Index

abductive approaches 318, 490
ability, as sustainability learning process 247–9, 258, 635
academia
contribution and conclusions 80–81
future research agenda 81–2
viable future options 81
cycle of indifference 77
literature
academic freedom 71–4
business and society 75–7
cult of managerialism 70–71
ideologies, values and managerial decision making 74–5
knowledge shifts in twenty-first century 70–71
paradigmatic changes in university research and education 72
methodological approach 68–9
research questions 67–8
as servant of corporations 69
summary 21–2, 40–41, 627, 629
tribute to society 77–8
emerging changes 79
proposition on alignment of university pedagogy with sustainable development goals 79–80
reforming the delinquent corporation 78–9
academic freedom
abuse of 71–3
and objectification of society 73–4
redefining 81
Academy of Business in Society (ABIS) 19, 50, 410, 412–13, 425
Academy of Management (AOM) 3–5, 50, 112, 201, 209, 212, 215, 282, 296, 412–13, 424, 591–2, 626
action reflection learning (ARL)
learning principles of 228, 241
methodology 226, 228
action research
as collaborative method 344, 351–3, 637
use of 114, 332, 345–9
usually based on cycles 461
active citizenship 496, 498, 502, 505–7, 643, 644
adaptability
of conceptual tools 467, 472
of social-economic-ecological systems 342–4, 346, 357, 361
adaptive potential, reflections on 347–8
Albemarle-Pamlico Estuary, North Carolina 337, 346–7, 359–60
Albernaz, R. 24, 110, 119–20, 122, 124, 126
Allen, C.R. 20, 338, 340, 637, 639
anomie 246–8
anthropological knowledge
anthropology, lens of 31–2
basic bibliography 169
concept of anthropos 151, 157
concepts applied to SiME 167–8
innovative way of reflecting on 160–61
interdisciplinary approach 151–2
and management education from perspective of 153–5
use in 152–3, 157–9
philosophical anthropology 152, 157–9
research structure and goals 153
study conclusion 164–5
summary 31–2, 42–3, 628, 630, 651
and sustainability expectations of 161–4
goal of 159
from perspective of 155–7
summary of benefits 163–4
as tool and pillar in formation of management leadership 152
AOM see Academy of Management (AOM)
Arendt, H. 157, 164
Aristotle 151, 154–5, 162, 164
Aspen Institute 50, 414, 419–21, 651
Beyond Grey Pinstripes 19, 407–8, 411, 420–21, 423, 428, 524, 539, 642
CasePlace.org 4, 19, 412, 414, 420
Centre for Business Education 419–20
Association for Advancement of Sustainability in Higher Education (AASHE) 19, 50, 79, 131, 144–5, 389, 406, 408, 411, 419, 421–2, 428, 566, 642, 651
Association to Advance Collegiate Schools of Business (AACSB) 19, 49, 209, 377, 406, 530, 543, 597, 609–10, 612–14
attitude, as sustainability learning process 247–9, 258, 635
Handbook of sustainability in management education

Auster, E.R., 27, 567–9, 588
Australian business schools
Murdoch University
Centre for Responsible Citizenship and Sustainability 371
common university initiatives 364–5
journey towards responsible citizenship and sustainability 365–6, 369–71
multidisciplinary challenge collaborations 371–2
creating shared understanding 372–4
promoting efficient use of resources in university buildings 376–7
transforming undergraduate and graduate teaching 374–6
Responsible Citizenship Research Group 371
United Nations Principles for Responsible Management Education 369–70
study discussion and conclusion 377–8
summary 14–15, 332, 637–8, 639, 649
sustainability for business schools 364–6
challenges for disciplinary biases 368
ERA journal rankings 367–8
science 366–7
socio-ecological complexities 368–9
sustainable literacy methods 369
Australian Research Council 14, 367–8, 378
authenticity as criteria for assessing research design 461–2
as substantive rationality element 121, 123
autonomy as metaphor for sustainability education development 247–8, 258
relation to complexity 249
as substantive rationality element 121, 123
awareness anthropological knowledge helping to develop student 157–9
and ‘being’ in course 225–6
community 465, 467, 471, 477
and conscientization 110, 116
in critical reflection 90
environmental 265–7, 270–72, 274, 438–9, 591
at GVSU 139, 148
learning objective 230–33, 241
raising 496, 498–9, 506, 564
in sustainability journey cycle 132, 138–9, 628, 630, 652–3
as sustainability learning process 246, 248–9, 258, 635
Azevedo, A., 24, 110, 119–20, 122, 124, 126
Baden, D., 9, 175, 284
Ball, T., 25, 205, 207–8, 210–12, 652
behavior aspects, in learning objectives 269–70, 273
environmental 265–6, 271–2
ethical 546–7
irresponsible 81–2
philosophical anthropology presentation of 159
responsible citizenship 372–4
behavior change as category of sustainable innovation 552
future research directions 210–11, 631
in sustainability journey cycle 138, 146–8, 628, 630, 652–3
‘being’ for developing sustainability mindset 225–6, 232, 235
benchmarking 249–54
Benn, S., 1–2, 14, 26, 28, 46–8, 51–2, 56–60, 112, 205, 225, 286, 365, 567, 569, 586, 588, 627, 648
Berry, M.A., 27, 567, 569, 588
Beyond Grey Pinstripes see Aspen Institute
Blasco, M., 8, 14, 60, 406, 415–17, 433, 652
body, experiences of (gender) 319, 321–3
Brazil see Mackenzie University; service learning programs
Brower, H.H., 455, 457–9, 481–2, 642
Brown, T., 13, 246, 248
Brundtland Commission’s definition of sustainable development 1, 156, 177, 338, 598, 602
Brundtland Report 46, 134, 202, 212, 386, 519, 523
business and society academia 75–7
courses Aspen Institute program 411, 420–21
distribution across institutions 531
MBA program composites 540
MBA program redesign 285–6, 290–92, 295–7, 303–6
relationship between as paradigm of sustainability 126–7
Porter’s and Kramer’s view 520
business cases for SiME approach to study 45–6
holistic SiME approach 46–8, 65–6
drivers 48–9
compliance-based 49
conceptualizing through multilevel approach 53–4
internal 51–2
market-based 49–50
voluntary-based 50–51
multiple perspectives on business case for 54–6
principles 45
sustainability
phases of organisational 57
waves of 56, 58–9, 60–61
ideal types 56–9
limitations and future directions for developing 60–61
multilevel analysis 48–9, 53
summary 13–14, 40, 627, 629, 647–8
variation in 56–9
whole of campus approach 52, 56, 59
Business Environment Learning and Leadership (BELL) 19, 412–13, 428, 642
business models (sustainable) enhancing value proposition 550–52
Campus Abroad Brazil see service learning programs
Canto de Loura, I. 9, 180, 284
Case Western Reserve University (CWRU) 253–4
CasePlace.org see Aspen Institute
Centre for Responsible Citizenship and Sustainability (CRCS) 371–4, 376, 378, 637, 649, 652
Chang, J. 8, 175, 488–9, 506–7
change agents
role of organizations as 2–3
understanding roles of as ‘area of tension’ 636
implications, applications and utilities 649
overview 331–5
review 637–9
change occurs precipitously and non-linearly 550
‘checklist’ approach 441
Clander, G.G. 23, 110, 121, 124, 126
Collins, E. 9, 114, 283
community-based learning approach 489
community-based service program
active in decision making 458
in Brazil 456–7
community challenge identification 463–4, 467
cultural and contextual differences in 481
knowledge co-construction 459–60, 480
mobilizing people and resources 465–6
partners’ engagement 475–8
planned outcomes 472–5
role of professors 481–2
role of students 458, 460–61, 463
social business plan 464–5
type of mandate 469–72, 480
community engagement 144, 294–5, 544, 553, 566
community of practice (CoP)
holistic SiME approach 47, 65
perspective see sustainable entrepreneurship
role of 486
complex adaptive systems (CAS) approach 47, 204–5, 339, 341, 348
compliance-based drivers 49
coscientização (conscientization) 110, 114–16, 118, 122–4, 126–7
conscious capitalism 283, 287–8
correlation signatory 393
Córdoba, J. 46, 54, 204–5, 212
Coria-Sabini, M.A. 13, 246, 248
Corporate Knights 408, 411, 422–3, 428
course design
considerations for sustainability 172
to develop sustainability mindset in students 224–7
course schedule 238–40
implementation 229
learning methodology 227–8
from multiple stakeholder perspective, example 289–90
undergraduate education for sustainable entrepreneurship
active participation engagements 490, 495
following experiential-based learning perspective 488–9
future research directions 507
importance of matching with learning outcomes 506
matrix 492–4
position in model 498
teachers’ and mentors’ background 491
‘checklist’ approach 441
Handbook of sustainability in management education

