Sustainable and Responsible Management:
A decade of Integrating Knowledge and Creating Societal Impact through Innovation and Entrepreneurship

TRACK 04:
Emotional Intelligence for Sustainable Development in Management Education

TRACK CHAIR(S)

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KEYWORDS

Inner dimension of sustainability; intra- and inter-personal competencies for sustainability; sustainability mindset; sustainability change agents

TRACK HIGHLIGHT

The aim of this track is to explore how emotional intelligence can be integrated into courses, modules and programs of business schools to prepare current and future leaders to contribute to achieving the 2030 Agenda for Sustainable Development. The track intends to discuss past and current practices as well as stories of success and failure, in order to further integration of emotional intelligence for sustainable development in business schools.

TRACK DESCRIPTION

Tackling sustainability challenges requires the facilitation of real-word, fundamental transformations. So-called Sustainability Change Agents (SCAs), defined by Buhr et al. (Buhr, Harms, & Schaltegger, 2023) as "[…] action-oriented people with strong sustainability beliefs and a wide repertoire of competencies, which they apply effectively to create sustainability transformations on individual, organizational and systems levels", have been proposed as key facilitators of such transformations. In the corporate context, SCAs can for example initiate sustainability-oriented innovations, guide corporations to place sustainability at their core business and potentially even contribute to the transformation of whole industries towards, for example, becoming circular.

In order to become effective Sustainability Change Agents, individuals not only need to be equipped with factual knowledge from a variety of disciplines, they also need to develop and apply certain competencies (Brundiers et al., 2021; Demssie, Wesselink, Biemans, & Mulder, 2019; Hesselbarth &

Schaltegger, 2014). In addition to "key competencies for sustainability" such as systems and futures thinking , scholars increasingly discuss the role of emotional intelligence including intra- and interpersonal competencies such as self-awareness and self-regulation as well as social awareness and empathy when engaging with complex challenges (Brundiers et al., 2021; Buhr et al., 2023; Jaakkola et al., 2022; Wamsler & Restoy, 2020). In their report on „Education for Sustainable Development", the UNESCO (UNESCO, 2017) state self-awareness, i.e. "the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires." (p.10), as an essential competency for progressing on the Sustainable Development Goals.

Alongside the discourse on sustainability competencies, emotional intelligence has been proposed as an integral component of a sustainability mindset. In the context of management education, developing emotional intelligence could for example enable constructive interactions with people holding diverse perspectives as well as reacting more constructively to challenging situations (Rimanoczy, 2021).

Following these discourses, the aim of this track is to explore how emotional intelligence can be integrated into courses, modules and programs of business schools to prepare current and future leaders to contribute to achieving the 2030 Agenda for Sustainable Development. The track intends to discuss past and current practices as well as stories of success and failure, in order to further integration of emotional intelligence for sustainable development in business schools.

We aim at hosting the track in the format of a lively PechaKucha1 session followed by a discussion. The idea behind PechaKucha is that each speaker presents a set of 20 slides with each auto-forwarding every 20 seconds. Each input lasts 6 minutes and 40 seconds (20 slides x 20 seconds). Thus, we invite several speakers to share their experiences and ideas on implementing aspects of emotional intelligence for sustainable development in business management education. Building on the presentations, we will moderate a discussion on commonalities and differences between the approaches as well as possible future pathways.

Suggestions for contributions:

- Educational activities and pedagogical approaches for developing emotional intelligence in management education
- Evaluation of the impact and effectiveness of interventions regarding emotional intelligence
- Strategies to overcome resistance to integration of emotional intelligence for sustainable development in business schools.
- Inter- and transdisciplinary knowledge transfer and partnerships to promote emotional intelligence in future SCAs in business schools
- Supporting emotional intelligence for sustainable development in the corporate context

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[1] https://www.pechakucha.com/schools

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