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WHATEVER WE'RE DOING—IT'S NOT ENOUGH.

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THE MINISTRY FOR OUR FUTURE

For me, the theme of Kim Stanley Robinson's fascinating novel *The Ministry for the Future* ("The best science fiction nonfiction novel I've ever read," Lethem, 2020) is that no matter who we are, no matter what we are doing, and no matter how hard we are working to deal with the five greatest challenges our species has ever faced, we are not doing enough and we are not doing it as urgently as we need to.

Maybe that is not the novel's major theme, but that is the anguished, pained, and desperate message Frank May delivered to Mary Murphy, head of the Ministry for the Future, when he kidnapped her early in the novel—the message that was, perhaps, the trim tab that slowly began turning the languishing, ineffective, slowly moving, risk-avoiding, system-constraints-accepting ministry from operating within the dominant economic, bureaucratic, cultural, political *Weltanschauung* into a risk-taking, rule-breaking instrument for the level of total system change needed if we are to deal with those challenges.

Over the next 30 or so years in the novel, Robinson paints a picture of what each of us and the world might start to look like as we wrestle with those five challenges and make substantive progress. The novel appropriately focuses very heavily upon dealing with global warming and the other systemic aspects of global unsustainability (challenge #1). It also touches upon avoiding nuclear Armageddon (challenge #2). It suggests who we might be when we become the kinds of people who can live on this planet without destroying it (challenge #3) and how our producing-distributing-consuming systems might operate in earth-healing ways that provide rich lives for those who work within them and create goods and services we

all need to flourish (challenge #4). And, it deals richly with the fifth challenge, which is what an emerging, evolving, political, cultural, social, economic, ecological world that works for everyone with no one left out might begin to look like. Along the way, it leaves many questions unanswered: Who murdered Tatiana? Will Mary and Arthur Nolan develop a closer relationship? And, most of all, can we get to where we need to go without some version of the Children of Kali, so we can secretly do what we cannot openly do or support? All that and such a tantalizing description of Zurich's *Fasnacht* that many readers will be tempted to join the stable, sane, ever-so-correct Zurchers when they throw all decorum aside for one day and night to celebrate the end of Lent and approaching Spring with its end of the gray, overcasting fatigue of the long, dark Zurich winter months.

OUR POSSIBLE FUTURES

On the retreat where I started writing the first draft of this editorial, I took four books to read: Robinson's (2021) *The Ministry for the Future*, Tony Annett's (2022) *Cathonomics*, Thich Nhat Hanh's (2021) *Zen and the art of saving the planet*, and *Social scientists confronting global crises* edited by Jean Bartunek (2022) as recommended to me by Ed Schein. Perhaps I should have taken one or two of Isabel Rimanoczy's books on the sustainability mindset (e.g., Rimanoczy, 2021) or going beyond teaching (e.g., Rimanoczy, 2016), but I had already read some of her books. And perhaps I should also have taken *Gambling with Armageddon* by Martin Sherwin (2020), *A finer future* by Lovins, Wallis, Wijkman, and Fullerton (2018), Rebecca Henderson's *Reimagining capitalism in a world on fire* (2021), and, of course, some of Otto Scharmer's set of Theory U books (e.g., Scharmer, 2009, 2013).

Each of those books, and many others I did not bring, grapples with one or more of the five great challenges of the 21st century. Kim Robinson's book speaks to all five and, at least for me, calls all of us to get out of our comfort zones and to start actively and immediately experimenting with alternatives to this broken, unjust, tragic, economic political social cultural system that is now failing us so badly yet, like all dominant paradigms, seems inevitable and the only possible way of our being in the world—a system that we created and that seems now fully committed to and hell-bent on taking us to eternal oblivion.

DOING MORE – RIGHT NOW

If there is one other message in Robinson's book—other than the reality that none of us is doing enough and that we must start doing much more *immediately*—it is that in our currently broken system, everything must change. And if everything must change, then perhaps we need to intervene in that system now in an enormous number of places and in an enormous number of ways. Each of us needs to ask the three questions: What needs to be changed? What am I passionate about changing? And, where do I have a special leverage point where I can make the greatest contributions to bringing abut the changes I believe are needed? In other words, it is the sweet spot in the Venn diagram where the three circles of needs, passion, and access all come together.