rational perspective 91–2
research objective and questions 87–8
results 101–6
social transformation perspective 91–2
summary 22–3, 41, 627–9
criticality, as criteria for assessing research
design 461–2
cult of managerialism 70–71
curricula changes
at Bucknell
BSBA core curriculum requirements 618–19
and challenges during implementation 602–5, 609–10
Curriculum Committee review 601
development of management core 599
external review 595–6
focused on future 596–7
structures, strategies and processes 613
success 612, 614
summary 15–16, 453–4, 645, 647, 650
dependent on professors’ and deans’
choices 257, 632
incremental and radical 250–51, 253
international faculties and universities 257
repeatedly called for 364–5
containing philosophical knowledge 152
disciplinary silos dominating in many
business schools 332, 653
implementing anthropology into 152–3
incorporation of SiME into
ad hoc, piecemeal attempts 48, 52, 209,
517
‘business as unusual’ case 55, 61, 65
call for exemplars 46
challenge within university course 177,
184
competitive advantage as main reason for
including 113
external and internal impediments 365,
377, 592
and gender 311–12, 325–6
as ‘golden thread’ woven into university
tapestry 134, 147
at GVSU 139–40, 145, 147
in hidden curriculum 416–17
in India
courses and topics 530–31
current situation 525–6
faculty perceptions 529, 534
indicators for assessing 427–8
standalone and integrated courses
531–2
study conclusion 534

summary 18–19, 452, 643, 644, 650
usefulness and acceptability of courses
532–3
matrix for 205
narrow and broad 521–2
need for multilevel approach 47
overarching research question 45
principles of PRME 520
proven to be difficult 374
requiring top-down and bottom-up
support 59, 257
and strategic positioning of universities 60
as subject to wide variation 51–2
usually offered as elective course only
112–13
incorporation of values of global social
responsibility 370, 415
lack of values-based leadership in 70
in management and sustainability 594
problem, in need of change
context and history 539–41, 565–7, 646,
645
G3 program to address deficiencies 541–3,
555, 565–7
integration as challenge for business
schools 555
‘profits are first’ framing 56
role of external facilitators 410, 416–18,
420–24, 426–9
for social change 77–80
STARS performance dimensions 403, 421
transdisciplinary 351–2
curriculum, definition 51
curriculum design
connections between professionals
facilitating new approaches to 52
current assumptions shaping foundations
for 61
literature
challenges 593
general 593
MBA redesign
centering around stakeholder value
creation 282–3, 285–6
courses 287–95
implications and limitations 296–8
summary 9–10, 173, 633, 635, 648–9
at Murdoch University 375, 377–8
philosophical assumptions and integration
54–6
as rarely attempted 365
sustainability as foundation principle for
52
university strategic priorities influencing
51
variations in Australian business schools 209–10
cycle of indifference 77
Dale, J. 23, 110, 115, 125–6
Decade of Education for Sustainable Development 5, 45, 48, 50, 337, 339, 414, 428
declarations on education for sustainable development 409–10
sustainability 393
delinquent organization 78–9, 81–2
Delphi approach 372–4
diffusion of innovation theory 131–2, 138, 140, 148, 628, 630
discourse
borrowing 31–2
of capacity 16–20
of complexity 13–16
of convergence 6–10
as cultural resource 5–6
definition 5
of innovation 10–13
of instability 28–30
of interrogation 24–8
of urgency 20–24
‘doing’ for developing sustainability mindset 226–7
Dunphy, D. 28, 57, 59, 112, 205, 569, 588
DuPuis, E. 25, 205, 207–8, 210–12, 652
Easter Island story 343
ecoliteracy 26, 224, 228, 648
education
as about the future 80
benefits of 154–5
in best practice application 141
having central role in future of humanity 125
purpose of (ancient India) 522
role in changing worldviews 109
as secure investment 151
as strictly human experience 116
understanding of 154
education for sustainable development (ESD)
in application of best practice 147
in best practice application 141
concepts as defined and regulated by UN 242–3
Decade of 5, 45, 48, 50, 337, 339, 414, 428
declarations on 409–10
epistemological pluralism 124
historical perspective 245–6
and proposal of sustainability learning processes 246, 256–7, 635
Education for Sustainable Development (ESD)
working group 140–41, 144–5
educators, role in critical pedagogy 117–18
EFSUMEs see external facilitators of sustainable management education
Elkington, J. 1, 46, 93, 242, 340, 343, 386, 435, 487
Emerson, J. 22, 88, 92–3
emotional intelligence 225, 228, 648
emotional responses 314, 319–21, 323
employee engagement, integrative model of 288–9
Enactus 180–83, 185, 634
endowment funds 393
energy, in best practice application 142–3
Engeström, Y. 29, 263, 267–70
entrepreneurship
‘collective’ 446
consolidation 6–10
pre-understandings of newcomers about 497–503
schools and universities with focus on 250–52
universities introducing 79
see also Mission Possible; sustainable entrepreneurship
Environmental Association for Universities and Colleges (EAUC) 50, 410, 412, 422, 428
ethics
business 365
in Business and Society course 291, 295–6
course in management programs, India 530–31
course integration 532
of globalization theory 117
and human nature 116, 125
MBA universities offering courses in 580–82, 584–5
at Murdoch University 374–6
reality as basis of 155
students’ perspective 533
in Sustainability Compass 545–7
in Value Based Marketing course 290, 301–2
Ethics in Organizations
course details 254–5
syllabus 261
expansive learning
activity system 267–70, 272, 274
application and findings 271–3
background and definitions 267–8
benefits 171
concept 263, 266
contradictory topics 262
didactical concept of
didactical concept of
didactical concept of
didactical concept of
background and definitions 267–8
evaluation model 270–71
learning concept 268–70, 273
expansive cycle 268–9
limitations, reflection and future research
273–4
research question 262
summary and outlook 29, 173, 274, 632–3, 635
sustainability contradictions 263–6, 273–4
syllabus of initial application 277–81

