ARSP as an open-access journal promotes an inclusive learning agenda in the CSSP area. Similarly, the UN Global Compact's Principles for Responsible Management Education (PRME) seek to "inspire and champion responsible management education, research, and thought leadership globally," and, to this end, leverage the power of partnerships. Complimenting SDG 4, PRME aims to bridge business education to the SDGs based on the *Six PRME Principles*.

Overall, education practitioners, such as the ARSP readers, have the opportunity to develop future leaders who are equipped to inherit this world. The SDGs provide thoughtful direction to this end, as well as an opportunity to create a global learning community of education practitioners in the partnership and sustainable development fields towards a collaborative and inclusive agenda. | ARSP |

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CSSP Teaching Toolbox Extension: Following the UN SDGs towards Greater Inclusion

S ustainable development builds on three core elements: economic growth, environmental protection, and social inclusion. Mentioning the word "inclusive" six times, the United Nations' Sustainable Development Goals (SDGs – discussed in detail on pages 47-48) put specific emphasis on the critical role played by social inclusion. But what about social inclusion and CSSPs? It seems to be a critical, yet often neglected dimension of CSSPs. We thus decided to extend our teaching toolbox (see *ARSP 10*, pp. 51-68) and provide guidance for our ARSP readers to discuss the role of CSSPs in furthering social inclusion.

While helpful overviews of material for teaching diversity and inclusion in the firm context are available, for example, at the *Academy of Management Perspectives' Virtual Themed Collections*, gathering material for inclusive cross-sector interactions is more difficult. To find relevant CSSP teaching materials, and especially those relating to the inclusion of marginalized people and gender equality, we reached out to our community. Based on the great input we received, we here present an inclusion-focused CSSP teaching toolbox with videos, case studies, and academic and practitioner-oriented readings. We further introduce two teaching innovations, including one from Sid Saleh, as well as a teaching reflection by Lauren McCarthy.

The suggested toolbox can be used to discuss the topic of CSSPs and inclusion in MBA, MPA, and MA courses, for example, in the context of strategy, business and the environment, business ethics, stakeholder management, corporate social responsibility, supply chain management, leadership, women in business, and social change (see Table 2).

CSSP Teaching Toolbox—How It Works	
Target group	◗ MBA, MPA, and MA students
When to use it	◗ Designing CSSP lectures which address the topic of social inclusion, integrating selected themes and tools in more traditional courses, and/or use for personal inspiration
Learning objectives— questions students should be able to respond to	◗ *CSSPs and Marginalized People:* What is the role of CSSPs in furthering the involvement of marginalized people? What are the opportunities and risks involved? ◗ *CSSPs and Gender Equality:* How do CSSPs try to help achieve gender equality and empower women? What are the risks involved in using CSSPs for enhancing gender equality and what are the different perspectives that CSSP managers might need to consider?
Teaching resources	◗ *Videos:* Create awareness and capture students' attention ◗ *Case studies:* Allow students to consider the complexity that unfolds in a concrete CSSP setting ◗ *Academic readings:* Provide students with a theoretical foundation that helps them explain phenomena and understand relationships and connections ◗ *Practical readings:* Provide best practices, numbers, and illustrations ◗ *Exercises and teaching innovations:* Make lectures interactive and tangible for students by providing them with the opportunity of a lived experience

Table 2. Suggestions for Using the Teaching Toolbox.

CSSPs and Marginalized People

TERMINOLOGY:

With the term 'Marginalized People' we relate to groups and communities who are disadvantaged – politically, socially, economically, institutionally, and/or culturally. These disadvantages deprive them of equal and equitable access to socioeconomic resources. Some teaching materials provided in this module pay particular attention to Indigenous Peoples who are perceived as 'distinct' based on their culture, economy, and their special attachment to and historical continuity with the lands they have traditionally used or occupied. Alternative terms include First Nations/Peoples, Aboriginal, and Native Americans (see Murphy and Arenas, 2010 for a deeper discussion).

ACADEMIC READINGS:

◗ Inclusion through bilateral partnerships: The article by Murphy and Arenas (2010, 19 pages) proposes a theoretical framework for cross-cultural bridge building between businesses and marginalized stakeholders through CSSPs. The article can be used in combination with the Cameco case introduced below.

◗ Inclusion through large-scale multi-stakeholder partnerships: Focusing on socially and economically deprived urban communities, Cornelius and Wallace (2010, 14 p.) explore the ability of CSSPs to generate goods that enhance the quality-of-life of such communities. Complementary articles by Waddell (2003, 16 p.) and Waddell et al. (2015, 26 p.) address the topic of large systems change and the role of inclusive action networks that operate on the basis of shared power.

CASES AND EXERCISES:

◗ The Cameco case study (2015, 10 p.) confronts the reader with the key decisions that the director of corporate responsibility at Cameco Corporation, a global uranium mining company, has to embrace: Should Cameco engage in formal negotiations with a remote First Nations community in order to create a joint partnership, and if so, how?

◗ The Great Bear Rainforest Story case study (2010, 21 p.) documents the controversial forestry activities in British Columbia's rainforest. The conflict eventually leads to a successful collaboration between forest companies, the provincial government, First Nations, and environmental groups. This case provides students with the opportunity to reflect on the lessons learned, with a particular focus on the rights of indigenous and marginalized people.

◗ Collaborating with marginalized people requires reconsidering our basic and often hidden assumptions. To address common prejudices involved, see the teaching innovation by Sid Saleh on pp. 54-55.

MARGINALIZED *People*

'CSSPs and Marginalized People' involves guiding questions and key concepts on:

◗ What is the role of CSSPs in furthering the involvement of marginalized people? What are the opportunities and risks?

◗ How do bilateral versus multi-stakeholder CSSPs tend to differ in their approach towards including marginalized people?

◗ What can we learn from greater involvement of marginalized people for enhancing our collaborative capacities?

Gender EQUALITY

'CSSPs and Gender Equality' involves guiding questions and key concepts on:

How do CSSPs try to help achieve gender equality and empower women and girls?

What are the risks involved in using CSSPs for enhancing gender equality?

What are the different perspectives that CSSP managers might need to consider when working toward empowering women and girls through partnership initiatives?

CSSPs and Gender Equality

VIDEO:

▶ The *animated video* by UN Women (2.05 minutes) outlines the key targets of SDG 5 ('Achieve gender equality and empower all women and girls') and how it serves as a precondition for achieving many other goals.

ACADEMIC READINGS:

▶ Background: Kilgour (2012, 30 p.) informs about the beginning of gender discussions in the business and UN community and highlights that they were long absent in the agenda of the UN Global Compact learning network. The author suggests several explanations, including the Global Compact's focus on the business case. For understanding the limitations involved in the business case argument, the students can also read Roberts (2015, 23 p.). Subsequently, they may analyze *The Women's Empowerment Principles* introduced by *UN Women* and the *UN Global Compact*, and discuss how these principles respond to Kilgour's requests.

▶ Partnership landscape: Prügl and True (2014, 32 p.) examine four gender equality partnerships, asking what that businesses and their public partners do in order to advance gender equality and what the implications are for public and private relationships and for feminist agendas. Analyzing UN-business partnerships, Bexell (2012, 20 p.) argues that CSSPs for women's empowerment may improve individual women's economic situation in the short term, but do not challenge the gendered structures of the global economy.

▶ Embeddedness: Prieto-Carron (2008, 13 p.) can be used to illustrate the situation of women in global supply chains. The article reviews the academic literature on women workers from a feminist interdisciplinary perspective, covering also the role of related corporate codes of conduct. This article can be combined with the HERProject case study (see below).

PRACTICAL READINGS AND CASES:

▶ Gender impact of Public-Private Partnerships (PPPs): The International Finance Corporation (2012) analyzes how PPPs may impact gender issues. The report provides various short case studies that the students could present in class, and recommends PPP life cycle mechanisms for the benefit of women and girls. In addition, a report of PPPs and educational reforms in Pakistan by Bano (2008) can serve as a practical illustration for students to analyze the drawbacks if PPPs remain ad hoc and thus have little systemic impact in addressing fundamental challenges of access, quality, or equity.

▶ An in-depth example: The case study on the HERProject (i.e. Health Enables Returns) (Ditlefsen et al., 2016, 14 p.) chronicles Levi Strauss's and BSR's implementation of a program to empower low-income women working in global supply chains, with a specific focus on the opportunities and challenges of scaling-up the program's impact.

▶ Teaching gender issues: Learn more about four main lessons on teaching gender issues in the CSSP context and a critical reflection by Lauren McCarthy on pp. 58-61.

Global Overview

143 out of 195 countries
guarantee equality between women and men in their constitutions as of 2014

YET, DISCRIMINATION AGAINST WOMEN PERSISTS IN MANY AREAS, DIRECTLY AND INDIRECTLY, THROUGH:

laws and policies | gender-based stereotypes | social norms and practices

Gender equality before the law does not necessarily mean that women in practice have equal opportunities

Source: Infographic by UN Women

Conclusion

With this teaching toolbox we hope to provide an inspiring starting point for fostering considerations of social inclusion and alignment with the SDGs in CSSP teaching and training curricula. Resources on topics such as working with marginalized people and gender equality are still scarce, yet, the more we read about these topics, the more we felt that they relate to, and often challenge, the core values and mental models underlying CSSPs and

their sustainability strategies. We thank the ARSP community for their valuable input and support for creating this toolbox and look forward to continuing the dialogue. Please connect and share with us your teaching innovations or resources that would help make the students' CSSP learning journeys exciting and insightful by contacting *leastadtler(at)web.de* and/or *adriane.macdonald(at) uleth.ca*. | A·R·S·P |

Reference	Type	Focus
CSSPs and Marginalized People		
Murphy, M., & Arenas, D. 2010. *Through indigenous lenses: Cross-sector collaborations with fringe stakeholders.* Journal of Business Ethics, 94(1), 103-121.	Article	Ability of partnerships to generate goods that enhance the quality-of-life of socially and economically deprived urban communities
Cornelius, N., & Wallace, J. 2010. *Cross-sector partnerships: City regeneration and social justice.* Journal of Business Ethics, 94(1), 71-84.	Article	Cross-cultural bridge building between businesses and marginalized stakeholders
Waddell, S. 2003. *Global action networks.* Journal of Corporate Citizenship, 12, 27-42.	Article	Key characteristics of inclusive Global Action Networks and their relevance for businesses
Waddell, S., Waddock, S., Cornell, S., Dentoni, D., McLachlan, M., & Meszoely, G. 2015. *Large systems change: An emerging field of transformation and transitions.* Journal of Corporate Citizenship, 58, 5-30.	Article	Deep change processes in systems that engage a large number of people, institutions, and geographies
Moroz, P., Parker, S., & Gamble, E. 2015. Cameco Corporation: Partnering with aboriginal communities. Harvard Business Case, *W15210-PDF-ENG.*	Case Study & Notes	A mining company's engagement with a remote First Nations community
Tjornbo, O., Westley, F., & Riddell, D. 2010. The Great Bear Rainforest Story. Social Innovation Generation @ University of Waterloo, *Case Study No. 003.*	Case Study	Collaboration between forest companies, the provincial government, First Nations, and environmental groups

Reference	Type	Focus
CSSPs and Gender Equality		
Kilgour, M. A. 2012. *The Global Compact and gender inequality: A work in progress.* Business & Society, 52(1), 105-134.	Article	Issue of gender inequality in the United Nations' Global Compact learning network
Roberts, A. 2015. *The political economy of "Transnational Business Feminism."* International Feminist Journal of Politics, 17(2), 209-231.	Article	'Transnational business feminism' and the ignorance of historical and structural causes of poverty and gender-based inequality
Prügl, E., & True, J. 2014. *Equality means business? Governing gender through transnational public-private partnerships.* Review of International Political Economy, 21(6), 1137-1169.	Article	Evaluation of four initiatives involving businesses in advancing women's empowerment
Bexell, M. 2012. *Global governance, gains and gender: UN–business partnerships for women's empowerment.* International Feminist Journal of Politics, 14(3), 389-407.	Article	Analysis of three partnerships and the business influence on global governance gender policies
Prieto-Carrón, M. 2008. *Women workers, industrialization, global supply chains and corporate codes of conduct.* Journal of Business Ethics, 83(1), 5-17.	Article	Academic literature on women worker from a feminist interdisciplinary perspective
International Finance Corporation 2012. Gender Impact of Public Private Partnerships. Literature review synthesis report. Retrieved from *http://www.pidg.org/resource-library/results-monitoring/pidg-ifc-gender-impact-of-private-public.pdf*	Report	Current and potential gender impacts of PPP infrastructure projects
Bano, M. 2008. Public private partnerships (PPPs) as 'anchor' of educational reforms: Lessons from Pakistan. Retrieved from *http://unesdoc.unesco.org/images/0017/001780/178017e.pdf*	Report	Limitations of PPPs in addressing challenges of education access, quality, and equity
Ditlefsen, S., Georgieva, M., Remont, A.-C., Stadtler, L., & Probst, G. 2016. *Driving Change: One Factory at a Time?* Case Study (Ref. 716-0013-1) and Teaching Note (Ref. 716-0013-8), The Case Centre, London.	Case Study & Notes	Implementation of a CSSP program to empower low-income women working in global supply chains

Table 3. Overview of References

Locked Faces[1] – A Creativity Exercise

Learning to Generate Creative Ideas That Are Compatible with Perceived Diversity Constraints

by Sid Saleh

Leeds School of Business, University of Colorado Boulder, Colorado, U.S. & Wageningen University, Wageningen, The Netherlands.

OBJECTIVE: When collaborating with marginalized stakeholders, we often anticipate that their constraints will hinder effective and efficient collaboration. This exercise seeks to convincingly demonstrate to students that perceived or imposed organizational, social, and other constraints can serve as useful catalysts of creativity[2]. The learning may help the students approach the involvement of marginalized stakeholders from a fresh perspective to avoid casting stakeholders' differences in a negative light, which may lead to tensions. This exercise is great for students and practitioners of any demographic population because everyone can draw a face. For best results, place this exercise at the beginning of a course or learning module.

MATERIALS & TIMING: This simple exercise requires two blank sheets of paper and a pencil for every student. Prepare a presentation slide or a print with an image of a simple lock and schedule about 20-30 minutes for implementing the exercise.

HOW IT WORKS: Hand out one sheet of blank paper to each student. Instruct them to: "Draw a face" and start tracking time. Do not provide any other instructions such as "You have ten minutes to do it." Students typically start asking clarifying questions such as: "What kind of face shall I draw? "The answer to all questions is the same: "Draw a face." Once students are done drawing this face,

their first face, collect their drawings and note how many minutes it took to complete this part of the exercise.

Now hand them a new sheet of blank paper. Show the lock image and instruct them to: "Draw a face again. But this time, you must use this lock in your drawing" and start tracking time. Once again, the answer to any student question is a repetition of the instruction. While students are drawing their second face, start preparing the debrief: scan their first face drawings. Note the variety of faces – some are elaborate faces, some are as simple as a circle with dots (i.e. a smiley) and yet others are animal, bird or object faces. Identify the most unusual drawings and the range of variation. When the students are done drawing their second face, collect their drawings and note how many minutes it took to complete this part of the exercise.

This exercise can be adapted to different contexts and tasks. For example, pick a city and ask participants to list all the activities they can do there during a visit. Then ask them to repeat the task and impose either a time constraint of three days or a budgetary constraint of $300. The key is to select a creative task and impose a constraint on how the task is to be performed.

DEBRIEF: Depending on class size, show as many of the first and second faces to the class (see Figure 3 for an illustration).

Figure 3. Pictures of two faces – before (above) and after (below) the imposition of a lock as a constraint.

Pictures courtesy of Katarzyna Jezierska-Krupa, who participated in "Putting Big Ideas into Practice", a TransFormation course held at Wageningen UR in October 2015.

You may then initiate a discussion of the effect of introducing a constraint into the creative process. The following questions facilitate the discussion:

> **(a)** How did you feel when I asked you to incorporate a lock in your face drawing?
> **(b)** Who thought: "what does a lock have to do with a face?"
> **(c)** Are the faces with locks less creative than those without locks?
> **(d)** Which of the two tasks took longer? Why?

Announce that the second task required as much as or less time than the first task. Emphasize that the introduction of a constraint did not burden the creative process. The constraint may have helped.

In a second step, you may discuss the links to involving marginalized stakeholders by asking: What similarities or differences do you see with situations that involve collaborating with (marginalized) stakeholders to whom we attribute constraints? If the discussion needs further guidance, you may ask the students to revisit questions (a)-(d) for this context. Overall, the experience provided through this exercise demonstrates the following:

1. When asked to perform a creative task such as solving a problem or producing a new idea, we assume we must have total autonomy to reach our full creative potential.
2. When facing constraints or new challenges (e.g., increased diversity), our initial reaction is that constraints restrict and hinder our creativity. Conversely, this exercise, and the research behind it, shows that constraints rather enhance creativity because, by limiting choices, constraints bring stakeholders together providing cohesion and minimizing the divide between those who are marginalized and those who are not.
3. This exercise helps students understand that there are different ways to perceive and react to constraints. In CSSPs in particular, we may collaborate with those who were trained in very different fields, those who come from different cultural backgrounds, those who belong to marginalized groups, or those of a different gender. We may easily perceive their different views as limiting. Rather, they may inspire more creativity as their diverse inputs add much needed richness to the creative process. |A·R·S·P|

References

[1] The Faces painting by artist Victor Nunes inspired this exercise.

[2] **Saleh, S.** 2015. Freedom From Freedom: The Beneficial Role of Constraints in Collaborative Creativity. Doctoral Dissertation. Available from: *http://gradworks.umi.com/37/04/3704802.html*

A·R·S·P   A·R·S·P

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Exercise
Analyzing the Landscape of Gender-Related CSSPs

OBJECTIVE: This exercise provides students with an overview of the different forms of gender-related CSSPs and helps them develop an understanding of how CSSPs build on the business, government, and/or civil-society sectors to empower women and trigger societal change. This exercise also promotes the discussion of limitations and challenges inherent in these CSSPs.

TARGET GROUP AND TIMING: The exercise fits well in courses on CSSPs, corporate social responsibility, gender and management, and sustainable supply chains in Master or MBA programs, with ideally not more than 24 students. With four groups, the exercise may take about 1.5 hours, with six groups about two hours.

PREPARATION: Form student groups with about four members at least one week before the lecture and assign each group one of the following (or other) CSSPs for women's empowerment. You may try to assign the CSSPs in a way that NGO, company, and UN-driven partnership initiatives are covered.

NGO-DRIVEN PARTNERSHIP INITIATIVES:
-The *HERProject* (BSR)
-The *Women in Factories China* Program (BSR)
-The *No Ceilings: The Full Participation Project* (The Clinton Foundation)

COMPANY-DRIVEN PARTNERSHIP INITIATIVES:
-The *Girleffect* (Nike Foundation)
-The *5BY20 Initiative* (The Coca Cola Company)
-The *Women's Economic Empowerment Project Partnership* (Walmart Foundation)
-*Cisco Networking Academy Program* (Cisco)

GLOBAL AND UN PARTNERSHIP INITIATIVES:
-*HeforShe* (UN Women)
-The *SPRING Accelerator Partnership* (founded by DFID, the Nike Foundation, and USAID)
- The *Win-Win Coalition* (Cross-Sector Network)
-The *Millennium Villages Project* (UNDP)

Ask the students to read Bexell (2012)[1] as a theoretical foundation and prepare a 10 minutes presentation of their CSSP (i.e. using PowerPoint or Prezi for option A – see below – or designing a poster for option B). Student analysis should address the following guiding questions:
- How does the partnership seek to empower women?
- What roles do the different partners take in implementing the partnership?
- Based on Bexell (2012), where do you see possible constraints in the way the CSSP promotes gender equality?

PRESENTATIONS AND DEBRIEF: After a short introduction (10 minutes, including the video of *UN Women,* p. 52), the student groups present their CSSP analysis (10 minutes presentation and a few minutes for clarification questions). You may either choose to let the groups present with PowerPoint or Prezi support in front of the class (option A) or, alternatively, hang the groups' posters at different corners in the room and form "walking groups" that have one representative of each CSSP group (option B). Each walking group starts at a different poster and it is up to the respective group member who was involved in the CSSP analysis to explain the poster and underlying CSSP analysis. After 10-12 minutes, give a sign that the walking groups need to move on to the next poster. The groups need to stop at each poster so that each of the members has presented once.
The subsequent debrief (10 minutes) may be used to identify the similarities and differences among the CSSPs regarding (1) how they seek to empower women, (2) how they combine the different partners' strengths, and (3) insights into the CSSPs' effectiveness and typical constraints. |A·R·S·P|

INSIDER TIPS:
- To help with time management consider using an online tool such as this *stopwatch*. During Option B (poster presentations) the instructor can run the stopwatch on the classroom projector. At the end of 10-12 minutes the stopwatch alarm will sound signaling to students that it is time to move to the next poster. Other options for time management include an alarm on your mobile phone or a whistle.
- For students who are not familiar with the topic of gender inequality it is advisable that the instructor allocate lecture time to introduce and discuss the Bexell (2012) article prior to the session.

The subsequent debrief may be used to identify the similarities and differences among the CSSPs regarding how they seek to empower women, how they combine the different partners' strengths, and insights into the CSSPs' effectiveness and typical constraints.

