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BUSINESS EDUCATION FOR THE 21ST CENTURY

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In his discouragement with the failure of American management to break away from out-of-date and ineffective management practices and embrace the new mindsets and practices of the quality revolution that was being adopted by Japanese industry and destroying America's competitiveness in America and overseas, W. Edwards Deming frequently said and wrote: "Exporting American management is a terrible thing to do to a friendly country."

It is difficult to believe that, if he were still with us, Dr. Deming would not make a very similar statement today about current business education teaching and research grounded in denial of, and unwillingness to address boldly and creatively, the realities of climate change, global warming, and global unsustainability. In the Anthropocene Era, Dr. Deming might now say that "Business education grounded on the business-as-usual practices of shareholder primacy and the neoliberal economic and societal paradigm is a terrible thing to provide to anyone anywhere." He might also add: "... and continuing to deliver such education and to do research supporting business-as-usual misses one of the greatest opportunities we now have to create a sustainable/flourishing/regenerating world." Of course he would say such a thing, if he were to say it, much more gracefully and in far fewer words.

BUSINESS EDUCATION AND THE GREAT CHALLENGES OF THE 21ST CENTURY

Whatever Dr. Deming might or might not say about business education, it is appropriate for us to look for the opportunities global business education and research offer us to deal with the great challenges of the 21st Century. There are

many ways of looking at the “wicked problems” of the Anthropocene era (e.g., Waddock, Meszoely, Waddell, & Dentoni, 2015; and Waddock in this issue of the *JMGS*) and the challenges they present to us.

One way of defining these challenges, and perhaps discovering the roles business education might come to play in dealing with them, might be to think in terms of two survival and three flourishing challenges our species must meet if we are to survive and flourish on this planet (Global Movement, 2021; Stoner & Peregoy, 2021).¹

Those five challenges are defined as

1. dealing with climate change and global warming in particular and the many aspects of global unsustainability in general;
2. avoiding nuclear Armageddon;
3. becoming the kinds of beings who can live on this planet without destroying it;
4. producing, distributing, and consuming the goods and services we need to flourish without destroying, and hopefully healing, the planet; and
5. creating a set of global economic, political, cultural etc. systems that enable all of us to flourish as a species with no one left out (Global Movement, 2021; Stoner & Peregoy, 2021: 1)

These five challenges are described and discussed in those two sources as two very immediate “survival challenges” and three pretty immediate “flourishing challenges.”

The first two, (1) dealing with climate change and the whole package of global unsustainability aspects of the world (Monbiot, 2021; McKibben, 2019; Waddock, 2021) and (2) avoiding nuclear Armageddon (Sherwin, 2020; Anthony, 2014; PBS, 2012), are ones that could lead to the extinction of our species in a few years (Wallace-Wells, 2020), decades, or even in a few days in the case of a nuclear holocaust.

¹ The description of the five challenges and the discussions related to them are available in three places and were written at essentially the same time: November and early December 2021. One place is here, one place is in an evolving essay posted on the Global Movement website, as cited. The third place is in the Introduction to a Special Issue of the *Journal of Management, Spirituality and Religion* (Stoner & Peregoy, 2021).

The next three challenges require transformations needing many changes—deep changes—as we move toward wellbeing and flourishing for all of humanity and all life on earth, now and for future generations.

There are many, many individuals, groups, and organizations grappling with these challenges from many different angles and working to create many different approaches to meet those challenges. All of these endeavors are to be encouraged and honored. No one has a perfect road map and game plan to get us where we need to be. We all need each other and each of us needs all the help he or she can get.

