

**2nd Intl. Conference
on Future Education**



Education for Entrepreneurship

Sustainable Business as the Base for Sustainable Entrepreneurs:
Some Theoretical and Practical Reflections

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Agenda

1. Why do we need **entrepreneurs** to resolve the Earth sustainability problems?
2. Who are the major **sustainable development (SD) stakeholders (SH)** and why do we need the business SH actively involved?
3. What **curriculum** we should offer for business **entrepreneurs** to help them **transforming** their companies to **sustainable businesses (SB)**?
Is SB based on **triple-bottom-line (TBL)** sufficient to reach out sustainability?
4. How we should **educate students and business leaders** to become **sustainability champions**?

Why do we need entrepreneurs to resolve sustainability problems?

- Growing **threats** to the Earth's sustainability require **innovative solutions**, which only **creative human capital (HC)** can provide
- **Entrepreneurship** – business or social – an example of **creative HC**
- **Sustainable entrepreneurs (SE)** => securing **meeting basic needs** and **reducing threats** to sustainability by offering **innovative allocation of limited resources**

Major SHs of SD

1. Governments

2. Companies

3. NGOs

4. Academia

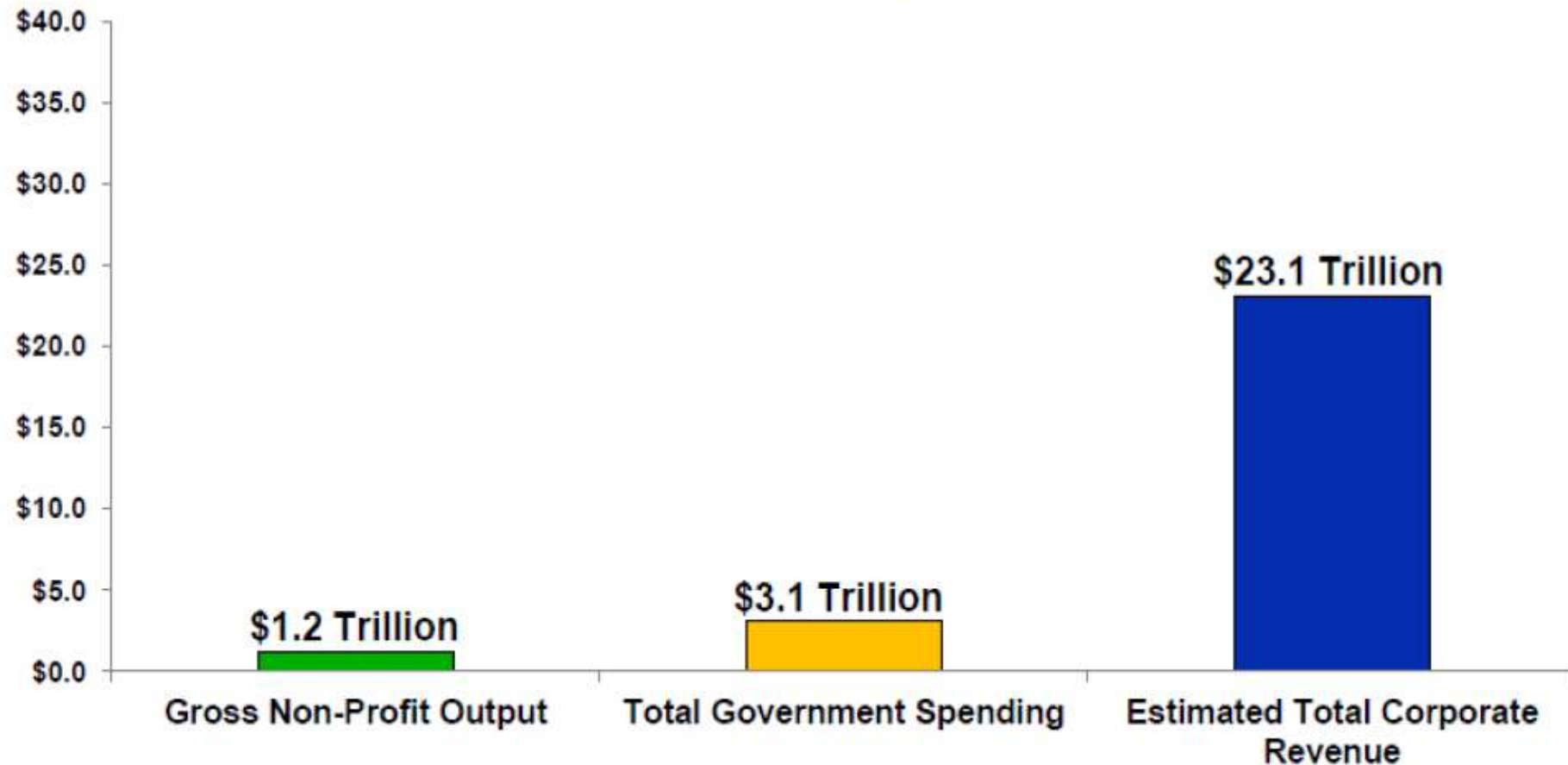
5. Media

6. Citizens

7. International Institutions

The Economic Power of Main SD SHs in USA (Porter 2013)

Economic Activity by Sector, U.S. (2013)
(*\$ in trillions*)

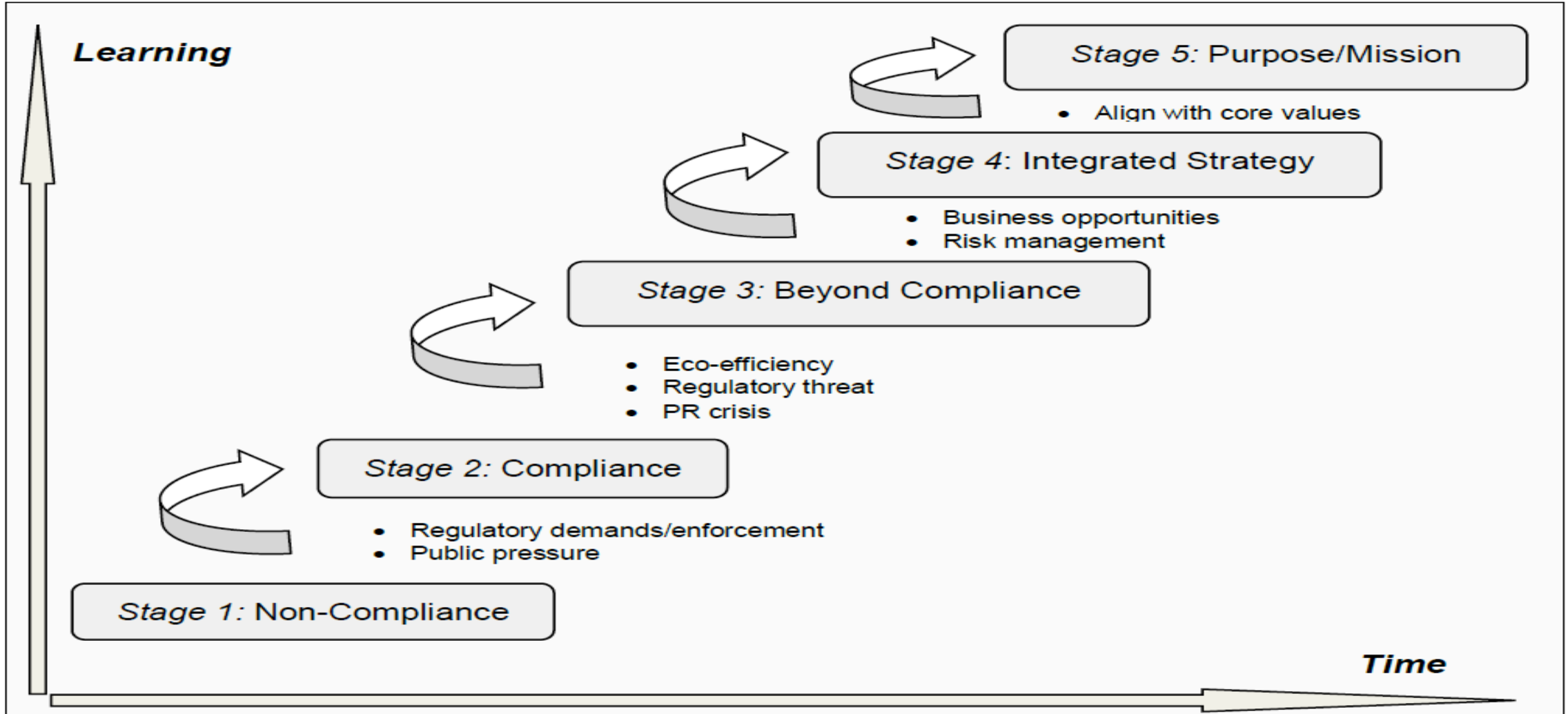


How we should get business SHs involved?

