FOSTERING SUSTAINABILITY *by* MANAGEMENT EDUCATION

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CHAPTER 11

INTEGRATING SUSTAINABILITY MINDSET AND IMPACT COMPETENCIES IN MANAGEMENT EDUCATION:
Directions, Models and Strategies

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Introduction

Values-driven management and leadership education has been a priority for many academic institutions and management programs (Morgan & Manganaro, 2016; Gentile, 2013; McDonald, 2013; Ogunyemi, 2013). This is more than a trend. It reflects the common interest of scholars, administrators and practitioners engaged in developing

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leaders with the appropriate mindset and competencies to positively affect our common future within local and global communities. Numerous studies (Kras & Whatley, 2011; Fritz & Guthrie, 2017; Gauthier & Daudigeos, 2015; Stead & Stead, 2010) have shown the importance of integrating value-development into leadership and management programs inspired by sustainability and global-social responsibilities. They have extended old fragmented and piggybacking model of business ethics and sustainability implementation toward more international, systemic and strategic solutions integrating ethical, social, governance and environmental performance (ESGE) into management education (Painter-Morland et al., 2016). The approaches to integrating sustainability within the business school curriculum have been evolving from an accommodating response (educating about sustainability) to a reformative response (educating for sustainability) and to a transformative response (educating for sustainability capacity) (Molthan-Hill, 2014).

The strategic integration of sustainability is becoming a mainstreaming phenomenon in management and leadership education. However, the methods, mapping and modalities for how to best integrate sustainability in management education remain either fragmented or unexplored. This study aims to provide models for integrating the sustainability values and sustainability competencies relevant to transformational, innovative and impactful solutions. It offers a comprehensive model for promoting environmental, social, governance and economic competencies centered on sustainability and global citizenship mindset. It is complementary to other studies that emphasize the processes of teaching and learning including appropriate exercises (Stackman & Connor, 2016) and project-based experiential learning methods for sustainability value education (Burns, 2016; Cajiao & Burke, 2016).

The integration of sustainability values into new or existing leadership and management education programs requires a two-fold strategy. First, it demands to implement institutionally supported and mission aligned programs (or courses or majors) intended to develop a sustainability mindset. Second, it requires creating a strategic matrix to align the agreed sustainability priorities with specific competencies. Such implementations could find more institutional support if embedded with other principled and field-related priorities such as in the Principles of Responsible Management Education or PRME (Tavanti & Wilp, 2015; Araç & Madran, 2014) and in accrediting bodies such as the Association to Advance Collegiate Schools of Business or AACSB International (Srivastava, 2014; Setó-Pamies & Papaoikonomou 2016). Implementers of academic sustainability programs would also need to pay attention to appropriate experiential and participatory methods linking the two strategic levels of mindset values and measurable competency developments.

This study offers a systemic overview on how to best design academic programs for educating globally engaged leaders and socially responsible managers. It provides a framework for structuring academic programs and educational initiatives for developing leaders and managers with a sustainability and global mindset integrated with socially innovative skills and socially impactful competencies. The first part of the study offers an overview of the sustainability leadership and global citizenship mindset necessary as a value foundation of the program(s). These include an integrated model to effectively engage in multiple stakeholders and sectors for the creation of shared economic, social, political and environmental values. The second part of the study identifies the groups and levels of competencies for promoting social innovation and globally impactful outcomes. The essential skills represent the capacity to formulate new enterprises and design needs-based feasible projects; the capacity to manage projects with their financial, human, legal aspects; and the capacity to develop appropriate evaluative and communicative reports. These competencies reflect the international priorities for a sustainable future and an integrated benefit for people, planet, prosperity, peace and partnerships. These sets of capacity and skills represent the essential elements for developing competent managers capable of providing sustainable solutions for social impact.

