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Integrating Sustainability into Management
Education. Ideas for a Green Economy

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Nature and organizations: some key principles





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Integrating sustainability in management education

*“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”
Brundtland Commission (United Nations World Commission on Environment and Development, 1987)*

“[. . .] most important concepts are not subject to analytical precise definition – think of democracy, justice, welfare, for example. Important concepts are more dialectical than analytical [. . .]” (Daly, 1996)





The role of business schools

- Large part of the everyday impact on the natural environment is related to organizations
- Organizations are social constructions, influenced by individuals - managers - that make decisions

The sustainability challenge calls for managers capable to deal with complex problems at different levels of scale, and needs different disciplinary - inter- or trans-disciplinary - approaches.

Would the manager of the future have an amount of knowledge and competencies to support a sustainable decision-making process?

Business schools have a significant effect on the way:

- organizations perceive the sustainability challenges
 - managers include these variables into the decision making process
-



The role of business schools

The nineties

- Business Schools are not forming managers with suitable environmental knowledge (Hoffman, 1999)
- Sustainability is in itself an extremely abstract concept, lacking relationship with the academic routine (Leal Filho, 2000)
- The universities does not have skilled staff or expert to deal with sustainability (Leal Filho, 2000)
- Sustainability is an issue for environmentalists, with no scientific value
...





The role of business schools

The new century - Responding to pressures

- Increasing attention to the issues of environmental and social stewardship as an integrative part of curricula of innovative full-time MBA programs in alternative ranking of business schools
- Aspen Institute, 2009, Beyond Grey Pinstripes
<http://www.beyondgreypinstripes.org/rankings/index.cfm>

A growing number of courses on topics such as environmental management, corporate sustainability, green strategies, CSR, energy management, climate change and carbon markets, green supply chain, sustainability and innovation, eco-marketing, environmental policies, etc.

Schools of business and economics are developing MA, MScs, MBA and Executive programs on sustainable development, corporate sustainability, CSR, clean technologies, sustainable development ...



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Aspen's Global 100, Beyond Grey Pinstripes

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Beyond Grey Pinstripes is the only MBA ranking focused on social and environmental impact.
Beyond Grey Pinstripes is an independent, biennial survey conducted by the Aspen Institute highlighting how academic institutions prepare students to meet the business challenges of tomorrow. Rankings are based on required and elective courses addressing social and environmental impact, and published on relevant topics.

See Top 100 R MBA Programs

Browse Schools Geographically

To view schools by country, select country

Select a country

Select a school

View a list of all schools

Understanding the Methodology

Find the Right School For You

Meet the Survey Scoring Fellows

View Offerings from MBA Programs in These Topic Areas:

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- BUSINESS LAW
- CSR/BUSINESS ETHICS
- INNOVATION MANAGEMENT
- INTERNATIONAL MANAGEMENT
- IT & INFORMATION SYSTEMS
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SEARCH For:

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FILTER RESULTS BY: (expand)

“These schools are preparing today’s students— tomorrow’s leaders—for future market realities by equipping them with the social, environmental and economic perspectives required for business success in a competitive and fast changing global economy”.



The Aspen Institute’s Center for Business Education

encourages future business leaders to innovate at the intersection of corporate profits and social impacts. Our goal is bold and long-term: to radically re-orient the MBA degree to embrace the principles of corporate citizenship and sustainability.

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RANKINGS BY SCORING CATEGORY

BEYOND GREY PINSTRIPES

salutes the Top 100 MBA Programs— business schools working to integrate the social, environmental and economic realities of business into management teaching and research. The MBA programs in this report are addressing the need for greater knowledge, skills and judgment around the role of business in society, as they send their graduates into a fast-changing global economy.

This Top 100 ranking is the result of rigorous research and collaboration with business schools around the world. 149 leading MBA programs in 22 countries on six continents responded to the survey, submitting data under a broad definition of classroom and research topics that contribute to the understanding of social and environmental stewardship. The data submitted include over 12,000 courses and research abstracts, and over 4,000 examples of institutional support and student