experiential learning
activities
in Business and Society course 291–2, 303–6
case studies as 178–9, 532
definition 178
as essential to reinforce stakeholder perspective 295
in Managing Complex Organizations course 287, 289, 301
scalability challenge 184–5, 187
in Sustainable Supply Chain Management course 306
through film 287
in Value Based Marketing course 301–2
calls for more 540
college commitment to 296
corporate philanthropy as concept gained through 187
developmental approaches based on 222
as effective method of integrating sustainability concepts 175
essential component of 460
of interconnectedness 230
in Mission Possible 175–6, 179–80, 631, 634
as philosophy underlying Campus Abroad program 463
in sustainability 284
university partnerships
background 433–4
benefits 447–8
effect on attendance 439
encouragement for 447
implementation 436–8
lessons learned 438–43
models 443–7
summary 8–9, 333–4, 641, 642, 653
external facilitators, conceptualizing role of as ‘area of tension’ 626
implications, applications and utilities 649
overview 331–3
reflections on major contributions to 333–5
review 637–9

external facilitators of sustainable management education (EFSUMEs)
assessing role of PRME 415–17
examples 406
monitoring
not-for-profit 417–22
organizations 411–12
private (consultants) 422–3
role 408, 410
need for better understanding of 406–7
networking organizations 413, 423–7
networking role 410, 412
normative guidance
declarations 409–10
organizations 414–17
role 408
research questions 407
resource provision 412, 414
roles of 407–14
study conclusions 427–9
summary 19–20, 333, 638–40, 652