Part 1: Sustainability Mindset Integrations

Studies have shown how the promotion of sustainability mindset is instrumental to the sustainability value development in business (Tollin & Vej, 2012), nonprofits (Zimmerman & Bell, 2015) and tourism (Gretzel, Davis, Bowser, Jiang, & Brown, 2014). The growing literature on sustainability and globally responsible mindset (Cseh, Davis, Khilji, 2016) suggests that top managers' mindsets (mental models) are a predictor of the company's prioritizations, strategic thinking and decision making processes (Tollin & Vej, 2012, p. 626). This is linked to the recognition that a 'mindset' is a frame of value reference of the leader-manager upon which she/he formulates arguments, interpretations and actions.

The literature shows that integrating sustainability mindset in business and management education requires systemic and integrated approaches. In line with the very same integrated and systemic notion of sustainability, an effective integration of sustainability mindset in management education requires a strategic, cultural, curricula and institutional integration. Systems thinking (Waller, Fawcett & Johnson, 2015), systemic leadership (Painter-Morland, 2008), connectedness (Chase & Barlett, 2013) and capacity development (Burchell, Kennedy & Murray, 2015) are some of the required elements for the integration to effectively happen. When sustainability becomes a strategic priority with a deeper and mainstreamed approach, these elements would need to be recognizable in the strategic direction of the institution, in the learning outcomes of the programs, and

in the cultural values of the school. When systemic leadership integrates with sustainability mindset development, management programs become central for the promotion of strategic changes across the entire institution (Werhane & Painter-Morland, 2011).

Tollin and Vej (2012) have studied the development of strategic sustainability mindsets in corporate managers and leaders. Their findings reaffirm the notion that a "company's top managers play a central role in its ability to address environmental issues, develop strategy and drive innovation potential (p. 627). They also followed a matrix for mapping sustainability mindset reflecting scope, processes, competencies and outcomes. In a similar way, schools that intend to integrate sustainability in management education would need to follow a similar mindset matrix in four steps. First, schools would need to define the scope of sustainability. This should not be limited to 'green' values or environmental management but should integrate economic, social and political elements as well. Second, schools should consider its processes and strategic relations that sustainability implies across sectors and with multiple stakeholders. Third, schools should consider the capacity for sustainability with its core competencies and related knowledge (subjects) and skills (technical). Fourth, schools need defining measurable outcomes and indicators of success in the short-medium and long term.

Developing sustainability mindset in management students is a must given the global and sustainability trajectories of our common future. This requires a clear mapping of the learning outcomes and achieved level of skills together with the moral values and capacity to effectively engage across sectors and with multiple stakeholders. Frameworks and matrixes are helpful for planning effective integrations of sustainability mindset and global citizenship values along competencies to be developed across curricula and co-curricula programs (Rusinko, 2010).

Figure 1 visually illustrates how competencies – interpreted here as the capacity to understand and perform efficiently and effectively - are in between knowledge and skills. The most important knowledge aspect in sustainability mindset development has to do with system thinking and the understanding of sustainability as an integrated concept balanced across social benefits (people), environmental benefits (planet), economic benefits (prosperity), and political benefits (policies). Academic studies have shown how developing a 'global mindset' is necessary in contemporary and future markets. Levy et al. (2007) have provided insightful notions on the essential components for developing global mindsets. These include the "global diversity environment" capacity and "strategic systemic complexity" capacity (p. 223). In other words, global mindset requires the education of competent managers and leaders capable of navigating the complexities of our global regional and local communities while negotiating effectively across diverse value systems (French & Chang, 2016).

