

Private
Wealth

Taking THE Reins

INSIGHTS INTO THE WORLD OF

ULTRA-WEALTHY

INHERITORS



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CHAPTER

11

THE EDUCATION OF GLOBAL STEWARDS

by Russ Alan Prince & Hannah Shaw Grove

THERE ARE SIGNIFICANT INTERRELATED SOCIETAL,

environmental, health, and economic issues that need to be addressed in order to ensure a prosperous future for the Earth's inhabitants. To be successful in thoughtfully and effectively dealing with these issues requires the collaboration and support of many types of institutions. In this mix of cooperating organizations and people, we have "education."

Education takes many forms and has become fundamental to successfully managing and leading in today's complex, increasingly transparent, hyper-competitive commercial landscape. It's also proving instrumental in all aspects of creating effectual governmental and non-profit organizations.

While the adoption of high-caliber education is becoming ubiquitous, the future ability of educational programs to meaningfully empower people, to tackle pressing and decisive issues, today and tomorrow, will need to continually evolve. Many extremely successful and provably capable people are recognizing the perpetual and escalating changes they need to adroitly deal with in order to maintain, let alone boost, the success of the enterprises they're involved with as well as their personal accomplishments. This is translating into these individuals embracing life long learning.

Personal development—in its many manifestations—enables people to achieve success as well as provide the means to reach ever-higher levels of achievement. Education that's transformative, issues-focused, and emphasizes reflective awareness is what successful people, who are looking to make greater advances including personal triumphs, are looking for.

There's also a profound shift in the way many of these successful individuals, as well as those fast-tracking to higher levels of accomplishment, will choose to learn in addition to the way they're going to choose the curriculum they pursue. The trend is solidly to a much more customized, transdisciplinary action-oriented educational experience.

Another trend that's coalescing is the critical importance of global stewardship.

THE PRESENT AND FUTURE IN THE HANDS OF GLOBAL STEWARDS

Many people talk about the need for global leaders. They're positing the world's requirement for individuals who can organize and motivate others for a common goal. As for the leaders being "global," this entails their ability to influence other people taking into account the internationalization of business and philanthropy as well as the impact of a highly connected world that we all experience no matter where we're located. In many respects, quite a number of business schools, consultancies, think tanks, and training organizations are indeed focused on providing the educational foundation global leaders require in order to become more effective.

Educating global leaders, however, falls short of what is becoming necessary to not only garner exceptional business success, but to also create maximum wealth on every level—worldwide, regional, country, local, and personal. For wealth to be created on all these levels, global leaders may not be enough. The answer may very well be **global stewards**.

This is accomplished by providing the means to deftly combine educating global leaders with a strong understanding, facility, and appropriate skills for thoughtful stewardship. Global stewards are leaders complemented with sensitized professional judgment derived from knowledge, skills, values, and ethics.

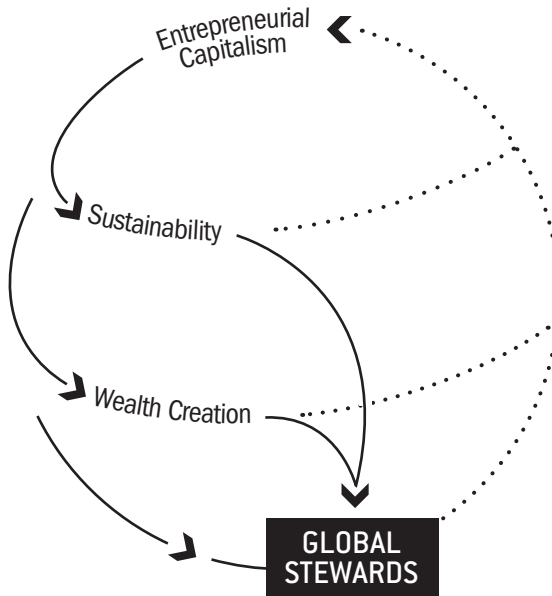
Stewardship is a mind-set supported by select skills that's centered on the responsible and conscientious management of resources. Having the appropriate mental perspectives and insights to be a steward is not enough. What are also required are the skills and competencies to be effective.

Accepting responsibility, for example, is a core characteristic of global stewards. In addition, accountability is an undisputed given in the world of global stewards. This is made all the

more complicated by the multiple constituencies the global steward must connect and work with in order to garner meaningful results.

The simplified framework for global stewardship starts with entrepreneurial capitalism (Exhibit 11.1). This precept embodies numerous attributes that result in business-related success such as creativity, productive competitiveness, resourcefulness, and measurable results. Two key consequences of entrepreneurial capitalism are sustainability and world-wide wealth creation.

EXHIBIT 11.1 A Core Framework for Global Stewardship



Sustainability is the ability to last. It's the careful and wise husbanding and magnification of resources to produce maximum benefit while making certain requisite resources are available in the future. The singularly focused, mindless pursuit of profit will not produce the long lasting and needed results we all need to enhance the lives of all the people on the planet as well as every other living creature.

