

# The Necessity of Sustainability in Management Education

**Elisabeth Fröhlich**

President, CBS International Business School

**Berivan Kul**

Master Student, CBS International Business School

---

**Key words** : Holistic Worldview, Responsible Management Education, Sustainability Performance, Sustainable Key Competencies, Sustainable Development Goals, SDG Teaching Map

## **[Abstract]**

Responsible management education is facing great challenges, and management scandals are increasing. Moreover, ecological and social concerns are often only half-heartedly integrated into business activities, and the only important factor ultimately is that profit is sufficient. Changes need time, which our world does not have, a shining example of which is the worldwide movement “Friday for Future.” The mechanistic view of the world must be replaced by a more holistic worldview, which is where this paper comes in: how can responsible management education contribute, in order to consolidate this collaborative approach to integrate environmental and social issues in global supply chains? Based on different pedagogical approaches and the sustainability performance model, an SDG teaching map is developed herein, using the example of the CBS International Business School.

Responsible management education is on everyone’s lips. In a global, increasingly complex and dynamic world, the development of which no longer corresponds to our linear models of thinking, the problems that need to be solved by politics, society and companies are manifold. Climate change, inhumane working conditions, lack of income, child labour – the list of environmental and social problems in the global supply chain grows almost daily, and so business schools must seize the responsibility

for training the managers of the future. This paper has set itself the task of using a concrete example, namely the CBS International Business School, to explain its sustainability vision in terms of serving as a role model for other business schools. “Rethinking Capitalism” is one of the essential requirements for meeting the ecological and social challenges of our time. Based on this fundamental change in the understanding of business moving toward a more holistic approach,

the idea of an SDG teaching map is discussed. The question to be answered is how a business school can contribute to the achievement of the Sustainable Development Goals (SDGs) through innovative teaching content and methods. This will be explained in concrete terms in the example of SDG 12, by building on pedagogical approaches and key competencies for sustainable management education. This conceptual paper concludes with a discussion of the implications this SDG teaching map approach can – and should – have for the curriculum design of a business school.

## 1. **The CBS vision: a sustainable management approach**

The CBS International Business School is a state-approved, private business school in Germany, which has recently completed a re-branding process, in order to bundle its strengths. Consequently, the two universities European Business School, in Mainz, and Cologne Business School, in Cologne, now appear under the joint name “CBS International Business School.” In an increasingly connected and complex world, CBS wants to continue to combine education with personality, academic demands with practical relevance and an international community with individual support. CBS offers study programmes on all levels – Bachelor, Master, MBA as well as joint PHD programs with well-known international universities. In 2018, it was the first German university to receive the internationally renowned IACBE accreditation, and in December last year, it was awarded (for the third time in a row) Germany’s best private Univer-

sity of Applied Sciences for Business Administration in the WirtschaftsWoche university ranking (CBS, 2020).

Following its mission “Creating Tomorrow,” the CBS formulated a vision which places responsible business education at the heart of its research and teaching activities: “The CBS International Business School is developing into a respected international business school and one of the leading private universities in Europe. Our ambitious educational concept based on high quality and scientific competence in research and teaching meets this demand and is the basis for a substantial growth in our student numbers in the future. Employability and lifelong learning are very important at the CBS. We develop our students into competent and responsible decision-makers who take their social role seriously and find solutions for the economic problems of our time. The CBS is regarded as a pioneer of a new understanding of management. We support our students with a network of alumni and corporate partners in order to intensify the continuous exchange between practice, science and society” (CBS, 2020).

Responsible management education is thus firmly anchored in the self-image of the CBS teaching and research approach. Students are demanding new content in education, and the growing recognition among CEOs confirms that management education at business schools is becoming progressively more important. Only managers who have skills in sustainable management help companies to achieve their goals, not only in terms of cost optimisation, but especially also in terms of

quality improvement and innovation (Kolb, Fröhlich, and Schmidpeter, 2017). For the challenges of our time, new solutions are needed, and to meet them accordingly one needs courage, vision and the will to work collaboratively (see also Chapter 2-3). This change from a mechanistic to a holistic worldview, in connection with the clear orientation of the CBS towards the Sustainable Development Goals in teaching and research, led to the idea of this paper and the development of an SDG teaching map. The academic debate is still largely focused on the justification of why sustainable development requires a broad adoption in management education. However, a concrete specification of how business schools could contribute to SDGs is still largely lacking, and this paper will at least provide an initial conceptual framework to answer this research need.