SUSTAINABILITY MINDSET MATRIX

GLOBAL
CITIZENSHIP

integration

SYSTEMS
THINKING

COMPETENCE
The capacity to understand and
perform efficiently and effectively

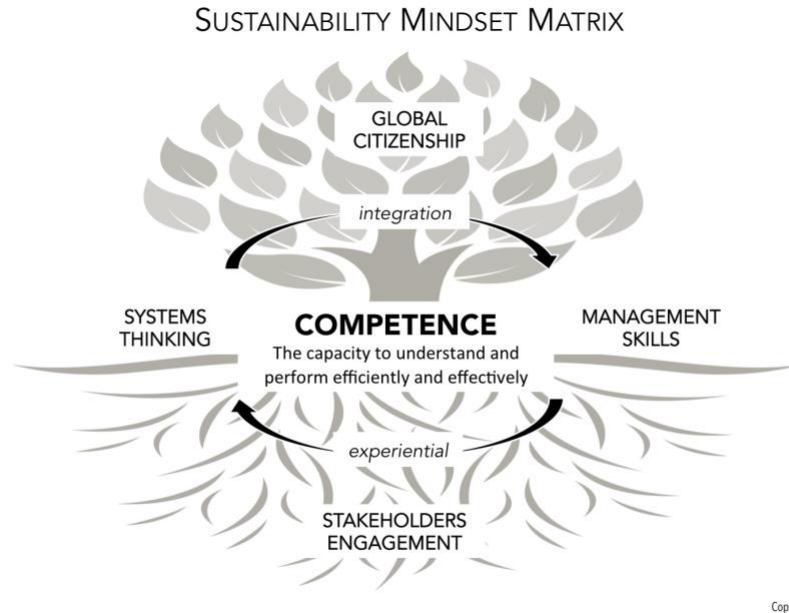MANAGEMENT
SKILLS

experiential

STAKEHOLDERS
ENGAGEMENT

Fig. 1: Matrix for Developing Sustainability Mindsets

A global citizenship mindset is something more than global mindset. It adds the aspirational and competence values to positively engage and change the world. It pushes the educational mission toward a moral value aspiration to achieve better socio-economic conditions and *meet the needs of the present* (fulfillment of present needs for all) *without compromising the ability of future generations to meet their own needs* (possibilities of achieving future needs in common future agenda). These two dimensions are at the center of the well-known Brundtland Report's definition of sustainable development (Gorse, Johnston, & Pritchard, 2013).

The notion of global citizenship is embedded with the educational process of developing a sustainability mindset in students (Gretzel et al., 2014). It is also indicative of the strategic transformation process for leaders that embrace purpose and people with processes and power (Davis, Kee, & Newcomer, 2010). Global citizenship therefore becomes both a normative paradigm for world engagement (stakeholder engagement) and an aspirational paradigm for a better world (high purpose), two core elements of conscious leadership (Legault, 2012; Mackey & Sisodia, 2013). Global citizenship is "awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act" (Reysen & Katzarska-Miller, 2012, 1).

Sustainability mindset puts in evidence the values and practices associated with global citizenship. It reflects the global citizenship dimensions expressed as 1) the way we think (systemically); 2) self-awareness and awareness of others (stakeholder relations); 3) the

practice of cultural empathy (engagement); 4) principled decision-making (global ethics); and, 5) participation in multiple, crosscutting communities (cross-sector and multi-stakeholder approaches) (Green, 2012). Nonprofit organizations like Oxfam have been on the forefront to promote global citizenship in its knowledge areas, skills and values and the right-based approach for community empowerment and institutional responsibilities (Tavanti & Sfeir-Younis, 2013). Global Citizenship also emphasizes the educational values of experiential learning and academic global immersions as privileged tools for developing global citizenship mindset values. When infused with the sustainability values of financial inclusion, social responsibility, environmental stewardship, and transformational leadership, the paradigms of global citizenship extend to bridge mindsets with competencies.