50+20 initiative 19, 428, 642
faculty experiences with teaching SiME approaches
digging deep 521
focusing 521–2
mainstreaming 521–2
piggyback 521
distribution of courses across institutions 530–31
interdisciplinary approach to teaching 517
management education in India
history of 522–5
importance of 516
recent initiatives 516–17
sustainability in management curricula 525–6
synergy with sustainable development 518–22
research methodology
data analysis 528
four measures/indicators 527–8
qualitative research 526–7
survey instrument 537–8
research motivation 517–18
research question 517
results and discussion
courses and topics 530–31
faculty perceptions
of choice between standalone and integrated courses 531–2
drivers and barriers 528–30
of usefulness and acceptability of sustainability related courses 532–3
study conclusion 534
summary 18–19, 452, 643–6, 650
survey instrument 537–8
sustainable development in India
importance of 516
synergy with management education
518–22
TERI University 518, 525
Federal University of Parana (UFPR) 253–5
feedback in political climate 440–41
Figueiró, P.S. 7, 113, 364, 406, 487, 570
fiscal sustainability, in best practice application
143–4
Flynn, P. 30, 307, 310
food, in best practice application 141–2
forecasts, erroneous 550
fracking 348, 362
Freire, P. 23, 110, 114–18, 121–8, 307, 457,
459–60, 480–83, 647, 650
functionalist perspective 47, 54, 65, 204–5,
458
G3 (Going Green Globally) program
application to sustainable business models
550–52, 555–6
as approach to sustainability education 541
context, challenges and changes 541–3, 552,
556
evolution of 565–6
future directions 555–6
outcomes and lessons learned 552–5
problem domains and project examples
563–4
summary 26–7, 452–3, 645, 646
Sustainability Compass 544–50
syllabus 559–62
gender
findings
emotional responses 319–21
experiences of body 321–3
gender as troublesome knowledge 318–19
future research 325
lecture and seminar activity 315–17
link with sustainable management education
311–12
methodology
data analysis 317–18
data collection 317
design and integration 315–17
as socially constructed practice 315
study
conclusion 325–6
context and aim 307–8
discussion 323–4
limitations 324–5
research questions 308
summary 29–30, 173, 633, 636
and sustainability 309–10
threshold concepts and troublesome
knowledge 312–14
see also threshold concepts
Gerhardt, H.-P. 23, 110, 115, 124, 126
Giving Voice to Values (GVV) 19, 206, 291,
412, 414, 495, 651
Gladwin, T.N. 12, 88, 92, 106, 244, 365, 368,
374
Glick, L. 178, 187, 631
Global 100 Sustainable MBA 19, 411
Global Reporting Initiative (GRI) 291, 303–4,
389, 395, 435, 437–8, 444, 546
globalization theory 117
Globally Responsible Leadership Initiative
(GRLI) 19, 50, 406, 410, 412–13, 426, 429,
651
Godfrey, P.C. 11, 222, 455, 457–60, 480–82
Goleman, D. 26, 153, 224
Google 82, 283, 434
Gough, S. 205, 364, 572
Goulart, I.B. 13, 246, 248
graduate attributes 51–2
Grand Valley State University (GVSU)
analytical framework and applications
137–47
application of best practices at 140–41
community involvement 144
education 141
energy 142–3
fiscal sustainability 143–4
food 141–2
health and wellness 144
purchasing 143
transportation 142
waste minimization 142
awareness at 139
behavior change at 146–7
case study site 135–6
progress at 145
purpose of study 131–2
strategic plan 135–6, 146–8
study discussion and conclusion 147–8
summary 11–12, 42, 628, 630
sustainability in regional corporate culture
136–7
understanding at 140
value creation at 146
Greening of Industry Network (GIN) 19, 406,
412–14, 423–4, 642
Group of Research on Organizations and the
Natural Environment (GRONEN) 19,
412, 425–6, 428–9, 642
Guerreiro Ramos, A. 23–4, 109–11, 118–22, 124–8
GVSU see Grand Valley State University
Habermasian approach 21, 68–9, 627–9
habits of the mind 91
habitual action
  evaluating levels of 94–5
  findings 103–5
reflection processes defined on basis of 90
Hardy, C. 6–7, 11, 482
Haynes, K. 30, 307, 312, 315, 323
health and wellness, best practice application 144
heteronomy 247–8
historical perspective on education for sustainable development 245–6
historical-philosophical method in anthropology 160
history of management education in India 522–5
holistic SiME
  approach 46–8
  elements of 65–6
  drivers 48–9
    conceptualizing through multilevel approach 53–4
    external 49–51
    internal 51–2
  multiple perspectives on business case for curriculum design 54–6
  strategic positioning 55–6
  principles 45
    summary 13–14, 140, 627, 629, 648
holographic systems thinking 350–51
Hudson, R. 24–5, 203, 210, 631
human nature 116–17, 121, 164
Hunt, C.B. 27, 567–9, 588
Hyslop-Margison, E. 23, 110, 115, 125–6
ideologies 74–5
India see faculty experiences with teaching SiME
Industry Federation of Parana State (FIEP-PR) 253–4
innovation
  ‘bleeding edge’ 442
  characteristics of successful 132–3
  discourse of 10–13
  eco 281, 294
  encouraging 352–3
  five categories of sustainable 552
  G3 program 565–6
institutionalization of 134, 137
schools and universities offering courses in 250–51, 253–4, 261
social 499, 503, 510, 579, 582–3
sustainability as an 132–3, 147–8
sustaining long term programs through as ‘area of tension’ 626
implications, applications and utilities 649–50
overview 451–4
review 642–7
theory, diffusion of 131–2, 138, 140, 148, 628, 630
inspiring students 204–6
instrumental rationality 23, 110, 113, 119–20, 122, 124, 126–7
integration matrix 54–5, 177, 205, 207, 211, 284–5, 308, 315, 325, 521
investments, correct 550
‘Jevons paradox’ 550
Jucker, R. 14, 202, 364, 366
Kaizen 133
Kearins, K. 9, 114, 283
Kenworthy, A.L. 10, 456–8, 460, 480, 483
Khan, M.A. 15, 593, 612, 614, 650
Kilgour, M.A. 30, 309, 326
‘knowing’ for developing sustainability mindset 224–5, 230
knowledge
  facilitating new
    role of AOM 3–5
    role of knowledge production within sociological research 5–6
    shifts in twenty-first century 70–71
  sustainability 48, 54–5, 59, 65, 555
    as sustainability learning process 247–9, 258, 635
  troublesome 312–14, 318–19, 323, 326
Koch, C.G. 31, 157, 159
Kolb, D.A. 8–9, 13, 114, 178, 222, 246, 248, 284, 463, 488, 595, 612, 654
‘laddism’ 316–17
Land, R. 30, 308, 312–13, 315, 321–4, 326, 633
Law, L.S. 15, 593, 612, 614, 650
law of unintended consequences 549
leaders
  conscious 287–9
  Enactus (student) 180, 185–6, 188
  focus on results or people 153
literature on developing globally responsible 222–3
need to educate future 295, 326, 364–5
requirements for future 113
and sustainability mindset 223–4, 632
universities as sustainability 131, 134, 136, 147
leadership
for embedding sustainability in curricula 52
and gender 311, 315, 636
importance in creating sustainable organizations 111–12
MBA programs 567–8, 571–2, 588
thought 365, 519, 526, 540, 554
values-based 67, 70, 76, 290, 295, 298
visionary 18, 534, 595, 646
lean start-up mentoring workshop 490, 493, 504
LEAP! 19, 229, 234–5, 413, 427, 642
learning see expansive learning; experiential learning; transformative learning
learning-based approaches 488–9, 506
learning evaluation
from critical reflection and transformative learning 88–92
in writing of students 99–105
learning methodology for developing sustainability mindset 227–8
learning networks
guidelines for successful, multi-stakeholder 363
holographic systems thinking 350–51
ruptures and setbacks 351
social-economic-ecological systems as managing
and creating 363
in face of disruptive, nonlinear tipping points 353
viewing evolution of 349–51
stakeholder 332, 338, 341, 348, 351
transformative network learning processes 349
virtual, and value-added synergies 349–50
learning organizations, sustainability in 133–5, 148
learning outcomes
linked to course themes 495–8
importance of 506
measuring 207, 209–10
in service learning programs 459–61, 472–5
learning principles of action reflection learning 241
learning processes
and community-based learning approach 489
and experiential-based learning perspective 488
influence of temporality on see service learning programs
sustainability benefits 258
changes dependent on professors’ and deans’ choices 257
integration report 254
proposal of 256–7
in research methodology scheme 254
testing model 254–5
type building 246–9
transformative network 349
life-cycle assessment (LCA) 286, 292–3, 306
life-cycle thinking (LCT) 292
Lozano, J.M. 2, 45, 111, 113, 292, 625
Lozano, R. 11, 131, 134, 137, 147, 205, 340, 365, 367, 386, 393
Mackenzie University 96–105
management education aims 153–5
use of anthropological knowledge 157–9
see also sustainability in management education (SiME)
management-oriented service learning programs 457–8
managerial decision making 74–5, 113, 368
managerialism, cult of 70–71
Managing Complex Organizations (MCO) course 287–9, 301
Managing for Sustainability (MSUS) major design
admissions card 621
changing management curriculum and structure 2005–2015 transformation 596
CAS Curriculum Committee reviews SOM’s proposed majors 601
considering structural change for management 597–8
developing curriculum focused on future 596–7
developing MSUS core 600–601
development of management core 599
external review 595–6
MSUS elective list 601
MSUS subcommittee 600
proposals for majors 598–9
conclusions and future directions 612–15, 647
current program 618–20
implementation challenges and changes procedural concerns
choosing MSUS elective courses 612
communication 610–11
MSUS elective list 611–12
pedagogy 611
strategic concerns of shared vision 609–10
structural concerns
Admissions Office structure 606, 608
changing core and elective requirements 608–9
more ‘Management’ 609
MSUS faculty member changes 608
selected exit interview comments 607–8
stakeholder group concerns 603–5
‘sustainability’ and ‘managing’ terminology 602, 606
transitioning to College 609
structures, strategies and processes affecting design, summary 613
challenges for remaining 615
summary 15–16, 453–4, 645, 647, 650
‘managing’ terminology 602, 606
Manring, S.L. 21, 338, 345, 347–9, 351, 357
market-based drivers 49–50
van Marrewijk, M. 27, 567, 569, 588
Martin, A. 1, 46–8, 52, 365, 648
MBA curriculum redesign
centering around stakeholder value creation 282–3, 285–6
courses
Business and Society 290–92, 303–6
Managing Complex Organizations 287–9, 301
Sustainable Business Network 282–3, 294–5
Sustainable Supply Chain Management 292–4, 306
Value Based Marketing 289–90, 301–3
extending sustainability to community 294–5
implications and limitations 296–8
literature review
experiential learning in sustainability 284
integrating sustainability in management education 284
sustainability as stakeholder model 283–4
study discussion 295
summary 9–10, 173, 633, 635, 648–9
MBAs see MBA curriculum redesign;
sustainable MBAs
measuring learning outcomes 207, 209–10
metanoia 47, 66
Mezirow, J. 22, 87, 89–91, 222, 226
Microsoft 82, 425, 550
Mission Possible
course syllabus 190–99
as experiential learning activity 175–6, 179–80
implementation
during 182–3
post 183–4
pre 180–82
scalability challenge 184–5
integration of experiential sustainability 176–80
outcomes, charity donations and financial outputs 200
results 185–7, 190–200
risks involved 179
success of 187–8
summary 7–8, 172, 631, 634, 653
as venture start-up experience 177–8
monitoring
energy and water use 376–7
organizations on sustainability in education 411–12, 428
not-for-profit 417–22
private (consultants) 422–3
role of EFSUMEs 408, 410, 428–9
Monroe County, Pennsylvania 345–7, 357–8
Muff, K. 24, 26, 109, 112–13, 122, 125–6, 153, 222, 224–5
Müller-Christ, G. 29, 262–5, 274
municipalities (muni-uni collaborations)
benefits 448
lessons learned 438–43
model for 443–5
opportunity 437–8
propagating good practice 438
pros and cons of speed in 441–2
scaling up to local 436–7
summary 8–9, 333, 641, 642, 653–4
testing idea on campus 436
Murdoch University see Australian business schools
Murray, A. 30, 307, 312, 315, 323
Natural Environment and Organizations (NEO) 545–6
natural resource-based view (NRBV) 93, 97
Net Impact 50–51, 53, 185, 417, 436, 446–7, 572, 576, 578–9, 582, 585–6
Network for Business Sustainability (NBS) 50, 413, 426–7
networking
organizations for sustainable education 413, 423–7
role of EFSUMEs 410, 412, 429
Nobre, F.S. 12–13, 243–4, 246, 248–9