In one approach, Fred Tsao (2021) and the other authors in a Special Issue of the *Journal of Management, Spirituality and Religion* call for “a new language for humanity”—a language that will open our eyes, hearts, and minds, and inspire bold actions—immediately (JMSR, 2021). This search for a new language for humanity will likely be much like the seeking being pursued by such “transformative technologies” as the Theory U approach of Otto Scharmer and his MIT Presencing Institute colleagues (MIT Presencing Institute, n.d.; Scharmer, 2016; Senge, Scharmer, Jaworski, & Flowers, 2005); Appreciative Inquiry and Business as an Agent of World Benefit pioneered by David Cooperrider and elaborated on by Chris Laszlo and their colleagues at Case Western Reserve University’s Weatherhead School (Cooperrider & Selian, 2021; Cooperrider, 2021; Cooperrider & Whitney, 2005); and many others. This search for powerful transformative technologies we can use in the 21st Century may even look back almost five centuries to the Spiritual Exercises of St. Ignatius, an almost five-century old “technology” for personal transformation (St. Ignatius of Loyola, 1992, 1996). And, it may look forward to emerging quantum approaches that might also revolutionize our ways of thinking (Laszlo, 2020, 2021; Pavlovich, 2020; and many others).

A challenge we face is which of the currently available approaches to elect and to get to work using.

MATCHING CHALLENGES AND OPPORTUNITIES

There are at least two possible advantages to looking at the wicked problem of global unsustainability through the lens of five great challenges of the 21st Century.

First of all, at least four of those five challenges are almost tailor-made for being addressed by the new business education needed for the 21st Century—teaching, research, and activism that will make a powerful difference. The second is the obvious need for discovery and widespread use of much more powerful and appropriate technologies of transformation—a second area where business education and research will become a major contributor when it expands its horizons and grapples with the realities of the 21st Century.

Transforming Teaching and Research

When the world's business schools move away from accepting, legitimizing, and supporting the business-as-usual mindsets and actions that are destroying the capacity of the planet to sustain the existence of our own and other species, the research and creative teaching/learning opportunities of literally thousands and thousands of faculty members and students will discover approaches and start taking action on the climate change, personal, organizational, and societal transformations we need to make. We may assume business schools are not well suited to contribute to dealing with the second of the five challenges—avoiding nuclear Armageddon—but perhaps they will prove us wrong even on that assessment. However, it is hard not to admit that meeting and overcoming the other four challenges are exactly what business education should be about—what the mission of all the world's business schools should be in the 21st Century.

The transformation of business education in the direction of such a mission is beginning. Readers of this journal may recall the article a year ago by Fr. Michael Garanzini asking if it is time to rethink the very basis of current business education around the world (Garanzini, 2020). In this issue, Rodolfo (Rudy) Ang, reports progress on doing precisely what Fr. Garanzini called for in his article. Recently, the *Journal of Jesuit Business Education* has devoted a full issue to reporting progress on making the “Inspired Paradigm for Jesuit Business Education” an opening not just for transforming Jesuit or Catholic or even faith-based business education, but for transforming all business education and research around the world (JJBE, 2020).

A major step in this transformation goes well beyond “embedding” sustainability content and SDG (Sustainable Development Goals) projects and topics in existing courses still grounded in the traditional business-as-usual paradigm that has come to dominate business education in the United States and beyond over the last five

or six decades. These initiatives are valuable and should be continued. They can increase awareness of sustainability issues, create “good works” within the limits of corporate profit maximization requirements, and build knowledge about ways to address sustainability issues. They may even start preparing the ground for deeper changes. However, they will not be enough to make the kinds of large scale, systemic change we need to make. Operating within the paradigm, reward systems, and mindsets of business-as-usual, such changes are trapped in the “business case for sustainability”—how to make more money by doing less harm. Doing less harm will not get us to a flourishing world.

The changes we need require going “down to bare metal,” creating core courses “from scratch” in each business topic or discipline—courses that are fully aligned with the need for a sustainable/flourishing/regenerating world. Sustainability needs to be the starting point, the foundation of each core course and therefore the foundation of all 21st Century business curricula.

This reality is starting to be recognized. In the coming months and years, we can anticipate an exciting and valuable flow of reports by professors and others about their journeys as they grapple with the challenges of creating new core and advanced courses that combine the best tools and insights from a century of business teaching and research with the realities of the 21st Century and with such mind-challenging and mind-changing scientific breakthroughs as the Quantum Revolution (Tsao & Laszlo, 2019; JMSR, 2020; Levy, 2018).