Part 2: Impact Competencies Integrations

Competency based education (CBE) has been identified as the other side of the same coin that features integration pedagogy (Boukhentache, 2016). Although scholars have argued that the pedagogy of integration has emerged as a response to the shortcomings of the objective-based pedagogy (Roegiers, 2010), the two approaches are not mutually exclusive. In fact there is a recognized convergence toward an experiential and situational approach in learning than goes beyond a top-down Anglo-Saxon approach of learning skills first and applying them later. The Francophone approach in competency based education merge with the pedagogy of integration by focusing on the situation and experiential modes. In other words, "while the Anglo-Saxon pedagogical community argues that students cannot integrate skills and knowledge until they are fully mastered, the Francophone school holds that students can learn to integrate and transfer skills by solving similar tasks in different situations" (Boukhentache, 2016, p. 446). The concept of integration is not exclusive to integration pedagogy. It is also relevant in competency and outcome-based pedagogies that center on experiential and situational learning.

Despite these pedagogical debates, there is a convergence on the centrality that competency developments play and their role in defining sustainability management education. Commonly shared frameworks and key competencies provide a platform to transparently evaluate students and their achieved capacities with regard to knowledge, skills, values and engagement. With the field of sustainability rapidly expanding in numerous new or transformed curricula and programs across management, environmental science, public policy and international development, emerges the need for mapping competencies and connected learning outcomes. Students need to demonstrate capacity to become problem solvers, change agents, system thinkers, strategic implementers, inclusive players, and conscious leaders. Graduates of sustainable management education programs should be able to demonstrate capacity to know, recognize, promote, and empower both the enabling and triggering factors for sustainability (Tollin & Vej, 2012).

They would need to demonstrate an adequate level of 'sustainability literacy,' combining knowledge with skills and mindsets with capacity to engage with global and multi-sector stakeholders.

Wiek, Withycombe, and Redman (2011) have compiled a comprehensive study of competencies in sustainability related academic programs. Their report identifies key competencies in sustainability through a wide range of literature and offers a coherent framework on core competencies and critical gaps. They indicate that sustainability competencies should be mapped into coherent frameworks – necessary first steps before we reflect on how to acquire these competencies (educational methods – pedagogy) or how to evaluate the acquisition of these competencies (program evaluation - assessment). They systematize sustainability educational development centered on system thinking competence, anticipatory competence, normative competence, strategic competence and international competence (specific to sustainability), as well as critical thinking, communication, and analysis (generic but related to sustainability).

The achievement of efficient and effective competencies for sustainable social impact would require a multi-sector, multi-disciplinary, and multi-dimensional approach. The Master in Development Practice (MDP) is an attempt at integrating multi-dimensions and competencies for developing sustainable development leaders. However, its formulation of management, social, cultural and health sciences is limited by not sufficiently integrating political and public policy capacity (Tavanti & Vendramini, 2014).

Figure 2 illustrates a more comprehensive overview of the main sets of competencies to be addressed in a sustainable management education. These directions represent the very same pillars of sustainability integrated around political (policies), social (people), environmental (planet) and economic (prosperity) impact. They also represent a set of essential competencies related to the capacity to design projects, build partnerships, engage stakeholders, and perform assessing and reporting, among others.

SUSTAINABILITY COMPETENCIES COMPASS

POLICY
IMPACT

ECONOMIC COMPETENCE

PLANNING & DESIGN
MANAGEMENT & LEADERSHIP
REPORTING & ACCOUNTABILITY

POLITICAL COMPETENCE

POLICY DESIGN &
DECISION-MAKING
PUBLIC SERVICE & COMMON GOOD
GOVERNANCE & CONFLICT RESOLUTION

PROSPERITY
IMPACT

SUSTAIN
ABILITY

PEOPLE
IMPACT

ENVIRONMENTAL COMPETENCE

CONSERVATION & PROTECTION
HEALTH & ACCESS
ENERGY & WASTE

PLANET
IMPACT

SOCIAL COMPETENCE

RELATIONSHIPS & COOPERATION
RIGHTS & RESPONSIBILITY
DIVERSITY & INCLUSION

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Fig. 2: Integrated Sustainability Competencies

A successful integration of sustainability mindset and competencies would need to have a comprehensive approach. Setó-Pamies and Papaoikonomou (2016) suggest how ethics, corporate social responsibility and sustainability (ECSRS) can best be integrated in management education through a multi-level approach. This would need to encompass strategic integration elements at the institutional level (mission, leadership, strategic priorities), curricula level (new and current structures), and instrumental level (learning outcomes, competencies, methodologies).