Jorge A. Arevalo and Shelley F. Mitchell - 9781785361241
Downloaded from Elgar Online at 08/30/2019 09:52:00PM
via free access
INDEX

Nonaka, I. 13, 246, 248
normative guidance, initiatives providing 408, 414–17, 428
normative-re-educative strategies 134

observation and benchmarking 249–54
off-campus collaboration 445–8
organizational capabilities
size 394
staff 394–5
organizations
delinquent 78–9, 81–2
epistemology of 119–20
learning, sustainability in 133–5
monitoring 411–12, 417–23
networking 413, 423–7
resource providers 412, 414, 421–2, 424–7
and substantive rationality 120–22
sustainable business models for 550–52
Organizations and the Natural Environment (ONE) 4, 50, 112, 128, 201, 209, 282, 296, 412–13, 424–6, 545–6, 591
panarchy
Easter Island story 343
meaning of 337–8
social-economic-ecological creating and managing, as multi-stakeholder learning network 363
framework for analysis of fracking 362
guidelines for cases 361
resilience, adaptability and transformability of 342–4
viewing evolution of, as learning networks 349–51
value as framework for comprehending complexities of sustainable development 340–42
Papamarcos, S.D. 10, 455–7, 459, 481
Parkes, C. 9, 175, 284
participation, as sustainability learning process
247–9, 258, 635
participation process model 498
partnerships see social-economic-ecological systems: opportunities for collaborative partnerships; university partnerships
People and Planet 408, 410–12, 417–18
people, planet and profit
addressing elements of 296
mapping courses to 285
triple bottom line 285, 290, 307
Perry, M. 19, 407–8, 410, 417, 428
personal happiness 162
Persons, O. 7, 109, 176
Peterson, T.O. 10, 457–9, 480
Philips, N. 6, 11, 351, 487
philosophical anthropology 42–3, 152, 157–9, 628
philosophical knowledge
expanding anthropological knowledge 164
historical-philosophical method 160
and management education 153–5
philosophical anthropology 152, 157–9
philosophical approach 151–3
philosophy of action 160–61
research structure and goals 153
and sustainability 155–7
plausibility, as criteria for assessing research design 461–2
Pless, N.M. 13, 222, 246, 251, 457–9, 480
Porter, M.E. 22, 88, 92–4, 105, 217, 290–91, 304, 309, 520, 552, 614
Porter, T. 46, 54, 204–5, 212
Posch, A. 21, 338, 348
premise reflection 90
Princeton Review Green Ratings 145, 408, 411, 419, 422, 428, 576
Principles for Responsible Management Education (PRME) 2015 meeting 540
aim of 112, 333
assessing role of 415–17
assessment of progress 144
and Australian business schools 334, 366, 369–70, 377–8, 649
comparison to STARS 421
as dominant normative guidance organization 428
as EFSUME 406
as example offering voluntary principles-based memberships 50
as external driver of SiME 637, 650
and gender 311–12, 315, 325–6
great sector significance 414
GRLI as active supporter of 426
Indian university as signatory of 518, 525
launch of initiative 519
management institutions’ interest in 520
as principle based global engagement platform 311
the principles 415
progress (SIP) reports 370, 415–17
as reinforcing existing trends 429
successful example of provision of inspiring principles 408
university interest in 52–3, 60, 177, 339
Working Group on Sustainability Mindset 229
productivity speeds decline 550
Professional Development Workshop (PDW) 3–5, 201, 215

professors’ role in service learning program 457, 479–83

profit first 56, 61, 70, 80, 113, 117–18, 151

progress, in sustainability journey cycle 138, 144–5, 148

publicity in political climate 440–41

purchasing, in best practice application 143

Ramos, D.P. 8, 407, 417, 420, 434, 521, 654


Rasche, A. 2, 219, 309, 365, 377, 415, 625

rationality
formal 120–21
meaning of 119
relation with responsibility 154, 161
see also instrumental rationality; substantive rationality approach