For some of us, the sweet spot in that Venn diagram may be unique, but maybe not for all of us. Many, perhaps most, of the readers of this journal have a major connection to one or more business schools as faculty members, administrators, students, and/or alumni. Business schools seem almost ideally suited to address at least four of the five great challenges of this century. And, who knows? Maybe some might even be able to contribute to avoiding the less obviously available one: avoiding nuclear Armageddon.

But for at least four of those challenges, business faculty and students are ideally situated to contribute to the explorations of how we can urgently deal with global warming and start bringing about the transformations of ourselves, our productive systems, and our global society that we must bring about if our species is to survive and flourish. Business schools are the ideal places to lead the necessary transformations. If there is any reason for business schools to exist in this global society, it is to figure out how to make good things happen for society and to make those things happen in good ways. If we focus much of our research and our teaching on discovering what a sustainable/flourishing/regenerating world will be like and how we can get there, we may be able to make a greater contribution to creating that world than any other institution, entity, or part of global society. That is the big picture good news—business schools have the resources, the mission, and the opportunity to help us meet the species-survival challenges of the 21st century.

The bad news, of course, is that with very few exceptions, the world's business schools are not currently investing their creative, and even their routine, energies in

doing so. The curricula, research and rewards for doing research, and even the rating systems for business schools accept the shareholder-primacy/neoliberal-narrative/maximizing-profit paradigm as the foundational framing for all they do. Although many have been adopting the "business case for sustainability" (make more money by doing less harm) and embedding some or many of the UN Global Compact's 17 Sustainable Development Goals and Aim2Flourish projects in existing business-as-usual courses, those courses remain fully aligned with the dominant neoliberal paradigm for business education.

THE ACHILLES HEEL

The other good news, however, is there is an Achilles heel in that dominant paradigm and any one of us, whether faculty, administrator, student, or alumnus, can strike a blow at it. The Achilles heel is the set of first core courses that all students take when they start their business education and start forming or confirming their attitudes and mindsets about what business is and should be. Those first required courses establish the framework for all upper-level courses throughout the program. They also establish the *Weltanschauung* for the research themes and topics faculty and students choose.

Virtually all business schools organize their teaching and almost all of their research in what we often call the business disciplines of marketing, finance, accounting, management, economics, operations, and so on. With very few exceptions, those courses accept without question, or actively promote in the case of many finance courses, the neoliberal/shareholder-primacy/share-price-maximizing framework that is the basis of the business-as-usual philosophy and practices that are rapidly destroying the planet's capacity to support our own and other species.

There are many books, beyond the ones listed above, that deal with the need to change the path we are on and provide hints, arguments, or agendas for changing that path. A half century of experts (e.g., Revelle & Suess in 1957; Matthews, Kellogg, & Robinson in 1971; and James Hansen in 1988, in Kolbert, 2018) have warned us that we were on a track to exceed the critical 350 ppm CO2 level in the atmosphere. We have excellent ideas, frameworks, and game plans for dealing with at least four of the five great challenges. What we lacked is the inspiration, will, and wisdom to do what needs to be done. We must start now and each of us can get into action now.

The extra special good news is that every one of us can do concrete things right now, today, to bring about that transformation. The beauty and power of changing the required core courses in business schools is that any faculty member can start doing so today. Any student can ask her or his professor to start doing so. Every alum and administrator can ask any professor what is happening in his or her course and research to contribute to dealing with the five great challenges of the 21st century.

BUSINESS SCHOOLS LEARNING FOR A SUSTAINABLE WORLD

Attempting to engineer business-school-wide agreement on creating a dramatically new curriculum is a daunting task, as anyone who has been engaged in such an endeavor can attest. But, a bottom-up—core course by core course—undermining of out-of-date, inappropriate curricula can be started immediately by changing just the very first core course. No one has to ask permission to align a course with the realities of the 21st century and stop teaching as though we were still in the 19th and 20th centuries when the earth was more able to absorb the evil we were doing to it in our unthinking eagerness for more and more and more for fewer and fewer.

So, for me, the strongest message in Robinson's book is that we have to get out of our comfort zone now. We have to take risks to deal with global warming and climate change, with nuclear threats, and with the challenges of changing ourselves, our productive systems, and our global society.