References

[1] **Bexell, M. 2012.** Global governance, gains and gender: UN–business partnerships for women's empowerment. International Feminist Journal of Politics, 14(3), 389-407. This article uses the *UN Global Compact Women's Empowerment Principles*, the *World Bank's Global Private Sector Leaders Forum*, and *The Coalition for Adolescent Girls* as illustrative case examples. We therefore did not include these CSSPs in the list for the groups.
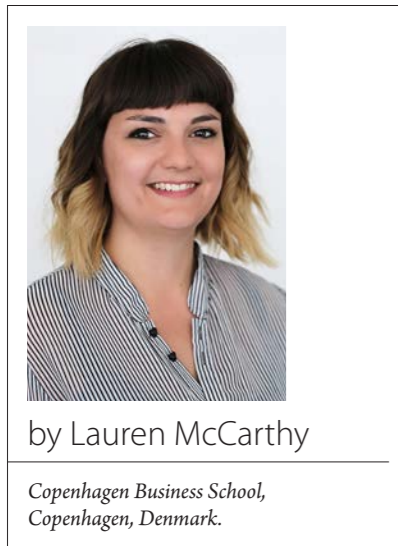
by Lauren McCarthy

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Provoking Discussion: Teaching Gender, Corporate Social Responsibility, and CSSPs

Ever been in a particularly heated conversation with friends about gender or women's rights? Gender as a topic has gathered a resurgence in popular interest over the last few years, but hasn't lost its capacity for provoking debate, emotions or frustrations. Focusing on gender in the context of corporate social responsibility and CSSPs is no different, although the challenges of addressing deep-rooted inequalities, often in developing countries, perhaps add even more cross-cultural complications and controversies. And the number of businesses engaging in gender as a social agenda item continues to rise. Many of those engage in CSSPs alongside NGOs, governments, and international aid agencies as the means of 'empowering women' – making gender, corporate social responsibility, and CSSPs interesting and timely teaching topics.

At Copenhagen Business School I teach and research on gender and the many ways businesses shape men and women's experiences of work, in different contexts. Sometimes classes go fantastically, and students are engaged, thoughtful and leave class thinking about issues that we often take for granted. Other times, however, it can be challenging to avoid spirals of opinion-giving or arguments. As I prepared teaching for fall 2016, I decided to contact my colleagues around the world to see what their reflections were on teaching this area. Here are our four key points and their implications for teaching gender and CSSP:

(1) Framing

Framing is a key skill for introducing any topic that may be political or sensitive to new audiences. Some of my colleagues argued for teaching gender in the context of corporate social responsibility as a standalone topic (e.g. using case studies of gender-focused CSSPs such as **Co-ca-Cola's 5by20** initiative). Others argued for making the focus on a specific topic gender-sensitive, or inclusive of gender (e.g. incorporating gender dimensions into discussions of poverty reduction, health, and environment, such as discussing the role of women in **climate change leadership**).

> Most people… see the institutions and other people as the ones with problems and so the issue I face is trying to encourage them to internalize the issues and really reflect on their role in different corporate responsibility issues, including gender.
> **Krista Bondy, The University of Bath, U.K.**

For example, Krista Bondy uses roleplays, scenarios, and dilemmas which encourage students to take different viewpoints and can help understand the tacit parts of discrimination and its embeddedness in social systems and traditions. This is particularly important for students learning about CSSP since often partnerships occur across geographic and cultural divides.

Framing gender as a business opportunity, or a development need, is also a strong tactic, although a business case alone can be problematic.

Starting with hard-to-dispute facts, such as the **gender pay-gap** or occupational segregation can also be a good way to initiate discussion (see e.g. Walmart's **Women's Economic Empowerment Project Partnership** as a CSSP example). Framing gender as a business opportunity, or a development need, is also a strong tactic, although a business case alone can be problematic:

I find that teaching about corporate social responsibility in my context – Arab Middle East – has promise when framed as a tool for development and more specifically gender development. One tricky aspect, however, is to share basic economic arguments as to why investing in gender initiatives is good for business and good for economic development without leading students to think that the only reason to do this is economic and not for promoting basic human rights and equity. I guess the trick is to figure out how to promote the gendering of corporate responsibility – against the backdrop of liberal market economics – without implicitly reinforcing the subjugation of women.
Charlotte Karam, American University of Beirut, Lebanon

This reflection is especially important because so many approaches to gender inequality involve the formation of CSSP founded on a business case (see Teaching Innovation on pp. 56-57), yet evidence suggests that a business case alone does not suffice (see the articles provided on p. 53) either in the achievement of equality, or in the long-term functioning of a partnership.

(2) Multicultural Perspectives

Whilst gender inequality continues to pervade all countries across the globe, it does vary in forms, and certainly in solutions. Teaching gender and CSSP can be challenging since we as teachers may face very variable viewpoints in the classroom, and gender theories challenge deeply held, naturalized views on what it is to be a man or a woman which vary enormously across cultures. Importantly, there is no 'right' or 'wrong' interpretation of gender:

> Given also that it was a wonderfully multi-cultural class I was very mindful to not be prescriptive of what should happen in developing worlds and certainly steered clear of the 'West is Best' ideology.
> **Lucy McCarthy, Queen's University, Belfast, U.K.**

I was happily surprised to see a growing interest from international students on the issue of gender…. However, I found particularly challenging overcoming their understanding of gender as a sex category. When discussing what they mean by gender, they would say: gender is being a man or a woman, male or female. Making them read recent papers on gender in organizations (e.g. works of Silvia Gherardi) was quite disastrous. I am not sure whether it was the language skills they lacked, or a more cultural difficulty that they encountered, but it seemed that the concept of 'doing our gender' could not pass through.
Lara Pecis, Warwick Business School, Coventry, U.K.

Therefore reflecting on our audience's background to select diverse examples of gender corporate responsibility and CSSP cases, authors, and theory (pp. 56-57) may help overcome difficulties in talking across cultures.

Diversity of authors in reading lists, examples used in class, and in case studies (see tweets on **#inclusivesyllabus** for more on this) was raised as an important issue by a number of colleagues. One challenge can be ensuring a diversity of cases on gender outside of the North American white feminist experience, whilst not overloading students with reading. Understanding that the social construction of gender varies from culture to culture, place to place, but is something that can be changed, is an important insight for students who are likely to go on to work in, or with, diverse places and people. Different theories of gender also offer very different ideals on how to tackle gender inequalities in business and partnerships. A critical approach to CSSP

> ## One challenge can be ensuring a diversity of cases on gender outside of the North American white feminist experience.

and gender will help foster innovation and questioning. Further, as teacher-researchers we ourselves can do much more to champion the diversity of cases on Gender and CSSP through our writing, co-authorship, and editorial duties.

(3) Positioning Social Change in Historical Context

For some students, gender inequality is something of the past or only effecting 'developing countries.' As well as teaching how this is not the case, my colleagues reflected on the need to:

> Weave historical and contemporary data and perspectives on gender, especially in the context of [some] students' belief that progress towards equality or more enlightened social organization of work and management is a) inevitable and b) either happening without challenge or happened.
> **Scott Taylor, The University of Birmingham, U.K.**

In teaching gender and cross-sector competencies it is thus useful to stress how gender is interwoven into culture's historical and social context. For example, questioning 'natural' assumptions about gender is illustrated by pointing out that whilst we now think of pink as a 'girl's color', it was in the 1800s more commonly seen on boys. Examples such as these, and using artworks and vintage adverts, are particularly useful for stressing that gender is socially constructed and varies over time (see Photo 1). This means that students must challenge their assumptions about gender when they work with CSSPs. Simple tasks, such as doing a Google image search of 'farmer', reveal the vast majority of images as men. Yet we know from **research** that in many countries women perform up to 70 per cent of agricultural work but lack equal opportunities to thrive given long-standing assumptions about women and men's roles. CSSP design and implementation should challenge these taken-for-granted 'truths'.

(4) Being a 'Feminist' Teacher

Whether you want to call yourself a feminist or not, when teaching gender in any context labeling happens.

Illustration 1. Gender being interwoven into culture's historical and social context.

For myself, I sometimes struggle with trying to remain open to different viewpoints, whilst wishing to maintain my own values. All colleagues have found this difficult, either with assumptions made by students in the classroom, or by colleagues at work:

> It's challenging being labelled as feminist (as well as 'tree hugger' actually!) in a negative way by colleagues (although I'd always ask what's wrong with being a feminist?) and being told to avoid such sensitive topics or teach them around tools/managerial skills.
> **Anne Touboulic, Cardiff University, U.K.**

Overall, applying gender-sensitive teaching convincingly is not just a question of discussing gender-issues related CSSP. Rather it is a broader question of stimulating reflection and mindfulness in our interactions with

> ## In teaching gender and cross-sector competencies it is thus useful to stress how gender is interwoven into culture's historical and social context.

students and colleagues. This increased mindfulness is reflected, for example, in the practical examples we give and the language we choose, for instance avoiding 'masculinist sporting analogies and images of business men alone' (Laura Spence, Royal Holloway, University of London, U.K.). **Feminist thought** has also highlighted the benefits of pursuing collaboration, cooperation, democracy, and a slower approach to business – all of which could be beneficial to CSSP management.

Teaching on gender-related issues – an important, challenging, and dynamic topic – is always lots of fun. My main lesson is that when we use examples and cases that range across the world and include many different people and situations, our students are better informed to thoughtfully contribute to a more inclusive environment where corporate responsibility and social partnership approaches can flourish. This involves designing, managing, and leading approaches to CSSP which question assumptions about gender in order to leverage inclusive practices, innovative solutions, and diverse viewpoints. | A·R·S·P |

Thanks to:

by Özgü Karakulak

University of Geneva, Geneva, Switzerland.

A book review for CSSP teaching inspiration

The Collaboratory: A Co-Creative Stakeholder Engagement Process for Solving Complex Problems

T he Collaboratory[1], edited by Katrin Muff from Lausanne Business School, is a handbook for scholars and practitioners that provides inspiration for collectively solving complex societal problems and empowering "ordinary people to make a difference in the world" (p. 2). The idea of the collaboratory (i.e. a fusion of 'collaboration' and 'laboratory') emerged in the context of a *50+20 visioning exercise*[2] and relates to a space in which collaborative innovations can be explored and nurtured. The goal is to provide an "inclusive learning environment where action learning and action research meet and where the formal separation of knowledge production and knowledge transfer dissolves" (p. 12).

Based on 24 contributions from different authors, the book first introduces the collaboratory concept and explains the various processes involved, including embracing a transformative journey, facilitating a collaborative space, inviting stakeholders to engage, stepping into the emerging future, and building cooperative capacity for generative action. Building on the collaboratory's many facets, the book presents examples in which various companies, institutions or movements formed collaboratories around specific problems. The examples demonstrate that the collaboratory approach can and has been used in different settings to trigger discussion amongst different stakeholders and empower them to take actions.

For ARSP readers, the collaboratory approach is of particular interest as it highlights that learning is an integral part of collectively solving complex societal issues. It offers an inclusive tool to integrate stakeholders in a facilitated space that provides them an open platform to voice their ideas and helps anticipate and address potential conflicts. In the following, I will elaborate on Chapter 15 as it devel-

The authors used the collaboratory approach to discuss three issues related to complex societal problems: climate friendly food, promoting the use of bicycles, and using tap water in the St. Gallen area. Initiatives on these types of topics can be considered as small-scale versions of CSSP efforts which can lay the ground for larger ones, such as the *Global Water Partnership* and the *Global*

	Objectives	Stages	Material and Equipment
Collaboratory-1	◗ understand the issue/ challenge/problem ◗ create a group process ◗ develop a vision for what happens when the problem is solved ◗ develop ideas to make concrete steps for the solution of the problem ◗ produce prototype ideas	1. set-up of the room 2. introduction (lecturer and coordinators, 15-25 minutes) 3. downloading (all participants, 60-75 minutes) 4. visioning (all participants, 30-40 minutes) 5. harvesting (small groups, 30-40 minutes) 6. wrap up (lecturer, 5-10 minutes)	◗ a room in which chairs can be arranged flexibly ◗ 5-6 flipcharts ◗ a talking stick, talking stone or microphone ◗ support materials (visuals, short film etc.)
Collaboratory-2	◗ start with the ideas created in the collaboratory-1 ◗ create an action plan ◗ involve experts who can realize the plans	1. preparation (students and lecturer) 2. set-up of the room (students) 3. introduction (coordinators, 20 minutes) 4. group work to determine the main ideas (group leaders, 45 minutes) 5. selection of ideas (coordinators and group leaders, 30 minutes) 6. creation of action plans (group leaders, 40 minutes) 7. presentation of the outcomes (coordinators and group leaders, 30 minutes)	◗ a room in which chairs can be arranged flexibly ◗ 5/6 flipcharts

Table 4. Applying the 'Collaboratory' Approach in Classrooms or Trainings.

ops a step-by-step guide for how instructors can use this tool to empower their students or participants to discuss solutions to wicked problems in the classroom or training context. Specifically, Thomas Dyllick and Katrin Muff describe their experience with applying the collaboratory method in the Master course *"Strategies for Sustainable Development"* at the University of St. Gallen[3] (see Table 4 for an overview of the exercise design).

Partnership for Climate, Fisheries, and Aquaculture. The lecturers divided the class of 50 students into three groups of similar size and assigned each group one of the topics. Group size plays a significant role for the quality and inclusiveness of discussions. Following an introductory session in which invited experts discussed issue-related opportunities and challenges with the students, each student group then had to prepare, facilitate,

and evaluate two (three-hour) collaboratories on a specific topic. The students also had to identify and invite critical stakeholders to the two collaboratory sessions, which followed the subsequent approach:

The objectives of the first collaboratory session are (1) to develop a better understanding of the issue at hand and the different stakeholder perspectives, (2) to engage in collective visioning, and (3) to develop "prototype" ideas for the second collaboratory. The session is structured in six stages: set-up, introduction, downloading, visioning, harvesting, and summary (see Table 4 for stages and timing). The set-up includes room preparation for enabling active discussion. About six chairs should be placed in the center of the room for the experts and students, with one empty chair so that individuals who have a comment on the issue can take a seat in the inner circle. Around this circle, two other circles should be placed, with gaps between every four or five chairs for the participants to pass into the inner circles. A "talking stick" or stone should be placed in the inner circle, and flipcharts and colored pens should be available to everyone. Visual materials (e.g. posters, short films, or pictures illustrating the problem) are also recommended to trigger discussion.

The session starts with an introduction to the topic by the lecturer and the student group ('coordinators'). Subsequently, the experts in the inner circle present, document, and compare their perspectives. The participants in the outer circles are then invited to join the discussion with further insights, questions, and ideas. In the fourth stage, the lecturer guides a visioning exercise in which the participants are encouraged to move from the past to the future. It starts with individual reflection before the visions and images of all participants are shared. The coordinators document them on flipcharts. In the harvesting stage, the participants split into groups of about eight members to discuss the developed visions, with each group being led by one team member and an additional team member taking notes. The focus is on discussing and documenting ideas in response to the question: "What can the different stakeholders, including the students, do concretely in the next three months to work decisively and effectively towards the ideal vision?" (p. 141). The first collaboratory closes with a short wrap-up.

The aim of the second collaboratory is to turn the prototyped ideas of the first collaboratory into specific action plans. The preparation, set-up, and introduction stages are similar to the first collaboratory. The participants are then split into groups of eight members to identify the five most relevant ideas and prepare their presentation to all participants (45 minutes). After a 15 minutes break, the group leaders present these ideas in the plenary, with each group presentation being followed by a plenary vote to select the top three ideas. In the last stage of the collaboratory, the participants return to their groups and develop an action plan for the three selected ideas. The session closes with the group leaders presenting these plans in the plenary.

Such collaboratory sessions can be used as an experimental learning experience in courses related to stakeholder management, CSSPs, and corporate social responsibility, as well as in practical training programs for project managers. Based on their classroom experience, Thomas Dyllick and Katrin Muff conclude that for collaboratory sessions to trigger creativity, they need to be open, flexible, and extremely well prepared. On these conditions, the collaboratory exercise can help prepare students and participants for the reality of CSSPs, including the challenge of collaborating with diverse stakeholders and unleashing their creative potential in an actionable, solution-oriented way.

Although the book makes convincing arguments on the method's usefulness and effectiveness, it would be great to learn more about detailed examples of the outcomes of the real-world collaboratories. Furthermore, there might still be a long way from idea generation to implementation. Overall, however, the inspiring idea of collaboratory opens up a new horizon for embracing inclusive problem-solving. The book provides the reader with a practical and interesting tool that helps empower practitioners and students to engage in and develop solutions to global challenges. | A·R·S·P |

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[1] **Muff, K. (Ed.). 2014.** The collaboratory: A co-creative stakeholder engagement process for solving complex problems. Sheffield: Greenleaf Publishing. 300 pages.

[2] ***50+20*** is a collaborative effort of three organizations – WBSCSB, PRME, and GRLI – with the aim to learn of new ways and opportunities for management education to transform and reinvent itself.

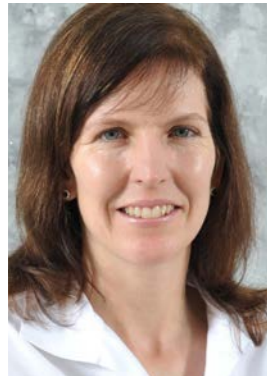[3] **Dyllick, T. & Muff, K. 2014.** Students leading collaboratories. In Muff, K. (Ed.). The collaboratory: A co-creative stakeholder engagement process for solving complex problems. Sheffield: Greenleaf Publishing, pp. 134-149.

RESEARCH
SECTION

ARSP ARSP

by Cheryl Martens

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Adapting our Methods and Models

O n April 16th, 2016, in a space of a single minute, hundreds of thousands of people lost their homes, remove and close to 700 people lost their lives and social networks became abuzz in search of thousands still missing. An earthquake measuring 7.8 on the Richter scale struck the coastal region of Ecuador, the impact of which was felt across the country. Public organizations, the private sector and civil society within Latin America and beyond, from China and Japan, to Russia and the U.S. have joined relief efforts. These complex responses are particularly challenging given the fluidity with which stakeholders may enter and exit partnerships. Hence, the speed and ways in which private, public and the non-profit sectors come together in extraordinary, and sometimes unlikely, partnerships in turbulent environments, are important for researchers to understand. It is imperative that social partnership research widen its gaze, putting to the test the adaptability of its models and methods to respond to the scale of many of the natural and human-made disasters, which are causing irreparable physical and psychological damage and massive displacement. The work presented in this section builds on the ARSP´s long history of presenting cutting edge approaches to partnership research to challenge current assumptions and expand our insights on CSPs. This year we divide our section in two parts. The first part focuses on methodologies for partnership research including a partnership case study from Ethiopia.

Greetje Schouten's article picks up on the recent trend of action research approaches in the field of CSPs by reflecting on her discussions with four action research experts. She highlights the great potential of action research to instigate change, as partners become implicated and engaged in finding solutions to their own questions and issues. Lauren McCarthy's contribution focuses on the use of participative video as an innovative research method to rethink gender in CSPs that can provide opportunities for participants to voice and frame their own perspectives. In the final contribution, Yacob Mulugetta presents an innovative case study of Ethiopia, where the University College London, the Ethiopian Development Research Institute, the University of Reading, and Quantum Global Research Lab are working in partnership to foster green growth strategies and re-think industrial policy in Ethiopia. The case study complements the participatory methods presented by Greetje and Lauren as it draws attention to the science-policy interface in partnerships, and how applied research is shaped by the policy landscape.

The second part, the ARSP Thought Gallery, contains three reflective contributions connecting CSP research to related scientific disciplines and identifying new trends. A poem by Edward Freeman, the father of stakeholder theory and a global thought leader in business ethics and strategic management opens the Thought Gallery section in an artistic style. He provides multi-layered, unconventional inspiration, through the medium of poetry, on the importance of the 'other' in collaboration. This is an original and rarely presented aesthetic understanding of one's theory and practice, connecting the professional with the personal. Together with his colleagues Carla Manno and Maggie Morse from the Darden School of Business, University of Virginia, he also co-authored a contribution fusing stakeholder theory with insights on multi-stakeholder partnerships. Unearthing values through direct conversation, exploring values and history, and embracing interdependence are their three critical processes demonstrating how stakeholder theory can facilitate overcoming the complexities of diverging values and goals between partners.

John Selsky, one of the pioneers of CSPs research, in the second contribution to the Thought Gallery section, turns the attention from value creation within partnerships (Freeman & colleagues) to the ecosystem level in which partnerships are embedded. He posits that CSPs should be created to deal with undermanaged cross-sectoral problems produced by environmental turbulence in local ecosystems. Going further, he suggests that partnerships in a turbulent environment should exist primarily to increase the ecosystem's capacity for positive action, including capacity for enabling its members to fulfill their purposes. He offers three specific options for doing so: designing new institutional arrangements, designing new institutions, and designing in and for social entrepreneurs.

The final contribution to the Thought Gallery comes from Ben Cashore, at Yale's *School of Forestry & Environmental Studies*, who reflects on his long-standing research pursuit of identifying "causal processes" through which CSPs must navigate if they are to nurture transformative change through "non-state market driven" (NSMD) governance, such as standards and certification. He presents four distinct pathways through which policy and behavioral change may be achieved – each associated with markedly different strategic implications, requiring CSPs to make tough choices, emphasizing the importance of moving from short-term to evidence-based approaches in our efforts to uncover promising pathways for change.