- The most critical challenge => **use the private sector resources in the most sustainable way** for the sake of the planet => converting business as usual (BAU) into **sustainable business (SB)**
- Two major ways:
 - **by external forces** – governmental regulations (command and control) and market-based incentives, and by civic pressure (mainly non-governmental organizations -NGOs)
 - **by internal forces** bringing the necessary change from within companies to make them SB

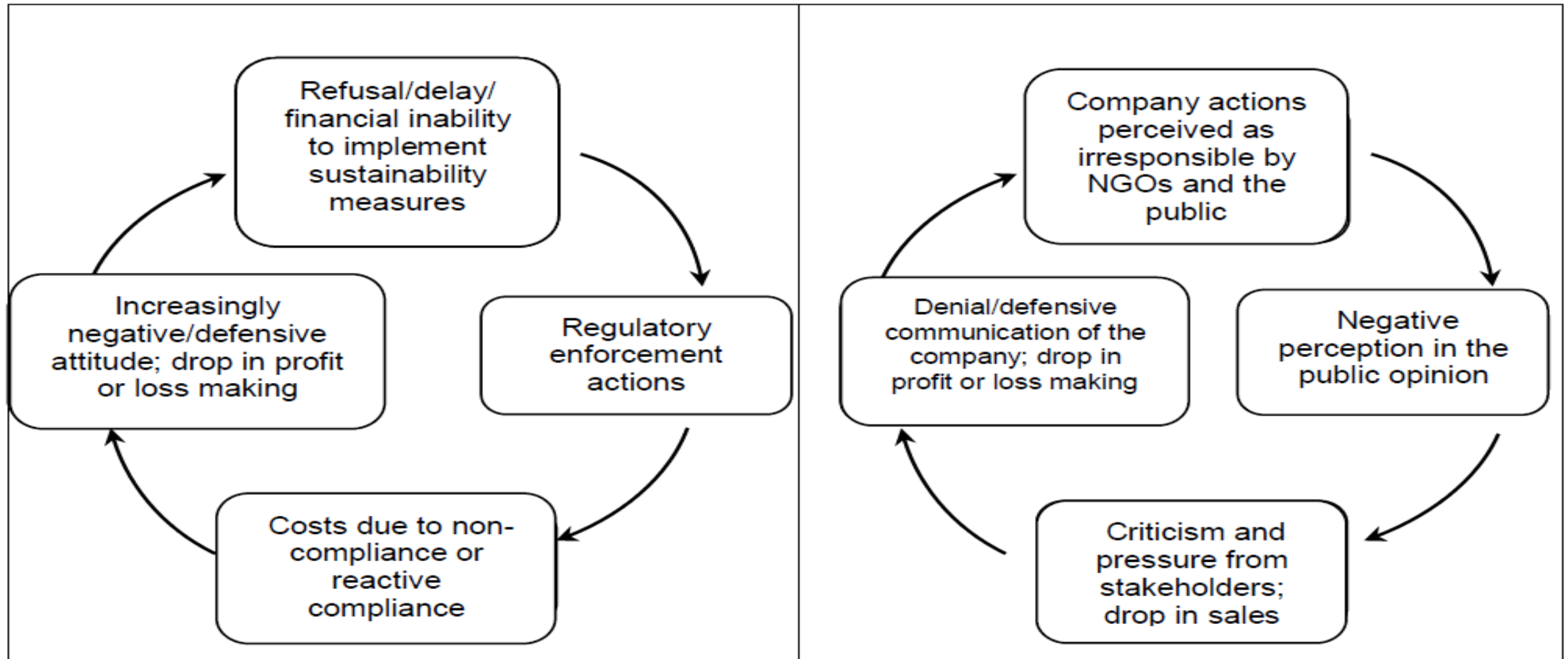
How we should get business SHs involved?