## 2. Theoretical background

Recently, the researcher read the following quote by Wayne Visser (2020), and it seems very appropriate for characterising the problem of responsible management education. It is necessary to find innovative teaching approaches and also to rethink content that enables future managers to develop these ‘fair and inclusive’ solutions in a beneficial economic context: “How can we navigate through complexity? [...] In today’s world, it is not only the problems that are complex, but also the solutions – and the tide of (often contradictory) information adds to our bewilderment. There are two principles that I use like oars

to help steer me through complexity: First, the how is as important as the what; hence, is the proposed solution fair and inclusive? And second, the context is as important as the action; hence, what level of the system benefits or suffers?”

### 2-1. Rethinking capitalism: a holistic worldview for sustainable management education

This chapter provides a brief overview of a changing understanding of economics. For the last 500 years, the focus has been on breaking down complex problems into small, solvable parts in order to understand better and find solutions to these simple sub-problems, and this has come to be known as the *mechanistic worldview*. Adam Smith propagated the free market economy in this context. His so-called ‘invisible hand’ leads to the best possible allocation of resources and the highest possible level of prosperity in a society. It is often forgotten that the idea of the ‘invisible hand’ is based on the theory of moral sentiments (Smith, 2018), which means that this particular mechanism only works in an economic environment characterised by ‘sympathy’ and ‘empathy.’ Since this ‘moral context’ does not exist in our time, governments are expected to intervene, to counteract the market malfunctioning. To a certain extent, these regulations have also achieved considerable success, but there is no denying that government programmes are associated with a high degree of bureaucracy, ineffectiveness and, unfortunately, waste of resources (Fullerton, 2015).

It is precisely this problem that the *holistic*

*worldview* addresses, in that it “recognizes that the proper functioning of complex wholes (like an economy) cannot be understood without understanding the ongoing, dynamic relationship among parts that give rise to greater ‘wholes’” (Fullerton, 2015, p.8). The idea of holism was introduced by Jan Smuts (1926), who defined it as the tendency of nature to form the whole through creative evolution, which is more than the sum of its single parts. Holism is often also referred to as ‘systems theory’, whereby the whole system can only be understood if one grasps the relationship between all of the parts (Fullerton, 2015). Applied to our business context, managers who look at the economy in isolation from society and the biosphere ignore the damage that their behaviour might have on other parts of society and the environment. In order to avoid the previously discussed problems of the free market economy and the ‘invisible hand’, it is the task of a business school in teaching and research to facilitate this change from a competitive, mechanistic worldview to an ecological, collaborative worldview, also known as ‘regenerative business models’ (Brown et al., 2018).

## 2-2. Sustainable management education

After the Agenda 2030 for Sustainable Development was adopted, the importance of responsible management education and its potential for achieving SDGs was also widely recognised (Rieckmann, 2018). If this understanding is combined with the challenges of the holistic worldview explained in the previous section, it becomes clear that new educa-

tional approaches are needed. First, in this regard, the main pedagogical theories are briefly explained.

The three most relevant approaches are the learner-centred approach, experiential learning and transformative learning. The following explanations are taken from UNESCO (2017). The *learner-centred approach* describes the learner as autonomous and independent. Students themselves are responsible for their own learning progress, which gives them not only more power, but also responsibility, e.g. to suggest topics and methods that contribute to learning success. In the context of *experiential learning*, knowledge is not only conveyed, but learning is also understood as a process in which the student develops knowledge himself as the result of grasping and transforming experience. Experiential learning follows a cycle that begins with a concrete experience of the learner. By individually reflecting on this experience, and through observation, the learner formulates an abstract hypothesis, and this in turn leads to a new implication for action. These implications are tested and lead to new observations/experiences. The long-term goal of the *transformative learning approach* is to develop the learner into an autonomous thinker, while the short-term goal is to acquire specific competencies. These goals are achieved by distinguishing between ‘habit of mind’ (permanent, difficult to change) and ‘points of view’ (easier to change and therefore less permanent). The student learns to solve problems through critical reflection and communicative learning, and typical teaching methods, for example, are case studies, simulations or group proj-

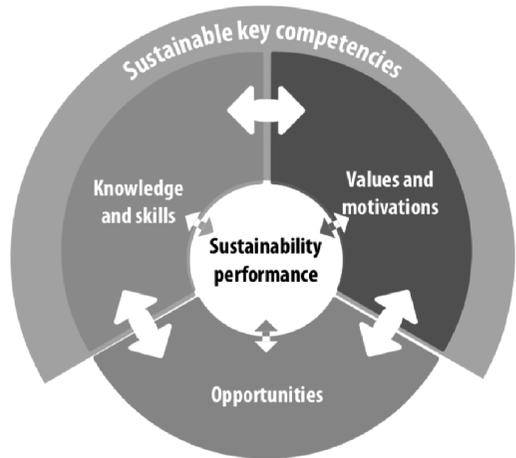
ects.