Where do we go from here? The approaches, cases, perspectives, and reflections offered need to be further developed and debated in terms of their impact and long-term outcomes. Given the complexities of partnerships and the necessity of integrating the views of a plurality of stakeholders in partnership arrangements, methods and tools that provide us with the possibility of understanding the context of the situation being examined are of particular relevance. Overcoming pitfalls, tradeoffs and dilemmas in and around partnerships requires new thinking and reiterates the need for cross-disciplinary, participatory and creative research.

Finally, we would like to acknowledge and are grateful for the sponsorship of this section by *The Partnerships Resource Centre* of Erasmus University, Rotterdam, an open centre for academics, practitioners and students to create, retrieve and share knowledge on cross-sector partnerships for sustainable development. | ARSP |

Research & Practice Collaboration Within & Across Networks

The Partnerships Resource Centre (PrC) is delighted to sponsor the ARSP Research Section. As a specialist partnership centre, we are built up as an independent, flexible learning network. This means we need to be part of a (virtual) network of professionals, academics and practitioners around the world who share and collect information on partnerships. The ARSP within the *CSSI Community* is such a network and being part of this community is essential for us to carry out our work.

Our work consists of academic and practitioner research, developing tools and knowledge-sharing protocols based on theory and practice and providing training on topics related to cross-sector partnerships for sustainable development. Our focus is enhancing cross-sector partnership scientific knowledge, thereby strengthening partnership practice. Developing a common language between theory and practice is central to this purpose and one of the shared aims between the ARSP and the PrC. We attend to this aim by encouraging action research as a key method in identifying solutions for wicked problems, maximizing CSSP's impact, hence developing systematic links between theory and practice.

One of the opportunities for interaction in *the CSSI Community* is the bi-annual CSSI Symposium. The PrC team attended the *CSSI2016* in Toronto. We were there with quite a few team members: Greetje Schouten presented two papers with co-authors Verena Bitzer and Domenico Dentoni. One paper explored multi-stakeholder initiatives and the challenge of wicked problems, and the other paper was about tensions in global multi-stakeholder partnerships and how they can lead to the formation of local competing organisations. Our Academic Director Rob van Tulder presented a paper on dealing with governance tensions in practice which he co-authored with Stella Pfisterer. Together with Salla Laassonen and Rianne van Asperen he also presented one of our flagship projects: *The Wicked Problem Plaza (WPP).*

The WPP functions as a 'pressure cooker' where stakeholders from all sectors come together to stimulate effective collaboration – working on a specific wicked problem at a time. The WPP enables vision-based dialogue techniques in a 'safe space' discussing dilemmas and moving participants from abstract problems to concrete solutions. The PrC welcomes engagement within its current and future research projects from the CSSI Community all over the world. Feel free to contact Training and Communications coordinator Anne Marike Lokhorst to discuss opportunities for interaction: *lokhorst (at) rsm.nl.* Follow us on Twitter: (at) RSM_PrC

by Greetje Schouten

Partnerships Resource Centre, Rotterdam School of Management, Erasmus University; Public Administration and Policy group, Wageningen University, the Netherlands.

Action Research: Learning From, With and Through Partnerships

Action research is on the rise in the field of cross-sector social partnerships. Many institutes involved in partnership research emphasize action research as an important part of their portfolio, including *the Partnership Brokers Association, the Partnerships Resource Centre, the Partnering Initiative* and *PPPLab.* Reason and Bradbury[1] define action research as "a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities". Within the broad field of action research there are a variety of different perspectives and ways of approaching the concept. These can be seen as a "family of practices", which have similar values and approaches to the empirical field; some examples include pragmatic action research, participatory action research, educational action research, participatory evaluation, and action science[2]. What can and what cannot be expected from this research approach? This is the question that this article seeks to answer. I have asked four selected action researchers – Dr. Luli Pesqueira, Leda Stott, Dr. Giel Ton, and Prof. Dr. Rob van

Tulder – all at different positions and in different phases of their career to inform us on the intricacies of action research, based on their rich experiences in the field of cross-sector social partnerships.

Action Research and Cross-Sector Social Partnerships

According to Leda Stott, Director of Learning at the Partnership Brokers Association, the tradition of action research in the field of cross-sector partnerships started in the mid-1990s when the literature on partnerships was dominated by practitioners: "There was not much academic interest in partnerships back then, so most of the research came from practitioners themselves". Action research differs from conventional research approaches in several ways: "One of the main differences is the way in which you learn. Action research means learning with and through other people not only from them", says Luli Pesqueira of the EGADE Business School in Mexico who used action research in her PhD research on the cooperation of the NGO Oxfam-Novib with the private sector[3]. The collaborative approach to learning fits very well with the idea behind cross-sector social partnerships in which collaboration between different spheres is seen as key to addressing complex societal problems. Rob van Tulder, Academic Director of the Partnerships Resource Centre in Rotterdam, points out another distinctive aspect of the approach: "Action research does not only document transition, but also instigates change in processes". The focus on societal transitions and change similarly resonates with the idea of cross-sector social partnerships.

> The collaborative approach to learning fits very well with the idea behind cross-sector social partnerships in which collaboration between different spheres is seen as key to addressing complex societal problems.

Instigating Change

There are different views on the role of the researcher in the process of change instigated by action research. Leda Stott has over ten years of experience with action research and is very explicit about her role as an agent of change: "I will never impose a certain solution, but I do ask critical questions. If you ask the right questions you can trigger change. However, partners in a partnership have to come up with solutions themselves". According to Luli Pesqueira action researchers are indeed facilitating a process, rather than imposing their views. However, she finds this is not always easy: "Sometimes you need to push your partners a little bit and at other moments you have to step back. There are no strict guidelines on how to do this, so you have to trust your intuition". For Rob van Tulder, however, action research also involves intervening in the research context by way of feeding scientific knowledge to practitioners and letting them use these insights in their daily work: "First you perform a zero measurement to know the situation before the intervention and then you document the change process that unfolds; a process partly instigated by your intervention and partly by the ongoing dynamics in a partnership". For Giel Ton[4] of the Agricultural Economic Institute (LEI) in The Hague action research is about solidarity with a specific marginalized group and its change process: "You contribute to this change process by means of research. That is the main difference between activism and action research". He does not consider the research method in itself as the defining aspect of action research, but emphasises the process and objectives of the research. Conventional research methods, like surveys or literature reviews, may well contribute to this process when the objective of this research is to better inform the strategies of marginalized groups.

Advantages of Conducting Action Research

Action research has several advantages in comparison to more conventional research approaches. For Rob van Tulder the value of action research lies in the fact that it delivers useful and actionable knowledge that can be reproduced in other contexts. According to Leda Stott, action research is a great method for producing case studies on cross-sector social partnerships, because it enables: 1. Understanding the context in which a partnership operates; 2. Exploring the varied views

Advantages of Action Research:
- Contributing to change processes
- Producing useful and actionable knowledge
- Transparent research processes
- Ability to capture complex social processes
- Building strong networks

and opinions of different partners and stakeholders; 3. An active engagement between 'the researcher' and 'the researched' in a cycle linking experience, reflection, learning and action; and, 4. The use of a wide range of qualitative and quantitative data collection methods[5].

Action research is just as or even more rigorous than conventional research approaches, says Leda Stott: "It is a more honest type of research, because you are much more transparent about your role as a researcher". Luli Pesqueira says: "When you read a scientific paper it often seems that the research took place under perfect conditions. The real research process is not often made transparent. Action research on the other hand promotes transparency. This helps to increase the validity of the research. Moreover, highlighting the dynamics that occurred during the research leads to more interesting stories. With action research you are able to capture the complexity and richness of social processes and interactions within partnerships".

Another advantage of action research is that it allows the researcher to build up relationships with practitioners and maintain those long after a research project ends. This is much more satisfying, according to Leda Stott. Giel Ton says that it is rewarding to contribute to something and not only to act as an outsider: "It is nice to be able to connect your political ideals to your research agenda".

Challenges

However, engaging in action research also presents several challenges. "When research agendas and political ideals become blended, this might influence the outcomes of your research", says Giel Ton. In action research

> Action research requires active engagement by the researcher in change processes, but it is equally important to remain critical and objective.

it is therefore very important to remain critical. Leda Stott says: "You may become seduced by certain points of view. It takes extra effort to stand back and reflect. I consult 'critical friends' in this process, particularly if I feel that I am too strongly identifying with a particular partner's point of view. As a researcher you have to be scrupulous". Rob van Tulder agrees: "As an action researcher you have to maintain a critical position: this poses a dilemma as to how far you are willing to follow the logic of one of the partners. Action research always needs to critically reflect on the issue at stake. Is the partnership really addressing a wicked problem? Is it really contributing to a more sustainable future?" For Giel Ton action researchers also have to critically assess the organisational form itself; is a partnership really necessary to address the issue? Moreover, action researchers also have to critically reflect on their own intervention logic.

Challenges of Action Research:
- Remaining critical and objective
- Flexible attitude of researcher is needed
- Critical perception of AR by the academic community
- Requires multiple outputs

Performing action research requires a flexible attitude. "As a researcher you are not able to control the research process. You have to accommodate to the needs and schedules of other people. On the one hand you need a

solid research plan, but on the other hand you have to be able to be very flexible", says Luli Pesqueira. Leda Stott finds that action research is more exhausting than other types of research, because you are more emotionally involved. Luli Pesqueira has a similar view and says: "You have to really commit yourself, which takes more of your energy and time. At the beginning people are very interested, but keeping them committed is difficult at times. Also, you have a bigger responsibility to come up with useful results. The pressure to deliver actionable knowledge is constantly there".

Another challenge of action research lies in the way it is perceived by the academic community. Leda Stott experiences that it is not taken as seriously as other research approaches. "The knowledge that you generate might be relevant to practitioners, but might not be relevant in academic terms and the other way around. Moreover, the way in which you develop knowledge might not be accepted in certain academic circles. The validity of the research is often questioned, because of an assumed bias", says Luli Pesqueira. Although action research often brings rich and relevant research outputs, it is often very hard to publish the results in the top academic journals, finds Rob van Tulder: "In your publication strategy you should therefore look at a variety of outlets. More conceptual or theoretical outputs and case studies can be published in academic journals. For practitioners, researchers can write more popularized outputs such as reports and booklets. Open source publications are another option; the research community can then decide whether the research is just and rigorous."

Linking Action Research to the Role of Science in Society

For Rob van Tulder, action research is part of a broader vision of the role of science in society. He therefore argues that action research needs to become a dominant research approach: "It is not only about the ways in which research projects are executed, but also about who performs the research. The Partnerships Resource Centre, for example, employs several practitioners that conduct part-time PhD research". He founded the centre on the conviction that solid action research requires a team over a longer period of time with diverging skills and intervention methods.

"Academics should use practitioner knowledge on partnerships and share academic knowledge with practitioners", states Leda Stott. Luli Pesqueira agrees: "Most people do not understand or do not have access to scientific articles. Researchers should feed their results back to society. Universities need to provide the conditions under which this is possible". For Giel Ton the future of action research lies in the combination of excellent scientific research, which is engaged with practitioners and delivers results that can be used in practice. | A·R·S·P |
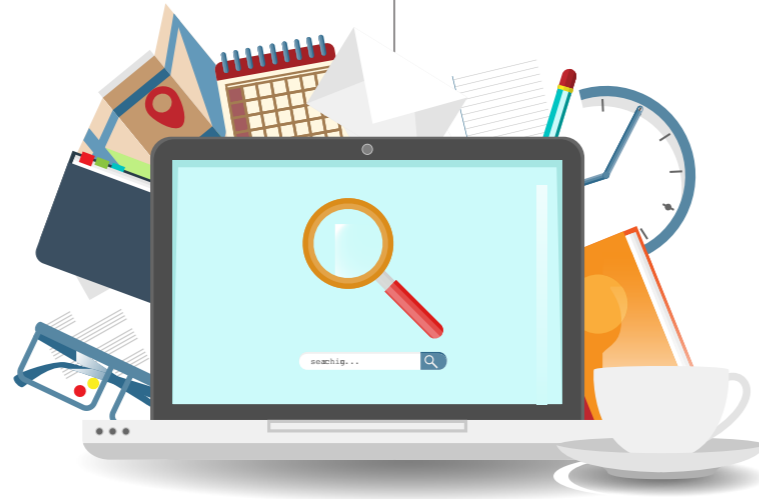
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by Lauren McCarthy

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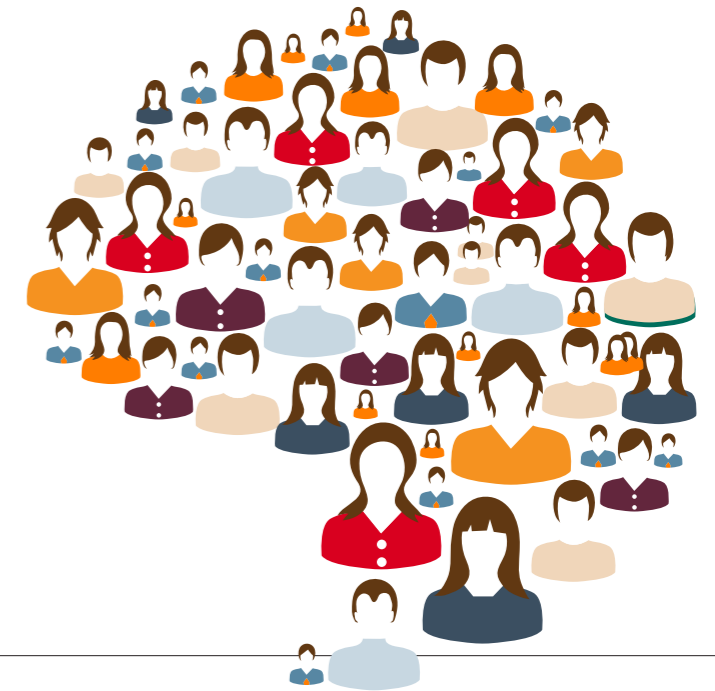
Innovative Research Methods for Rethinking Gender in CSPs

Background

Fairtrade, one of the most famous forms of CSP, usually includes smallholders forming cooperatives to sell products, and often includes NGOs, local community groups and researchers as partners. Fairtrade, however, has previously been slow to respond to gender equality issues[3], but is now innovating on how to best include women producers into the model. In the two case studies below we introduce different approaches to gender in CSPs, and the unique research methods used to get closer to women's experiences and thus help build stronger social partnerships. In particular, participatory visual research methods are growing in popularity and offer a number of benefits for partnership research – for producers, for businesses and for researchers.

Gender and women's empowerment has become a big issue within CSPs in recent years[1] (See pages 58-61). Yet designing research projects that have proven impact on improving the lives of women in supply chains can be challenging, especially in CSPs where understandings of 'gender' and 'equality' can differ culturally[2]. This article therefore explores innovative research methods suitable to get a clearer view on gender issues in CSPs.

Case 1: Remunerating Domestic Work in Nicaragua

Felicity Butler, conducting PhD research at Royal Holloway, The University of London, UK, has been researching three cooperatives in Nicaragua that produce coffee and sesame. The research investigates pioneering CSP initiatives that seek to put a monetary value on the (previously) unpaid domestic work women contribute to households and by proxy, to the production process of commodities such as coffee and sesame seed.

PHOTO: ARIEL FLORES

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One initiative is a joint project between The Body Shop International and its partner, Cooperativa Juan Francisco Paz Silva, a sesame producing cooperative. The aim is to first understand women's contribution to the production of sesame, including the unpaid domestic, and care work that is crucial for any form of production to survive[4]. Butler then developed a methodology for incorporating this value into the Fairtrade pricing structure. The funds generated by the additional unpaid work premium are put into the Anita-Maria Zunilda Women's Fund, a revolving loan fund accessible only to women in the community. So far, over 90 women in 8 groups have been engaged in small-scale income generating activities, either alone or in the groups[5].

Butler used a combination of participatory visual tools within the research, alongside the more usual focus groups and interviews, in order to capture a multiplicity of perspectives on women's work in the supply chain. One tool used is the Gender Action Learning System (GALS), which encourages producers to draw a 'gender tree' exploring their paid and unpaid work, ownership of assets, and decision-making capabilities in households[6]. Other tools Butler has experimented with are the 'River of Life' tool, which encourages participants to forecast future events and solutions to problems[7]. Oxfam Novib provides insightful *videos* to explore these tools in action.

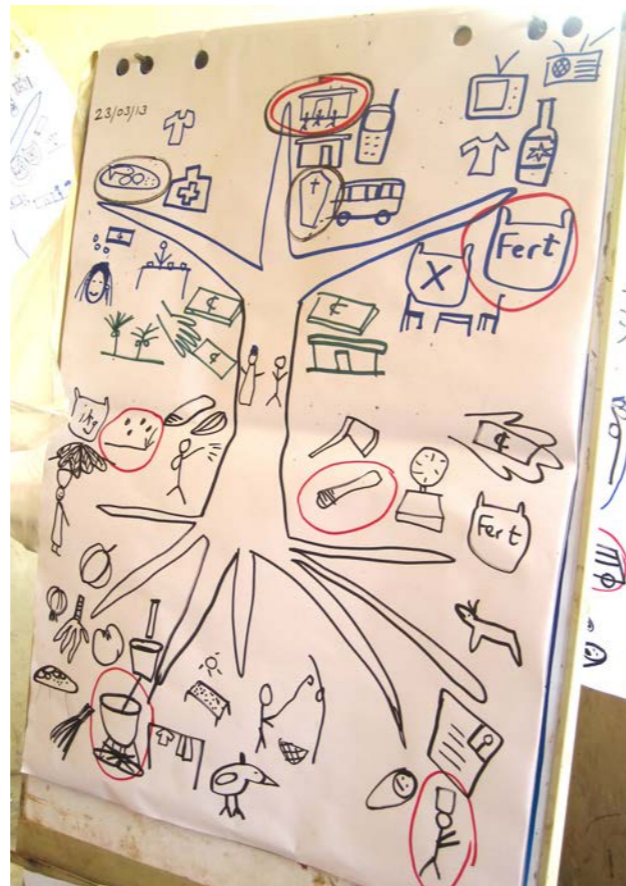Butler has also developed a Time Use Visualization Tool (TUVI), which is a visual instrument to stimulate discus-

sion and capture farmers' time use in a participatory way[8]. The tool can be used by participants or administered with the help of a researcher. The tool comes with a set of activity symbols which can be used to facilitate memory and prompt recall. Activity symbols can also be generated in a participatory way in a given cultural and social context. It allows participants:

- ◗ To recall recent activities
- ◗ To record time spent on paid and unpaid work
- ◗ To visualise simultaneous activities
- ◗ To visualise emotions related to these activities.

There are, of course, challenges when it comes to participatory visual methods. Butler suggests that the tools be used as part of an individual interview or plenary discussion if used in a workshop space, in order to collect verbal data alongside visual data. It is possible to use video recording or less intrusive synchronised audio-recording to capture the discussion.

Butler's analysis shows how the recognition of women's unpaid work in the price paid for sesame, coupled with other enabling factors, can have a positive impact on women's lives and for the organisations involved[9]. In relation to gender equality in CSPs this is important, since many studies have shown that women working in supply chains typically have less time for commerce, leisure or additional activities, such as CSR training, microfinance projects or empowerment initiatives. They are often working a 'triple shift' of paid, unpaid and household work. Therefore these dimensions need careful consideration when planning any kind of CSP activity involving women farmers and a visual tool such as TUVI, alongside others such as GALS, can help in this regard.

PHOTO: FAIRTRADE INTERNATIONAL

Case 2: Lights, Camera, Action! In Côte d'Ivoire

As the case above shows, Fairtrade continues to innovate and include producers themselves when it comes to CSP research. Many certified Fairtrade businesses work in partnership with NGOs or local community groups to ensure that the Fairtrade premium is well-spent. Furthermore, Fairtrade businesses often partner with larger certification bodies, such as the Fairtrade Foundation, in order to carry out evaluations. How then, are these partnerships finding new ways of assessing the impact of Fairtrade? How do the organisations keep innovating? And why are 25 women armed with video cameras making such a stir in Côte d'Ivoire?

Fairtrade International commissioned researchers from the Royal Tropical Institute (KIT), a research institute based in Amsterdam, to train 25 women from the ECOOKIM cooperative, near Daloa, in western Côte d'Ivoire, to use video cameras. Their goal was to capture the challenges and successes of Fairtrade farming for themselves. Since there was a high level of illiteracy amongst the women farmers, and a language barrier between the farmers and the researchers, the parties worked together to create a visual storyboard for the drama. In the final video the drama plays out alongside testimonies from the women. The final film *'Growing our Cocoa, Raising our Voices'* will be used as a training aid and generate conversations on gender issues with other cooperatives across Africa and beyond[10].

The approach highlights how for CSP practitioners and researchers, it is important to remember that producers are themselves partners within ethical trading partnerships. Tsitsi Choruma, Senior Advisor for Gender at Fairtrade International, explains that the process of making the film is "living women a voice, enables confidence building and strengthens their self-esteem and their ability to negotiate their rightful space in communities and Producer Organisations"[11].