	Top 100 MBA Programs	Country	Relevant Coursework	Student Exposure	Business Impact	Faculty Research
1	Stanford Graduate School of Business	United States	2	24	1	4
2	York University (Schulich)	Canada	1	13	2	1
3	IE University	Spain	9	1	7	46
4	U. of Notre Dame (Mendoza)	United States	5	65	5	2
5	Yale School of Management	United States	3	30	5	17
6	Northwestern University (Kellogg)	United States	6	34	2	14
7	U. of Michigan (Ross)	United States	11	62	7	5
8	Cornell University (Johnson)	United States	7	6	20	34
9	U. of North Carolina (Kenan-Flagler)	United States	15	49	4	19
10	UC Berkeley (Haas)	United States	12	71	13	10
11	GWU School of Business	United States	16	36	11	29
12	ESADE Business School	Spain	7	28	20	34
13	Columbia Business School	United States	13	83	14	9
14	Portland State U. School of Business Admin.	United States	36	22	10	39
15	U. of Denver (Daniels)	United States	9	16	14	62
16	Loyola U. Chicago (GSB)	United States	17	3	70	22
16	San Francisco State U. College of Business	United States	28	14	18	31
17	Wisconsin School of Business	United States	28	92	11	8
18	Simmons School of Management	United States	25	2	37	62
19	Erasmus University (RSM)	Netherlands	34	68	37	2
21*	U. of Colorado at Boulder (Leeds)	United States	24	15	33	27
22	NYU (Stern)	United States	4	64	27	30
23	Willamette University (Atkinson)	United States	14	23	7	124
24	U. of British Columbia (Sauder)	Canada	18	61	52	6
25	Duquesne University (Donahue)	United States	48	4	14	90
26	Griffith Business School	Australia	83	26	37	6
27	Colorado State University	United States	100	7	23	31
28	U. of Texas at Austin (McCombs)	United States	19	97	18	25
29	ESMT	Germany	51	17	14	71
30	U. of South Carolina (Moore)	United States	23	54	33	21



Building new competencies

Knowledge creation

Research

- Research centres and departments
- Availability of funding
- Careers
- Incentives
- ...

Publication

- Rigour and Relevance
- Journals ranking and selection
- ...

Schools of business and economics

Knowledge diffusion

Designing curricula

- Courses, Minors or Majors, Master programs
- Levels: Undergraduate, Graduate, MBA, Executive
- Subjects and disciplines
- Skills and competencies
- Tools

Conferences and events

- ...

