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All the chapters are available on the HEA website at  
http://www.heacademy.ac.uk/resources/detail/disciplines/business/ESD_BM_Marketing_HLST
Introduction

Education for sustainable development (ESD) is a very challenging issue for higher education in the UK and worldwide. It is also a high priority area of work for the Higher Education Academy (HEA), with many reports published on the theme. This document provides summaries of the chapters of the HEA’s latest report on ESD, *Enhancing education for sustainable development in Business and Management, Hospitality, Leisure, Marketing, Tourism*. Each of the chapters has been published in full online, and these summaries capture the key points signposting individuals and institutions to selective reading in areas that match their particular interests.

The chapters have been written by academic staff involved in incorporating ESD to enhance the student learning experience and offer valuable insights and ideas for colleagues in and beyond Business education and illustrate the variety and complexity of interpretation. Some focus on ethics and the Principles for Responsible Management Education (PRME) initiative, others on reducing environmental impact, ensuring social legacy, widening understanding in practice. Many include practical approaches – placements, working abroad, problem-based learning, service learning, and ‘stepped case study’.

The case studies describe activities to enhance students’ understanding and application of ESD in various whole-school, programme and module initiatives, at undergraduate and postgraduate levels, and include several examples from colleagues outside the UK. Each case study has a particular focus, some are more wide-ranging than others, but all attempt to identify ways in which these approaches may continue to have impact on behaviours and society once students graduate.
1. Why should Business schools care about sustainability?
Paul M. Marshall, Chief Executive, Association of Business Schools (ABS) and Angus Laing, University of Loughborough
This chapter’s introductory analysis of the collection of case studies welcomes the evidence of creative, innovative, real-world solutions to the challenges presented to higher education by the need to incorporate sustainable development into strategy, policy and delivery. As well as providing an introduction to the chapters, the authors celebrate the 20th anniversary of the ABS and the achievements of Business education (in its broadest sense) over the last two decades. They go on to emphasise the need to confront many established assumptions and practices, to continue to respond to the global challenge of embracing sustainable development, and the need to encourage students to become graduates who both understand this context, and are able to practise in a sustainable way. The authors conclude that the case studies demonstrate a commitment to delivering new and often radical methods of teaching and learning that really make a difference to students, faculty and the wider communities and multiple stakeholders with which they engage.

2. An institutional approach: education for sustainable development at the University of Leeds
Martin Purvis, Claire Marsh, William Young and Julia Clarke, University of Leeds
Central to the strategic vision of the University of Leeds is the reaffirmation of the University's commitment to provide an exceptional student experience centred on inspirational learning and teaching, grounded in world-class research. A key component of this vision is a major curriculum enhancement project. This chapter outlines the intent of this project, which reinforces existing provision and challenges undergraduate students to broaden their academic horizons and develop their capacity for critical thought. The chapter explores the project's implications for sustainability education and notes the mutually reinforcing effects of the Curriculum Enhancement Project and a range of other institutional initiatives, including the staff-student Education for Sustainable Development Network, and groups reviewing the University's own environmental impacts.

3. Practical education for sustainable development through interdisciplinary problem-based learning
Helen Dobson and Bland Tomkinson, University of Manchester
In order to be effective change agents for sustainable development in their professional careers, graduates need an understanding of other disciplines and ways of thinking, alongside the ability to work as part of a diverse team. This is the premise for the work discussed in this chapter in which the authors give a rounded view of the benefits and barriers involved in the development and evolution of a portfolio of course units using student-led, problem-based learning. The 2007 pilot course unit grew into a university-wide elective ‘Interdisciplinary Sustainable Development’ (ISD), made available by Manchester Enterprise Centre (now part of Manchester Business School), with a Masters-level unit added later. Students are introduced to ISD as “a course unit with a difference – there are no lectures, no taught theory and no exam”. From the start, the students are encouraged to learn in order to become the ‘experts’ rather than passive recipients of knowledge. This is a powerful mechanism for challenging mindsets, assumptions and behaviours.

