TITLE

BEYOND BUSINESS AS USUAL: Finding Ways Forward with early and new Technology

ABSTRACT

Please join this session if you believe current business school courses and curricula that accept business-as-usual's shareholder-wealth-maximization neoliberal-paradigm need to be replaced by courses and curricula that contribute to creating a sustainable/flourishing/- regenerating world. The session invites participation in what is becoming a 10-year initiative to transform business education into an accessible, feasible, and powerful vehicle for transforming business practice. We will encourage audience members to share and continue their own efforts to go beyond teaching and researching the business- as-usual practices that are destroying our children's and our own futures, and we will hope they will join us in this 10-year adventure.

KEY WORDS: business-as-usual, transforming business education, sustainability/flourishing/regeneration

INTRODUCTION

Purpose: This session seeks to inspire session members to share, increase, or/or start

their efforts to abandon the business-as-usual philosophy, values, and practices that

dominate, with a few important and valuable exceptions, current business education

throughout the world. The presenters will encourage participants to join the presenters'

initiative and/or other initiatives they will describe.

Focus: The session will focus on the awakening awareness of the need to transform

business education and the exciting opportunities to do so. A number of current

initiatives to do so will be presented and particular attention will be devoted to sharing

the initiative, globalmovement.net, the presenters are most involved with. Possibilities

for publishing articles on efforts to transform business education will also be shared.

Intended Outcome: The intention of the session is to leave participants and presenters

(1) encouraged to transform their courses and schools' curricula to be fully aligned with

the need for a sustainable world, (2) better armed to do so, and (3) aware of potential

partners in their efforts to being about these transformations.

THEORETICAL FOUNDATION/TEACHING IMPLICATIONS:

Theoretical Foundation: A major focus of this session is an initiative that crystallized

in 2016 and will probably continue until about 2026. That initiative is based on the belief

that current global business-as-usual practices are major contributors to damages to the

plant's capacity to support our own and other species. The initiative is also based on the

belief that current global business education is to a large extent consistent with the

neoliberal narrative and the related shareholder-wealth-maximization practices that support those business-as-usual practices.

The key assumption of the initiative is that transforming business education to be fully aligned with the need for a sustainable/flourishing/regenerating world, in collaboration with cooperating businesses and other productive entities, can play a significant role in transforming business practices into ones that will support a healthy planet. It is even possible that transforming business education could be the single most feasible and speedy means of transforming business practice, adding a possible eighth "acupuncture point" to Otto Scharmer's original seven.

The session presenters will report on a number of current initiatives to transform business education and business practice. These include the work of the SDG Academy, AIM2Flourish, the Inspirational Paradigm for Jesuit Business Education, Globalmobile.net, and others.

The session speakers are most involved with globalmovement.net and will emphasize their schools' work with it in their presentations. That initiative evolved from applications to MacArthur Foundation's 2016 and 2019 one hundred million dollar 100&change competitions and incorporates a planned application for the 2022 100&change competition if there is one.

The current emphasis of the global movement.net initiative, and increasingly with some other initiatives, is on transforming the core required first course in every one of the traditional business "disciplines": finance, marketing, accounting, management, etc. Those first courses are the "bricks and mortar" that have laid down the business-as-usual foundation of current business education. Upper level courses that teach the "business

case for sustainability", if they are offered by the schools and taken by some students, do not challenge the basic business-as-usual narrative. Those "saddle bag courses", as Stu Hart calls them, do not do "rework" in the quality management sense of correcting the damaged mindsets and destructive practices taught in the core courses; they simply do less harm while pursuing the business-as-usual goal of increasing profits … when it is more profitable to do less harm.

Transforming core courses in the business curriculum is attractive in the sense that it is a very concrete thing to be done, can be started immediately by anyone, and is surprisingly easy to do. Any faculty member who has control over the content of his or her course can become a sustainability-revolutionary simply by changing his or her course to be aligned with the reality of the 21st Century rather than the myths and interpretations of the 19th and 20th centuries.