Painter-Morland et al. (2016) have described and systematized these multilevel approaches for integrating sustainability into business schools beyond the curricula. Their study highlights the importance for schools to go from a 'piggybacking' approach to 'digging deep,' 'mainstreaming' and 'focusing' integrative approaches. They also perceive that effective integrations of sustainability mindsets (educating for sustainability) and sustainability competencies (educating about sustainability) would also need a strategic and systemic institutional sustainability commitment (sustainable capacity development).

The critical element of an institutional capacity approach is its leadership. Administrative leaders would need more than simply to hire a sustainability coordinator and add their signatures to the Principles of Responsible Management Education (PRME) or the United Nations Global Compact (Tavanti & Wilp, 2015; Tavanti, 2012). They would need to support and promote a strategic-systemic process where inter-unit and inter-disciplinary representatives can work together toward a common objective of sustainable and social

impact.

Emerging fields such as sustainable social entrepreneurship (SSE) are indicative for the need of merging sustainability mindset with social impact assessment and management competencies (Iyer, 2015). They also indicate the need to adequately prepare future sustainability leaders and managers to effectively integrate social, environmental, economic, and political capitals benefitting the common good. In *Making Sustainability Work*, Mark Epstein and Adriana Rejc Buhovac (2014) have made a case for applying real metrics and best practices to the often-unclear field of social and environmental impact. The measurement of social, environmental, and economic impact performance is ultimately secondary to first clarifying the logic model for integrating efficiency (management) with effectiveness (leadership) and with sustainability benefits (citizenship).

Figure 3 illustrates the frameworks developed along the values, skills and mindsets for social transformation. In the positive spectrum of social benefit, the integration of leadership effectiveness and management efficiency generates first social change. With the growing recognition of integrated triple bottom lines (Savitz & Weber, 2014) and the mainstreaming of sustainability reporting (Tavanti, 2015), management programs are called to prioritize and integrate capacity developments for ethics, social, governance and environmental performance (ESGE). Today's global, social, ecological and economic problems are so complex and diverse that they demand to build capacity for social change, social entrepreneurship and social innovation. They also inspire our management schools to develop sustainability leaders as 'positive deviants' (Parkin, 2010) and social-systemic transformational leaders capable of sustainable social impact (Buckland & Murillo, 2013).

FRAMEWORKS FOR SUSTAINABLE SOCIAL IMPACT
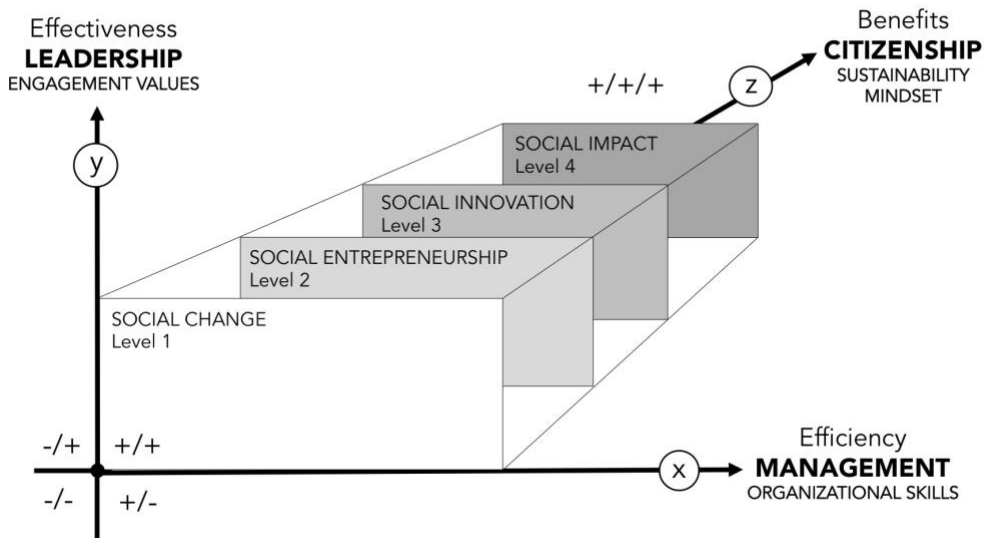