All three theories are suitable for providing education for sustainable development. Traditional teaching methods, where the teacher speaks and the students' task is to listen, do not promote the acquisition of sustainable key competencies that play a central role in the sustainability performance model (Rieckmann, 2018), as discussed below.

The central task of this model is to explain how – in our context – managers can be enabled to change their behaviour and act in a way that promotes sustainable development. Two key requirements must be taken into account in this case. On the one hand, relevant issues relating to sustainable management must be integrated into teaching, and innovative teaching methods have to be used, in line with the comments just made on the most important pedagogical theories for sustainable development (Rieckmann, 2018).

'Knowledge and skills' and 'sustainable key competencies' are shown in Figure 1 and represent the two key requirements just mentioned. Fundamentally, it is posited that the sustainability performance of a manager can be described according to four dimensions. The acquisition of relevant knowledge and skills, as well as relevant key competencies for coping with complex sustainability problems, have already been named. Since competencies alone are not sufficient to determine a corresponding sustainable action, values and motivation play an important role in this model, since they translate the ability to act sustainably in a concrete activity. Last but not least, sustainability performance is defined by

Figure1 Key competencies and performance of sustainability citizens



Source: Rieckmann (2018, p.46).

the individual environment of the manager, whilst 'opportunities' describe factors that cannot be controlled by the manager himself. Contextual and environmental mechanisms make concrete sustainable measures possible (Rieckmann, 2018).

This model serves as the basis for outlining the further steps required to establish the SDG teaching map. Sustainable key competencies, which will be explained in more detail in the next section, and the question regarding which skills necessary to accomplish the SDGs can be anchored in a business school curriculum, should be discussed first. In addition, there is the problem that key competencies are not part of formal education at universities, and the integration of so-called 'soft skills' has reached its limit, particularly due to the restrictive requirements of accreditation bodies. 'Values and motivation' are achieved through the use of new teaching formats, which is why the relevant pedagogical theories have been described above. In business

**Figure 2 Key sustainable competencies**

<b>Systems thinking competency</b> Recognizing and understanding relationships and complex systems in a certain context.	<b>Collaboration competency</b> Learning from others, collaborative problem solving, dealing with conflicts in groups, understanding each other.
<b>Anticipatory competency</b> Understanding and evaluating different futures; assessing risks and consequences of actions.	<b>Critical thinking competency</b> Ability to critically reflect on values, actions, opinions.
<b>Normative competency</b> Understand and reflect on norms/values; understand actions/make trade-offs embedded in a value system.	<b>Self-awareness competency</b> Understand and reflect on one's own role, feelings, actions.
<b>Strategic competency</b> Innovative action to enable sustainable development.	<b>Integrated problem-solving competency</b> Apply problem-solving methods and find solutions promoting sustainability.

Source: Rieckmann (2018, pp.44-45).

projects, for example, where students work on specific company tasks, these values and attitudes of future managers can be sharpened (more examples can be found in section 4). 'Opportunities' result from the research activities undertaken at CBS, and the collaborative investigation of innovative but practice-relevant sustainable questions with students enables them to prepare for the challenges of their future work and provides initial insights into what tasks and challenges will need to be mastered in management in the future. At the same time, students are equipped with the necessary toolbox for sustainable management.

### 2-3. Sustainable key competencies and performance

In this subsection, a short overview of possible key competencies, which are briefly described in Figure 2, will be given. Since the concept of key competencies is only one of the four dimensions in the sustainability per-

formance model, this brief description is sufficient. Competencies can be described as 'the ability to apply learning outcomes adequately in a defined context (education, work, personal, or professional development)' (European Centre for the Development of Vocational Training, 2008, p.47). A distinction must be made between different competencies, and in addition to the key skills there exist also general and specific cognitive abilities. It is important to note that neither key competencies nor specific cognitive competencies alone induce the desired sustainable management behaviour (Weinert, 2001). For this reason, it is important that a curriculum for the sustainable management of a business school considers both dimensions of the model at hand (Figure 1), i.e. sustainable key competencies, and knowledge and skills, for only in their interplay can the necessary behaviour be achieved to solve complex sustainability problems in management. Figure 2 illustrates a short discussion of the eight relevant key sustainable competency areas.