In its first decade, this journal has been grappling with the issue of creating a sustainable/flourishing/regenerating world. This journal will increasingly seek to publish articles answering the "now what?" question raised in the volume 1, issue 1 editorial. It will continue to do so, and our hope is that the articles in it will become ever bolder in dealing with the five greatest challenges our species has ever faced. And that somehow, we will start making sense of phrases like "rapid prototyping action research": research that does not conclude that more research should be done for an ever-narrowing set of researchers, but research that focuses on the five challenges, takes risks, involves immediate efforts to experiment with change, and leads quickly to the next round of search and experimentation.

This editorial invites the reader, the editorial board of the journal, and the author to step out of our comfort zones and to advocate loudly and clearly for the transformation of business education in teaching, research, and activism to be in service to life and wellbeing for all on this planet—our current generation, all future generations, and all species.

THE ARTICLES IN THIS ISSUE

Now, to turn to the articles in this issue of the journal. As always, they address many aspects of the challenges we must meet in the very near future.

The first paper in this issue is an invited essay by Rudy Ang of the Ateneo de Manila University and Jim Stoner of Fordham University celebrating the 10th anniversary of this journal. The authors describe how an innovative action at the 2009 International Association of Jesuit Business Schools (IAJBS) World Forum at XLRI in Jamshedpur, India set forces in motion to create this journal over the next few years. The innovation involved abandoning the traditional new theme every year for the conference and replacing them with the commitment to keep one broad theme for the annual meeting of the IAJBS for the next ten years. The theme was focused on creating a sustainable world. The article describes how that commitment gave rise to the decision to create this journal and the steps that were taken to establish the journal and to bring out the first issue in 2013.

In "The values proposition of wellbeing economies' infrastructure innovation," Sandra Waddock from Boston College and Steve Waddell of Bounce Beyond introduce and address the importance of society's economic operating infrastructure. They recognize that most of us are familiar with the concept of physical infrastructure—the roads, bridges, electric grids, and other systems that keep societies working successfully—but argue that economic operating infrastructure (EOI) or the inventions and innovations that keep economies moving forward is an equally important yet much neglected topic. They argue that it is a topic that needs to be recognized and advanced if a shift is to take place in practice from today's dominant, centrally-structured economic infrastructure toward a set of infrastructural elements that support core values of stewardship, creation of collective value, cosmopolitan-localist governance, regenerativity, relationality, and equitable markets and trade.

The authors pay particular attention to the values underpinning economic operating infrastructure that is oriented toward emerging what can broadly be called wellbeing economies.

In "Food justice: An empirical analysis of food landscapes and population health in a large U.S. city," Stephen J. Porth and Ernest Baskin of Saint Joseph's University explore the importance of achieving food justice in our efforts to create a just and sustainable world. They note that the food justice movement raises awareness about the inequities of food systems and food landscapes. Their study tests whether such inequities exist. A linear regression was conducted to understand whether the number of stores in an urban neighborhood with low or no fruits and vegetables affected the obesity rate of the neighborhood with a variety of population and health variables used as covariates. Holding all else constant in their study, they found a positive relationship between the number of low produce stores and obesity rates. In particular, this relationship held while controlling for variables such as population size of the neighborhood, neighborhood median income, neighborhood median age, percent of uninsured, percent who have gone for routine medical checkups, and percent who have completed at least some college. These relationships suggest that the absolute number of low produce stores in a neighborhood is predictive of obesity percentage. More specifically, their results indicate that obesity rates within a neighborhood increase as the number of stores in the neighborhood selling unhealthy foods with little or no fresh fruits and vegetables increases.

These results suggest an important relationship between food landscapes at the local level and community health. People living in neighborhoods dense with stores selling food that is high in calories but low in nutritional value (i.e., junk food) are more likely to be obese and, therefore, suffer the poor health consequences that go along with obesity. When food landscapes are dominated by unhealthy food options, food injustice prevails.

Their findings have implications for social entrepreneurs, business leaders, government agencies, not-for-profits, and public health professionals. Each of these stakeholders can play a role in addressing food injustice, particularly in low-income neighborhoods, by improving access to healthy foods such as fresh fruits and vegetables and reducing the over-supply of unhealthy products, particularly

junk food. Furthermore, they can achieve these aims while also conserving natural resources and reducing the environmental impact of agriculture.