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Fig. 3: Orientations for Sustainable Social Impact Performance Classification

Universities can play a critical role in the process of developing knowledge and capacity for sustainable social impact. By educating new generations of leaders, managers and citizens, schools and universities can be part of the solution of sustainability and global challenges. By effectively integrating and strategically institutionalizing sustainability mindsets and social impact competencies they can stimulate sustainable social impact solutions for human security, climate change resilience, water management, global health, and social inequality (Faham, et.al. 2016). While there is a growing alignment between educators and practitioners, there are still several areas and competencies that are not fully articulated or represented in the classroom. Management education needs to capitalize on social enterprise education (Miller, Wesley, & Williams, 2012) and stimulate competency learning for long-term social value creation with consideration of beneficiaries beyond customers and current stakeholders

Implications and recommendations

What is the role of academic institutions to build future leaders? What is our responsibility, as educators, to educate socially responsible and globally capable leaders for an increasingly global future?

What we do know is that globalization is rewriting social expectations internationally (Batstone, 2003 as cited in Dean, 2005, 181). The speed of global interactions and activities among countries, states and multinational enterprises has increased, bringing with it enormous new challenges and greater responsibilities. This has intensified the pressure on organizational leaders for successful outcomes (Bartlett & Ghoshal, 2008; Buller, Khols & Anderson, 1991; Lozano & Boni, 2002; Iñiguez de Onzoño, 2016) in what has been termed the VUCA environments (Volatile, Uncertain, Complex, Ambiguous). So the dimensions of global sustainability are deeply intertwined with our notions of globalization and the turbulent environments it produces.

Senge (2007) argues that corporations and their leadership will be central to solving sustainable development challenges and problems. Given the role of business on the global scene, "corporations today are working in a way that few would have imagined even a few years ago, educating consumers on global issues and showing how they can be part of solutions through their purchasing choices" (p. 26).

As globalization frames the landscape and sustainability performance is a mainstreamed phenomenon in corporate performance, management education is charged with the vital challenge of educating sustainability leaders with appropriate mindsets and competencies.

A growing body of literature is contributing to identify mindset values and core competencies necessary for equipping sustainable social impact leaders.

For example, the Korn Ferry Institute examined the notion of the development of a new capitalism in the face of globalization, one tied to purpose-driven organizations. Their examination of this new capitalism—based on purpose, people, culture and stakeholders—reveals some new insights into the nature of high performing organizations (Dinos, Lash, & Feldman, 2016, p. 2). The following bullet points, taken from various studies and synthesized in the Kon Ferry's *People on the Mission* ((Dinos, Lash, & Feldman, 2016, p. 2) indicate that purpose-driven organizations generate superior performance, greater stakeholder satisfaction and increased sustainability:

- "Such organizations in the consumer sector achieved a compound annual growth rate of 9.85% compared to their peers' rate of 2.4% in the S&P 500 Consumer Sector from 2011 to 2015, Korn Ferry has found. 90% of executives say a commitment to purpose driven leadership produces long-term financial benefits (Korn Ferry Hay Group Survey 2016).

- Purpose-driven companies with humanistic values outperformed the S&P 500 by 14 times over 15 years (Sisodia, Sheth, & Wolfe, 2007).