Raufflet, E. 7, 113, 364, 406, 487, 570
reflection
evaluating levels of 95
findings 99–106
meaning of 89
processes defined on basis of 90
in service learning programs 455–6, 460, 480–82
influence of factors in 467–8
partners’ engagement 475–7
planned outcomes 472–4
type of mandate 469–70
reflective learning tools 495, 498, 506
reflexive learning tools see external facilitators, conceptualizing role of

Research Agency of the Ministry of Education (CAPES), Brazil 96, 253
research agenda
future, for CSR 81–2
for social change 77–80
research summary
aims 625
classification
purpose of 626–7
through four lenses 625
commonality, transversality and linkage 651–54
discussion and conclusions 654–5
examination of inquiries 625
external facilitators, conceptualizing role of as ‘area of tension’ 626
implications, applications and utilities 649
overview 331–5
review 637–9

statistics 654
sustaining long term programs through innovation
as ‘area of tension’ 626
implications, applications and utilities 649–50
overview 451–4
review 642–7
theory development
as ‘area of tension’ 626
implications, applications and utilities 647–8
overview 39–43
review 627–30
transformational interventions
as ‘area of tension’ 626
implications, applications and utilities 648–9
overview 171–3
review 631–6
resilience of social-economic-ecological systems 342–4, 352, 357–9, 361–2
resource-based view (RBV) 93, 99, 614
resource, fallacy of infinite 550
resource provision for sustainable education 412, 414, 421–2, 424–7
resources, university buildings promoting efficient use of 376–7
responsible citizenship 371–4, 377–8, 637
Responsible Citizenship Research Group (RCRG) 371
Rimanoczy, I.B. 26, 111, 218, 221–3, 225–6, 228, 235, 239–41, 413, 427
Rogers, E.M. 11, 132, 138
Rondinelli, D.A. 27, 567, 569, 588
Roome, N. 9, 205, 283, 364, 367, 369, 589
‘saddle bag’ approach 113, 539
Sama, L.M. 45–6, 205, 364
Sarkis, J. 19, 410, 423–4, 429
Savery, J.R. 8, 270, 434
Scott, G. 15, 367, 369, 376, 379
Scott, W. 205, 351, 364, 385, 572
Serva, M. 24, 110, 120–22, 124–6
service learning programs
analysis of 466–78
collecting and analyzing data from 461–2
criteria for evaluation of participant observation research 462
defining service learning 457–8
design phase 464–5, 467, 469–78
Index 669