For CSP practitioners and researchers, it is important to remember that producers are themselves partners within ethical trading partnerships.

Geke Kieft, researcher on the project, adds that participatory video "gives an inside perspective which is not shaped in advance by filmmakers or scriptwriters. The innovative method allows for creativity to flow which results in new visions and perspectives on the topic. This is an invaluable and unique contribution to research done by scientists or information from practitioners".

In particular, video-making is useful since the topic of

gender in a CSP context can be notoriously hard to access. Men and women may give socially-desirable answers, and in many short-term CSP research projects researchers struggle to build understanding on the cultural sensitivities around gender in a given context. Kieft adds, however, that:

> "Since film making requires time, trust and other methods other than interviewing (whether individually or through focus groups), it is more likely to give a more complete view on the actual situation, including the more difficult and less superficial issues."

Of course, innovative approaches adopted by KIT and Fairtrade, as well as Butler, involve challenges. Frustrations may arise as different participants want to achieve different levels of technological or artistic expertise, whilst others wish to 'star' in the resulting drama[12]. Others may shy away from drawing or being videoed, and need encouragement without imposition of answers. Partners who have some experience with working with producers in groups, and overseeing the organisation are crucial. These may be academics, NGO workers or consultants, or perhaps community members, but they are required to deal with issues of power and authorship as the project progresses. Ultimately, however, whilst visual participatory approaches require a lot of effort, the payoffs are rich, detailed data and a participatory process that includes all partners – including producers – in a creative response to CSP social dilemmas, such as gender inequality.

Whilst attention to gender in CSPs (and the media!) continues to increase, academics and practitioners need ways of understanding gender inequalities and inequities in partnerships which are often located in difficult locations. Innovative, fun and engaging methods such as those outlined here may be a useful tool for us to start this learning process and will continue to be honed over time. | ARSP |

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With thanks to:
Felicity Butler, Tessa Steenbergen-du Pre, Geke Kieft, Margriet Goris & Tsitsi Choruma.

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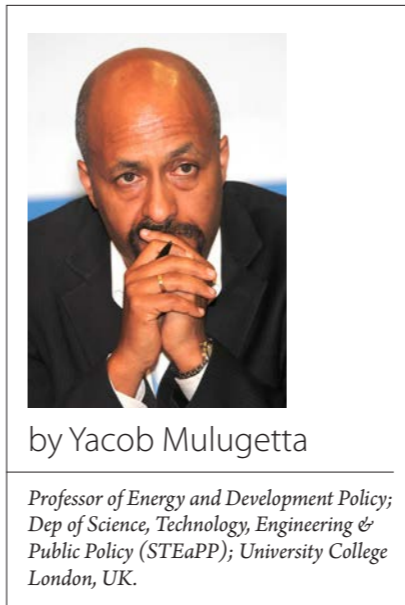
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University-Policy-Industry Partnerships: Towards Green Economy Strategies in Ethiopia

CDKN
Climate & Development Knowledge Network

Introduction

Ethiopia has pledged to become a zero net emissions economy by 2025, while achieving 12% to 15% GDP growth per year that would bring the country to a middle-income status. While decoupling carbon emissions from economic growth is generally challenging for states; achieving this objective is even more difficult for developing countries like Ethiopia with weak institutional and human capacity. Since the country launched its Climate Resilience Green Economy (CRGE) strategy in 2011, progress has been made to mainstream climate considerations into the agricultural and energy sector, but more can be done to integrate climate in the fast growing industrial sector.

This 20-month project funded the Climate and Development Knowledge Network (CDKN); an initiative that helps developing nations adapt to the consequences of climate change and build capacity for a low-carbon economy. The project aims to develop a better understanding of the interaction between emerging industrial policies and green economy strategies in Ethiopia with a view to supporting concrete policy reforms. The

project will build innovative measures to bring a green growth agenda to three key industrial sectors: leather, cement and garments.

Working Structure of the Partnership

The project is driven by the assumption that increased and improved dialogue among key stakeholders – namely the ministries of industry, environment and science and technology – as well as the private sector and civil society can lead to enhanced links between green growth strategies and industrial policy in Ethiopia. This way, the benefits, costs and uncertainties of greening industrial development can be explored and communicated, and broaden the 'solution space' beyond that of climate-specific considerations to the integration of socio-economic concerns and the protection of ecological systems.

The project partnership consists of the University College London (UK), the Ethiopian Development Research Institute (EDRI), the University of Reading (UK) and Quantum Global Research Lab (QGRL). The team also works closely with the Ministry of Industry, Ministry of Environment and Forestry, and Ministry of Science & Technology to ensure a meaningful buy-in by the national stakeholders. As an important arm of government research and an active partner of this project, EDRI is in a unique position to enable the team to reach a wide policy community.

The project has four inter-related strands as building blocks:

i) Analysis of industrialization experiences and pathways in Ethiopia against the backdrop of the green economy strategy;
ii) Development of a baseline of three manufacturing sub-sectors with the dual purpose of building an inventory of production and consumption data and assessing the current performance of the subsectors selected, relative to international practice;
iii) Survey of current innovation systems for (greening) industrial development in Ethiopia, and assess existing technical and knowledge gaps;
iv) Evaluation of existing governance systems, institutions and policies to explore opportunities for institutional innovation and policy learning.

Advancing the dialogue between the range of cross-sector stakeholders is critical to establish a widely shared agenda of leapfrogging towards climate friendly, resource efficient and socially just industrialization. This calls for a robust science-policy interface where public decision making is informed by technical knowledge, and where applied research is shaped by the policy landscape itself.

Potential Knowledge Outcomes of the Partnership

The research plan rests on three important short and medium-term inter-connected knowledge outcomes.

◗ Useful policy advice depends on a solid understanding of the state of knowledge as it relates to the industry clusters, technologies and processes. The research will contribute new knowledge to the sector by building a baseline for production and consumption flow for the three industry clusters, and compare their performance against best practice in comparable countries. This will support the Ethiopian policy and decision actors to streamline the national CRGE strategy into industrial policies and practices.

◗ This research will enhance the stakeholder dialogue associated with greening industrialization as part of the effort to co-produce knowledge between actors. This research will enhance the quality of this discourse among multiple stakeholders, starting from the initial workshop and various engagement events organized to stimulate discussion as well as help validate results obtained in the research.

◗ There is a critical gap in the human and institutional capacity in Ethiopia with regards to industrial policy, innovation and green growth governance. The research will contribute to strengthening the capacity of knowledge and policy institutions to generate, absorb and utilize high quality applied research.

Impacts of the Partnerships

For this purpose, the impacts of this project would be seen across four clusters, namely:

◗ The responsible government offices, particularly the Ministry of Industry, Ministry of Environment and Forestry, and Ministry of Science & Technology have already been engaged and will continue to play a major role in the project. The findings of the proposed research project can, therefore, be directly fed into the policy process and used to enrich the on-going process of aligning the industrial policy with green growth strategy.

◗ The private sector in the industry sector through their associations and particularly the case sector such as cement, textiles and leather are important stakeholders. They stand to benefit by a focused study that aims to understand their particular conditions, and help create opportunities through policies that are informed by science and technology. Mapping innovation and knowledge systems could also stimulate investment in strengthening the depth and quality of human capital that can be mobilized to respond to the technical challenges and policy demands.

◗ The theoretical and empirical research on linking industrial development with the green economy principles will have a positive research impact in terms of evidence-based research and research process. How the experience in the Ethiopian context can be translated to other countries will also be of interest, as would be the drivers and barriers for an integrated approach and the nature of the national innovation system to effect sustainable change.

◗ Multilateral institutions and development partners will be able to use the results to build their own internal knowledge systems thereby sharpening the advisory and advocacy support they provide to Member States.

Benefits Beyond the Partnership

The project could have value beyond Ethiopia, especially across sub-Saharan Africa where similar early experiments with green industrialization are taking place. Ethiopia's ambition to build a low carbon economy and its policy and practical experiments are at a more advanced stage, and so could serve as a useful example from which lessons can be drawn. In the long-run, industrial development will need to be pursued in alignment with environmental and social considerations in order to build resilience and equity in the production system. This requires industrial policies that are well supported by innovation systems, social learning, viable institutions and sufficient human resources.

Main Challenge

Given individual interests of the key stakeholders, the main challenge of this research is for the stakeholders to work effectively together to provide practical recommendations on green strategies that can be incorporated into Ethiopia's industrial strategy. This is because the design of the next 5 year national plan will determine the way in which Ethiopia takes on industrialization.
| ARSP |

Stakeholders Everywhere

by R. Edward Freeman

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The world is complex
We are who we connect with
In Love and Conflict

We see Abundance
Relationships with many
Buzzing and blooming

Families children
Partners and lovers and friends
All linked together

Engaging many
Grateful for what we can do
Creating value

Passion with purpose
Stakeholders in harmony
Remaking the world

Moment by moment
Encountering the other
Enlarging the self

Sometimes its unreal
It feels like we can't go on
And then I see you

Connected to you
Connected to the real world
Entangled in love
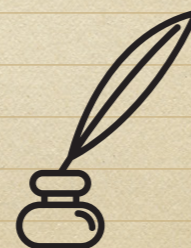
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A Collaborative Stakeholder Approach Through Conversation

It is no surprise to those involved with multi-sector collaborations (MSCs) that one key to collaborative success is a strategy that involves responsiveness to all those entities and individuals involved. Stakeholder theory provides lessons which can inform this responsiveness, increasing the likelihood of benefits for all. Rather than focus on many of the granular aspects of stakeholder theory – of which readers may already be aware – we would rather use this important avenue to share some specific extensions of recent work that holds promise for multi-sector collaborations.

In Brief: Stakeholder Theory

Stakeholder theory establishes the importance of the interconnected relationships between a business, its customers, suppliers, employees, investors, communities and others who have a stake in the organization[1]. It counters the traditional notion that business exists to serve one purpose above all others: shareholder profit. Instead, employees, customers, suppliers, governmental entities, communities, and even competitors become important considerations when a business looks to be truly responsive to stakeholders.

Most Fortune 500 companies now embrace a notion that extends far beyond shareholder value maximization[2], not only acknowledging the value of responsiveness to stakeholders, but practicing in a way that leads to profit and stakeholder value creation. As more systems are turning towards collaboration, we are seeing MSCs emerging in virtually every sector[3], with stakeholder theory and practice echoing much of the best-practice literature related to multi-sector collaboration.

At its core, stakeholder theory is one of organizational management and ethics[4]. As such, it is brought to life by the real-world efforts of those who seek to create value through their collaborations. Individual businesses often have enough of a challenge bridging a values gap between what they state as explicit missions and practice. When MSCs are developed, the possibility that important conversations regarding individual entities involved and their values, goals, and history may unfortunately be skipped or assumed unnecessary based on apparent synergies. We suggest that, to avoid these pitfalls, MSCs: a) unearth values through direct conversation; b) explore values and history; and c) embrace interdependence.

Unearth Values Through Conversation

We spend much of our lives involved in the world of our work and the relationships therein[5]. As such, our values in one arena are inextricably linked to those in any other, and the same holds true when we begin to connect to larger networks, including multi-sector collaborations. While an application of stakeholder theory to collaboration may seem intuitive and something to be done almost by the nature of the coming together of two or more stakeholder groups for the endeavor, the interdependence and commonalities of goals, interests, and values should be explicitly considered – and not assumed. Exploring values through conversations (VTC)[6] offers an opportunity to close any potential gap between assumed value-connection and actual process (and progress) for an MSC.

When stakeholders are included in conversations meant to recognize who we are connected to, and the value of such connections, interactions required to lead, follow, and work together blend to achieve collective purpose and aspirations. If connectedness values are missing,

we are not a community. As connectedness is part of the essence of what makes us human, our individual humanity brought together with others is what makes business, and MSCs, work. So how best to proceed with such conversations? Start with ourselves within our individual organizations (and of course within ourselves) in exploring our own values and history: that which acknowledges who we are, where we've been, and what we will, by association, bring to the MSC.

Explore Values and History

To "know thyself" requires an understanding of why we do what we do, and this is the first step in which to engage in being authentic as leaders within our organizations, and in entering into an MSC. We must be willing to share in dialogues that involve who we are and what we believe in today, as well as what has made up our past, and where our hopes lead in the future. Can you think of a time when you wondered if what you said you believed was then carried out through your actions? Since we can often deceive ourselves to avoid the dissonance of our internal contradictions and external actions, we must check our 'blind spots' by engaging others in conversation towards assessing our value and authenticity.

The start of these conversations begins not in the present, but in a conscious reflection of our history. Through introspective dialogues, and the exploration of values history, we evidence a willingness to share in discussions which involve the values we express currently as individuals and within an organization (our 'home' organization prior to joining the MSC) as well as what has made up our past, and where our hopes lead in the future.

Even while beginning engagement for an MSC, it is important to continue exploring within ourselves. Are we incorporating honest examinations of our own historic value creation as an organization, and where we have perhaps experienced dissonance in the past, with our own values gap between intentions and actions? If leaders can embrace such a focus on the value of history in their own lives, this in turn can lead to open and honest exploration of the effect of historic value creation for the organization in general, and for all stakeholders across the MSC. At points along the way within our larger col-

> It is key that the approaches to identifying stakeholders, assessing interests and value creation across the stakeholder groups, and making strategic and ethical decisions in moving forward be made an explicit part of the process.

laborations, these conversations should be revisited and continue as the interactivity and development of new value-gap-potential moments will naturally arise. We are, as stakeholders, now interdependent within any MSC and must embrace the effects of such interdependence.

Embrace Interdependence

Stakeholder theory-based practice holds that firms that seek to serve the interest of a broad group of stakeholders will create more value over time, including but not

restricted to economic value[7]. When we expand our notion of community, there is a measurable benefit which goes beyond theory. Bridging any potential values gap includes realizing and honoring connectedness.

The recognition of the value of connectedness, and an associated VTC approach to bringing this value to the surface, directly leads to the promise that real conversations surrounding individual and organizational aspirations serve to bridge any values gap by collectively understanding and building our hopes, dreams, and purpose. We need the organizations we work for to collectively contribute something meaningful to the world: This ignites our passion and attracts the best talent, while providing an uplifting frame on what we are doing, enabling us to reach our goals.

In any MSC, it is evident that there is a need for 'jointness' – for expanding our notion of community from the unit, the organization, the business, the governmental entity. Wherever your point of origin prior to creation of an MSC, the definition of community becomes more expansive. It is in this very expansion that the value creation connected to a stakeholder approach begins. Just as managing for stakeholders requires that we see stakeholders as "bound together" in joint interests[8], it also requires that we at least attempt to define 'community' in a way that is both meaningful for our collaboration, and effective in embracing key stakeholder groups. We suggest expanding the notion of community without becoming paralyzed by the sometimes too broad (or too narrow) definitions: consider communities as built on interaction and identity, rather than simply as related to 'place' or geography alone[9].

By acknowledging the web of relationships among stakeholders, we more closely reach an ethic of shared understandings rather than fixed pronouncements[10]. As a strategic management tool, stakeholder theory requires that we go beyond our usual notions of what factors can and do affect not only success, but the definition of the project as a whole. As entities – public, private, governmental, and social – begin to collaborate towards a common end (or, most often, 'ends'), it is the attention to the interests and well-being of all, which can either assist or hinder the overall objectives. This premise is key to effective application of stakeholder theory[11].

Going Forward

As ethics and strategy are highly connected[12], ongoing monitoring and redesign processes to better serve stakeholders requires a more fluid assumption of when and how we determine 'success'. While it is clear that the shift in business from shareholder-only value creation to a more responsive one requires that the dial be shifted to other measures of success than simply the bottom line, with MSC the dial may need to be considered with even more fluidity. The concentric circles of stakeholder value creation, as described above, are continuously examined to ensure that, though there may not always be equal balances of value creation at any given point for all stakeholders, tradeoffs for one group over another's interest are avoided, on balance, over time. Such an analysis in evaluating success, then, requires a more cyclical and evaluative method, rather than in terms of one set point of determination. A long term view is required not only in terms of assessing success, but also in determining impact on others[13].

As with many managerial applications, stakeholder theory can be interpreted widely enough that it may seem almost all-too-obvious that any multi-sector collaboration would be employing it effectively. It is key, however, that the approaches to identifying stakeholders, assessing interests and value creation across the stakeholder groups, and making strategic and ethical decisions in moving forward be made an explicit part of the process, through direct and open conversations. As such, the suggestions here are not meant as vague or implicit suggestions, but rather to be considered explicitly if truly employing a stakeholder approach, as stakeholder theory is at its core conceived in terms that are unabashedly moral and explicit[14].

We also see many avenues for related empirical research as teams move forward with a stakeholder approach to MSCs. Since there is already a wealth of activity in the multi-sector space, existing projects can be examined normatively for whether or not a stakeholder approach and processes such as VTC are in play and, as such, progress can be examined relative to those which are not as explicitly employing such a process. It is important to keep in mind that stakeholder theory is not a panacea – it will not solve all problems going forward in collaboration, nor will it provide solid external guidance at every challenging point of management[15]. Instead, in tandem with other ethical, wise, and strategic manifestations of MSCs it provides a framework from which to support responsiveness for all stakeholders.

As MSCs are increasingly employing best-practices from a wide range of disciplines, informed practice from a stakeholder theory-focused perspective can serve to join these efforts, as one more set of tools in the ever-expanding and research-based validation. So: go ahead; have the important and necessary conversations, and move forward knowing you have made more explicit that which needed to be explored: within yourself and your own organization, and then with the entire collaboration of the MSC. |A·R·S·P|

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Turbulence and Cross-Sector Partnerships[1]

In partnership studies we talk about wicked problems, those that are too intractable to be solved by any single organization – or any single sector. It is the wickedness of problems, their tangled complexity, that bedevils strategists and policy makers, and motivates them to create partnerships that cross boundaries. These types of problems tend to arise in what Emery and Trist many years ago called turbulent environments[2]. As Barbara Gray said in her groundbreaking book Collaborating: "... new, more collaborative interorganizational designs based on the principles of dynamic wholeness will be needed for managing in a turbulent world"[3].

Turbulent Environments, After All These Years

Turbulent environments have five characteristics:

1. Forces in the environment get linked in strange ways (e.g., a subprime mortgage crisis in the U.S. affects the quality of life of pensioners in rural Norway). This threatens organizations' ability to strategize.

2. The usual norms and rules for getting things done no longer apply, or people in that environment can't rely on the usual norms and rules to be stable. Emery and Trist used to say that "the ground is in motion."

3. Turbulence affects all organizations in an ecosystem or field. It isn't a feature of any particular organization's "transactional" environment; it's in the context of them all. This is what the "contextual environment" is about.

4. Turbulence throws off unintended consequences (externalities) which can't be predicted and which are usually not dealt with by existing institutions. The threat of "black swans" – inconceivable, high-impact events that have not been prepared for – keeps decision makers up at night.

5. Perceived adaptive capacity[4] moderates the effects of turbulence. That is, some organizations in the same environment are better able to weather and cope with the turbulence impinging upon them than others.

For example, there are a number of contextual forces acting in and around any public-education ecosystem in the U.S. today. We see some of these forces expressed in the public issues that people are talking about: poverty, economic inequality, gun violence, differential treatment of minority groups by police, contention over the role of government in society, intense stakeholder scrutiny, and eroded legitimacy of public institutions and their agents (e.g., schools, teachers, principals, school boards).

> **What is needed is to re-design the institutions and re-frame the thinking that allow turbulence to thrive in order to enhance ecosystem capacity, build its sustainable advantage and master turbulence.**

These forces affect all organizations in that particular ecosystem. For any organization it is not clear how to move forward in dealing with these forces; old strategies and ways of operating don't seem to work so well anymore. Because of these ambiguities, it is harder to predict what the direct and indirect effects of any course of action will be. Nonetheless, different schools and different districts do better under these conditions than others, and exemplars are paraded in the media to inspire either improvement, resignation or guilt among the mediocre.

Emery and Trist suggested that the best adaptive response when an environment shifts to turbulence is collaborative endeavors among dissimilar kinds of organizations. This is the theoretical basis of the collaboration literature of the 1980s-90s[5], which led to the cross-sector partnership literature of today. But what happens to competition and competitive advantage?

In an Organization Studies article in 2007, I and colleagues proposed that in a turbulent environment the locus of competitive advantage needs to shift from the single organization (corporation, governmental body, nonprofit organization) to the ecosystem itself[6]. But what does this mean, especially in the context of cross-sector partnerships? Given that an ecosystem is a collection of relevant systems and their environments, arguably, it means that the dissimilar actors in an ecosystem do not compete so much against each other, because they may have no reason to compete if they are in different industries and sectors. Instead they come together to challenge – in a sense, compete against – the actual and potential disorder, disruption, and entropy of the ecosystem itself[7]. In this way turbulence, which is often seen as exogenous in the partnership literature[8], can be re-framed as endogenous – something to be actively challenged through collaborative action. This leads to an awareness that any actor's strategic situation is a part of an ecosystem or multiple ecosystems emerging over time, and that collaborative endeavors need to be a much larger part of strategizing, in order to have a chance of dealing with contextual disruptions.