A comment on the session's sub-title: This year's MOBTC theme refers to tradition and technology, and we have somewhat playfully sub-titled our session: "Finding Ways Forward with early and new Technology" to honor that theme in a light-hearted manner (not to apply for the conference theme track). However, there is a serious way this session fits that theme pretty well. If we think of in-person academic conferences as an important part of our traditions and ZOOM conferences and courses and MOOCs as new technologies, both have been important enablers of this session and of the various other initiatives to transform business education. The initiative that became globalmovement.net was nourished and inspired by many OBTC, AOM, and other conferences and was crystalized in two 2016 in-person conferences. In the last few years, especially in the first pandemic year, ZOOM conferences, meetings, and programs and

MOOCs like the MIT Presencing Institute's Theory U U.Labs 1x, and 2x have become important parts of the speakers' efforts to transform courses and curricula. The speakers will share how these "old" traditional conferences and these "new" technologies have been enabling their and their schools' efforts to transform business education.

Teaching Implications: The teaching implications are particularly exciting and substantive for changes/transformations in all aspects of the curriculum at all levels: undergrad, grad, doctoral, and executive. The teaching implications will be especially interesting for the core, required courses in each discipline. Very likely the schools will find that they need to "go down to bare metal" and ground each core course in the context of the realities of the 21st Century and the need to move from a world of "Managing for Business-As-Usual" to a world of "Managing for Global Sustainability." (By the way, for a variety of pretty easily guessable reasons, it is likely that many schools will find the ob/management faculty members are ones who are particularly amendable to being pioneers/guerilla-revolutionaries in embarking on the adventure of transforming their courses and research. However, session speakers from finance, marketing, economics, and perhaps other disciplines will also share experiences in transforming core required courses in those disciplines.)

SESSION DESCRIPTION:

Time line (60 minutes):

Introduction/session overview: 5 minutes

All folks introduce themselves briefly: 10 minutes

Speakers each give a one-minute summary of what they would like to talk with other

folks about: 5 minutes

Conversations in breakout groups: 30 minutes

Short summary from each group: 10 minutes

SESSION DETAILS

Session Introduction/session overview (5 minutes): The session will start with a very

short description of movements around the world to transform business education to be

more aligned with the need of a sustainable world. The growing awareness of the need to

do so and the weaknesses of the current business-as-usual practices and ways of being

will be noted very briefly (they are now well recognized by many of us). The exciting

opportunities embedded in endeavors to transform our courses and curricula, very deeply

and very rapidly, will be illustrated and shared, again briefly. We will assume we will

largely be "preaching to the choir" on much of this theme.

A number of these business education transformation initiatives will be noted briefly and

will be listed in a "handout" sent by email to participants and available on a URL that

will be shared.

Audience/presenter introductions: Everyone will be asked to give, in less than one minute each, his/her name, school/organization, and a one (maybe two) sentence statement of what she/he wants to give or get in the session. 10 minutes

Presenter statements (5 minutes): Five of the speakers will each give a one-minute summary of what they would like to talk with other folks about.

Breakout rooms (30 minutes): We will plan for five breakout rooms and adjust that number if desirable when we all see how many folks are in the session.

Reporters: We will ask for a participant to take notes and be able to report in the plenary session that follows. The reporters will be asked to be alert for and keep track of any promises for future actions made by anyone during the breakout conversations.

Presenters: The presenters/speakers will all do three things (1) report what they are doing personally to change their courses and what their business school is doing to change its courses/curriculum, (2) provide information on a number of initiatives to transform business education, including the globalmovement.net work they are involved in, and (3) offer to partner with breakout session members in shared efforts to bring about these course and curricular transformations – including any possibilities to do so with the session attendees' business school or business enterprise (if we have attendees from businesses).

Closing Session: Short summary from each group (10 minutes): Reporters from each breakout room will summarize what was discussed in the breakout room and any promised actions that occurred during the session.