diagnosis phase 463–4, 467, 469–78
identifying main social and environmental challenges 463–4
implementation phase 465–6, 468–78
limits and future research 482–3
longitudinal design and organization of 458–9
management-oriented 457–8
mobilization of people and resources 465–6
outcomes of learning in 459–61
partners’ engagement 456, 467–8, 475–80
planned outcomes 456, 467–8, 472–5, 478–80
process model for 478–80
role of temporality in 480
structure and challenges 463–6
students’ learning outcomes
reality 455–6, 459–60, 480–82
influence of factors in 467–8
partners’ engagement 475–6
planned outcomes 472–3
type of mandate 469–70
reciprocity 455–6, 460, 480–82
influence of factors in 467–8
partners’ engagement 475, 477–8
planned outcomes 472, 474
type of mandate 469–71
reflection 455–6, 480–82
influence of factors in 467–8
partners’ engagement 475–7
planned outcomes 472–4
type of mandate 469–70
responsibility 455–6, 460, 480–82
influence of factors in 467–8
partners’ engagement 475–8
planned outcomes 472, 474–5
type of mandate 469, 471–2
students’ learning processes
cultural and contextual differences 457, 481
importance of context 457
importance of role of professors 457, 481–2
pedagogical approach 455
relation between 455, 459
relation to 4Rs 456
temporality 455–6, 458–9, 461, 468, 478–83
and traditional maximization theories 458
summary 10–11, 452, 642–3, 644, 647, 649
type of mandate 456, 467–72, 478–80
shared value rationality 92–4, 103, 105
Sharma, S. 9, 60, 93, 109, 112–13, 282–3, 539
side-effects concept 265
Sierra Club 389, 393, 408, 411, 417–18, 428
SiME see sustainability in management education (SiME)
social change
considered as transformative learning goal 91
curricula and research agenda for 77–80
Freire’s view on 114–15, 118
individual as agent of 121, 126
lad culture as response to 316
manager as agent of 124
social innovations as element of 503
social-economic-ecological systems, sustainable
action research as collaborative method for working with diverse stakeholders in complex 344
case studies
Albemarle-Pamlico Estuary, North Carolina 346–7, 359–60
explanation of 337–8
Monroe County, Pennsylvania 345–7, 357–8
value of illustrating conceptual models through 347–8
framework for analysis of fracking as 362
guidelines for analysis as panarchy 361
as learning networks
creating and managing guidelines 363
viewing evolution of holographic systems thinking 350–51
network ruptures and setback 351
transformative network learning processes 349
virtual, and value-added synergies 349–50
opportunities for collaborative partnerships in building and maintaining resilient 352
encouraging innovation and transformability 352–3
university roles 351–2
research question 337–8
resilience, adaptability and transformability of 342–4
summary 20–21, 331–2, 637, 639
sustainable development vs incumbent paradigms 338–40
value of panarchy for understanding complexities of 340–42
social foundation dimensions 341–2
society
academia’s tribute to 77–80
business and 75–7, 126–7, 520
objectification of 73–4
Socrates 157
Socratic method 31, 66, 152–3, 630
spiritual intelligence 226, 228, 648
Sroufe, R. 8, 407, 417, 420, 434, 521, 654
stakeholder demands 17, 82, 387–8, 392–3
stakeholder engagement 283, 397
stakeholder interest in sustainability 438–9
stakeholder value creation across courses, and community engagement 286–95
approach 282
experiential learning for 284–5
implications and limitations 296–8
MBA program redesign to center around 282–3, 285
study discussion 295
sustainability extending to community 294–5
integration between 285, 295, 297
as stakeholder model 283–4
STARS (Sustainability Tracking, Assessment and Rating System) 17, 19, 145, 210, 388–9, 403–5, 408, 410–11, 419–21, 428–9, 642, 649
Steiner, G. 21, 338, 348
Stokols, D. 372, 637, 639
strategic positioning 55–6
Strategic Sustainability Management (SSM) course description 87
evaluation of learning in writing of students 99–103
introducing into undergraduate business studies 96–9
objectives in three dimensions 96–7
reflection aim to stimulate 89
evaluating levels of 94–6
tendency toward 104
research questions 88
shared value rationality in teaching–learning of 92–4
student activism 392–3
student teams for data collection 495
and G3 program 542, 544, 565
minimizing risks and boosting benefits of collaborating with 442–3
sustainability report preparation 436
students, inspiring 204–6
students’ learning processes see service learning programs
substantive rationality approach (Guerreiro Ramos) 118–19, 126, 128
epistemology of organization 119–20
origins 119
substantive rationality 120–22
sustainability from anthropological perspective 155–7, 161–4
for business schools 364–6
challenges for Australian 366–9
contradictions of dilemmas of sustainability 264–7
dissolvability 273–4
paradoxes of sustainability 263–4
as experiential entrepreneurship activity 175–6
course syllabus 190–99
implementation 180–85
integration for first-year students 176–80
results 185–7, 200
study conclusion 187–8
experiential learning in 284
extending to community 294–5
framework and application at GVSU 135–48
and gender 309–10
goals of 1
goals for 157
as an innovation 132–3, 147–8
integrating in management education 284
knowledge 48, 54–5, 59, 65, 555
in learning organizations 133–5
management education approach 161–2
matrix illustrating ways to integrate 521
meaning of 155–7
as multidimensional concept 517
pedagogical approaches 203–4, 216–20
performance 386, 388
dimensions 403–5
vs quality of sustainability reporting 390
relationship with sustainability reporting 17, 391–2
of universities 389
phases of organisational 57
pre-understandings of newcomers about 497–503
in regional corporate culture 136–7
stakeholder interest in 438–9
as stakeholder model 283–4
terminology 602, 606
three pillars of 264
through stakeholder value creation see MBA curriculum redesign as trans-scientific in nature 366
triggers for understanding 503
as university value see Grand Valley State University (GVSU)
waves of 56, 58–9, 60–61
see also teaching
Sustainability Compass
ethics: Values, Integrity, Professionalism 546–7
examples of counter-intuitive results 549–50
Natural Environment and Organizations 546
Strategic Sustainability Systems 547–9
World Without Walls 544–5
sustainability in management education (SiME)
anthropological concepts applied to 167–8
case study method applicable for teaching 338
definition 1
enabling approaches to bringing sustainability into MBA curricula 539–41
G3 (Going Green Globally) program 541–4, 552–5, 559–66
study conclusions 555–6
summary 26–7, 452–3, 645, 646
sustainable business models enhancing value proposition 550–52
Sustainability Compass 544–50
implications for teaching 349–51
increasing attention paid to 202
integrating, literature 284
links to gender 311–12
paradigms comparison 122–7
current pedagogical 109–10
dominant 111–14, 126–7
Freire's critical pedagogy 114–18
Guerreiro Ramos' substantive rationality approach 118–22
new 122–8
research question 110
study conclusions 125–8
summary 23–4, 41–2, 628–9
roles of external facilitators 407–14, 428–9
see also business cases for SiME; faculty experiences with teaching SiME; sustainable MBAs
sustainability journey
application of best practices 140–41
community involvement 144
education 141
energy 142–3
fiscal sustainability 143–4
food 141–2
health and wellness 144
purchasing 143
transportation 142
waste minimization 142
water 143
awareness 138–9
behaviour change 146–7
benefits 147–8
cycle 137–8
framework 131, 148
limitations 148
progress 144–5
summary 11–12, 42, 628, 630
understanding 140
value creation 146
sustainability learning processes
Ethics in Organizations
course details 454–5
syllabus 261
influence of United Nations 242–3
literature review
education for sustainable development (ESD) 245–6
sustainable development 243–4
theory building 246–9
methodology
assessment of integration 255–6
integration report 254
observation and benchmarking 249–54
testing proposed model 254–5
reported shortcomings 257–8
research questions 243
study discussion and conclusion 256–8
summary 12–13, 173, 632, 635, 652–3
Sustainability Literacy Test 19, 408, 410, 412, 428, 642
sustainability mindset, developing
course design
being 225–6
doing 226–7
knowing 224–5
course schedule 238–40
definition 221
elements of 223–4
implementation 229
instructional framework 228
learning methodology 227–8
learning objectives, examples of reflections connected to 230–34
learning principles of action reflection learning 241
limitations and directions for future research 234–5
literature on developing globally responsible leaders 222–3
research questions 221
role of instructor 227–8
summary 25–6, 172–3, 632, 648–9, 651
sustainability reporting 434–6
see also university sustainability reporting
sustainability toolkit 490, 492–3, 503, 506, 510–13
evaluation sheets 513–15
Sustainable Business Network (SBN) course 282–3, 294–5
sustainable development
alignment of goals with university pedagogy 79–80
definitions
classic 1, 156, 177, 338, 598, 602
most often used 202, 263
vs incumbent paradigms 338–40
literature review 243–4
synergy with management education 518–22
systems resilience and thresholds 343
value of panarchy for comprehending social, economic and ecological complexities of 340–42
see also education for sustainable development (ESD)
Sustainable Endowments Institute 408, 411, 417, 419
sustainable entrepreneurship
festival 490, 495, 498, 500–501, 505
games 88, 98, 216
lean start-up mentoring workshop 490, 493, 504
sustainability toolkit and evaluation sheets 490, 492–3, 503, 506, 510–15
undergraduate education for findings
data of students’ interviews and reflections supporting second-order themes 499–503
embracing active citizenship as full participants in community of practice 505
model of process of participation in community of practice for 498
pre-understandings and experiences of newcomers about sustainability and entrepreneurship 497–503
project work for developing perceptions on 504
triggers for understanding sustainability and 503
research aim 486–7
research methodology
course design 490–95
data analysis 495, 497
data collection 495
data structure 496
profiles of faculty members, entrepreneurs and mentors 491
study discussion and conclusion 506–7
summary 7–8, 452, 643, 644, 649
theoretical background
learning-based approaches to teaching sustainable entrepreneurship courses 488–9
sustainability as content-led strategy in teaching undergraduate entrepreneurship courses 487–8
see also Mission Possible
sustainable MBAs
accepting phase
explanation 571
in MBA schools 577
results 579
embracing phase
explanation 571
in MBA schools 577
results 579, 582
universities 580–81
five phases of sustainability in MBA education 570–71
leading phase
explanation 571–2
in MBA schools 577
results 579, 582
universities 580–81
limitations and directions for future research 587–8
literature review 568–70
methodology 572–7
research scope 567–8
silent phase
explanation 570–71
in MBA schools 577
results 577–8, 586
study discussion 586–7
summary 27–8, 453, 645, 646, 650
top 100 MBA programs 573–6
trivial phase
explanation 571
in MBA schools 577
results 578
Sustainable Supply Chain Management (SSCM) course 292–4, 306
systems intelligence 228, 648
Takeuchi, H. 13, 246, 248
Talloires Declaration 50, 52, 202, 364, 393, 408–9
teaching
curricula and learning in management and sustainability 594
entrepreneurship courses
learning-based approaches 488–9, 506
sustainability as content-led strategy in foundations at Bucknell University implications for inspiring students interdisciplinary approach to role of educators as signal of strategic commitment to of strategy for sustainability learning evaluation from critical reflection and transformative learning theories methodological procedures presentation and analysis of results research objective and questions study conclusions summary sustainability implications for strategic commitment success and challenges survey instrument transforming undergraduate and graduate teaching transdisciplinary see also faculty experiences with teaching SiME temporality see service learning programs TERI University theory development as ‘area of tension’ implications, applications and utilities overview review Thomas, T.E. 113, 125, 127 threshold concepts characteristics and emotional capital future research gender as challenging nature of social construction of help in gender studies limitations of study as productive approach to investigating student as subject in relation to body theory of 312, 318 as troublesome knowledge tools, games and simulations future research directions inspiring students measuring learning outcomes of sustainability education research question study conclusion successes and challenges in teaching sustainability summary survey instrument sustainability pedagogical approaches see also sustainability toolkit total quality management (TQM) transdisciplinary collaborations action research case studies implications for teaching opportunities social-economic-ecological panarchies sustainable development vs incumbent paradigms value of panarchy transforming encouraging of social-economic-ecological panarchies transformatonal interventions as ‘area of tension’ implications, applications and utilities overview review transformative learning (TL) evaluation of, in writing of students habits of the mind overview review transformative network learning processes transportation, in best practice application triple bottom line approach articles on business logic courses on environmental, social and economic performance