The importance of key competencies will be illustrated using a specific example. The sustainable design of global supply chains is one of the greatest current corporate challenges. In order to evaluate and develop suppliers in terms of a company's sustainability vision, *collaboration competence* is particularly necessary. Joint problem-solving, in the sense of fair supplier management aiming to achieve common goals, is an indispensable prerequisite for attaining sustainability goals in the supply chain, whilst *normative competence*, understood as intercultural abilities, is also essential. For example, auditing processes in certain cultures can lead to mistrust of the purchasing company and make the successful implementation of ecological and social standards in the supply chain more difficult. The *ability to reflect critically* on one's own behaviour and that of the supplier company, and thus to place values, activities and opinions in the right context, is a key factor in the success of a buyer-supplier relationship (Fröhlich and Steinbiss, 2018).

### 3. The Sustainable Development Goal (SDG) teaching map

In summary, sustainable companies have more than the sole purpose of creating shareholder value, only taking financial information into account and then strategising accordingly; furthermore, sustainable companies do not simply engage in philanthropic activities. Sustainable business serves all relevant stakeholders, with information on environmental, social and economic issues being given equal consideration in any corporate strategy. The

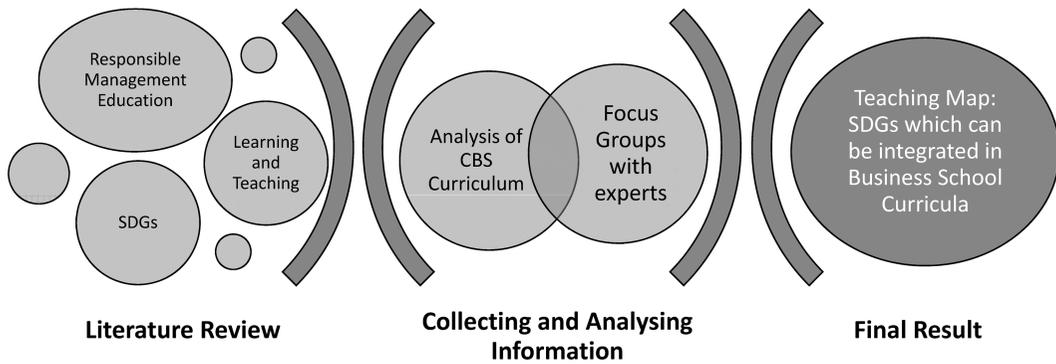
focus falls on creating shared value in operations throughout the entire value chain, and so responsible management requires leadership that acquires the necessary skills and knowledge to make this vision a reality and works towards a more holistic economic worldview.

#### 3-1. A process for establishing the SDG teaching map

The SDG teaching map presented in this paper was developed in a Master thesis at the CBS International Business School (Kul, 2020). In a first step, the research process is briefly outlined. Referring to this first step, SDG 12 and its sub-goals are explained, in order to understand the evaluation made in the last section of this chapter.

The previous paragraphs form the theoretical basis of the development process. It was necessary to explain the challenges responsible management education has to face and which pedagogical theories can be applied to impart the necessary competencies. The model of sustainability performance summarises the relevant dimensions that ultimately enable managers to implement necessary sustainable strategies and measures. In the next step, the curricula of all English-language programs at CBS International Business School were analysed. On the basis of this analysis, it was possible to determine which sub-goals of the 17 SDGs are covered, and in which lectures these subjects can be found. The data collected in this way were verified by the results of a focus group conducted online. Three specific questions were asked: (a) Which con-

Figure 3 Research process for establishing the SDG teaching map



Source: Own illustration.

tents of the 17 SDGs sub-targets that have not been covered so far could be integrated into the curriculum of a business school? (b) How could these contents be integrated (e.g. establish a new lecture or integrate them into existing lectures)? (c) Which contents of the sub-goals of the 17 SDGs cannot be represented by a business school? How could they be acquired? This part of the research process to deduct the SDG teaching map will not be considered further in this paper, due to word count limitations.