In "Person-organization fit & employee hiring practices in sustainable organizations," Patricia G. Martínez, Cathleen McGrath, and Lauren Anderson Llanos of Loyola Marymount University, and Jonathan Rojas of Whistle, Inc. explore opportunities for improving hiring practices in organizations committed to sustainability-supportive goals. They note that as the field of sustainability research has navigated into the realm of sustainable people management, the majority of this work has focused on the macro level, overlooking how decision makers in organizations might implement sustainability at the operational level, specifically, in their employee hiring processes.

The authors note that as hiring processes assess applicants' sustainability values and behaviors, which determines the degree of values alignment or person-organization (P-O) fit between the applicant and the organization, they result in the strategic hiring of individuals who will support the organization's sustainability efforts. Their work sits at the intersection of research in sustainable HRM practices, P-O fit, and selection processes. The authors focus on the use of structured behavioral interviews to assess P-O fit and how managers' current practices can be strengthened to develop more valid and reliable interview processes. A key element of their argument is that since strong organizational values are essential to the economic success of sustainable organizations, organizational hiring processes that integrate and select candidates based on sustainability values are crucial for HRM systems that support sustainability goals.

After interviewing 10 hiring managers about the role of P-O fit in their hiring processes and their preferred interview and question format, the authors found that managers clearly described using behavioral interviews to assess applicants' fit with organizational sustainability values. However, they also clearly described using an unstructured interview format. This situation is a problem because significant research supports the use of standardized scripts, within a structured interview process, to obtain reliable and valid information about job candidates. Thus, while hiring managers perceive behavioral interviews as effective tools to assess P-O fit, they appear to fail to grasp the limitations associated with this approach.

To improve selection processes and remedy the problem of insufficient use of structured interviews to support the more widely used behavioral interviews, the authors recommend incorporating the General Ecological Behavior (GEB) scale within assessment tests and the Sustainability Mindset Indicator (SMRI) within a structured interview format.

In "Sustainability initiatives for management education: A roadmap for institutional integration," Marco Tavanti of the University of San Francisco School of Management, Alfredo Sfeir-Yunis of the Zambuling Institute for Human Transformation, and Elizabeth A. Wilp from the Sustainable Capacity International Institute review the main United Nations and international initiatives relevant to responsible management education (RME). Building on the UNESCO frameworks for sustainable development education and the United Nations Global Compact's Principles of Responsible Management Education (PRME), the study invites higher education academic institutions, and management programs in particular, to adopt these initiatives that can become strategic processes for integrating sustainability into management programs and across the university. It presents these initiatives as the basis for a roadmap for benchmarking the academic performance along these core element and standardized paradigms closely related to Jesuit and Buddhist values for a deeper understanding of sustainable and responsible management education.

In "The management for global sustainability opportunity: Integrating responsibility, sustainability, and spirituality", Robert Sroufe of Duquesne University and Josep F. Mària, SJ, of ESADE, Ramon Llull University, explore how we can incorporate spirituality into business management practices and education while building on a foundation of responsibility and sustainability. They describe how integrating these three practices, Spirituality, Responsibility, and Sustainability, is necessary to respond to the three fundamental wounds our world is experiencing. The first wound is between people and society; the second between people and nature; and the third is among people and the best version of themselves. They show how we can address these complex problems through collaboration and action.

This conceptual research explores how responsibility, sustainability, and spirituality can be understood and interconnected to address, from a management perspective, the complex wounds the world is currently experiencing. In doing so, they utilize a Jesuit Faith-Justice process and spirituality to continue to evolve the field of management.

In their article, the authors look at the intersection of two conceptual worlds: Theory U, and the Jesuit Tradition. In doing so, they find insight and opportunity to reflect on the future and a path forward to a better understanding of the relationships between responsibility, sustainability, and spirituality. They then propose practical implications for management education.

This study contributes to the emerging literature on spirituality and finds an opportunity to integrate Pope Francis's *Laudato Si'* to motivate and personally reflect upon its call for us all to cross ecological and social divides. Crossing the divides will need sustainability mindsets and an integration of new thinking into business management literature where the concepts of responsibility, sustainability, and spirituality can come together for the kind of multi-level change we need in the world.

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