- A "strong, well-communicated purpose" can contribute up to a 17% improvement in financial performance (Burson-Marsteller and IMD Business School, 2015).

- Workers with a "purpose orientation" report greater job fulfillment, "do significantly better" in their performance evaluations, and are much more likely to promote their employers to others (Hurst & Tavis, Imperative and New York University, 2015)."

"As more companies promote their purpose in their brands and external images, an important and illuminating story is emerging about the guiding philosophies and best practices of companies thriving and driving sustainable performance from a deep-rooted commitment to purpose" (Dinos, Lash, & Feldman, 2016, p. 2).

Dinos, Lash, and Feldman's 2016 study of 20 high performing companies revealed that "CEOs loom large in purpose-driven organizations. They are the chief advocates of their organizations' core purposes. Typically, they are inspired to be part of something larger than themselves, and they work hard to affect others' lives in positive ways. They strive to maintain a laser-like focus on serving all stakeholders (not just shareholders), and the

greater world. Through their communications, actions, and behaviors, these leaders set clear examples of how their organizations pursue purpose while adhering to shared values." (Dinos, Lash, Feldman, 2016, p. 6).

So the question remains – how to best develop these capabilities in our leaders. If purpose driven organizations see greater profitability and are founded on new models of capitalism tied to purpose, people, stakeholders and prosperity, the challenge for higher education is the design of curriculum which seeks to curate the global sustainability mindset where purpose becomes a fundamental building block for high performing organizations.

Iñiguez de Onzoño (2016) argues that with the VUCA global environments, leadership characteristics of the past won't work (p. vii). He cites a study of McKinsey that identifies 189,000 people in 81 diverse organizations around the world who exemplify four essential leadership behaviors that matter most.

These include:
1) **Solving problems effectively** – which precedes decision-making. If not done well, the outcomes of decisions will be compromised.
2) **Operating with a strong results orientation** – following through on the promise of the vision to achieve results.
3) **Seeking diverse perspectives** – watching internal and external trends, and seeking input from others and differentiating the important from the unimportant issues.
4) **Supporting the performance of others** – building trust and helping colleagues overcome challenges. (Iñiguez de Onzoño, ix.)

To add to this thinking, some of the most comprehensive studies (Wesselink, 2015) reveal that embracing diversity (a core element in global citizenship mindset) and interdisciplinary competence (essential in social innovation) are some of the most relevant characteristics.

All the recent literature then would point to a set of recommendations for management education institutions seeking to produce this next generation of leaders for effective global sustainability outcomes:

1. *Implement a sustainability centered strategic institutional thinking process.* Begin the Strategic Transformation Process (Davis, 2010) to identify strategic priorities and assets at the unit and intuitional level. Stimulate a collective and participatory strategic process with agreed priorities and designs. Identify

champions of strategic initiatives and invest in them. Work through representative committees to build a strategic culture fostering a sustainability mindset at the institutional level.

2. ***Management curricula should be designed and anchored in the application of strategic systems thinking.*** Atwater, Kannan, and Stephens (2008) suggest that a specific criticism of business (management) curricula is that they are too functionally isolated and fail to provide students with an understanding of how the parts of an organization work together. Yet we need to go beyond simple application of systems thinking to link individual, organization and environmental systems and behaviors aid in complex problem solving. This requires faculty and students alike to understand the linkages among individual, organization and larger environment in a systems based framework. In Russell Ackoff's words (1974, pp. 13-14) – develop the capacity for synthetic, holistic thinking indicates how systemically people, organizations, ideas, events are interactive in nature.