4. Reaching out: community-based sustainable education, Mission to Mission Beach
Diane Phillips and Greg Boland, University of Canberra
In 2011, Mission Beach in Queensland was devastated by cyclone Yasi. Following this catastrophe, students from the University of Canberra worked with a community organisation to combine their curriculum learning with real-life activities. This Australian student-to-business case study model demonstrates how a student-driven work integrated learning activity in partnership with a community can be incorporated into a faculty theme, and lead to an educationally sustained curriculum. Importantly, the model reflects contemporary undergraduate learning and challenges tertiary institutions to embrace innovative delivery practices that include student-centred and driven projects. The students prepared a wet-weather marketing plan for the Mission Beach Tourist Authority: this activity expanded their learning in relation to generic skill development, and they increased in confidence, acquired broader thinking skills and improved their ability both to work independently and in a team.
5. Integrating sustainability into Business schools: evidence from United Nations Principles for Responsible Management Education (UNPRME) Sharing of Information in Progress (SIP) reports
Jasmin Godemann, Christian Herzig and Jeremy Moon, University of Nottingham
This chapter explores Business schools’ efforts and achievements around the integration of sustainability. The authors, from the University of Nottingham, have analysed the SIP reports of the first 100 UNPRME signatories who developed and uploaded their report onto the UNPRME website. The findings show to what extent and in what ways Business schools embed sustainability in their teaching, research and operational practice, and how they manage and facilitate the integration process. The chapter suggests that the SIPs have enabled progress both by providing an overview of the implementation of the UNPRME principles worldwide and by raising key opportunities for further reflection, development and discussion.

6. No more preaching to the converted: embedding ESD in the Business school curriculum through a service learning initiative
Denise Baden, University of Southampton
The central tenet of this chapter is that simply exposing students to an organisational culture that has sustainability and social responsibility at its heart has the potential to positively influence their ethical perceptions, intentions and perhaps future behaviour. The approach taken at the University of Southampton’s School of Management has enabled both Masters and undergraduate students studying entrepreneurship to gain first-hand experience of working with social entrepreneurs. The authors describe their attempts to integrate education for sustainable development into the curriculum by including a service learning component in assessment. Their experience suggests that exposing students directly to a business culture that is predicated on social responsibility is an effective means of embedding sustainable business values in the curriculum. Here sustainable enterprise is not presented as a hypothetical ideal, but is being lived in practice.

7. Sustainable Tourism Management in an internationalised learning environment
Richard Bell and Simon Ireland, University of Salford
With contributions from: R La Piedra Alcami, RM Rodríguez Artola, Universitat Jaume I; S Matala, M-L Läykki, TAMK University of Applied Sciences
The University of Salford, TAMK University of Applied Sciences in Finland and Universitat Jaume I in Spain jointly run an undergraduate Sustainable Tourism module, receiving EU funding through an Erasmus Intensive Programme. This chapter discusses the creation of a learning environment that provides immediate contact between students and stakeholders in an overseas tourist destination. The initiative enables the teams to meet a critically important need in the context of sustainable tourism, that of allowing students to identify and understand stakeholders’ opinions. This is not easily taught in class; it is a transferable skill more effectively learned through practical experience. Students step outside their customary surroundings and travel to destinations where they come face to face with unfamiliar social and political cultures and environments, and gain experience of adapting and applying the theory of sustainable tourism development to real-world settings.

8. Sustainability in practice: action learning and the Green Impact initiative
Beatriz Acevedo and Sarah Johnson, Anglia Ruskin University
The authors of this chapter invite you to take risks and use creativity to break down the traditional barriers between students, lecturers and administrators. The Green Impact initiative is a pro-environmental behavioural programme co-ordinated by the National Union of Students and implemented at 46 universities across the UK. The authors claim that this interpretation of the programme, at Anglia Ruskin University, is the only initiative of its kind that links the work of students involved in Green Impact with the curriculum. The initiative has been used to enhance part of the coursework for International Business and Environmental Management second-year undergraduates, who work as university campus eco-auditors, integrating learning about sustainability in class with the practical experience of dealing with the difficulties and opinions of real people in actual work spaces. The chapter also explores creative ideas regarding the use of art-based methodologies and aesthetics in the context of education for sustainability.
9. Two birds with one stone: enhancing education for sustainable development and employability
Nikolas Thomopoulos and John Embery, Leeds Metropolitan University

“Can we kill two birds with one stone and attain more than one objective through one module?” was the question asked by the authors at the outset of this initiative. The chapter describes the design and delivery of a sustainable development module for undergraduate students at Leeds Metropolitan University. By explaining the methods used, it highlights the constantly evolving nature of education for sustainable development. At the same time it demonstrates that multiple objectives – for example, those of students, higher education institutions and government – may be met through the use of different delivery methods, available technology, student input and up-to-date research, while accommodating diverse learning styles. Innovative methods used include the combining of traditional lectures with films, the incorporation of group computer simulations and audio presentation, alongside essay writing, into assessment practice.

10. Contributing to a more sustainable world? Business product innovation and the development of an industrial ecology
Colin Beard, Sheffield Hallam University and Mark Goode, Cardiff Metropolitan University

This chapter, from Sheffield Hallam University and Cardiff Metropolitan University, focuses on an educational experience that develops understanding of the role of higher level thinking, specifically the establishment of innovative thought patterns that arise from a visual and kinaesthetic interpretation of business product innovation. These patterns of thought are developed to a high level to establish the existence of a more sustainable industrial ecology in the global marketplace, initially using an experiential exploration of real products found in the marketplace. The authors put forward a teaching method comprising two new ways of teaching and learning how to be creative and innovative. The first is based on visualisation and kinaesthetic learning; the second is through the use of practical and theoretical work from Russia, combined with biomimicry or the idea of observation by looking at nature. The ideas and methodology presented here are radical and exciting.