Transforming our Understanding of Transforming

The transformation of business education and research is underway, but it needs to move much faster and more broadly than it is likely to move under traditional change-creating practices “implemented” in the context of the sclerotic mindsets possessed by too many of us. And we also need to move much faster on the true purpose of transforming business education: the transformation of ourselves, our organizations, and our societies very rapidly. To do so, we need breakthroughs in our understandings of how we can bring about deep change—transformation—more rapidly and more broadly than traditional change practices can accomplish. It is ironic that, in a world where we have known for years that we currently have all the “hard” traditional technologies and insights we need to “solve” the climate change and other crises and other injustices (Hawken, 2021; Cook, n.d.; Nee, 2010), we are

not yet applying those existing technologies aggressively and broadly to create a viable future for our own and other species.

As desirable as it is to continue to invest billions in searching for new and improved hard technologies for dealing with climate change, it is ironic that there are almost no major projects to conduct research on the critically important powerful and socially just “soft” technologies of personal, organizational, and societal transformation. This “bottleneck” for achieving species survival has been largely ignored by foundations, governments, universities, and mega-billionaire moguls as they spend billions on seemingly frivolous pursuits in space and elsewhere.

It is likely that this lacuna will soon become increasingly obvious to many of us, and perhaps some major action research projects will use rapid-prototyping approaches for exploring into and experimenting with such transformative technologies as the spiritual exercises of St. Ignatius, the Theory U u.labs, appreciative inquiry, the Landmark Education Curriculum for Living—seeking to discover how they achieve their results—how they really work, how they can be made to work better and faster, and how they can be spread to many more individuals, groups, teams, organizations, and societies.

This journal can be counted on to support researching and reporting on these two exciting new adventures: transforming business education as a vehicle for transforming ourselves and our world; and discovering what causes positive transformation for global well-being and how to do it faster, better, and perhaps even cheaper. Please feel most welcome to join us on this quest.

The Articles in This Issue of the *JMGS*

The articles in this issue all contribute toward bringing a sustainable/flourishing/regenerating world into being.

In the lead article, Rodolfo P. Ang of Ateneo de Manila University builds on the article by Fr. Michael Garanzini a year ago in issue Number 1 of Volume 8 of the *JMGS*. In “From inspiration to actualization: Designing an MBA that can deliver the goods,” Professor Ang describes how the “Inspirational Paradigm for Business Education” presents a vision of the kind of business school graduates our world needs today, and the sort of business education that will form them. He asserts that

the challenge for us as business educators is to figure out how we can translate the vision articulated in the white paper that presented that vision from a set of ideals and goals into actual felt and experienced reality inside our classrooms.

Traditional MBA and undergraduate business programs, organized around the usual functional areas, have so far failed to deliver the sort of transformational change in our students that we have long dreamt of and envisioned. He says we need to design a “curriculum of the future” that can deliver the desired outcomes in our graduates.

Professor Ang presents a prototype curriculum that he hopes can provide ideas and inspiration for business deans around the world on how they can revise and reshape their own curricula to hew closer to this new ideal. This article can be the start of a conversation around the nuts and bolts of reengineering business education, with implications for what we teach, how we teach, and how we organize and run our schools.

In the second article, “Five core dimensions of purposeful system transformation,” Sandra Waddock, of Boston College’s Carroll School of Management, and Steve Waddell, of the Bounce Beyond initiative in Boston, address the very important issues of discovering creative and powerful approaches to system transformation that we noted above. They argue that not only is system transformation toward greater equity and wellbeing for all beings needed but that by paying attention to five critical elements of systems, whether they are organizational or societal ones, transformation agents can be more effective. In their paper “Five core dimensions of purposeful system transformation,” they note that socio-ecological system transformation needs to be and can be guided by paying deliberate attention to these five aspects of systems, despite the complexly wicked nature of such systems.