Figure 1. From Compliance to Innovation. Source: Williard (2005), aped Senge et al. (2008).



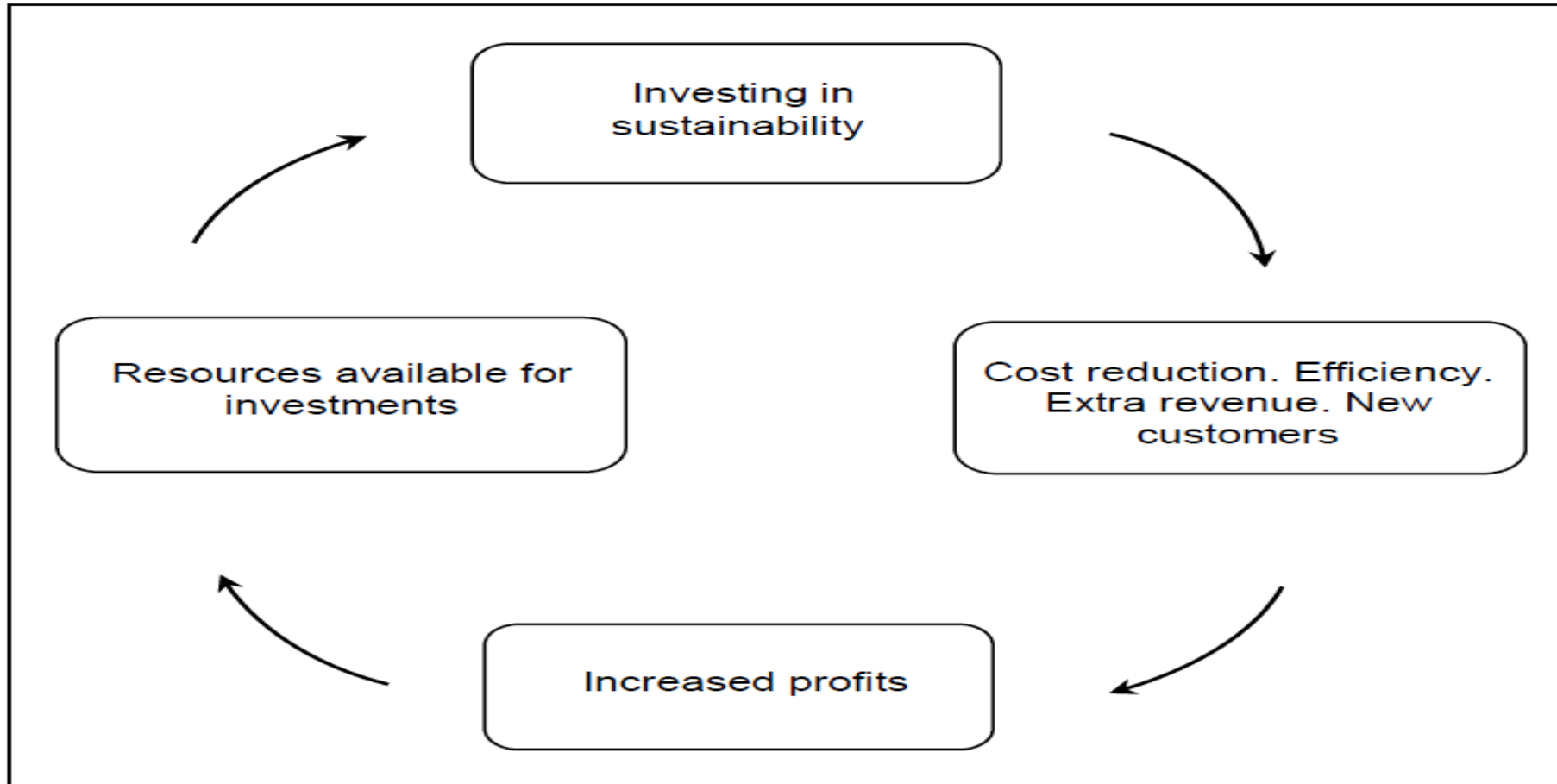
How we should get business SHs involved?