Communication

- Diffusion of research results through media, magazines and other channels



Principles for Responsible Management Education

1. Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy

2. Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

3. Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

4. Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value

5. Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

6. Dialogue

We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability



Building new competencies

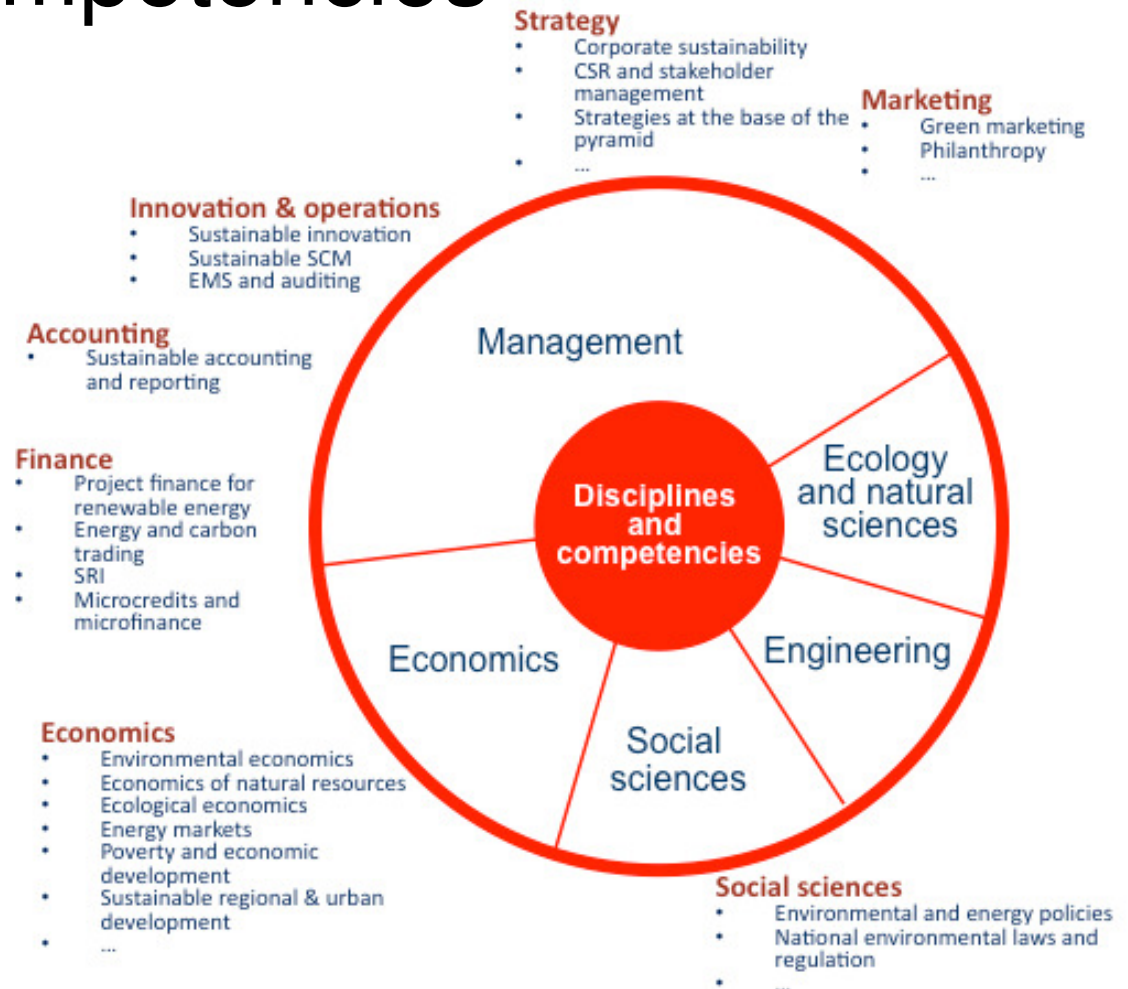
Building Competencies

Sustainability depends on the way natural, social and economic systems interact

Sustainable development is a multi-disciplinary concept and requires multi-disciplinary competencies



We must provide knowledge on environmental and social stakes (climate change, poverty, biodiversity ...) and skills to transform these knowledge into business practice at strategic and operational levels





Theories and approaches

Dominant theories in business schools

- Neoclassical view - profit maximization
- **Transaction costs**
- **Agency theory**
- Implicit contracts
- Resource dependence theory
- **Institutional theory**
- **Resource based view**
- ...

New theories and approaches

- Stakeholder model
- Corporate social responsibility
- Triple bottom line
- Sustainable development
- Eco-efficiency
- Industrial ecology
- Base of the pyramid
- ...

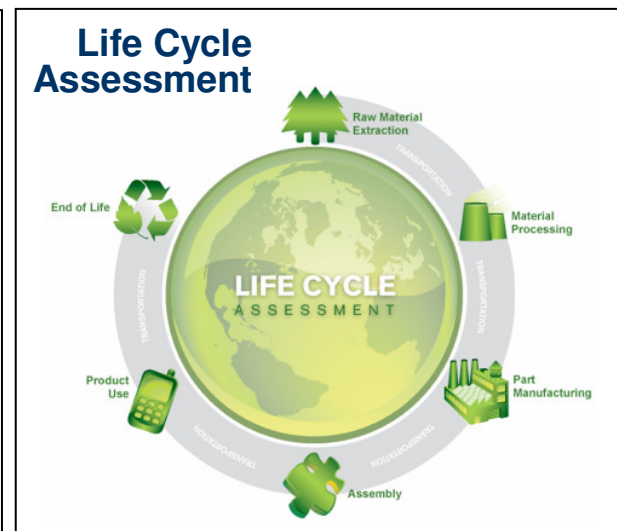
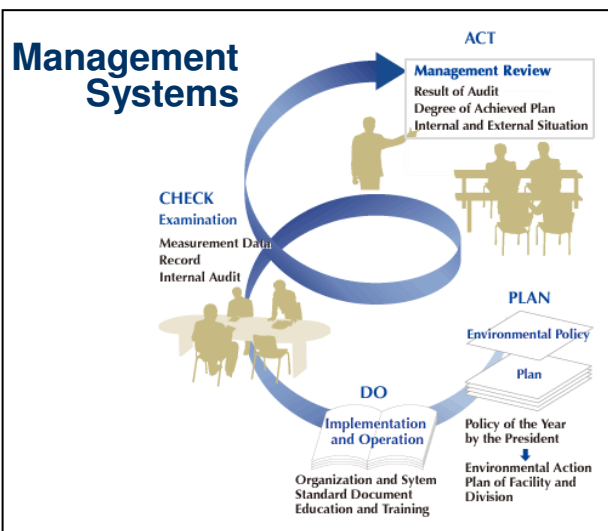
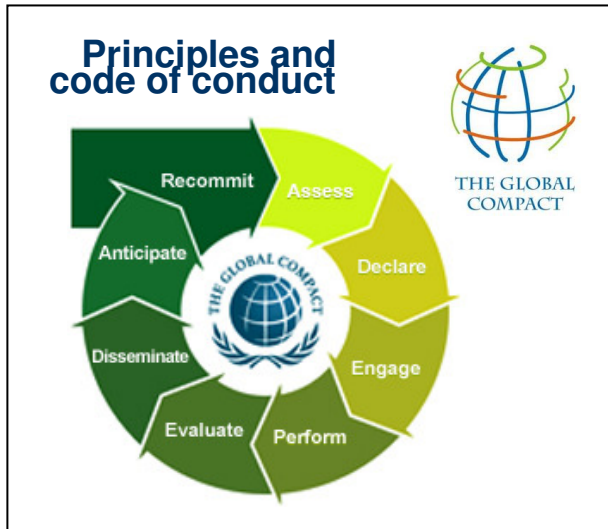
Shareholder value model