To simplify the complexity of transformation, Waddock and Waddell developed a 5Ps framework that identifies and synthesizes key aspects of what needs to change (radically) in system transformation. Three Ps provide an overarching framework that helps to identify the directionality and orientation of the system—and reorient it toward transformative goals: purpose, which defines the orientation and aspirations of the system; paradigms or perspectives of system participants, which indicate what they believe about the system; and performance metrics, which identify what gets measured and how. Purpose, paradigms, and performance criteria are particularly

important for shifting transformative efforts because they provide guidance and directionality to the other two Ps: power relations in the system and practices, which covers the operating practices, policies, procedures, and processes that indicate how work or other activities in the system get done. Collectively, these 5Ps provide a framework that can simplify the complex task of system transformation by indicating where the most attention needs to be placed.

In "Analysis of the social entrepreneurship ecosystem in Guanajuato, Mexico from complex social networks," Vicente Espínola and Luis Adolfo Torres from the Universidad Iberoamericana León studied the social entrepreneurship ecosystem in the State of Guanajuato, Mexico. In this research, they identified the preference of young potential social entrepreneurs to link with any of the actors in the social entrepreneurship ecosystem by using social network analysis. The simple network modeling identified and classified universities, incubators, and businesspersons as actors that could stoke the ecosystem as well as help distribute the available resources and information.

Their research suggests that university students who are thinking of becoming social entrepreneurs prefer to be involved in events for entrepreneurship, where they can have exposure to information and possible connections. Young professionals, however, prefer to have links with businesspersons who already have more experience. These preferences could help other actors in the ecosystem develop focused strategies to engage these future social entrepreneurs.

The article titled "Beyond the boundaries of definitions: Building an effective, new and multicriteria impact investing assessment tool" by Braulio Pareja-Cano and José Luis Fernández Fernández of Universidad Pontificia Comillas and Alvaro Navarro-Reguero of Impact Bridge Asset Management SGIIC SA, Madrid, closes an important gap in the literature on impact investing. The authors note that there is an active debate about the meaning of impact investing and how it differs from other types of similar investments, such as socially responsible investing or ESG (environment, social, and governance) investments. The authors have developed a tool that helps impact fund managers choose between alternatives, using the fundamental criteria for impact investments.

This study has a double contribution, theoretical and practical: the authors have expanded the concept of impact investment, focusing on its fundamental

characteristics, based on an extensive review of the literature. Furthermore, the tool is based on the TOPSIS multi-criteria decision-making method, and it can provide practical help in identifying projects that are more or less aligned with the definition of an impact investment.

In the final article in this issue, “A Rapid screening method for ecological risks posed by different land use intensities: Case study of Marikina City's river system,” Maria Aileen Leah Guzman, Charlotte Kendra Gotangco Gonzales, Rene Juna Claveria, Philippe Joshua Evarado, and Jean Jardeleza Mijares of Ateneo de Manila University's Department of Environmental Science, address the important issue of land use and sustainability. They note that land use plays an important role in environmental and sustainability management because of its potential contribution to ecosystem protection or degradation. However, most risk maps used in comprehensive land use planning identify only areas at risk rather than areas that pose a risk to ecological systems. It is additionally challenging to develop the latter in urban ecosystems, which are usually broad areas containing multiple stressors related to anthropogenic activities affecting a variety of receptors through complex exposure pathways. Where a calculation of risk probabilities becomes a time-consuming process due to the multiplicity of stressors and receptors, a relative risk method (RRM) can be used as part of a broad-scale ecological risk assessment.

The relative risk method is an approach that involves identifying and ranking sources of stressors, and the exposures of and impacts on habitats, then integrating this information to produce relative levels of risk. A simplified RRM was used in their study to explore the potential ecological risk of exposure to water pollutants posed by land uses on the river system in Marikina City. The ranking system for the RRM considers three factors—the intensity of land use (as the hazard or source or stressors), the proximity to the river, and the density of drainage systems that serve as ready pathways for pollutants to reach the river ecosystem.

The method is proposed as a rapid screening tool that can be integrated into the Comprehensive Land Use Planning (CLUP) process of the local government units (LGUs). The CLUP process includes the determination of zones and zoning ordinances. The tool is intended as a quick and inexpensive way to identify zones requiring more in-depth study and potentially, more regulation and long-term monitoring. Prioritization of localities for more comprehensive study may be necessary when resources are limited. Thus, the RRM tool can be used as a starting

point for designing and implementing more strategic water quality risk assessment and management programs.

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