



27 – 29 September 2022, Innsbruck | Austria

9TH RESPONSIBLE MANAGEMENT EDUCATION RESEARCH CONFERENCE

Societal Impact through Entrepreneurship & Innovation

TRACK 11: EDUCATING FUTURE SUSTAINABILITY CHANGE AGENTS IN BUSINESS SCHOOLS

TRACK CHAIRS

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KEYWORDS

Competency-oriented education for change agents

TRACK DESCRIPTION

The world faces significant challenges that requires the facilitation of real-world positive, fundamental change. So-called Sustainability Change Agents (SCAs) can facilitate such necessary change and contribute to more sustainable societies. In the corporate context, SCAs can for example initiate sustainability-oriented innovations, engage in systemic problem solving and potentially even support corporations to place sustainability at their core business. However, in order to become successful SCAs, individuals not only need to be equipped with factual knowledge from a variety of disciplines. Amongst others, SCAs also need to train certain competencies such as systemic and normative thinking in order to understand complex challenges holistically including their root causes as well as related values and value conflicts. They should be able to work in diverse teams and know practical tools i.e. to envision more sustainable future states, create strategies on how to get there as well as put plans and interventions into action. The aim of this track is to explore how necessary competencies can be taught and developed in business schools to prepare current and future leaders to contribute to achieving the 2030 Agenda for Sustainable Development. Examples for educational formats include but are not limited to single courses, whole curricula but also extra-curricular activities such as certificates and specific training concepts. Overall, the track intends to discuss past and current practices, stories of success as well as failure, with fellow researchers, practitioners and students and to co-inspire innovative designs of competency-oriented approaches to educate future sustainability change agents in business schools. Suggestions for contributions are stated below:

- Key competencies for future SCAs in the corporate context
- Pedagogical advances and innovative/inclusive approaches in educating future SCAs
- New methodologies and tools to teach key competencies required for future SCAs
- Evaluation of the impact and effectiveness of competency-oriented curricula & courses educating future SCAs
- Strategies to overcome resistance to the implementation of competency-oriented education for sustainability in business schools and their curricula
- Inter- and transdisciplinary knowledge transfer and partnerships to educate future SCAs in business schools



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