Corporate sustainability
strategy is a win-win-win
proposition for companies,
the environment and society



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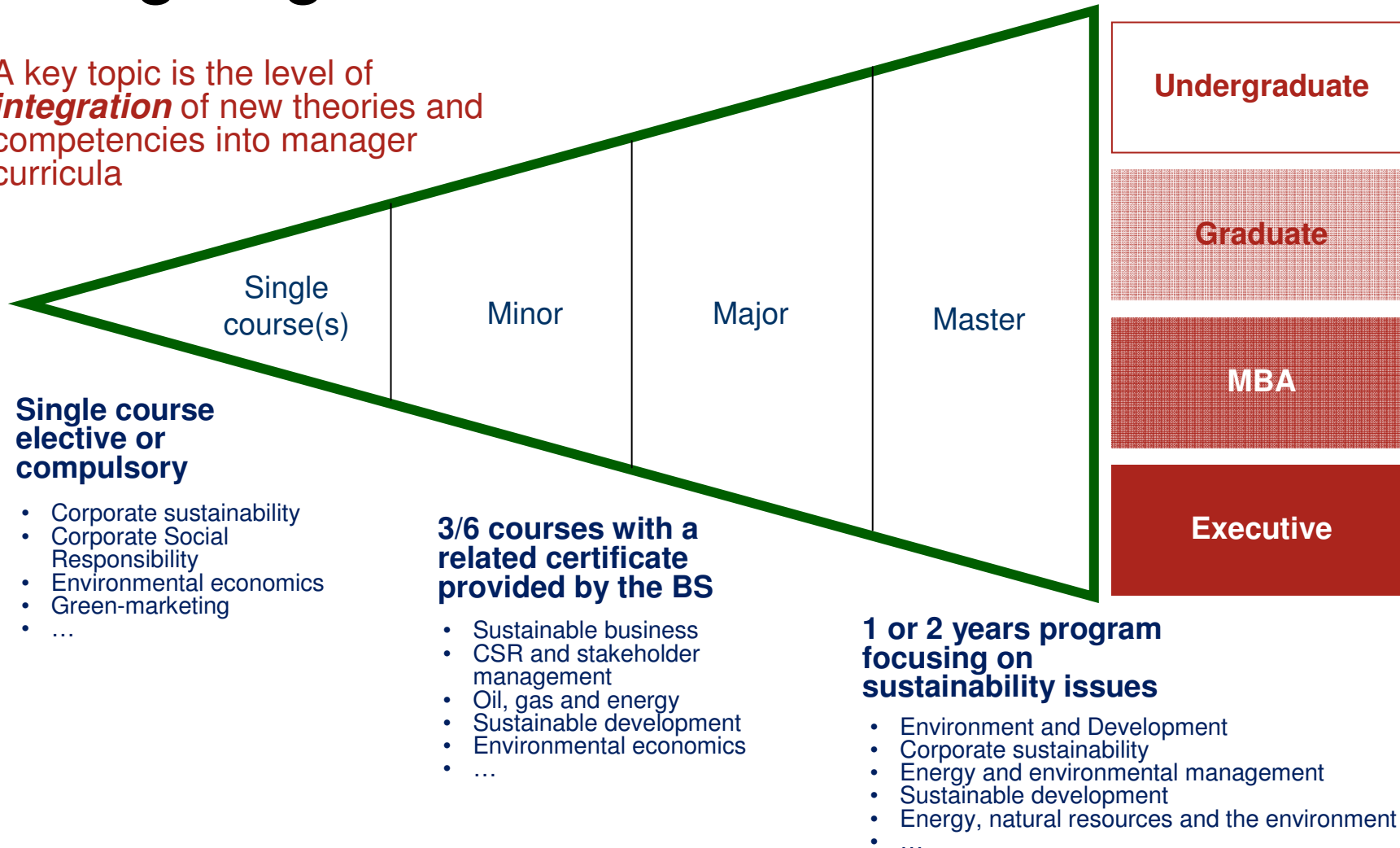
Techniques and tools





Designing the curricula

A key topic is the level of **integration** of new theories and competencies into manager curricula





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How the Chief Sustainability Officer will look like?



Thank you!

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