This highlights the central role of cross-sector partnerships in turbulent environments. It implies that partnerships should be sought, crafted and oriented in order to shape the way ecosystems emerge over time. The locus of impact should be the field, while protecting the interests of the organizations in that field. Going further, partnerships in a turbulent environment should exist primarily to increase the ecosystem's capacity for positive action and capacity for enabling its members to fulfill their purposes. This should make the ecosystem more resilient and increase the probability of its gaining "sustainable advantage"[9]. This is what "community level change," discussed in concepts like collective impact[10], and even "social change," is all about, namely, change beyond any particular social partnership operating in a community. Indeed, May Seitanidi and colleagues talk about creating partnerships "that have the potential to transform organizations and societies"[11].

Designing Ecosystems

How can this be done? One promising path is by organizing networks and ecosystems appropriately. This is a challenge, because collaborative capability – the ability of networks, ecosystems and fields to act toward a goal – is notoriously fragile[12] due to the lack of top-down or central authority and the difficulty of dislodging autonomous organizations from their own goals. Given the five characteristics of turbulence and the locus of advantage at the level of the field, a useful approach to organizing at the ecosystem level is design based, that is, specifically seeking design mechanisms or innovations that can build ecosystem capacity.

There are at least three general possibilities:

> Designing new institutional arrangements – These would forge new ways of working between and among existing institutions and partners. They would go beyond the arrangements created by and for specific CSPs. Examples include government playing a broker role, not just a funder role, or the ecosystem's stakeholders engaging together in scenario planning[13].

> Designing new institutions – These would enable things to occur that would not have occurred in the absence of the institution. They should leverage the learnings from any existing partnerships in the ecosystem into new capabilities deployed by the institution. There are many examples of such institutions, which Eric Trist called "referent organizations"[14].

> Designing in and for social entrepreneurs – These are the people who work in problem- and crisis-prone fields to make things better. They work around the less agile conventional institutions, broker partnerships, mobilize resources, and find common ground among diverse interests. Sandra Waddock calls them "difference makers" and believes they are crucial in a turbulent environment[15]. John Kania and Mark Kramer, the originators of the collective impact concept, call them "influential champions"[16].

Taking a design perspective on building the sustainable advantage of a field would help that field move from what Andy Crane calls partnership governance to societal Governance[17].

Conclusion

Despite some claims that the zeitgeist of our age is collaboration and sharing, it seems that competition and isolation still dominate our institutions and ways of thinking. Nonprofits and concerned corporations have been coping with or "addressing" intractable issues like educational deficiencies and opportunity deficits for over fifty years, often working collaboratively in networks and partnerships to redress the negative externalities produced by competition and isolation. These sorts of issues, or wicked problems, are chronic market failures and state failures. Such problems seem to be built into our institutions and our ways of thinking, designing, organizing, and valuing. Therefore, solutions need to go beyond tinkering and beyond incrementally beneficial partnerships. What is needed is to re-design the institutions and re-frame the thinking that allow turbulence to thrive in order to enhance ecosystem capacity, build its sustainable advantage and master turbulence. |A·R·S·P|

Endnotes

[1] This article is adapted from part of a keynote address entitled, "This changes everything? Prospects for collective impact," given at the first Collective Impact Summit, Northwestern University, Chicago, November 2015.

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[5] E.g., see **Gray,** 1989; and the papers in **Huxham, C. (**Ed.) 1996. Creating collaborative advantage. London: Sage.

[6] **Selsky, J., Goes, J. & Babüroğlu, O.** 2007. Contrasting perspectives in strategy making: Applications in 'hyper' environments, Organization Studies, 28(1), 71-94. I also discussed this idea in an article in ARSP 6; see **Selsky, J.** 2011. Trist's Ghost: The Sustainable Advantage of a Field. Annual Review of Social Partnerships, 6, 16-17.

[7] This does not address the question of what **similar** actors, such as competitors, do in a turbulent ecosystem. In most cases they continue to compete, perhaps paying more attention to strategic alliances, industry association activity and pre-competitive issues. In the Organization Studies (2007) paper we argued that much of competitors' overt "collaborative" activity is grounded in opportunistic self-interest.

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[9] **Selsky,** 2011.

[10] **Kania, J. & Kramer, M.** 2011. Collective impact. Stanford Social Innovation Review, Winter, 36-41.

[11] **Seitanidi, M. M., Koufopoulos, D. & Palmer, P.** 2010. Partnership formation for change: Indicators for transformative potential in cross sector social partnerships. Journal of Business Ethics, 94(1), 139-161.

[12] see **Clarke & Fuller,** 2010

[13] **Ramirez, R. & Selsky, J.** 2016. Strategic planning in turbulent environments: a social ecology approach to scenarios. Long Range Planning, 49(1), 90-102.

[14] **Trist, E.** 1983. Referent organizations and the development of inter-organizational domains. Human Relations, 36, 269-284.

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[16] **Kania and Kramer,** 2011.

[17] **Crane, A.** 2010. From governance to Governance: on blurring boundaries. Journal of Business Ethics, 94(1), 17-19. Who has what role to play in actualizing these three options could be the topic for a separate article. Wielding a broad brush and following Trist 1983, I propose that a new institution may be created by the members of the ecosystem themselves, or its functions may be taken up by one of the members, or it may be imposed by a high-level governmental body or foundation mandating or funding interorganizational cooperation. In turn, the new institution may establish favorable conditions for new arrangements among members and for the emergence of social entrepreneurs.

A·R·S·P   A·R·S·P

by Benjamin Cashore

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Cross-Sector Partnerships for NSMD Global Governance:

Change Pathways & Strategic Implications

As a political scientist by training who, 25 years ago, focused the bulk of my research on understanding how environmental groups (whose efforts often involved battling corporate interests) shaped public policies, I have often reflected on how I came to be interested in the potential of business interests to help nurture a sustainable future. Two historical events explain this shift. First, I had the good fortune of being hired on a postdoctoral fellowship in 1997 by Ilan Vertinsky at the University of British Columbia, who was a professor of international business as well as forest policy and economics. Having just finished a Fulbright at Harvard University where I studied the environmental politics behind Canada-US lumber trade disputes, Vertinsky engaged me in a comparative study of three forest companies whose forest harvesting practices had, in the early 1990s, come under intense domestic and international societal scrutiny: Canfor Corporation in British Columbia; Alberta-Pacific in Alberta, and Macmillian-Bloedel in Alabama.

The research project sought to explain why companies in the same industry responded so differently to societal concerns about some of their business practices. Following in-depth case study research, we argued that existing explanations for whether, when, and how, firms adapted to outside influences[2] or were able to redirect or 'fend off' these pressures[3] could be expanded from an emphasis on internal firm level organizational factors[4], and the type of stakeholder pressure[5], to also include the role of different types of public policy networks –

especially whether they were clientelist or pluralist – in which firms found themselves[6]. This project led me to recognize that all kinds of interesting efforts were being undertaken by well meaning officials operating within firms that political science research had largely missed. At the same time, I reasoned that political science theory and research could both contribute to, and benefit from, an emphasis on business and sustainability.

> I caught the bug – I needed to know better when and how firms might engaging in corporate social responsibility both through their own efforts, and also through increasing engagement with non-governmental organization and communities.

The second, and related, event concerned my own efforts to understand the emergence in 1993 of the eco-labeling program, the "Forest Stewardship Council" (FSC) which was, arguably, the first global oriented 'cross-sector' partnership of environmental groups, social activists, and likeminded firms. This partnership promoted auditing of firms by third parties according to a set of pre-established forest stewardship principles and criteria. However, they eschewed traditional governmental authority, turning instead, turned to markets and global value chains to create compliance incentives. So enticing and intriguing was the FSC approach, that it would soon become emulated by a range of actors seeking to address almost every global challenge from climate change to fisheries depletion to workers' rights[7].

Recognizing that political science's work on legitimacy could not completely help with what I termed "non-state market driven" (NSMD) global governance[8], we turned to Suchman's path-breaking work on legitimacy[9] to theorize about, and conduct research on, the process through which institutionalization might occur.

As I conducted research with students and colleagues on firms[10] and countries[11] as our units of analysis, we traced conflicts for authority between the FSC and more flexible, discretionary programs created by industry and land owner associations[12].

Standing back, this research helps inform age-old debates about "structure" versus "agency" in explaining social outcomes. At the structural level the institutional design of the specific NSMD program created "causal

influence logics" through which certification programs might evolve and gain legitimacy.

However, agency still mattered since the institutionalization of these cross-sector partnerships were predicated on a number of unpredictable strategic choices made by individuals who may, or may not, undertake strategies consistent with these logics. This meant that there was an opening for academics in identifying causal processes through which problem focused cross-sector partnerships must navigate if they were interested in providing insights for nurturing NSMD systems towards meaningful and transformative governance.

> Cross-sector collaborations need to decide beforehand which path they would like to pursue, because the strategic choices are markedly different.

Following years of research and theorizing on these questions, we have now identified four distinct pathways through which NSMD systems might nurture enduring and influential policy and behavioral change[13]. What is important, is that cross-sector collaborations need to decide beforehand which path they would like to pursue, because the strategic choices are markedly different.

1) Direct Pathway

If NSMD systems are to gain authority to directly create policy through which most businesses adhere, strategists must confront a conundrum inherent in the design of the system: the higher the standards initially, the lower the support and only modest impacts could be expected; conversely, the lower the standards, the higher the support but also only modest impacts would accrue[14].

Hence, with longstanding collaborators, we became curious about how identification of these "causal influence logics" might help foster coherent choices by businesses, environmental groups and social activists – and even

THOUGHT GALLERY

REFLECTIONS ON THEORY

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	Requirements of Certification Systems	
	HIGH	**LOW**
Level of Firm Support	Low	High
Impacts on Sustainability	Low	Low

Table 5: The Dilemma of High and Low Certification Requirements, Time 1[15].

governments! – so that we might, through nurturing these partnerships, get to "high support, high standards and high impacts"[16].

The strategic implications are profound: strategists must develop certification standards that are high enough to be deemed as meaningful for addressing an 'on the ground challenge', but at a level that rewards existing 'top producers', who are often practicing at a high level owing to government regulations. If strategists decide to increase standards on those firms who are already engaging in relatively strict environmental and social practices, the entire evolutionary process could be "knee capped" before it has had a chance to gain traction.

2) Superceding Pathway

On the other hand, supporters may decide that instead of creating an NSMD governance a policy governed system designed to cover all producers in a sector, they may instead simply create a "learning laboratory" in the hopes that through diffusion and isomorphism, governments and other actors may decide to adopt these practices. This seems to be the approach taken by those supporting LEED Green Building certification who tend to obtain support from institutional building owners, rather than everyday home-owners. Instead, the processes for broader impact seems to be diffusion to municipal building codes in which, government officials have, in some cases, changed their standards in accordance with key LEED approaches.

The strategic implications for this 'superceding' pathway that aims to gradually inform policy are different from the direct approach. In particular, strategists should attempt to generate "high standards" because it is through diffusion to government policies that the biggest impact

can be achieved. Decisions to lower standards to gain increased membership are misplaced – because it is learning about best practices, rather than generating wide spread support, that lead to indirect influence through impacts on public policies. In addition, for this pathway to be travelled, strategies ought to focus on maintaining open channels of communication between themselves and key government regulatory agencies, while maintaining institutional autonomy.

3) Symbiotic Pathway

A third distinct pathways refers to those cases in which NSMD systems emerge to address a gap in international agreements or public policies. For example, when environmental and social activists were concerned that the Kyoto Protocol's "Clean Development Mechanism" (CDM) downplayed non-carbon concerns, such as equity and biodiversity, they did not want to "open up" hard won deliberations for fear they might reduce, rather than increase, existing protections. As a result, some activists turned to, and championed, the CDM "gold standard" certification program as a way to fill gaps, encouraging those engaging in CDM activities. In these cases, strategists must recognize that the public policy, and the certification system, are symbiotic, with each reinforcing each other. This means that strategists should target high certification standards where public policy is lacking, while avoiding overlapping or comprehensive approaches that could cause duplication and undermine support[17].

4) Hybrid Pathway

Finally, a hybrid approach emerges when elements of NSMD and government processes are combined to produce unique "causal influence logics" through which strategists must adhere. For example, in recent years

global efforts focusing on supply chain tracking have turned to championing legal compliance of internationally traded products. In these cases, third party certification is focused on ensuring baseline compliance to government standards in which, especially in developing countries, governments often lack capacity to enforce their own laws. In these cases, the trick for strategists is not to impose global standards on countries and firms, but to reinforce sovereignty by improving governance capacity. Hence, unlike the direct approach the emphasis is not on championing high standards, but instead about "weeding out the worst" players. This approach requires creating "Bootleggers and Baptists" coalitions highlighted by legally abiding firms – who have an economic self-interest in any effort that ends up removing

cheaper illegal products from supply chains – such as legislation in the European Union and the United States forbidding the importation of illegal timber products[18].

Conclusion

My work with students and colleagues over a generation now on the potential of business interests to be part of a sustainable future, has led me to recognize that the answer to whether these efforts might actually make a difference 'on the ground', or whether they are more likely to result in 'green washing' or simply reinforce the interests of powerful organizations, is not pre-ordained. Instead, it is incumbent on all of us to uncover complex pathways through which power and interests might be

Pathways for Change	Causal Influence	Strategic Implications
Direct pathway for policy creation	Must achieve strong support among purchasers along transnational supply chains	▶ Strategists must gain support from most producers to be effective ▶ Standards should be set at a level that rewards, not punishes, firms that are already highly regulated ▶ Increases in standards must follow, not precede, enhanced market uptake
Superceding pathway by creating a learning laboratory	Governments adopt NSMD standards for mimetic, normative or learning processes	▶ Strategists need only attract the very top producers to trigger super-ceding processes ▶ Standards should be maintained at the highest of levels
Symbiotic pathway for addressing gaps in international agreements/ public policy	NSMD system fills gap in public policy approach, reinforcing legitimacy of each other	▶ Strategists should limit NSMD standards to identified gaps in public policy approaches ▶ Strategists should work to reinforce the government system, rather than bypassing
Hybrid pathway for baseline compliance to government standards	Influence depends on the specific hybrid in question. NSMD "look a likes" have emerged that reinforce government policies, rather than private standards	▶ Strategists must carefully identify the specific 'causal influence logic' at play ▶ In the case of transnational legality verification, strategists must focus on 'weeding out the worst', rather than rewarding the top ▶ Strategists must guard against well-intended 'high standard' efforts ▶ Instead, emphasis must be placed on maintaining incentives for legal businesses to participate in building build global tracking systems of legal products along global value chains

Table 6: NSMD Systems: Pathways for Transformative Change.

converted to problem solving and to identifying the strategic implications for nurturing these efforts over time.

Such an endeavor requires careful attention to thinking about how impacts might occur – especially when results 'on the ground' might not be visible for a decade or more. Recognition of this poses a conundrum to most activists, funders, and policy makers who, through well-intended efforts to promote 'evidence based' approaches, are biased towards short term – but often temporary – impacts over more difficult to measure – and often longer term – transformative results.

To address this challenge I often encourage myself, students, and colleagues, to talk to our 80 year old selves. What kind of research did we think was the most meaningful? How did our work help make a difference in identifying strategic implications that are consistent with the complex and unpredictable world in which we live?

Asking these questions leads me to posit that academic and practitioner multi-stakeholder efforts should focus greater efforts on uncovering problem focused pathways that identify the 'causal influence logics' behind specific types of cross- sector partnerships, and the strategic implications that result[19]. This, it seems to me, is a noble and worthy pursuit that may be able, in some small way, to nurture transformative change.

| ARSP |

Endnotes

[1] Acknowledgements: I thank Andrew Crane and Amelia Clarke, organizers of the 2016 Cross Sector Social Interactions symposium, for their invitation to give a keynote address on NSMD systems, from which this article draws. I also thank May Seitanidi and Verena Bitzer for their comments on previous versions of this article. Finally, I thank those colleagues and students, some of which are listed in the citations below, who have influenced my thinking over the last 25 years.

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PRAXIS

SECTION

by Lucian J. Hudson

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Business as a Catalyst for Collaboration

The Praxis section provides leaders in cross-sector collaboration with an exceptional opportunity to reflect on their practice, using the insights of academic research. This year the focus is on the role and impact of business in partnership with the civil society sector. We show how the very process of collaboration, provided it is managed, produces longer term benefits. Business is becoming more of a catalyst in cross-sector social interactions, recognising that in its role as a partner, it brings in skills and knowledge that are useful in giving social partnerships more of a business focus.

As our three articles show, business leaders are learning that, whatever strengths they bring to a partnership, they too have to adapt their own behaviours to support a broader collaboration. This means that each collaborative project is a genuine partnership between civil society and business, focused on delivering social outcomes with support from the wider community.

South Africa's schools face chronic challenges, and need to change on a large scale. Only 5,000 of the country's 25,000 schools are performing well. In contrast, South Africa's business sector is world-class. Many business leaders have excellent resources and years of formal leadership training. Louise van Rhyn and Mandy Collins analyse how Partners for Possibility (PfP) has developed a network of schools led by their principals to transform education provision for children. Although significant progress has been made, such is the scale of the challenge that the partnership will require significant financial and human resources, much of which will need to come from the private sector in South Africa, with support from the country's education departments and teachers' unions. Business has learnt to listen and support the principals to become better leaders. Business leaders, successful in their own fields, empower the principals and the schools' stakeholders to find solutions to their own problems.

Emily Shenton and Greg Chant-Hall explore how London-based social enterprise Arrival Education (AE) was set up with the intention of building a long-term development programme. This was designed to equip young people from disadvantaged backgrounds with the real knowledge, skills, mind-sets and personal attributes that they would need to flourish in a complex and competitive

world. AE believed that they would be able to assure social mobility for those young people participating in the programme. Business engagement has been critical to deliver sustained support. Global construction company, Skanska, is one of their cornerstone partners, along with a leading Investment Bank and a Global Law Firm, Media and Fashion Businesses. Skanska's corporate mission is 'Building for a Better Society', which means demonstrating long-term commitment through this programme.

Our third example, produced by Judith Houston, focuses on the business contribution to delivering on action to tackle climate change – in this case, through the Climate-Wise initiative involving the insurance sector. Founded in 2007 by Prince Charles and an initial industry working group of 16 insurance companies, the initiative has grown considerably and today it has over 30 members from across Europe, Asia, North America and South Africa. The initiative draws significantly on agreement and commitment to a framework of principles which are then followed through by individual companies. The Principles commit companies to incorporate climate risk into their

business strategy and planning, and to publish a statement as part of their annual report detailing the actions that have been taken in support of the Principles. Not only do the Principles provide a clear and common framework for all members, they have also driven accountability by providing customers, the public and other stakeholders with detailed information on the insurance industry's contribution to reducing the risks of climate change. Members have been very receptive to the ClimateWise Principles because they have come from within the industry rather than being imposed on it from an external group. Empowerment works at all levels in different directions. In this case, business itself needs to be empowered to be truly effective.

> Our cases demonstrate that the focus is moving from seeing acts of corporate social responsibility as one-off opportunities to a serious, sustained commitment that delivers longer term social outcomes.

The role of business has to be better understood and appreciated – but also has to change. Our cases demonstrate that focus is moving from seeing acts of corporate social responsibility as one-off opportunities to a serious, sustained commitment that delivers longer term social outcomes. The cross-sector collaborative approach invites reflection on practice, including self-reflection, as a driver of change. In future Praxis sections, we will want to explore further how awareness of being part of a more complex and adaptive system itself improves the practitioner's confidence and competence in making collaboration work. This year, I am very grateful to the team-work demonstrated by all our contributors who themselves had to work with and through others to achieve results, even if they also had well-defined roles and tasks. Thanks particularly to our Senior Editor, Arno Kourula, and our Associate Editors, Javier Santoyo, Judith Houston and Greg Chant-Hall, for making the production of this section a rewarding and enjoyable experience. We welcome the sponsorship of this section by The Open University. | A·R·S·P |

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PRAXIS CASE 1

The Open University

Social Partnerships: Low-Cost Sustainable Solutions

In many ways, the history of higher education (HE) in the UK over the past sixty or more years is a history of widening participation. From the expansion of the sector in the post-war period, the founding of The Open University (OU) itself to the conversion of the polytechnics, HE has become steadily more attractive and accessible to more and more people. Yet the Government's recent Green Paper highlighted the need for "better access, retention and progression for students from disadvantaged backgrounds and underrepresented groups".

The blossoming success of the OU-managed *Social Partnerships Network* (SPN) shows that collaboration with like-minded organisations is an effective way to reach new learners who might think that university-level study is not for them. The network's ten members share common values related to lifelong learning and social mobility and a commitment to creating strategies and activities that contribute to a more diverse HE system.

One of the key strengths of the SPN is to offer pathways that meet the particular needs of individuals in specific sectors of activity. For instance, you can drive a learner from their NHS work-based UnionLearn course, through NVQs and computer courses to Open University nursing student status.

What drives the SPN is to create low-cost sustainable solutions that are not dependent on a particular place or institution but that are shared and targeted.

In 2015, The OU received funding from the Higher Education Funding Council for England (HEFCE) to extend the work of the SPN under the *National Networks for Collaborative Outreach* (NNCO) scheme.

As part of this, we have been working with our social partners on the development of free online resources that will help more people to identify key learning opportunities linked to improving their life and career prospects. A new website and six free online courses will be launched to the general public in September 2016.