Jorge A. Arevalo and Shelley F. Mitchell - 9781785361241
Downloaded from Elgar Online at 08/30/2019 09:52:00PM via free access
pillars 487, 492, 499
sustainability 139
GVSU’s approach 143–7
people, planet and profit 285, 290, 307
in program creation 598
reporting 372–3
as tool/process to simplify sustainability concept 133
Triple E vision 112
troublesome knowledge 312–14, 318–19, 323, 326
UAlbany see G3 (Going Green Globally) program
UMass Dartmouth 436, 438–9, 442
undergraduate education for sustainable entrepreneurship see sustainable entrepreneurship
undergraduate program design
changing management curriculum and structure 595–601
conclusions and future directions 612–15, 647
current situation in business schools 591–2
implementation challenges and changes procedural concerns 610–12
strategic concerns 609–10
structural concerns 602–9
literature review
curricula, teaching and learning in management and sustainability 594
curriculum design
challenges 593
in general 593
foundations of teaching and learning at Bucknell University 594–5
structures, strategies and processes 613, 615
summary 15–16, 453–4, 645, 647, 650
understanding/comprehension
evaluating levels of 94–5
findings 99–100, 103–4
reflection processes defined on basis of 90 in sustainability journey cycle 140
UNESCO 12, 19, 50, 71, 242–7, 257, 414, 428
United Nations Principles for Responsible Management Education see Principles for Responsible Management Education (PRME)
university buildings, promoting efficient use of resources 376–7
university partnerships
background 433–4
benefits 447–8
effect on attendance 439
encouragement for 447
implementation 436–8
lessons learned 438–43
models
muni-uni 443–5
off-campus 445–7
study conclusion 447–8
summary 8–9, 333, 641, 642, 653–4
university pedagogy
alignment with sustainable development goals 79–80
pressures on 21–2, 71
university research and education, paradigmatic changes 72
university sustainability reporting
study one
constructs and measures to explore 388
definition of sustainability report 389–90
discussion and conclusion 397–9
factors affecting decision to release reports 391
hypotheses regarding factors affecting existence and quality of 387
organizational capabilities
size 394
staff 394–5
quality
assurance of 396–7
correlation with credibility 396
definition 395
factors affecting 387–8, 397
measuring 395–6
stakeholder engagement 397
vs sustainability performance 390
stakeholder demands
influential groups 392–3
types of 385–6
strategic commitments 393–4
summary 17–18, 332–3, 638, 639
sustainability performance dimensions 403–5
as more than ‘just economic performance’ 386
quality vs 390
relationship between 17, 391–2
of universities 389
weak use of sustainability concept 388
unresolved issue in literature on 390–91
study two
collaboration models
benefits 448
municipal-university 443–5
off-campus 445–7
conclusion 447–8
lessons learned
‘checklist’ approach 441
existence of data 439
importance of report length 439–40
publicity and feedback in political climate 440–41
speed of projects 441–2
stakeholder interest in sustainability 438–9
testing concept with multiple partners 443
working with student teams 442–3
partnership 437–8, 443, 447–8
propagating good practice 438
scaling up to local municipalities 436–7
summary 8–9, 333, 641, 642, 653–4
sustainability reporting, nature and importance of 434–6
testing idea on campus 436, 445
value-added synergies 349–50
Value Based Marketing (VBM) course 289–90, 301–3
value creation
intellectual 78
sustainability as engine for 147
in sustainability journey cycle 146
see also stakeholder value creation
value proposition
and strategic positioning of universities 55–6
in Sustainability Compass 544–5
sustainable business models enhancing 550–52
values 74–5
Values, Integrity, Professionalism (VIP) 546–7
van Marrewijk, M. 27, 567, 569, 588
Ventris, C. 23, 110, 121, 124, 126
virtual learning networks 349–50
voluntary-based drivers 50–51
Waddock, S. 1–2, 45–7, 59, 67, 75, 80, 111, 113,
219, 282, 292, 407, 455, 625
Walck, C. 14, 60, 202
Wals, A.E. 8, 87, 339, 364–5, 442, 447, 486,
505–6
Warsaw, City of 437–41
waste minimization
in best practice application 142
sustainability awareness activity 139
Watts, J. 13, 246, 248
Weaver, P.M. 24–5, 203, 210, 631
Werre, M. 27, 567, 569, 588
Win, S. 19, 407–8, 410, 417, 428
Wolf, P. 15, 593, 614
World Business School Council for Sustainable Business (WBSCS) 427
World Without Walls (WWW) 544–5
Wyness, L. 8, 487–8, 505–7
Zai, R. 434, 649, 653
Zilahy, G. 21, 348, 359