The SDG teaching map, shown in Figure 4, is the final result of this research process. Chapter 4 provides concluding suggestions on how a business school can further improve its curriculum in terms of responsible management education.

### 3-2. The SDG teaching map: the SDG 12 case

So far, this paper has dealt with the 'how?' of responsible management education, so this section shall now address the content, i.e. the 'what?' Since responsible management education is aimed at supporting the sustainable de-

velopment of society, the orientation of this research project towards the Sustainable Development Goals can be justified. The most critical fields of action were set by the United Nations in the definition of the 17 SDGs: "The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests" (United Nations, 2020b). These contents are considered essential for teaching, to enable students to lead society towards a sustainable future. Therefore, the literature (Rieckmann, 2018) also recommends their integration into the curriculum of a business

school. SDG 12 and its sub-goals are briefly explained below, because it serves as an example to explain the SDG teaching map.

The goal of *SDG 12 'Responsible Consumption and Production'* (United Nations, 2020a) addresses both consumers and companies. On the one hand, it deals with the sustainable consumption of products or services, and especially analysing and adapting consumption patterns in developing countries are of particular relevance. On the other hand, SDG 12 addresses sustainable production, which includes the entire supply chain directed to the supply market. What is special about SDG 12 is that progress in this area also has a positive impact on other SDGs in their achievement of objectives. At the same time, it has to consider the most relevant entrepreneurial challenges, such as resources not being used efficiently and the material footprint continuing to increase, because consumption patterns are difficult to change. SDG 12 illustrates more than any other SDG how important responsible management education is. Managers need tangible instructions on how to deal with the environmental and social impacts of production and consumption. Circular economy or regenerative business models are management approaches that need to be implemented to achieve the goal of SDG 12, which covers the following sub-targets (sub-targets 12a to 12c are not considered herein):

**“12.1** Implement the 10-year framework of programs on sustainable consumption and production, all countries taking action, with developed countries taking the

lead, taking into account the development and capabilities of developing countries

**12.2** By 2030, achieve the sustainable management and efficient use of natural resources

**12.3** By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

**12.4** By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

**12.5** By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

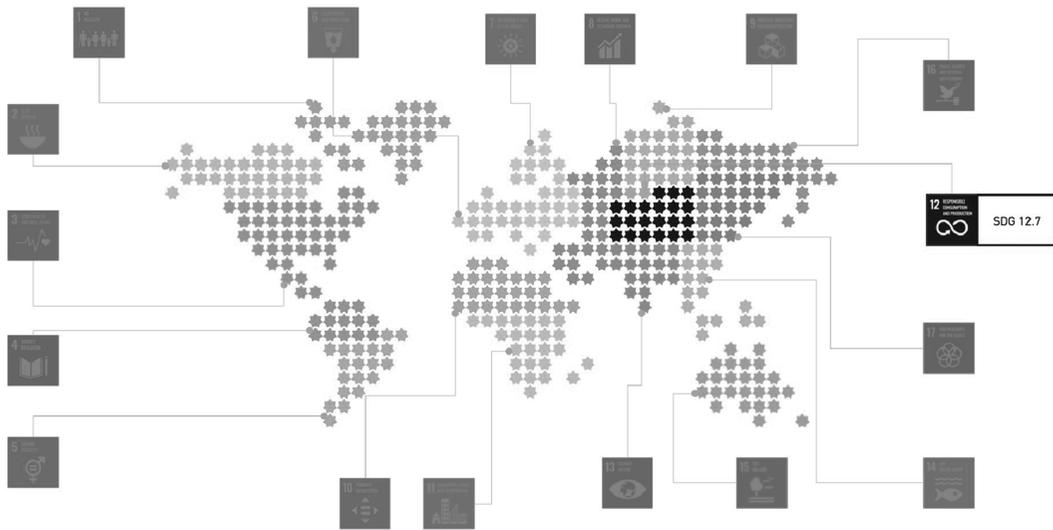
**12.6** Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

**12.7** Promote public procurement practices that are sustainable, in accordance with national policies and priorities

**12.8** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature” (United Nations, 2020a, N.P.)

As Figure 4 illustrates, only one of the SDG 12 sub-goals is not addressed, namely sub-goal

Figure 4 The SDG teaching map



Source: Own illustration.

12.7, which deals with sustainable public procurement. In principle, there is little content in the CBS curriculum that relates to public administration topics.