Figure 2. Vicious Cycle – stalling at stages 1 or 2. Source: Oncica & Candea (2016, 17) after Senge et al. (2008) and Willard (2005).



How we should get business SHs involved?

Figure 3. Virtuous Cycle supporting the drive toward sustainability. Source: Oncica & Candea 2016, 18).



How we should get business SHs involved?

- Growing significance of multinational corporations (MNC) => difficult to influence by specific national policies
- Global institutions protecting the Earth sustainability are rather weak and not sufficiently effective
- Need to complement them with internal forces, which are sensitive to the peer pressure of other competing MNC
- During last 16 years the number of companies of the UN Global Compact increased from 100 in 2001 to 350 in 2011 (UN Global Compact-Accenture CEO Study 2010) and by October 2017 reached the number of 9000 companies in 170 countries in (www.unglobalcompact.org 2017)

How we should get business SHs involved?

- According to the Accenture Study of CEO (2010):
 - 90 percent of CEOs believed that sustainability was important to company profits
 - 72 percent CEOs believed that investing in education was critical to succeed in making their business sustainable
 - => Education of business leaders => investing in SE

How business schools respond?

- Recently published research by A. Hoffman (2017):
 - tremendous dynamics of business school course offering incorporating sustainability in their MBA programs – four times increased from 2001 to 2011
 - the US school participation sustainability teaching at all types of business education has increased from 34 to 79 percent
 - two models of teaching business sustainability:
 - “Business Sustainability 1.0: Enterprise Integration” - sustainability principles into company preexisting conditions to survive on the market,
 - “Business Sustainability 2.0: Market Transformation” - systemic enterprise transformation including its role in society (Hoffman 2017, 279-286)

What is the challenge for business schools?

- To expand further course offering incorporating **sustainability**
- To move from “Business Sustainability 1.0 “**Enterprise Integration**” to “Business Sustainability 2.0: **Market Transformation**” and follow the model Willard-Senge of Five stages SB development
- To deliver courses based on **student-centered approach**
- To incorporate the newest **achievements of sustainable science** by including the **role of institutions, values and culture** to course contents, as well as all basic forms of capital involved in building SB, particularly – **Human and Social Capital**
- To move from **TBL to Quadruple-Bottom-Line (QBL)** approach in operationalizing **sustainability**

The Prism of Sustainability: normative





Figure 1.6.1.1. Guiding principles of sustainability. Source: The Sigma Project (2003)

How we should educate students and business leaders to become sustainability champions – the case of “Building Sustainable Business” course

- Graduate course (3 ECTS credits) on “Building Sustainable Business” at the Kozminski University (KU) in Warsaw, Poland
- The main goal of the course was providing the knowledge and skills necessary to sustain business in global competition and create positive impacts on a firm, region or a country.
- The design of the course was student-centered with the instructor roles as a facilitator of building the learning community.
- All participants were treated as equal partners, who should contribute to the community based on their knowledge, experiences and skills.

How we should educate students and business leaders to become sustainability champions – the case of “Building Sustainable Business” course

- The course based mainly on cases with introductory theoretical part from the recently published book by D. Oncica & D. Candea, Sustainable Business: Is the Learning Organization step ahead? (2016) and selected chapters - and two chapters from the instructor's publications.
- There were 11 cases discussed in the class, 7 of them based on students' field research projects elaborated by 3-5 person teams.
- The quality of the project was equally important as the active class participation (50:50 including 10 points for effective class and project presentations).
- From 38 initially enrolled students, 28 completed and passed the minimum requirements of the course.

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Conclusions from the Case BSB

1. The course reached its major goal and objectives
2. The students - besides gaining new knowledge - built and exercised their soft skills and competences – including entrepreneurship and leadership – by selecting areas of their projects, designing their own team “constitutions” to manage effectively the project, conduct interviews with stakeholders distribute team work according to their best capacities, and prepare policy recommendations.
3. Two of the stakeholders (from different projects) participated in final presentations and one of them delivered a guest lecture.
4. The instructor conducted two anonymous team member performance evaluation (one in the mid-semester, one after project completion) and provided written guidelines for the contents of the project and for effective team presentations.
5. At the end of the course an anonymous instructor performance and the quality of the course evaluation was conducted with the average score of 4.4 points of 5 maximum points.