Glossary

Collaboratory. An emerging approach and philosophy on management education that is central to the three roles envisaged in the 50+20 vision. The collaboratory may be defined as a facilitated circular space (physical or conceptual) created around any issue of relevance where members of a community (stakeholders, elders, students, researchers, parents, thought leaders across disciplines) meet on equal terms to develop viable solutions to our current challenges. The term was first used in computer sciences to describe virtual research centres and was later used to describe emerging networked organizational forms associated with unique collaboration, communication and governing principles.

Common good. The greatest possible good for the greatest number of individuals: a world where all citizens live well and within the limits of the planet.

Creating shared value. The principle of creating shared value involves building economic value in a way that also creates value for society by addressing its needs and challenges. The concept was popularized by a 2011 article in Harvard Business Review written by Michael Porter and Mark Kramer.

Emerging Benchmarks. Standards and examples against which to measure and promote collaborative "best for the world" management education initiatives and approaches that are relevant and sensitive to the challenge of developing responsible leadership for a sustainable world. This stands in contrast to the traditional and prevalent view of benchmarking as a process in a competitive "best in the world" context. In the 50+20 vision "emerging benchmarks" refers to a collection of emerging innovations and practices by management educators around the globe that are attempting to pioneer "best for the world" management education.

Engaged scholarship. Researchers and practitioners interacting effectively to co-produce knowledge that is relevant to both research and practice, with academics contributing rigorously developed scientific insights alongside practitioners' understanding of the realities of the business world.

Experiential learning. A pragmatic, intellectual approach to learning, focusing on the analytical interpretation of an experience. Current

practices such as internships, field trips and business simulations are examples for experiential learning.

Experimental learning. Learning that differentiates between affective, imaginative, conceptual, and practical modes of psyche and focuses on what occurs within the learner. Experimental learning offers more ways of understanding and integrating an experience than experiential learning, thereby enriching the learning experience.

Globally responsible leadership. A response to existing gaps in leadership theory and practical challenges facing leaders. It is defined by the Globally Responsible Leadership Initiative (GRLI) as "the global exercise of ethical, values-based leadership in the pursuit of economic and societal progress and sustainable development. It is based on a fundamental understanding of the interconnectedness of the world and a recognition of the need for economic and societal and environmental advancement."

Perspective transformation. The process of enabling individuals to revise their beliefs and modify their behavior. Used in the context of transformative learning.

Reflective awareness. An evolved level of consciousness and personal awareness within an individual that is reflected in the way he/she relates to him/herself, their environment and various aspects of the world. It is developed through the capacity of self reflection and seen as a fundamental, non-negotiable foundation of a globally responsible leader.

Stewardship. An ethic that embodies responsible and sustainable management of resources. The concept of stewardship is linked to the concept of sustainability and refers to accepting responsibility for something that belongs to someone else.

Third person perspective. Assessing leadership from a distance, usually by discussing how other leaders have performed rather than actually experiencing the leadership role personally.

Transdisciplinarity. Used mostly in the context of research, transdisciplinarity goes beyond multi- and interdisciplinarity with the goal of intertwining the process of research with the process of problem solving in the real world. It systematically connects research and practice.

Whole person learning. Embracing all aspects of what it means to be human: feelings, senses, intuition, connection to others and the broader cosmic environment, as well as the mind and intellect, combining both experiential and experimental learning.