It can be stated that SDG 12 'Responsible Consumption and Production' is *one of the best-anchored SDGs in the CBS curriculum*; for example, the lecture Sustainable Supply Chain Management (SSCM) is held in both the Master and Bachelor programmes and designed in line with the educational approach of experiential learning, particularly in the Master's programme. Students are motivated to develop solutions to current sustainability topics in the supply chain, together with experts and the responsible lecturer. Topics that have been worked on in the past semesters include regenerative business models, waste management, sustainable consumer behaviour or sustainable procurement and logistics solutions (SDGs 12.2-12.6). Due to a joint

project with GIZ (Gesellschaft für Internationale-Zusammenarbeit), sustainable agricultural supply chains are currently the focus of teaching and research tasks in this course (SDG 12.1). In the winter semester 2019, the results of the papers from the course Sustainable Supply Chain Management were summarised and published in a Working Paper. The results are available to students in subsequent semesters and can thus be used as an example for the learning cycle in experiential learning. Sub-goal 12.8, which supports sustainable communication strategies and reporting, is addressed in the lectures SSCM, Communication Policy and International Marketing.

In order to give a first impression, a short overview is provided on the basis of the Master programme International Business, the lectures for which contain contents of SDG 12: Business Economics, Corporate Social Responsibility, Special Issues in Globalisation, Global

and Industrial Corporate Social Responsibility, Digital Strategising, Sustainable Supply Chain Management, Market Innovation or Entrepreneurship in a social context. This list illustrates the idea behind the integrated sustainability curriculum (Kolb, Fröhlich, and Schmidpeter, 2017), which has been successfully implemented at CBS in recent years. Besides basic lectures on CSR, different applications thereof can be found, such as Social Innovation or SSCM, or sustainability aspects are integrated in lectures with no specific sustainability focus at all, such as Market Innovation or Digital Strategising.

Particularly noteworthy are the *business projects*, as part of the innovative building block, in which students work on specific tasks set by companies. Currently, three projects contributing to SDG 12's sub-goals are being worked on: developing a global market entry strategy for a company in the food industry, the calculation of the carbon footprint for the last mile logistics of a publishing house and implementing a sustainable communication concept for a large German trading company; the business projects thus fall under the transformative learning approach. Students are encouraged to become autonomous thinkers and improve their skills through critical reflection and communicative learning, and the results are repeatedly discussed and improved in feedback rounds with lecturers and company representatives.

A few years ago, the CBS International Business School established a student consultancy, the *conCBS*, which also uses the transformative learning approach. Here, the stu-

dents work in a consulting setting on topics that can also be assigned to SDG 12, e.g. the development of a sustainable procurement strategy for one of the main German energy suppliers.

#### 4. Next steps: how to improve sustainable management education

Following the procedure described in the previous chapter, all 17 SDGs were analysed accordingly. The SDG teaching map has some gaps, which now need to be closed in a next step. Coming back to the results from the focus group design, the first hints are given on how to improve the achievement of the SDGs through adequate teaching methods and content. The most important learnings can be summarised as follows:

- It was possible to identify the teaching content that can be integrated into the curriculum of a business school.
- Sustainable teaching content was identified from other disciplines that should be included in a future management curriculum, e.g. urban planning, smart cities or environmental science.
- The remaining white spots of the SDG teaching map have to be developed in cooperation with institutional or practice partners.

Finally, three ideas for the expansion of the current curriculum of the CBS International Business School need to be explained, but these will have to be worked out in more detail in the further course of the research work in this field.

In the previous chapter, it was explained that SDG 12.7 *Sustainable Public Procurement* is not part of the CBS curriculum, but this problem can be solved very easily, in that an independent elective course can be considered, as this topic is currently also of great importance in practice. As lectures on the topic of procurement management are integrated into all CBS programmes, sustainable public procurement content can also be included in these courses.

The *sustainable design of agricultural supply chains* is the focus of the Initiative for Sustainable Agricultural Supply Chains (INA), a working group of the GIZ (Gesellschaft für Internationale Zusammenarbeit) (INA, 2020). It was recognised by those responsible that cooperation with a business school is necessary, as for this task purchasers who require special training in the field of sustainable agricultural supply chains are targeted. Since this qualification does not exist on the personnel market, the INA has set up a programme together with the Federal Ministry for International Cooperation (BMIZ). Master students of German universities are invited to take part at a three-day seminar in Berlin, at the end of which they write a paper on a given relevant topic. Fourteen students who have written the best papers are then invited to Ghana for one week, at the expense of the BMIZ, to experience in real life what they have researched in theory. The results will be used to develop a new Master course format.