11. Integrating the ‘VERB’ model into an undergraduate Tourism Management degree programme
Andrew Clegg and Jorge Gutic, University of Chichester

Tourism businesses are characteristically resistant to calls to operate more sustainably, as a result of confusion about the meaning and relevance of the concept. The VERB (visitor, environment, residents, business) model provides a means of demystifying the theory of sustainability into a topic that encourages business understanding and engagement. The School of Enterprise, Management and Leadership at the University of Chichester engages with public and private sector organisations to facilitate an applied approach to the delivery of education for sustainable development in its undergraduate degree, and in doing so has added real currency, credibility and legitimacy to the learning experience. Careful module design for the delivery of ESD facilitates clear progression between theory and application. Involving destination management professionals in the learning, teaching and assessment process has facilitated a better understanding of how higher education is equipping Tourism Management graduates with up-to-date knowledge of the principles and practices of sustainable destination management.

12. Sustainable marketing: embedding sustainability at the heart of Business education
Barry Emery, Birmingham City University

For students who have not contemplated the issues of sustainability before, the self-evaluation exercises at the start of this module at Birmingham City University can be quite an eye-opener. The fact that the Earth’s resources are limited rather than limitless can put quite a dampener on a group of MBA students keen to do business and make money as soon as they are qualified. This chapter describes how postgraduate students can be encouraged to reflect on sustainability issues within a module specifically designed to teach Marketing from a sustainability perspective. The case study explains how students can learn by reviewing their own understanding and acceptance of sustainability issues and challenges before analysing sustainable business problems embedded into the Marketing curriculum.
13. Promoting life-wide learning for sustainable development in the hospitality industry
Valerie Mannix and Lorain Walsh, Waterford Institute of Technology
Since the announcement in 2002 of the Decade of Education for Sustainable Development, there have been widespread calls for reform of educational systems to reflect more holistic learning approaches as well as a call for the promotion of core skills, knowledge, qualities and dispositions for sustainable operations. This chapter reports on the learning experiences of students participating in an interactive interdisciplinary module ‘Food, Energy and Sustainability in the Hospitality Industry’ offered on the Diploma in Restaurant Management programme at Waterford Institute of Technology. The diploma is aimed at mature learners with previous experience in the field of hospitality. The chapter focuses, in particular, on learner engagement during a student-led group project and interactive symposium with the theme of sustainability in the hospitality industry. Particular emphasis is placed on the idea that acquiring crucial core skills, knowledge, qualities and dispositions is very much complementary to the notion of life-wide learning; through the life-wide curriculum, students have the opportunity to plan, manage and reflect on existing and emerging sustainable development issues.

14. Stepping outside a comfort zone: transdisciplinary innovation in sustainability education
Darien Simon and Anette Lundebye, Regent’s College, London and Evelyn Ang, University of Wisconsin
As extremes of weather are felt around the globe and the Rio+10’s outcome of a UN Decade of Education for Sustainable Development approaches its end in 2015, the authors wanted to consider not only the ends desired in this process, but the means employed to achieve them. If the end sought is that of successful education for sustainable development, they say, we must clearly define what we mean by sustainability, and then identify and develop educational practices consistent with that end. Through transdisciplinary collaboration across Regent’s College in London and the University of Wisconsin, a role-play originally developed for negotiation and conflict resolution has been innovatively adapted for use in the context of ‘sustainability in business’. The adaptation process included theoretical and practical inputs from Business, Law, Natural and Social Science, and Fine Arts perspectives. This chapter is a demonstration of the win-win collaboration required to address systemic issues such as sustainability in the academic environment, where highly specialised knowledge silos can discourage communication.

15. Teaching social legacy management through a ‘stepped case study’ approach
Debbie Sadd, Bournemouth University
The hosting by London of the 2012 Olympic Games, and the social legacy impacts that are emerging, provided the School of Tourism at Bournemouth University with an excellent opportunity to use a large-scale case study to facilitate students’ understanding of social legacy management. The chapter explores how, in events programmes, the author used a case study approach examining the different ways in which the former ‘residents’ of the Olympic Park in London were affected by the Games. She emphasises that the residents’ stories must be told in a balanced way, which allows students to form their own opinions over questions of whether the disruption and relocations are valid in the long-term. The case study method helped students to open their minds to the consequences of event planning, and importantly, of legacy planning within the context of sustainable development.
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