3. ***Management education needs to develop curricula that increase the individual's capacity for strategic transformation***. This means forward looking and transformational behaviors will be necessary for long-term organizational survival. Stockport's definition of strategic transformation is about the ability of an organization to transform itself to ensure long-term survival. This means leader skill sets emphasizing strategic transformation in organizations. Stockport states (2000) that an organization does not suddenly become strategic. These are skills that are learned, developed, fine-tuned and even acquired – much like driving a car. Stockport's analogy of driving a car means that at the individual level leader behavior should be developed on understanding that all learners move through the four sequential stages: "(1) unconscious incompetence; (2) conscious incompetence; (3) conscious competence; and (4) unconscious competence" (p. 47). He argues that transformation to become an art it must become part of the unconscious competence mindset of the organization. Specifically Stockport states: "During stage 1, unconscious incompetence, organizations have no strategic transformation skills and are not even aware of their importance. Over time, they become aware of their significance (stage 2, conscious incompetence) although they are still not developed. During stage 3, they develop a conscious competence in strategic transformation that could happen, for example, through introducing a strategic planning system and learning from it. Finally, strategic transformation becomes a natural way of managing the organization and a part of everyday business life. Strategic transformation becomes part of their unconscious competence, stage 4" (Stockport, p. 47).

4. ***Educators should map existing assets and gaps in sustainability, especially regarding competencies in the current leadership training.*** This means educators must develop curricula which explore individual level attitudes, abilities to understand purpose (both individual and organizational), importance of building culture, and the critical importance of cultivating a stakeholder orientation in the management practice of a global sustainability mindset.

5. ***Academic institutions must continue to examine and build a system of measurable outputs and outcomes associated with understanding social impact in the global environment***. Research studies which seek to measure the outcome of social impact practice and its translation in management education will be essential in solving large-scale systems problems effectively.

6. ***Management educators must ensure experiential methods for engagement and channels for promoting diversity.*** The academic community must seek opportunities in education to cultivate a diversity of perspectives into student orientation. In other words, cultivate a stakeholder orientation with the idea that stakeholder value production produces long-term profitability and success performance in organizations. This can be done through exposure through readings, immersions, and experiential learning projects.

7. ***Institutional strategic commitments for a common vision through external validation, accreditations and academic networks.*** Accreditations generally invite business schools to align their missions toward a collective vision for a sustainable future and the common good. "This is a vision that challenges business schools to examine their relationship to society, to the business community, and to the higher education landscape. It will mean thinking, organizing, and acting in ways that have thus far been unusual or underdeveloped. It will mean incorporating new models and strategies and devoting renewed attention to economic, environmental, and personal well-being for all populations around the world" (AACSB International, 2016). The Association to Advance Collegiate Schools of Business (AACSB), the Principles of Responsible Management Education (PRME), the United Nations Global Compact, the UN Academic Impact (UNAI), the American Association of Sustainability in Higher Education (AASHE), the Higher Education Sustainability Initiative (HESI) are some network opportunities where business school and universities can collaborate and compare their sustainability practices and priorities.

Conclusion

Developing globally and socially responsible leaders capable of making a positive impact in our societies is an increasingly shared effort in higher education. Business schools and management programs are concerned with equipping their students with appropriate values, competencies and skills that will create effective agents of change and competent-conscious leaders.

This study has provided frameworks that can be helpful for anyone concerned with academic social responsibility, i.e. educators working to integrate sustainability mindset and sustainability capacity into management education.

The global progress of our future requires social innovation solutions to today's social challenges – equity, quality of life, health, affordable quality education, right to find new opportunities and sustainable development futures. Both competition and urgent needs for social, economic and diversity inclusion will require business schools to recognize themselves in an eco-system for developing innovative solutions and social impact outcomes for the common good in the world.

The drivers for business education should be about developing conscious leaders who can be transformative and innovative for global sustainable social impact. Business schools committed to this sustainable, social and global vision for business education expressed in the AACSB Collective vision 2016 have the challenge and opportunity to become enablers for global prosperity. The prosperity, to be sustainable, would need to be inclusive of diversity, shared to create opportunities, and concerned with the rights of future generations.

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