To the extent possible, people need to look and consider all interactions among business, government, non-profits, the environment, and society. This doesn't negate the need to create wealth, but it does set parameters on what actions are viable and acceptable.

While pursuing sustainability, entrepreneurial capitalism is also very tightly focused on significant **wealth creation**. As noted, the intent is to create wealth on every level. At the corporate level, for example, the need to be strategically innovative can be instrumental in the success of the business and all involved. This is the embodiment of constructive

achievement. The ability for everyone to become seriously wealthier certainly has the potential to transform the world for the better.

By focusing on sustainable growth in conjunction with universal wealth creation, a potent set of relationships is established. What can and hopefully will evolve is a virtuous cycle where all the components reinforce each other. Ultimately, the end-goal is to make a better and more prosperous world for everyone.

This lofty goal doesn't negate the fact that trade-offs and hard choices need to be made. What global stewards do is look for solutions incorporating well-reasoned and inclusive thinking. Critically, global stewards are global leaders possessing moral depth, ingenuity, and cognitive sophistication in the service of the planet, writ large.

Helping educate global stewards is arduous and essential. The pedagogical mechanics have to center on clearly articulating and actualizing professional (and often personal) development of those aspiring to become or better themselves as global stewards.

FOSTERING CAPABLE

The requisite educational approach is geared intently around facilitating achievements. The focus of any viable educational program is to provide extraordinary and highly actionable curriculum that will enable people to excel. It's the very no-nonsense approach global stewards, as well as those seeking to fast-track to greater accomplishments, demand.

Global stewards are results driven, and consequently, their education must also be results proven. Today, it's not just aspiring global stewards who require being able to deliver discernable consequential results. This is the standard for all individuals wanting to better themselves professionally. Time is a cost few can squander. Education has to translate into accomplishments as fast as reasonably possible.

Theory, for instance, is nice and can certainly play a very important role in a person's professional development. Theory can deliver insights and be effective in identifying opportunities and possibilities. But for global stewards, theory alone is often quite limited and insufficient. For theory to have maximum value in today's highly complicated and convoluted world, it must provide guidelines and backing for action. Thus, learning various theories without learning how to apply them is not as productive as possible. What global stewards require is for theories to be tightly bound with competencies.

The following equation lays out the nature of the education global stewards and what all those looking to professionally excel require:

$$\text{Applicable} + \text{Practical} = \text{CAPABLE}$$

Let's consider each of the components:

- **Applicable.** The educational content must be pertinent, relevant, and exceedingly appropriate to the issues, resources, and situations global stewards and others are facing or will face. Hence, there must be foundational material and more targeted content as part of a customizable curriculum such as issue-oriented material.
- **Practical.** The educational content must prepare people to efficaciously handle complex and conflict ridden important matters as well as enable them to take on the mantle of stewardship. Furthermore, the educational content, where possible, should promote creativity and constructive cleverness. The world is dynamically changing requiring that people quickly and meritoriously adapt.
- **Capable.** By adroitly ensuring the curriculum is *applicable* and *practical*, dedicated individuals exit quite capable. They will have the knowledge and skills, the insights and proficiencies, to more efficaciously achieve high degrees of success. They will be able to make a significant difference in their professional lives and in whatever endeavors they pursue.

IMPLICATIONS FOR ULTRA-WEALTHY INHERITORS

As shown in *Chapter 3: With Great Wealth Comes Great Responsibility*, most of those surveyed desire to do something significant in the world. Included here is a desire to achieve their professional goals as well as having a keen interest in philanthropy, especially social entrepreneurship. At the same time, ultra-wealthy inheritors recognize areas where they can increase their skills and knowledge (see *Chapter 4: Enhancing Expertise*).

In taking the reins, ultra-wealthy inheritors are very likely to have a dramatic and far reaching impact on many facets of the lives and well-being of all living things throughout the world. They are especially well positioned because of their upbringing, wealth, and commitments to take on the role of global stewards (see *Coda: Seven Trends Changing the World of Ultra-Wealthy Inheritors*).

While some ultra-wealthy inheritors will be more than able to become global stewards based on their present positioning, expertise, and abilities, others will look to enhance their knowledge, skills, capabilities, and perceptions. They will then turn to educational resources that are highly adaptable and designed to meet their needs, wants, and preferences on multiple levels. Education, as described, is one of the contributing ways a percentage of ultra-wealthy inheritors will transition to becoming or heighten their capacity to be global stewards.

Hannah Shaw Grove (www.hsgrove.com) is one of the world's leading experts on private wealth and family offices. Her reputation was built on more than 20 years of hands-on work with wealthy families and the professionals they rely on for key financial and lifestyle services, complemented by extensive statistical research with the same constituencies. She is the author of ten books and dozens of reports and articles that represent her empirical, theoretical and anecdotal findings, and a founder of Private Wealth magazine. Ms. Grove consults to the world's wealthiest families and their closest advisors on the creation and operation of family offices.