One of the previous lessons learned was that there are certain sustainable topics that cannot be integrated into the curriculum of a

business school. A *summer school* offered for students who are very interested in the topic of sustainable management could be a promising idea and be facilitated through three or four international partners on topics that are not offered at the chosen partner university. Possible topics could be sustainable fashion, carbon literacy training, environmental science or urban planning. Students would choose a topic during each summer break and receive an additional certificate after successful participation in three modules. This would make it possible, through cooperation with universities from other disciplines, to teach sustainable subject matter that would not ordinarily find a place on an economic curriculum.

In summary, a more comprehensive responsible management curriculum is needed to solve the previously discussed entrepreneurial challenges related to ecological and social problems.

#### (References)

- Brown, M., Haselsteiner, E., Apró, D., Kopeva, D., Luca, E., Pulkkinen, K. and Vula Rizvanolli, B. (Eds.) (2018) *Sustainability, Restorative and Regenerative*. Available at <https://www.eurestore.eu/wp-content/uploads/2018/04/Sustainability-Restorative-to-Regenerative.pdf>. Accessed February 20<sup>th</sup> 2020.
- CBS International Business School (2020) Available at <https://cbs.de/en/advice-admission/ten-good-reasons>. Accessed February 20<sup>th</sup> 2020.
- European Centre for the Development of Vocational Training (Ed.) (2008) *Terminology of European education and training policy: A selection of 100 key terms*, Luxembourg: Office for Official Publications of the European Communities.
- Fröhlich, E. and Steinbiss, K. (2018) 'Die Integration der "Sustainable Development Goals" in eine nachhaltige Supply Chain' (The Integration of SDGs into a Sustainable Supply Chain): Der "Nachhaltige

- Beschaffungs-Case" (The Sustainable Procurement Case), in Wellenbrock, W. *Nachhaltige Beschaffung (Sustainable Procurement)*, pp. 37-54, Wiesbaden: Springer.
- Fullerton, J. (2015) *Regenerative Capitalism*, Capital Institute, org.
- INA (2020) Available at <https://www.nachhaltige-agrarlieferketten.org>, Accessed February 20<sup>th</sup> 2020.
- Kolb, M., Fröhlich, L. and Schmidpeter, R. (2017) 'Implementing sustainability as the new normal: Responsible management education - From a private business school's perspective', *The International Journal of Management Education*, Vol. 15, No.2, pp. 280-292.
- Kul, B. (2020) *Responsible Management Education: Implementing the Sustainable Development Goals into Business School Curricula*, unpublished Master Thesis, Cologne, CBS International Business School.
- Rieckmann, M. (2018) 'Learning to transform the world: key competencies in Education for Sustainable Development', in Leicht, A., Heiss, J., and Byun, W.J. (Eds.), *Issues and trends in Education for Sustainable Development*, pp. 38-59, Available at <https://www.rri-tools.eu/-/issues-and-trends-in-education-for-sustainable-development>, Accessed February 20<sup>th</sup> 2020.
- Smith, A. (2018) *The Theory of Moral Sentiments*, Stillwell: Digireads.
- Smuts, J. (1926) *Holism and Evolution*, New York: Macmillan & Company Limited.
- UNESCO (2017) *Education for sustainable development goals: Learning objectives*, Available at <https://unesdoc.unesco.org/ark:/48223/pf0000247444>, Accessed February 20<sup>th</sup> 2020.
- United Nations (2020a) *Goal 12: Ensure sustainable consumption and production patterns*, Available at <https://www.un.org/sustainabledevelopment/sustainable-consumption-production>, Accessed February 20<sup>th</sup> 2020.
- (2020b) *Sustainable Development Goals*, Available at <https://sustainabledevelopment.un.org/sdgs>, Accessed February 20<sup>th</sup> 2020.
- Visser, W. (2020) Purpose Inspired Daily Reflection: #Complexity, Accessed January 30<sup>th</sup> 2020.
- Weinert, F.E. (2001) 'Concept of competence: A conceptual clarification', in Rychen, D.S. and Salganik, L.H. (Eds.), *Defining and selecting key competencies*, pp. 45-65, Ashland: Hogrefe & Huber Publishers.