The website will provide clear and simple information about the wealth of learning opportunities available to adult learners looking for flexible, part-time study options. This will cover both academic and vocational learning routes to offer a point of reference for those looking for progression opportunities that may lead to studying at a higher level.

There will also be a suite of six free online short badged courses for those who may currently be unemployed or in a low paid unqualified job but looking to improve their career prospects or start a career within a specific sector, including: healthcare assistants; teaching assistants; those in unpaid or paid caring roles within the adult social care sector; those wanting to set up and sustain their own micro-small business; those interested in taking part in the voluntary sector; and a wide section of workers in service industries who want support in planning their career.

At The OU, three quarters of widening participation students say that without us, they would not have been able to attend HE at all. Through our work with the SPN, we are showing that a collaborative and creative approach to digital outreach can be part of the solution to ensuring sustainable widening participation in HE. | A·R·S·P |

by Mandy Collins

*Independent Writer,
Johannesburg, South Africa.*

& by Louise van Rhyn

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Cross-Sectoral Collaboration Transforms Education in South Africa

In South Africa, ordinary citizens are forging an extraordinary solution to the country's education crisis. They are doing so through Symphonia for South Africa, a social enterprise that builds partnerships between education and business through its flagship programme, Partners for Possibility (PfP).

South Africa's education system is in crisis[1,2] and needs change on a large scale. Only 5,000 of the country's approximately 25,000 schools are performing well[3,4]. South Africa is consistently on the bottom of international academic measures of literacy and numeracy. Half the children who start school never finish, and only 35% of those who start school ever graduate from high school.

PfP is the brainchild of Dr Louise van Rhyn, an organisational development practitioner, who realised that South Africa was at risk as long as its education system remained in crisis. Using her knowledge of complexity science, large-scale social change and the power of cross-sectoral collaboration, she began to explore ways to make a sustainable difference to education.

South African Schools: Leadership Challenge

A significant volume of research rooted in complexity science[5] has revealed that when attempting to bring about change in large complex systems, it is useful to identify the "largest unit of change"[6] and work with that rather than attempting to change the whole system. Within an education system, the largest unit of change is the school. Intervening at school leadership level potentially provides the most leverage in facilitating change in the system.

A growing volume of literature recognises school leadership as the critical factor in turning around an education system in crisis[7]. Research also shows that the leadership of school principals has a direct and substantial effect on pupil achievement[8].

There is also increasing recognition that the role of school principals is not only critical, but highly specialised[9]. In South Africa, however, most school principals are not equipped with the knowledge, skills and expertise required for their specialist role[10], nor are they able to lead the major turnaround required in the education system.

In stark contrast, South Africa's business sector is world-class. In the World Economic Forum's Global Competitiveness Report 2015-2016, South Africa ranked first in the world for strength of auditing and reporting standards, and third for efficacy of corporate boards. The average business leader has excellent resources, teams of support staff, and years of formal leadership training.

How the PfP Programme Works

PfP bridges these two worlds by pairing school principals with a business leader. Together with a Learning Process Facilitator (LPF), they undergo a carefully designed, facilitated world-class leadership training programme – there is a small formal training component, and then their co-learning, co-action project is to transform the school together.

Typically the business leader volunteers his/her time to the programme and the cost of the partnership

The programme requires a strong level of commitment from both principals and business leaders.

(formal training and facilitation from PfP) is sponsored by the business leader's company. However, this is not a rigid scenario – some business leaders cover their own costs; some principals are sponsored by philanthropists or non-governmental organisations.

The programme requires a strong level of commitment from both principals and business leaders, both of whom are required to conduct the partnership on a part-time basis while continuing with their respective

jobs – they are required to spend about 150 hours on the partnership over the course of the year.

The first partnership, in July 2010, was between Van Rhyn and Ridwan Samodien, the principal of Kannemeyer Primary School on Cape Town's notorious Cape Flats, where poverty, gang violence, teenage pregnancy and drug abuse are rife. This partnership was not facilitated, nor were the handful that followed, but Van Rhyn soon realised that some structure was needed to ensure the part-

nerships were sustained, and the more formal aspects of the programme evolved over the following months and years. Nearly six years later, at the time of writing there were 390 such partnerships all over South Africa (see also the case study on pp. 100-101).

While the partnership is formally between the principal and business leader, everyone associated with the programme benefits:

❍ The principal's ability to lead and implement change at the school improves.

❍ Business leaders take a different brand of leadership skills back to their organisations. They learn to lead by influence, not mandate, in a very complex and for them, uncomfortable situation.

❍ Both principal and business partner earn continuing professional development points in a formal, accredited academic programme.

❍ Teachers and school management and governing bodies benefit from working with strong leadership, and become more energised and motivated.

❍ Pupils become more excited and motivated about learning, and their results improve markedly.

❍ The school community feels more included, and everyone at the school feels more supported.

Lessons Learned

There have been significant lessons for PfP along the way:

❍ Facilitators have to be able to cope with ambiguity and complexity.

❍ Business leader and principal selection is a critically important success factor – both must volunteer and be able to commit to the time required.

❍ Principals' expectations around money must be well-managed – the business leaders are not there to fund the school.

❍ For action-oriented, delivery-focused business leaders, this is a difficult process, which has to be carefully managed by the facilitator.

❍ Principals resign, business leaders change jobs and companies, one principal had an emotional breakdown, and sometimes, death may take a business leader or principal.

Another important issue is that of white privilege, particularly in a society that still bears the wounds of apartheid's policies of racial segregation. There are structural divides in South Africa that will take generations to resolve, and many of those who were advantaged by apartheid are simply unaware of their privilege. As a result, they may be unintentionally patronising and patriarchal. This has presented an ongoing challenge for PfP, but Symphonia makes every effort to continually make the business leaders aware of these issues.

Business leaders also need to be carefully coached through the concept of wanting to be 'helpful' or to 'fix' the schools. They are constantly reminded by their learning process facilitators that their role is to listen and support and help the principals to become better leaders. In doing that, they empower the principals and the schools' many stakeholders to find solutions to their own problems.

> **Business leaders also need to be carefully coached through the concept of wanting to be 'helpful' or to 'fix' the schools.**

The Future for PfP

This year Symphonia plans to launch 200 more partnerships, but in order to address the full scale of the problem – about 20,000 underperforming schools – the organisation will require significant financial and human resources, much of which will need to come from the private sector in South Africa, with support from the country's education departments and teachers' unions, which are often something of an obstacle.

PfP's goal is quality education (i.e. significantly improved education outcomes) for all children in South Africa by 2025. It's an ambitious goal, and one with a great sense of urgency behind it, as the future of the country's children is at stake.

For more information visit **www.PfP4SA.org**.

Case study:
Stoneridge Primary School and Nedbank

Before PfP facilitated the partnership between principal Richard Carelse and Nina Wellsted, Sustainability Manager at Nedbank Retail, Richard says he simply turned up at Stoneridge Primary School each day, and worked by default.

"My partnership with Nina has changed this completely," he says. "I now have a passion for what I do, a sense of responsibility and accountability for my school and all the people involved in it, and a massive feeling of pride in what we have all been able to accomplish – and will continue to accomplish in the future."

Located in Eden Park, Alberton, just south of Johannesburg, Stoneridge Primary School faces a great many challenges, ranging from language barriers and below average reading skills and high levels of illiteracy to a lack of discipline among pupils and minimal parental or community involvement.

The formal part of the PfP programme aims to deliver four cornerstone outcomes at each school: strong leadership and management, an empowered and effective teaching body, a highly involved parent body and greater community, and motivated, inspired and successful learners. In the year that Nina and Richard worked together, they were successful in all four of these areas.

A professional support network was formed with principals from other, similar schools. This group met regularly with their PfP partners to discuss challenges, share solutions and agree on best practices for the management and leadership of their schools.

Over the year of partnership, and as the relationship with Nina has continued beyond the formal partnership, Rich-

ard has grown in leadership stature and influence. This continues to have a knock-on effect with both the school's teachers and its management team.

When Richard highlighted a need for financial management training and support, particularly at governing body level, Nina brought in a Nedbank colleague – a financial manager – who spent time with the school's finance team, delivering comprehensive financial management training, and developing a comprehensive three-year financial strategy for the school.

Some of the outcomes of that strategic thinking have been the successful application for state-run lottery funds to put towards new sporting facilities and equipment, the promotion of the school marimba band that competes successfully against other top school bands (and application for funding for new equipment), the installation of a large covered carport on the premises, and various other maintenance and improvement initiatives.

Before the PfP programme, parents at Stoneridge were hardly involved with the school at all. Notices sent home with the children seldom reached parents, and if they did, generated little response. As a result school functions were poorly attended, and dealing with incidents at school or with children who were underperforming, had become very difficult.

Nina and Richard worked on a number of initiatives to rectify the situation. For example, a bulk text message communications system has proven very effective in reaching the parent body. Already parent evenings are far better attended, and the lines of communication between teachers and parents are far more open.

In addressing the children's academic difficulties, Richard identified the urgent need for a sustainable reading programme, which he and Nina implemented by introducing the Stimulus Maxima Reading programme under the banner of 'Readers are leaders and leaders are readers'.

In the short time since its inception, the programme has improved reading speeds and comprehension, and because it involves extensive computer-based learning, the pupils have also benefited from vastly improved computer literacy. | ARSP |

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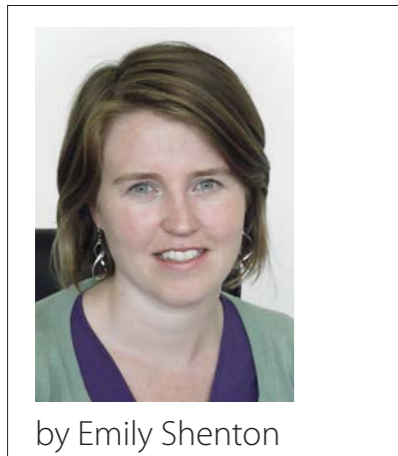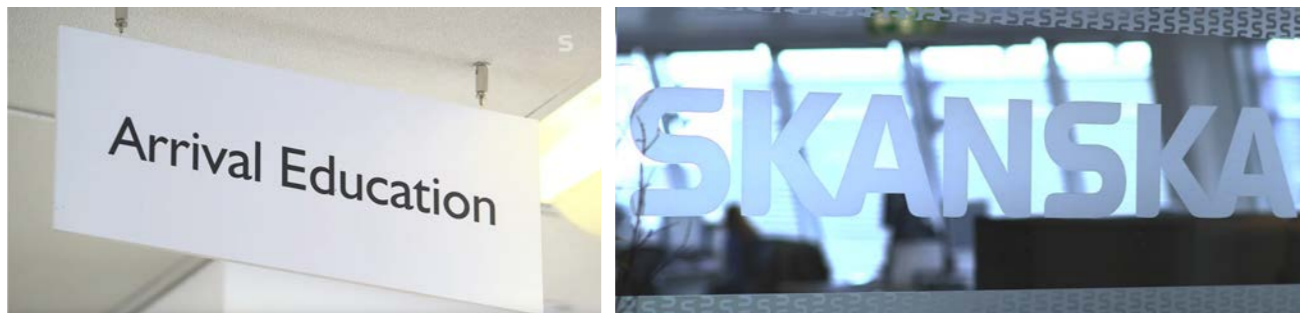
by Emily Shenton

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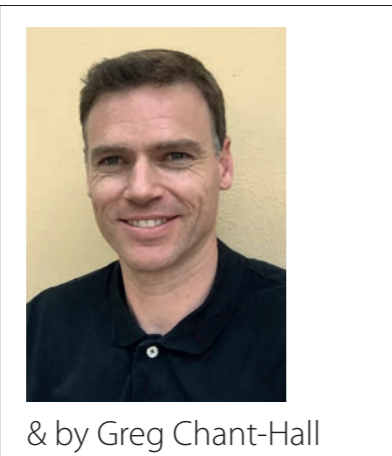
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Improving the Life-Chances of the Next Generation

Social Mobility: Challenges and Opportunity

Since the 1970s, social mobility – defined both as our ability to earn more than our parents and the ideal that everyone, no matter where a person is from – should have equal life chances – is going through very testing times in the UK. Private schools continue to have a disproportionate level of representation at senior levels of society and parental achievement has a much greater impact on children's outcomes than their peers in other European countries.

Equipping young people to succeed in today's highly complex world is very challenging and is something that the UK's state education system is struggling to respond to quickly enough. Those who need help the most, young people from economically disadvantaged communities, are disproportionately impacted, and are being left behind, wasting talent and creating a significant social burden.

In 2008, London based social enterprise Arrival Education (AE) was set up with the intention of building a long-term development programme, designed to equip young people from disadvantaged backgrounds with the real knowledge, skills, mind-sets and personal attributes that they would need to flourish in a complex and competitive world. In so doing, AE believed that they would be able to assure social mobility for those young people participating in the programme.

From the outset, AE's two directors, Dan Snell and Emily Shenton, realised that they could not accomplish this feat on their own, and so sought to create long-term partnerships with leading businesses who understood both the commercial and social imperatives. Sitting alongside formal education, their four year programme is designed to equip young people with the emotional intelligence, mind-sets and attitudes that top businesses look for in their future leaders and which formal academic qualifications do not necessarily develop or benchmark.

Global construction company, Skanska, is one of their cornerstone partners, along with a leading Investment Bank and a Global Law Firm, Media and Fashion Businesses. Skanska's corporate mission is 'Building for a Better Society', and it was with this in mind that they began their partnership with Arrival Education, in the UK. Skanska's small infrastructure development business, (Skanska ID), has committed to a long-term relationship with Arrival Education, investing £25,000 a year over a six year period, with a commitment to continue the partnership for the foreseeable future. Such has been the impact that the partnership has recently expanded from Skanska ID and is now a key part of Skanska UK's leadership development and diversity initiatives.

Vision: Longer Term and Sustainable Impact

Skanska ID originally entered into the partnership with (AE) as part of the Building Schools for the Future bidding process, where Skanska wanted to demonstrate a real commitment to student development beyond simply the fabric of the buildings. Having being involved in other initiatives, they were keen to ensure that the impact was not just short-term, but was sustainable and built towards clear outcomes – not just staff feeling good through doing community volunteering.

Since the beginning of the partnership the programme has improved the success readiness of some 350 young people, by helping keep many disengaged students in education with improved grades, whilst also transforming their relationships with parents, teachers and the world of work.

> Helping keep many disengaged students in education with improved grades, whilst also transforming their relationships with parents, teachers and the world of work.

How the Programme Works

At the age of 14-15, students are invited to apply for the programme through their schools. Arrival Education is not looking for academic performance – rather they look for key characteristics of high performers in business, namely their influence and drive. Students demonstrating these qualities can often be disruptive and challenging for the schools to teach and develop, and they are frequently under-achieving academically.

Once chosen, students embark on the first of four stages. Stage 1 is an intensive development experience where students start to understand the root causes of some of their behaviours and results. Students take on rebuilding relationships, improving their results and challenging unhelpful mind-set and beliefs. It is during this stage students hear from senior business leaders about their path to success. Over the years, many of Skanska's staff have participated in these sessions which they have found stimulating, challenging and often moving. When the students are 'Success Ready', they embark on the programme's later stages, at which point Skanska and other corporate partners get more closely involved.

Arrival Education makes the process of engaging with the development of the young people straight forward and highly impactful. After school, students will typically travel across London to attend workshops, held at Skanska and other corporate partners, on topics such as Stress Management, Time Management, Building Good Relationships and Making Good Decisions. In these workshops, staff and students work together to explore key concepts which are fundamental to success in every area of life. In addition, staff are also trained by AE to be coaches, working one-on-one with a student for a 9 month period of time, to help them develop their Success Skills.

The combination of practical workshops with access to business leaders sets the students' sights firmly on a world of work and opportunity that is rarely understood within their communities. It also gives them the skills, confidence and motivation to achieve more.

Delivering Benefits to Participants and Wider Stakeholders

Working with AE students – who are full of questions and sparking with ambitions – is an equally transformative experience for the Skanska volunteers and major benefits have been derived in three main areas:

> ❍ Understanding the education market
> ❍ Understanding the communities where we work
> ❍ Supporting our diversity goals

> "The benefits to society of transforming a life of unemployment, benefits-dependency and crime into a productive one as a taxpayer are unarguable. Graduates of 'Success for Life' have won places at top universities and are gearing up to enter the world of work equipped with the knowledge, skills and ambition to thrive."
> **Steve Cooper, EVP, Skanska ID**

The Skanska partnership with AE represents a long-term commitment to community involvement, capacity building and social change that far transcends any business obligation Skanska may have. Through investment of funding and time, Skanska ID's very small workforce has had a huge impact on the social mobility of some of the hardest young people to reach. Taking disengaged

youngsters and giving them hope is an important first step; enthusing them about the possibilities of life in the corporate world is a giant leap further.

The single most important benefit of the AE programme is that it has significantly improved the life chances and social mobility of some of the most disadvantaged youngsters in some of London's most challenging communities. The programme has delivered major benefits to a range of stakeholders:

> ❍ **To AE students** – changing their lives by giving them skills, confidence and motivation to aspire for more and succeed in the corporate world.
> ❍ **To volunteers** – professional development and personal growth combined with an inspiring and engaging opportunity to do good.
> ❍ **To corporate partners** – sustainability and community involvement opportunities.
> ❍ **To society** – turning individuals who could be lifelong burdens on public finances into productive business leaders and wealth generators of the future.

In addition to the major corporate benefits for Skanska above, the programme has also delivered significant development opportunities to the 50+ Skanska volunteers who have coached and led workshops over the past six years, all of whom reported that they learned something new in terms of coaching and mentoring, or in leading workshops on difficult areas. In addition, close interaction with S4L students whose perspectives have been shaped by broken homes, street violence and an over-riding disillusionment have significantly enriched their relationships and understanding.

The most important partnership performance indicator was the number of participants who stayed in employment, education or training after they graduated from the programme. The ambitious target of 100%, has been achieved with all 350 S4L students, who were directly involved with Skanska over the six years.

> "The programme has provided me with rare and unique opportunities to network with people who are captains of their industry and even work in environments which would not have been accessible to me otherwise".
> **Success for Life student**

The benefits of the programme go far beyond simply improving academic grades. AE students are among the most influential students in school; what they think and say has a huge impact on those around them. As their motivation and performance goes up, they inspire their peers to raise their own games.

Family relationships have also been reported to have improved. One student even mentored her own mother into work after a lifetime of unemployment.

Statistics about the student experience tell part of the story:

> ❍ 91% felt more positive after leaving a workshop ran at Skanska
> ❍ 75% felt they had learned something new
> ❍ 96% would recommend working with Skanska to other students on the programme
> ❍ 100% remain in employment education or training.

Short term	Long term
Improvements in behaviour	Internships with leading companies
Improvements in attitude and academics	Top graduate roles
Improvements in relationships/happiness	Top apprenticeships
	Role models
	Better choices around health, relationships
	Helping family members secure jobs/improve results.

Table 7. Short term and long term effects for Success for Life students.

Now and in the Future

Skanska very much sees value in the AE partnership as an important part of Skanska's global community involvement activities, which also includes working to bring the homeless and ex-offenders back into work. The collaboration with AE has visibility and engagement at the very top of Skanska's international business, where it is driving engagement and new initiatives.

This year Skanska ID has introduced AE widely across Skanska's other business units and one of those units is working on a major partnership AE that will use 'Success for Life' as a vehicle for exploring new management mind sets and new sources of talent.

In partnership with schools and corporations, Arrival Education's programme creates social mobility, breaks destructive cycles of behaviour and improves employability and social contribution. You can learn more about the partnership and hear from two of the students what it has meant to them in this *film*. ǀA·R·S·Pǀ

A·R·S·P   A·R·S·P

by Judith Houston

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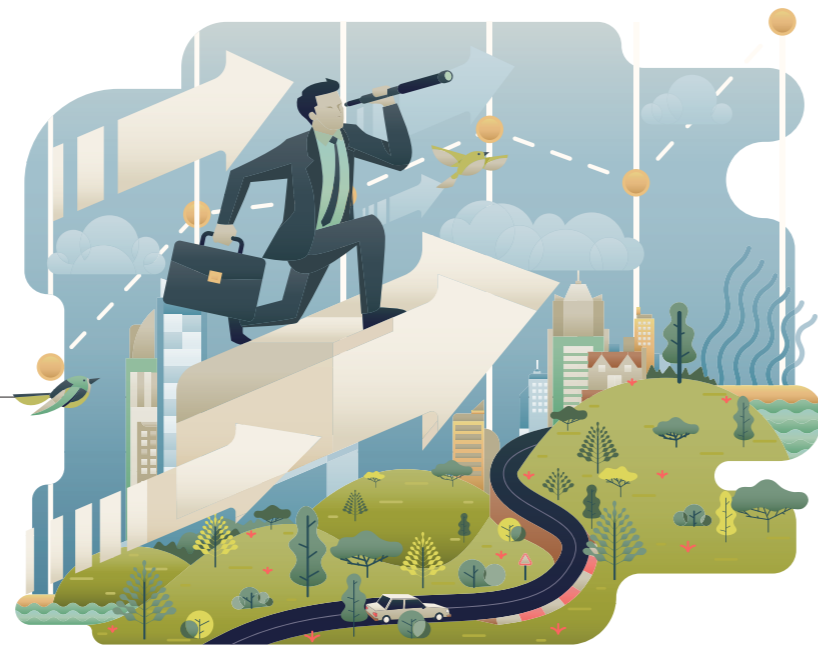
ClimateWise—
An Insurance Industry Partnership

Insurance has a vital role to play in a well-functioning society and sustainable economy, with insurers providing peace of mind and financial support for people and business in times of loss and uncertainty. Globally, the industry mobilizes accumulated capital into productive investments, thereby promoting trade and commercial activities which result in economic growth and development.

The industry faces significant challenges such as cybercrime, regulatory changes and critically, climate change. The Fifth Assessment Report of the Intergovernmental Panel on Climate Change indicates that more frequent and severe extreme weather events will increase as a result of accelerated climate change[1]. For insurers, this will increase losses and loss variability. In 2015 alone, severe weather events and their associated impacts such as flooding and drought accounted for 73 percent of 2015 global insured losses[2].

The insurance industry has responded to the challenges by collaborating with competitors, academics and policy-makers to drive societal-wide change. Through partnerships such as the Munich Climate Insurance Initiative, the Geneva Association, and the UK based ClimateWise, the industry has taken a leading role in proactively helping society mitigate against and adapt to, the negative impacts of climate change.

ClimateWise

ClimateWise is a UK based insurance industry leadership group set up to drive action on climate change risk. It is facilitated by the University of Cambridge Institute for Sustainability Leadership (CISL). Founded in 2007 by Prince Charles and an initial industry working group of 16 insurance companies, the initiative has grown considerably and today it has over 30 members from across Europe, Asia, North America and South Africa.

Action research lies at the heart of ClimateWise's overarching objective to identify and address gaps in the knowledge in how the insurance industry can better respond to climate change and support the transition to a zero-carbon, climate-resilient future. Previous and current research projects focus on areas where progress is most likely to be successful if action is taken at the industry level, e.g.: incorporating low carbon decision making in investment strategies; exploring barriers to the development of carbon capture technology; identifying ways to protect people from health risks brought about by climate change; and serving underinsured markets which are likely to be the worst affected by changes in the frequency and intensity of extreme weather events. These collaborative workstreams bring together member businesses, industry bodies and academia to deepen understanding and deliver practical solutions.

ClimateWise has also developed the ClimateWise Principles which members firms are required to commit to. The Principles, co-created by industry peers with the challenging and forward thinking input from academics at CISL, are the only international standard tailored specifically to the insurance sector.

ClimateWise Principles
1. Lead in risk analysis
2. Inform public policy-making
3. Support climate awareness amongst our customers
4. Incorporate climate change into our investment strategies
5. Reduce the environmental impact of our business
6. Report and be accountable

Challenge, Success and Learning

Key to the success of the ClimateWise partnership has been a clear common goal; advancing global society's response to climate change. This is articulated both in the membership terms that companies are required to agree to, but also in the ClimateWise Principles.

The Principles commit companies to incorporate climate risk into their business strategy and planning and to publish a statement as part of their annual report detailing the actions that have been taken in support of the Principles. Not only do the Principles provide a clear and common framework for all members, they have also driven accountability by providing customers, the public and other stakeholders with detailed information on the insurance industry's contribution to reducing the risks of climate change. Members have been very receptive to the ClimateWise Principles because they have come from within the industry rather than being imposed on it from an external group.

The inclusion of academia in the ClimateWise partnership provides members with access to cutting-edge research on the topic of climate change and offers an impartial platform for business leaders to meet. CISL facilitates debate and the collaboration between academia and industry drives the development of solutions that are not only rigorous and forward thinking, but also practical at an industry level. The result is that the benefits of the partnership spill over into wider society.

> "Climate science is by its very nature very complex. It makes sense for academia to be involved with this and it provides the insurance industry members of ClimateWise with independent input and research to help shape thinking".
> **Sophie Timms, Zurich's Head of UK Public Affairs and Corporate Responsibility.**

As with any multi-stakeholder partnership, there is rarely ever unanimous agreement on every topic as member organizations naturally have different aims and positions. There are also disparities in skills, competencies and level of knowledge of risk and climate change between members, as well as differences in approaches to problem solving and definitions of success. Access to information on risk can differ significantly across countries and regions. Recognizing this diversity and ensuring open discussion in which all participants have a legitimate voice and clear decision making roles, has helped ClimateWise overcome these challenges. Whilst the impact of climate change is a highly pertinent risk for all members, the insurance industry faces a multitude of other risks (e.g. cyber-crime, increasing regulation) that compete for time, money and resources. Ensuring the

PRAXIS CASE 3

aims of the partnership are embedded in the strategy of member firms and securing buy in from senior management can often be challenging.

> "Ensuring that activities speak to and enhance the core business needs of its members, is key to a successful partnership like ClimateWise".
> **Tom Herbstein, Programme Manager, ClimateWise, University of Cambridge Institute for Sustainability Leadership.**

From CISL's perspective, keeping pace with the fast moving and dynamic operating environment of the insurance industry, understanding the geopolitical complexities in the macroeconomic environment, and staying abreast of climate change research, are ongoing challenges. Similarly, achieving a balance between investing time and money into valuable research and raising the profile of the ClimateWise partnership, can be difficult. Ensuring the long term sustainability of the partnership is another key challenge for CISL. To help address this, they have been working with stakeholders to identify barriers to success and have sought to better manage the expectations of member organizations.

The Future

Efforts to tackle climate change have historically been led by policy-makers. However, the pace and scale of investment and behavior change required to meet the unprecedented challenge means that the private sector has a crucial and catalytic role to play. Partnerships like ClimateWise are enabling the insurance industry to make a meaningful contribution to wider society through collaboration, for example, through the dissemination of research and the adaptation of their business models, which enables risks associated with climate change to be accurately measured and remain insurable at reasonable economic cost.

ClimateWise's membership base and the number and breadth of workstreams continues to grow. Organizations from throughout the wider insurance industry value chain are beginning to engage with the partnership and ClimateWise has also launched partnerships with other key international insurance associations such as the Confederation of Brazilian Insurance Trade Associations and the South African Insurance Association. By working together, these collaborations will help ClimateWise and its members to better understand regional perspectives and challenges, raise insurer awareness of climate change as a strategic risk for the global industry, and share learning with the aim of driving action on the ground. The benefits of this will go beyond the insurance industry and be felt by society at large.

Looking ahead, ClimateWise and its members recognize the need to extend the partnership beyond the insurance industry. Through the CISL, there are opportunities for cross-sector collaboration with initiatives such as the Natural Capital Leaders Platform, Banking Environment Initiative and Prince of Wales's Corporate Leaders Group. ClimateWise has also taken a lead in raising the profile of the role that multi-sector partnerships play in responding to the risks of climate change, through participation in a pan-European research project called ENHANCE. Through such collaboration ClimateWise and its members will be able to increase their influence on the fight against climate change, a challenge which no one stakeholder can succeed in solving in isolation. | A·R·S·P |

These collaborative workstreams bring together member businesses, industry bodies and academia to deepen understanding and deliver practical solutions.

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COMMUNITY
SECTION

A·R·S·P   A·R·S·P

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How Can Cross-Sector Collaborations Empower Marginalized Stakeholders?

For decades, the development of less powerful, excluded, disempowered and poorly resourced actors and communities (henceforth referred to as marginalized stakeholders) has been the focus of governments and international development organisations. A vast amount of money is being transacted internationally in the name of development assistance. According to the Organisation for Economic Co-operation and Development (OECD)[1], in 2015 alone the total amount of development assistance flows from member countries of the Development Assistance Committee (DAC) totalled about USD 131.6 billion, which represents an increase of around 6.9% when compared to 2014. Despite the fact that numerous state and non-state actors such as NGOs and private corporations are involved in funnelling developmental assistance towards meaningful development initiatives, not much of it is actually directed towards the empowerment of marginalized stakeholders.

More often marginalized stakeholders are seen as mere receivers of support. They are overpowered by the involvement of numerous powerful state and non-state actors. Their voices are muted as their local knowledge and expertise are excluded. There is enough evidence in the literature to show that empowering and involving marginalized stakeholders in the decision making process may lead to the development of improved, practicable and impactful policy solutions. The ways in which these stakeholders are identified, prioritized, and engaged with throughout the developmental process significantly shape the policy outcomes.

However, involving marginalized stakeholders certainly comes at the expense of requiring more time, resources and effort. Given the resource and infrastructural limitations of the state and civil societies, resourceful corporate actors have begun lending their hands to facilitate engagement of marginalized stakeholders through the entire process. In fact, some leading companies like TATA and Patagonia are seen as new powerful agents of change. They act as corporate citizens through a strategic bridging role connecting marginalized communities, public sector organisations and civil societies. There are even cases where businesses help the state actors to improve governance mechanisms related to welfare schemes by eradicating corruption and decreasing the power of traditional bureaucratic constraints.

Still, there is more that we are yet to understand about cross-sector collaborations and their contribution to the empowerment of marginalized stakeholders. We dedicate this issue's Community section to initiate a discussion around this topic. This section is based on a well-balanced recipe in a sense that it includes interviews with experts in both the practitioner and the academic world. Our first expert is Judi Sandrock, CEO of Meta Organisation for Economic Development (MEDO), South Africa. Judi has worked for companies like Anglo American and has immense experience in setting up entrepreneur incubators to develop the capabilities of marginalized stakeholders. Our second expert is Professor Bobby Banerjee, Cass Business School, City University of London. Bobby's work has made profound contributions towards theoretical understanding of resistance among marginalized stakeholders and negative consequences of business activities. In addition to scholarly contributions,

he has also worked with aboriginal communities in Australia to develop their capabilities. While both Judi and Bobby agree that cross-sector collaboration is the way forward, they also hint about possible challenges. For example, Bobby highlights the exclusion of academics in multi-lateral collaborations and the challenges they face when engaging with powerful private and public actors. Judi highlights challenges around managing different expectations of corporate actors and marginalized stakeholders, and collaboration between them. The most useful aspect of their interviews is that they suggest ways on how to deal with and navigate around such challenges.

> This section is based on a well-balanced recipe in a sense that it includes interviews with experts in both the practitioner and the academic world.

In sum, these contributions dictate two important points. One, marginalized stakeholders should be seen as co-creators of policies and initiatives and not as mere beneficiaries. Two, even if businesses are not adopting the role of the state or civil society in offering public services, they cannot continue to neglect the fact that they are social entities and part of a wider societal context. They have the power, through their activities, to generate a greater positive impact on marginalized stakeholders across the globe, ensuring at the same time sustainable business development. | A·R·S·P |

This community section is a joint product of Vivek Soundararajan (Section Editor), Domenico Dentoni (Associate Editor), Jill Bogie (Associate Editor), Adriana Reynaga (Associate Editor) and Julia Diaz (Associate Editor).

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A·R·S·P   A·R·S·P

by Jill Bogie

PhD researcher, University of Stellenbosch Business School, South Africa.

Judi Sandrock

CEO of MEDO, Cape Town, South Africa.

Developing a New Generation of Entrepreneurs:

How International Trade Partnerships Between South Africa and the UK Are Supporting Economic Development

Judi Sandrock is the co-founder and joint CEO of MEDO (Meta Organisation for Economic Development), which is a South African specialist in supplier, enterprise and economic development. She applied 20 years of experience in the mining, pulp and paper, oil and gas industries to establish entrepreneur incubators for Anglo American in each of 28 communities in which the company operated. After successfully establishing the Anglo programme, she then set up MEDO. In 2010, she was appointed by Virgin Unite to build the Branson Centre for Entrepreneurship with hubs in South Africa, the Caribbean and Australia.

Jill Bogie (JB): Can you tell us about MEDO and the partners you work with?

Judi Sandrock (JS): Initially, the focus of MEDO was on building an incubator support programme for entrepreneurs. Lately, the incubator programme has evolved and is complemented by a transformation agenda. Currently, MEDO works with private sector and public sector partners in both South Africa and in the UK. It supports entrepreneurs and small businesses to build their businesses by connecting them with large corporates, introducing them to *new markets and global opportunities*. Partners include the South Africa Government Department of Trade and Industry (DTI) and the UK Trade and Investment (UKTI) programme. They encourage trade between South Africa and the UK by connecting large companies with emerging and smaller enterprises. Corporates in the

information, communication and technology (ICT) sector and the financial services sector are involved in these partnerships including British Telecom Global Services (BT) and Barclays Bank. In June 2014 the MEDO programme was presented in London as the flagship entrepreneur development programme in South Africa.

JB: Why is enterprise development so important?

JS: It is so desperately needed everywhere in the world. We have to engage in enterprise development because it is small enterprises that are going to create the jobs and build the economy. The big challenge that we have in any resources industry, whether it is mining or pulp and paper or maybe a fruit-processing factory, is that you have a resource and you have a village that springs up around the resource and a community that develops. But there is a global situation around

resources so that when the resource runs out, people stay and they get poorer and poorer and poorer, except where an alternative economy has been built. But it isn't a foregone conclusion that when the resource runs out that people just simply stay and get poor. Cynthia Carroll's [then CEO of Anglo American] idea had a lot of foresight and focused on how to encourage the people in the communities around the mines to become enterprising.

JB: How are partnerships involved in the incubator support programme for entrepreneurs?

JS: In 2012, the DTI launched an incubator support programme to co-fund incubators. The incubator management team at MEDO brought the private sector funding and then the DTI would match that. We opened the first incubator for the DTI in Maboneng in Johannesburg. It was a huge event and we had Minister Rob Davies (the South African Minister of Trade and Industry) there cutting the ribbon. Then there is the partnership programme with the UKTI and initially BT funded that. It included businesses related to information technology or that used technology in developing the business. It has been running since 2012.

JB: Is there an example of an entrepreneur whose story encapsulates how the UKTI partnership works?

JS: I've got several, but I am going to tell you about Jeffrey Mulaudizi and his business, African Public Bicycles. [see case example in separate box]

JB: What are the benefits of the incubator to the entrepreneur?

JS: What we find very valuable for the entrepreneur is the access to market and the introductions and what we can do is open doors for them that they cannot open themselves. The other thing is that being an entrepreneur and running your own business can be very lonely. The incubator provides a sense of community. There are various programmes and workshops that we run depending on the level of development of the business and there are learning outcomes. The way we deliver them is not a teaching style, but very much more facilitated conversations. It's about facilitating the

sharing of knowledge and experience amongst the entrepreneurs. It's a tightly facilitated conversation so we can get the learning and also build the relationships because we want the entrepreneurs to interact with each other and build the network. We manage the network and we bring everybody together, we've created habits, we interact with them on a very regular basis using our customer management system to track progress. We can actively support over 800 entrepreneurs at any one time. And since 2012, we have regularly taken entrepreneurs to the UK on trade visits.

JB: What were the big challenges and how did you overcome them?

JS: The biggest challenge we had in the early days was managing expectations. Quite often the private sector sponsor will get very excited about how they're going to be assisting these entrepreneurs and give them business and so on. They will say that in a public forum and then the entrepreneurs will have a sense of expectation that they're going to get the business or that they're going to get the contract, but that is not actually the case. They feel very let down. We have learnt how to manage that. We have a discussion with the private sector sponsor before they speak with the entrepreneurs. There is such a chasm between the corporate people and the small business owners because 95% of the small business owners have never had a corporate job. They don't understand each other at all. It is two completely different worlds and we've realised that we have to bridge these worlds. We have done a lot of work with small business owners training them on how big business works. We have to train them because they've never worked in a corporate company and they have no idea how it works.

JB: How has the incubator model changed since it was first established?

JS: I think there is a global challenge that quite often Governments are a little bit behind the wave. So the incubator programme took a while to optimise and improve and it is at a point now where the model has become obsolete. What happened is that people have become connected with their smartphones and devices and the internet has become much more accessible, so people can actually work from home and they don't

need to travel into an incubator. The entrepreneurs don't need office space and facilities any more. They still use them for events and functions and networking or when they need assistance or mentoring, but it's much more a virtual incubation than a physical incubation.

We also have a team that goes into very under-served communities. We've got a truck (in partnership with Isuzu), that's kitted out as a business centre and the team goes to those communities. Each week they'll interact with at least 50 new people and it'll be one or two people that apply and then they start coming through into the network.

Another thing is that we don't go to the Government for any more funding because we don't need it. The way we're running it now, the cost of impact is so low that it's affordable out of the various programmes that we run for the private sector. We have scale and we've driven down the cost and we've broadened our impact. Another thing is that as a country we don't have a large fiscus and taxpayers' money needs to be used for things that the private sector won't pay for. I A·R·S·P I

Case:
The Story of *Jeffrey Mulaudzi* and African Public Bicycles
(as told by Judi Sandrock)

Picture 1. Jeffrey on the streets of Alex township in Johannesburg.

We met Jeffrey when he was 17 at one of our trucks in Alex township. He had 7 bicycles and he was running bicycle tours, about one a month. He came to our foundation business skills programme, that we run a day a week for 6 weeks, during which time he researched his market and realised his niche was overseas guests from countries where people like to cycle, such as Holland. By the end of 6 weeks, Jeffrey had signed a corporate deal with KLM Airlines to take their flight crews on cycle tours when they were in Johannesburg.

The next year his business had grown to 20 bicycles and one tour a week and he wanted to go on the overseas programme to the UK, but at the time it was only for businesses that used technology. So Jeffrey decided to use technology in his cycle business. He set the whole thing up with a Hero camera on the front bicycle that films the people and at the end of the tour it gets uploaded to

YouTube; and he's got GPS trackers on all the bikes so that their friends on the other side of the world can see them and where they're riding around. Jeffrey did very well at the boot camp and he got top marks. His case was very compelling and he wanted to go and see how Barclays do the bicycle sharing system in London.

He went to London and visited Barclays and was introduced to the mayor's office by the CEO of Nandos. They showed him the technology back end and where they service the bicycles. Back in South Africa, he then went to Discovery and signed up to do a bicycle sharing system for them. After 18 months he went back to visit Barclays and they agreed to send their old bikes and locking stations to Jeffrey and they pay for the shipping to South Africa. Jeffrey now has several businesses, he employs over 50 people, and he has bought a house for his mother so that she no longer lives in a shack. I A·R·S·P I

A·R·S·P   A·R·S·P

by Domenico Dentoni

Management Studies Group, Wageningen University, the Netherlands.

Bobby Banerjee

Cass Business School, City University London, UK.

Resistance and Alternatives to a Corporate-Centric View of Society:

Which Roles Can Academics Play to Support Marginalized Actors?

Bobby Banerjee is Professor of Management at Cass Business School, City University of London where he is Director of the Executive PhD Program. He is a key researcher at ETHOS: The Center for Responsible Enterprise at Cass Business School. His research interests include sustainability, corporate social responsibility, critical management studies and political ecology. He has published widely in international scholarly journals and is the author of two books: Corporate Social Responsibility: The Good, The Bad and The Ugly and the co-edited volume Organizations, Markets and Imperial Formations: Towards an Anthropology of Globalization. Bobby is also a Senior Editor at Organization Studies.

Domenico Dentoni (DD): What is your viewpoint on building practitioner-academic partnerships as a way to effectively support marginalized actors in society?

Bobby Banerjee (BB): My personal choice in my career was to focus on theoretical contributions that explain some of the negative social, cultural and environmental consequences of business and also to understand how marginalized actors organise resistance. As academics we need to be careful about not being co-opted by business interests when it comes to practitioner-academic partnerships. The current trend of 'performativity' runs the risk of such co-optation. I have a paper in the latest issue of Human Relations co-authored with Peter Fleming on the dangers of performativity.

In the paper we discuss the futility of 'partnering' with corporations in some cases. We discuss the example of "zero-hour contracts" which have become popular in the UK. These are basically an obligation for people to be available 24 hours/7 days a week to accept any job without any guarantee of hours worked. In this kind of situation, how can you think of engaging with an organisation trying to introduce such an exploitative system in a kinder, gentler manner? How does one partner with corporations that are destroying our ecosystem? Of course these are extreme cases, but they should help reflecting on the opportunity and mechanisms to engage with powerful actors in society.

Instead, I would recommend giving more attention to study and narrate the behavior of non-corporate organisations, such as cooperatives, small and medium-sized enterprises and other forms of organising. These alternative forms of organising are under analysed and deserve more of our attention.

DD: So, how can we practically support, inform, narrate, assess or partner with the marginalized and impoverished communities?

BB: Academics are de facto excluded from international

multi-lateral negotiations and other relationships among the powerful actors in society, which are fundamentally anti-democratic in their decision-making processes.

As academics interested in understanding and overcoming oppressive systems we can work with communities that are resisting such practices. Some of my research is on how communities in South America, Africa, Australia and Asia are resisting extractive industries operating on their lands. These ethnographies of resistance can help us understand some of the disempowering consequences of corporate activity and what communities are doing to resist corporate exploitation.

We also need to critique current neoliberal policy approaches to address social and environmental problems. I have a forthcoming paper co-authored with Laurel Jackson that provides a critical perspective on microfinance in rural Bangladesh. Our empirical analysis shows that instead of alleviating poverty, microfinance increased vulnerabilities, diminished social relations and created more indebtedness.

Finally, studying and supporting alternative forms of organising that promote low environmental impact lifestyle are ways of acting in antagonism to forces that perpetuate inequality. Most of the decision-makers in society are still asking questions such as: how do we grow sustainably? But actually it is now evident that growth cannot be sustainable anymore. A more appropriate question instead is: how can we make a low consumption standard of living acceptable to wealthier segments of society? How do we organise a society where we are going to have a permanent unemployment rate exceeding 25-30% without descending into anarchy?

DD: Are you hinting at organising and narrating processes of "degrowth" as keys to support marginalized actors?

BB: Degrowth is a challenging concept, which is radical, complex and still poorly understood. It is easy to make sense of degrowth from an individual perspective (such as, this year I consume less and reduce my footprint), but how does it apply at an organisational level? For example, can you convince managers to set objectives such as selling less cars? Or, can a politician win elections with the rhetoric of more (rather than) unemployment? And can degrowth be economically sustainable?

DD: To conclude, which roles can academics play to improve accountability systems and the establishment of enforcement systems that would support marginalized actors in society?
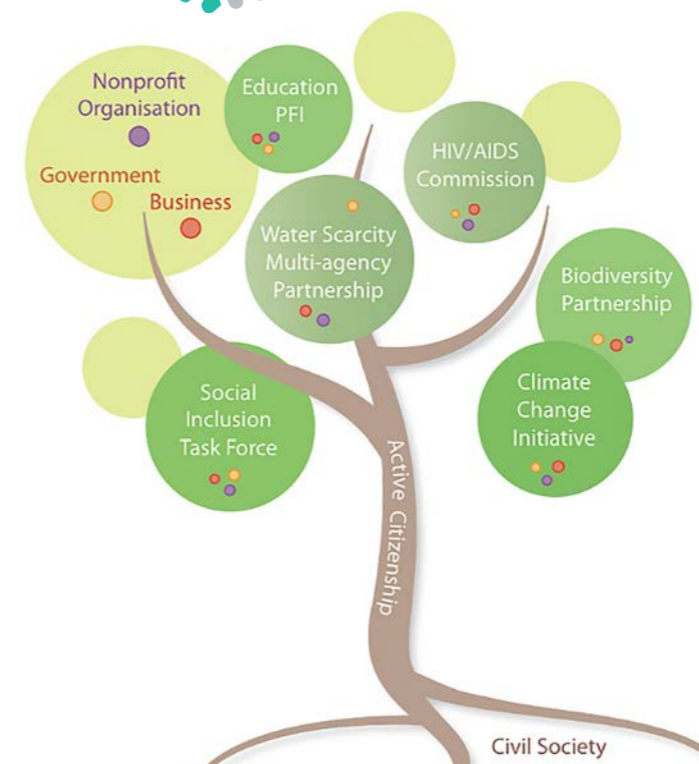
BB: Let's be honest, academics can do very little. We cannot think of making an impact with only a few people in the world reading our publications. We need to seek other avenues to make an impact.

One way is engaging in activism. It is possible to partner or work with or for advocacy organizations that seek to change exploitative practices. I don't consider myself to be an activist per se but I do support some causes like the boycott of divestment and sanctions against Israel in support of Palestinian rights.

A second way is to become a public intellectual and develop a media profile – people like Noam Chomsky or the late Edward Said, for example, made public comments on current events. As academics we can also support legal cases and bring them to public attention by using our expertise and reputation as academics in public litigations. Action research projects in partnership with marginalized communities are another option. I have worked with Aboriginal communities in Australia in setting up social enterprises and provided support for them to be able to access funding.

Finally, the most immediate and direct way to make an impact is through teaching. As a professor in a business school I do not think my role is just to educate the next generation of managers. Our role should be to educate the next generation of political leaders; activists and environmentalists.

DD: Thank you for your time. Your ideas help us to reflect on why and how our community of scholars builds bridges across academia and practice. | A·R·S·P |

by Jill Bogie

PhD researcher,
University of Stellenbosch Business School.

& Julia Helena Diaz Ramirez

Universidad de Los Andes, Colombia.

SYMPOSIUM REPORT ON CSSI 2016

Cross-Sector Partnerships for Systemic Change: Large Scale Systems Change and Power Dynamics

Symposium Theme and Objectives

The fifth biennial *International Symposium on Cross-Sector Social Interactions*[1] was held in Toronto from 17th to 20th April, 2016. The theme of this year's conference was whether, and how, cross-sector partnerships can lead to deeper systemic change.

Cross-sector partnerships are increasingly being created to address complex social problems that are too large for one organisation to tackle[2] and yet the question to be asked is: How effective are they for achieving systemic change? The theme of the symposium gets to the heart of the current challenges confronting social governance systems, global business and civil society, and the systemic nature of the change needed. The symposium provided a platform to critically reflect and consider

how and whether collaborative forms of governance are effective and how different forms of governance and regulatory mechanims, such as more voluntary-based private and civil regulation, need to be considered. Questions may be asked about organisational forms, how cross-sector forms of organising can be designed to deal with systemic change, and whether there is a need to rethink the goals for partnerships.

The three keynote speakers, Barbara Gray, Ben Cashore and Henry Mintzberg, addressed these questions and their insights offered inspiration and a critical platform from which the various symposium workshops, presentations and panel discussions then developed the symposium theme in more detail.

Partnerships as Vehicles for Organising Institutional Fields

Barbara Gray presented a historical overview on cross-sector partnerships and offered some reflections on conceptual challenges and research dilemmas. She advocated an institutional approach to systemic change and the need to explore partnerships as vehicles for organising institutional fields. With reference to Wooten and Hoffman[3], she described institutional fields as relational spaces that are transitional and variable and provide opportunities for organisations to connect. Highlighting different theoretical approaches to field level change, she explained that partnerships emerge in overlapping spaces between two fields where norms are ill-defined. However, more research is needed on how partnerships promote or prevent the institutionalisation of fields.

Another challenge that Gray described is the issue of scale[4], particulary in the case of transnational fields where public sector governance does not apply. Large scale systems change was noted as another fruitful area for further research.

A third issue raised by Gray is power and power dynamics. She said that more research is needed on questions such as what constitutes power in a field, how power is exercised and how it affects partnerships. She queried whether partnership is a desirable option in situations where there are power differences. Gray concluded by encouraging researchers to ask critical questions and use their voices to tackle ethical dilemmas, such as whether the researcher should remain neutral or choose a position.

Large Scale Systems Change

Following the theme highlighted by Barbara Gray, other presentations pursued the subject of large scale systems change and discussions explored the meaning of large scale systems change, what it can achieve and its limits. Subjects such as partnership solutions to the United Nations Sustainable Development Goals and addressing wicked problems were discussed; developing country perspectives were presented from South America, Southeast Asia and China; and different societal problems were considered such as improving infant nutrition, environmental governance, and affordable housing. Among the many presenters, John Bryson and Barbara Crosby discussed the idea of ambidexterity as a dynamic capability to manage tensions in cross-sector collaborations. As a different mode of operating it applies both incremental change and innovation; values consensus and difference; and recognises that power, politics and technology are complementary.

Non-State Market-Driven Governance Systems

Pursuing the challenges raised by Barbara Gray, Ben Cashore also saw the need to incorporate power as a factor in problem definition and he identified three objectively defined types of systemic problems. He described these as the 'win/win' case, which he noted was rare; the 'win/lose compromise', which applied the principles of fairness and social justice through a process of adjudication; and the 'win/lose hierarchy', in which problems are prioritised in terms of importance. He presented non-state market-driven (NSMD) global governance systems as a means to address these systemic problems.

Using the forestry sector as an illustrative example he spoke about how NSMDs can contribute to the governance of global problems. He described NSMDs as a form of organisation where there is no state authority, governance is inclusive and exercised through a range of standards, whose application is audited by third parties. NSMDs also apply compliance incentives within global supply chains so that consumer demands drive the participation of business. Used in this way, Cashore

SYMPOSIUM: KEY FACTS AND FIGURES	

Hosted by	Schulich School of Business, York University The University of Waterloo, Faculty of the Environment, School of Environment, Enterprise and Development.
Organisers	Prof. Andrew Crane & Dr. Amelia Clarke
Scientific Committee	James Austin, Esben Rahbek Gjerdrum Pedersen, Carlos Rufin, May Seitanidi, Rob van Tulder and Sandra Waddock (in alphabetical order)
Delegates and activities	130 delegates 80 submissions for workshops, paper presentations and panel discussions
Keynote speakers	Barbara Gray, Professor and Smeal Executive Programs Faculty Fellow Emerita, Department of Management and Organization, Smeal College of Business, Pennsylvania State University. Ben Cashore, Professor of Environmental Governance & Political Science, Yale School of Forestry & Environmental Studies, Yale University. Henry Mintzberg, Professor of Management Studies, Desautels Faculty of Management, McGill University.
CSSI awards	▶ 2016 Lifetime Achievement Award in Collaboration R search sponsored by Partnership Research Centre, Erasmus University: awarded to Professor Barbara Gray, presented by Rob van Tulder. ▶ 2016 Routledge Best Paper Award: awarded to Anne Quarshie from Aalto University in Finland for her paper entitled "Cross-Sector Social Interactions and Systemic Change in Disaster Response: A Qualitative Study".
Doctoral consortium	Organised by Prof. Oana Branzei from Western University and Prof. Jonathan Doh from Villanova University. 25 students from 15 countries 12 faculty members The doctoral consortium was held before the conference at York University, Schulich School of Business. It was a very special occasion for the doctoral students who were selected to participate. They were able to interact and learn from the faculty mentors who were most generous and open in giving advice and guidance and in sharing their own personal experiences and stories from their own academic careers. Funding received by the Social Sciences and Humanities Research Council of Canada
Next conference	The 6th International CSSI symposium will be organised by Copenhagen Business School (Prof. Esben Rahbek Gjerdrum Pedersen) in 2018.

explained that an NSMD has two primary requirements. The first is to develop the authority and legitimacy to govern; and the second is to develop standards capable of addressing the problems. Success depends on their ability to harness the power of the market and to nurture market demand and supply.

Presentations that reflected some of these ideas pursued topics such as how multi-stakeholder initiatives are being applied to address wicked problems, corporate social responsibility as a non-market strategy and a variety of non-state standards for CSR reporting and environmental disclosures. Other discussions considered how partnerships can be configured to effect environmental change and how various hybrid forms of organising can address systemic change. A panel discussion on non-state standards considered the case of forestry certification, while other non-state initiatives were studied to address issues as diverse as climate governance and the credibility of eco-labelling in sustainable aquaculture.

Power Imbalances in Society

Power was also the focus of Henry Mintzberg's address as he explored the need for societal change. He advocated for a strong plural sector to redress the power imbalances in society[5]. He said that this requires a radical renewal and a power shift among the sectors to achieve a dynamic equilibrium that removes the domination of the public and private sectors[6] and what he called 'political paralysis'. In his view, governments and business are not going to fix the problems of society, which are evident in the social turmoil and crises situations being experienced in different parts of the world. He said that a strong plural sector could act as a counter-balance to the dominant powers of the other two sectors and could achieve a rebalancing of society. He argued that "anyone who believes that corporate social responsibility will compensate for corporate social irresponsibility is living in a win-win wonderland". Rather, it is the plural sector that needs to engage more, to replace destructive practices with more constructive social intiatives. Mintzberg concluded that although the plural sector is enormously active on the ground, it is yet to get its collective act together to redress the imbalances in society.

Workshop discussions explored community based collaborations for systemic change and paper presentations considered a range of topics from adopting an activist strategy for transforming industry to cross-sector collaboration in disaster relief response. A number of papers addressed the subject of conflict and explored power, tensions and institutional crises.

In Conclusion: What Constitutes Power at a Field or Systemic Level?

The range of presentations was extensive and insightful and stimulated discussions that were thought provoking and deeply reflective. While not always articulated directly, the underlying theme of power and the power dynamics of systemic change infused many of the discussions. Barbara Gray reminded us that power still needs to be better understood at the field level, it still needs to be defined and it remains as "the $64000 question". | A·R·S·P |

> Barbara Gray reminded us that power still needs to be better understood at the field level, it still needs to be defined and it remains as "the $64000 question".

Notes

[1] The CSSI Community is an umbrella organisation of academic and practitioner organisations and individuals in the field of cross-sector interactions. The bi-annual CSSI Symposium and the annual publication of the ARSP are two of the many ways that we foster open discussion around CSSI.

[2] **Crane, A. & Seitanidi, M.,** 2014. Social Partnerships and Responsible Business: What, Why and How? In: M. Seitanidi and A. Crane, eds. Social Partnerships and Responsible Business: A Research Handbook, Routledge, Abingdon, pp. 1-12.

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[4] see also **Gray, B.** 2015. Constructing Collaborative Partnerships: Scope, Scale, Serendipity and Sabotage. Annual Review of Social Partnerships, 10, 89-94.

[5] see also **Mintzberg, H.** 2014. Societies, Sectors, Citizens: The case for rebalancing society. Interview conducted by **Arno Kourula**. Annual Review of Social Partnerships, 9, 29-31.

[6] **Mintzberg, H.,** 2015. Rebalancing Society: Radical Renewal Beyond Left, Right, and Center, Berrett-Koehler Publishers, Oakland, CA.

by Vivek Soundararajan

& by Jill Bogie.

We wish all our new members a warm welcome and we invite you to engage with the CSSI community through our new website at *www.cssicommunity.org* and on our Facebook page at *https://www.facebook.com/ARSPinternational/*

STEPHEN BRAMMER is Professor of Strategy and the Director of Faculty at Birmingham Business School. His research explores firm-stakeholder relationships, their strategic management and impacts upon company performance and reputation. His research has been widely published in leading journals such as the Strategic Management Journal, Journal of Management Studies, and Organisation Studies. He is a member of the Academy of Management and has served as the President of the International Association for Business and Society. Current projects include a comparative analysis of the role of stock exchanges in encouraging improved social and environmental performance among listed companies, a theoretical analysis of policy responses to greenwashing, and a study of the influence of organisational learning on firms' carbon emissions. Research in development explores differences between public and private sector organisations in engagement with sustainable supply chain management, how to encourage resilience in business and communities in the face of increasing flood risks, and the role of employees in shaping more sustainable organisations.

MONDER RAM OBE is the Director of the Centre for Research in Ethnic Minority Entrepreneurship (CREME), Co-Director of the Enterprise and Diversity Alliance (EDA) and Director of the Enterprise and Diversity Cluster based in the Business School at the University of Birmingham. He has extensive experience of working in, researching and acting as a consultant to small and ethnic minority businesses. Working with diverse communities and cross-sector collaborations is central to Monder's work and characterises much of CREME's activity. Partners in current projects epitomise the work of CREME and include a local housing association at one end of the spectrum and the British Bankers' Association at the other.

RISHI SHER SINGH is the Director and co-founder of Advisory for Sustainable and Responsible Business (ASRB), an organisation based in India. ASRB is working on developing innovative platforms where businesses can discuss the challenges of implementing the Sustainable Development Goals and it also forms cross-sector workgroups to leverage the power and influence of different stakeholders. His current research interests include the drivers for integration of human rights in businesses. Rishi is intrigued with the possibilities that attitudinal changes at all levels of an organisation could enable responsible business and create a positive impact on the societies. Cross-sector partnerships where Rishi has contributed include the peer learning group on Business and Human Rights in India in 2015 and stakeholder dialogue in the electronics sector in 2013 and the garments sector in 2012 and 2015.

LAURA J. SPENCE is a Professor of Business Ethics and the Co-Director Centre for Research into Sustainability at Royal Holloway, University of London. Her primary area of research is ethics and social responsibility. She is best known for her application of these to small and medium sized enterprises. This work draws on supply chain, cluster and cross-sector initiatives to understand contextualised ethics and corporate social responsibility. Key publications include Accounting, Organisations and Society, Organisation Studies and Business Ethics Quarterly. Current interests include research in developing and emerging economies. Laura enjoys ongoing collaborative work with members of the construction industry and the accounting profession.

LOUISE VAN RHYN is the founder and CEO of Symphonia for South Africa, an organisation that seeks to inspire active citizenship and cross-sectoral collaboration through training, mentorship and its flagship Partners for Possibility (PfP) programme. She believes that highly complex and intractable social challenges can be solved through cross-sectoral collaboration and an understanding of complex social change. Louise holds a Doctorate in Management (DMAN) from the Centre for Management and Complexity at the University of Hertfordshire, an MBA from the University of Stellenbosch and has worked as an organisational development practitioner for the past 25 years. Louise is driven by the goal of the late President Nelson Mandela to bring quality education to all South African children. This has led to the creation of the PfP programme, which brings business leaders and school principals of resource-constrained schools together in a reciprocal co-learning and co-action partnership to strengthen leadership and management capacity. In addition to contributing to change, the process has been recognised for its contribution to nation-building and reconciliation in South Africa. | A·R·S·P |

W e are happy to share with you the following news from our current members.

ROB VAN TULDER is the Founder and Academic Director of the Partnerships Resource Centre (PrC) at Rotterdam School of Management, Erasmus University in the Netherlands. The PrC is an open centre for academics, practitioners and students to create, retrieve and share knowledge on cross-sector partnerships for sustainable development. After the start-up phase in which the PrC developed several research projects on multi-stakeholder collaboration, partnerships for sustainable development and inclusive business, the PrC is now in the phase of actually doing the research and harvesting the first results. The Wicked Problems Plaza (WPP) is a methodology and physical space for constructive facilitated multi-stakeholder dialogue and there is a whole series of WPP around the Global Goals. The team has also been working on a WPP book that is scheduled to come out in September 2016. The annual Max Havelaar Lecture is in November 2016 and this year's theme is Business and Inclusive Development and. The PrC team invites you to join them.

SANDRA WADDOCK received the award for Leadership in Humanistic Management at the Academy of Management meeting in 2015. She is currently involved in a variety of projects and most recently one of her areas of focus is on large-scale systems change. In June 2015, Sandra, with Steve Waddell, Sarah Cornell, Domenico Dentoni, Milla McLachlan, and Greta Meszoely, guest edited a special issue of Journal of Corporate Citizenship on Large System Change, Transformations and Transitions: An Emerging Field. Along with Steve Waddell, Petra Kuenkel, and Domenico Dentoni, she presented a workshop on Large Systems Change at the CSSI conference in Toronto in April 2016. Sandra is also involved in a new initiative called Leading for Wellbeing that is attempting to shift the dominant narrative around economics. Relating to this, she has two forthcoming papers in the Humanistic Management Journal: 'Foundational Memes for a New Narrative about the Role of Business in Society' and 'Developing Humanistic Leadership Education'. In January 2016, an article by Laura Albareda and Sandra was published in Business & Society, entitled 'Networked CSR Governance: A Whole Network Approach to Meta-Governance'.

STELLA PFISTERER is Associate Editor of the Publications Section of the ARSP and is a Research Associate at the Partnerships Resource Centre (PrC) at the Rotterdam School of Management, Erasmus University. Stella is involved in research, teaching, training and policy advice that bridges academic knowledge and practical insights on cross-sector partnerships in international development. Currently, she working on three major research projects at the PrC. In the first, she is leading a project on the effectiveness of partnerships in development cooperation focusing on governance tensions of partnerships and how they are dealt with. Within the 'Promoting Effective Partnering Initiative', Stella is involved in developing a monitoring and evaluation framework for partnerships. Lastly, within the PPPLab, she is researching the role and engagement of the 'public P' in partnerships.

COMMUNITY SECTION

VIVEK SOUNDARARAJAN is the Section Editor of the Community Section. He is a Post-Doctoral International Fellow at Birmingham Business School, University of Birmingham. His core research interest is in understanding the ways in which businesses can be responsible, especially in global production networks (GPNs) and developing economies. In one of his current projects, he is examining the conditions that enable or constrain cooperation of diverse actors in GPNs with respect to implementation and performance of sustainability standards. Vivek also currently serves as Associate Editor of Business Ethics: A European Review and he has published in Business & Society, Journal of Business Ethics and edited books.

LEA STADTLER is the Section Editor of the Pedagogy Section of the ARSP and since 2015 she has also been a member of the ARSP Senior Management Team. From September 2016, Lea has taken up a new position as Associate Professor at the Grenoble Ecole de Management, France. In her recent research, she explores multi-company CSSPs in the light of coopetition and paradox management and this work was published in the May 2016 issue of Organization Studies. As part of a larger research project with the University of Waterloo, Canada, she examines configuration patterns in environmental partnerships. One of her recent papers on configuring partnerships for environmental change, co-authored with Haiying Lin, was nominated as one of three finalists for the 2016 Routledge Best Paper Award in Social Partnerships.

LAMBERTO ZOLLO is Associate Editor of the Publications Section of the ARSP. He is a Post-doctoral Researcher in Management and Business Administration at the University of Florence, Italy. He received his PhD in Management last year at the University of Pisa. In his PhD thesis, the statistical technique of structural equation modeling was developed in the context of nonprofit organizations, focusing on volunteers' behavioral intentions to donate. This research has been accepted at the 76th Annual Meeting of the Academy of Management and will be presented in Anaheim in August 2016. His research interests are in strategic management, CSR, ethical decision-making, and cross-sector social partnerships in the healthcare field. In particular, his research focuses on ethical decision-making, moral intuition and heuristics and it has been recently published in the Journal of Business Ethics and the Journal of Management Development. His research on hybrid organization phenomena was presented at the EGOS 32nd Colloquium in Naples, Italy in July 2016. | A·R·S·P |

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