The Cosmopolitan Generation and Sustainability within Business Schools

File 2

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Paper Submitted to:
Sustainability and Corporate Responsibility in the Classroom
International Council of Business Schools and Programs
ACBSP region 8
2012 Annual Conference
Geneva, Switzerland
November 22-24, 2012
Abstract

This article is exploring the Cosmopolitan Generation, how their thinking should be reflected in integrating sustainability in the business school curricula; and how this can be an integrated into a business schools service marketing concept.

Cosmopolitan generation is as defined by Illum-Engsig a global group of people being influenced by globalisation and cosmopolitanisation. They are characterised by thinking processes and the collective perceptions of a civilisational ‘community of fate’ and ‘cosmopolitan empathy’ as defined in this article.

This article develops a model for integrating sustainability in the business school curricula, based on a previous model for Management and Business Education by Rusinko (2010).

This article presents an example from a University in Sweden that has succeeded to integrate sustainability in their business model. It is shown that this university has accomplished sustainability strategies.

Furthermore this article provides a model for incorporating sustainability in the service marketing concept of a business school, based on a previous model by Rajshekhar et al (2009).

Conclusively this article describes a new space for business schools to operate where sustainability is not only researched and learned, but also carried out as an inherent part of the same process having a direct sustainability impact.

Key words: Sustainability; Business school; Cosmopolitan Generation; Curricula; Rusinko; Service Marketing.
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Introduction

This article aims to help business schools in their integration of sustainability into their curricula and services marketing, and it contributes to the understanding of the needs of the cosmopolitan generation when it comes to their requirements of business schools.

Sustainability in business schools is a well discussed topic in literature during the past few years. Many journals have addressed the topic including “International Journal of Sustainability in Higher Education” and “Journal of Management Education” as some of the leading ones. Much of the discussion has been centred around how sustainability can be implemented in business schools practice and how it can be utilised as an element of the service marketing concept.

By linking three different models, in sequence firstly a model of the cosmopolitan generation (Illum-Engsig, 2010), secondly a model for integrating sustainability in business schools curricula (Rusinko 2010) and thirdly the model of services marketing of international business schools (Rajshekhar et al 2009), this article aims to illustrate international marketing strategies that business schools can use when marketing management education.

Almost all business schools are marketing themselves to attract new students. However, there is a research gap for sustainable development that calls for new pedagogical innovations that both provides interactive experimental, transformative and real world learning (Brundiers et al 2010), and at the same time attracts the new generation of students. If students are to cope creatively and successfully with society’s most difficult problems, they must be exposed to those problems; therefore business schools needs to find innovative ways to develop student capabilities (Rowe, 2007).

By analyzing the three different fields of research it has been possible to identify components and see where combinations of these fields can be favourable when a business school wants to attract this new cosmopolitan generation. This article illustrates how the extracted models can be used by examples from a university in Sweden that has succeeded in working with their sustainability strategies by following and later further developing these models.

By looking at services marketing, requirements from the cosmopolitan generation and research about sustainable education this article explores the relationships between them. The study is interesting because it combines two different fields of research that successfully can be combined in order to come closer to both what students wants and how sustainability can be integrated in the curriculum.
The Cosmopolitan Generation

There is a group of people being strongly influenced by cosmopolitanisation - this is the generation called the cosmopolitan generation. Ongoing studies by the authors indicate that a cosmopolitan generation can be identified as a group of people belonging to the generation typically born in the 1980’s, commonly influenced by the ongoing cosmopolitanisation and the liquidity of times. The term ‘cosmopolitan generation’ is independently coined by Linda Brimm in “Global Cosmopolitans” (Brimm, 2010) and Rolf Illum-Engsig (Illum-Engsig, 2010).

Dr. Linda Brimm, teaching organisational behave at INSEAD, has studied identity development and change in the lives of the next generation of managers, amongst her own students. She is saying about her students:

“I call them Global Cosmopolitants, they are a talented population of highly educated, multilingual people that lived, worked and studies for extensive periods in different cultures. While their international identities have diverse starting points and experiences, their view of the world and themselves are profoundly affected by both the realities of living in different cultures and their manner of coping with the challenges that emerge.” (Brimm, 2010).

Illum-Engsig presented the concept of the cosmopolitan generation during an ACBSP conference in Vienna 2010 to a group of business school leaders. Illum-Engsig was raising the question: “Is there a new generation entering the labour market? And who is influenced by cosmopolitanisation? A generation that not only reflect the universal conflict between young and old but a whole new way of perceiving and responding to the world?” (Illum-Engsig, 2010)

The views of Brimm and Illum-Engsig are slightly different, the one taking point of departure in the actual characteristics of students belonging to the cosmopolitan generation, and the other taking point of departure in the mega trends shaping the world and then secondly looking at the consequences for the people entering the labour market.

The common view is, that an array of unforeseen social, environmental, and financial consequences of human activities undertaken with other intentions are influencing the cosmopolitan generation.

Sustainability is thus at the core of what the cosmopolitan generation understands of a changing world. E.g. the globalisation of markets and international exchange of goods, capital and work. These tendencies have consequences of a social character related to labour conditions, welfare, and the role of social structures in families and societies. Secondly also environmental consequences detaching consumption and benefit from environmental impact in space/geography and time. And thirdly consequences in terms of global distribution of wealth and financial means.

The cosmopolitanisation process is defined by Ulrich Bech (Bech, 2006). “Cosmopolitanisation is a non-linear, dialectical process in which the universal and the particular, the similar and the dissimilar, the global and the local are to be conceived, not as cultural politarities, but as interconnected and reciprocal interpenetrating principles.”
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This is an important argument in order to understand how the cosmopolitan generation thinks.

Firstly the cosmopolitan generation does not think linear. Previous generations have typically seen development as linear combined with some kind of quantum leaps of revolutionary character. The non-linear thinking is picturing the development processes as chaotic and unsystematic with very wide possible outcomes, requiring new methods and concepts to understand and to predict the future. The cosmopolitan generation think liquid – everything is floating and dynamically taking shape, potentially running out or evaporating.

Secondly the cosmopolitan generation believes that “meaning” only exists in a dialectic process. Sense can only be created as a result of opposing arguments being met through procedural argumentation creating a full picture comprising what seems to be contradictory. The cosmopolitan generation has everything up for discussion; there are few or no predetermined concepts of meaning. Religion, ideology, history are no longer fixed points.

The dialectical nature of cosmopolitan generation can be viewed in the context of modern philosophy. Transcendental dialectic is according to Immanuel Kant (1788) a critique of the logical sense. The transcendental dialectic uncovers the contradictions in the human mind when trying to understand and interpret phenomena that are beyond current knowledge. Dialectic is seen as a contradiction to demonstrated or confirmed knowledge. The thinking of the cosmopolitan generation on this topic is absolutely not new in philosophy, but it seems that thinking is much more pervasive in this generation.

Thirdly the cosmopolitan generation can - based on the previous argument - unite viewpoints and activities that in classic modernity seem to be incompatible by being both universal and particular, and addressing similarities and well as dissimilarities. The cosmopolitan generation does not distinguish between being general and being specific and in being amongst equals or people who are different.

Fourthly for the cosmopolitan generation local and global are seen as interconnected and reciprocal principles. Global only has a meaning when it is related to something local. And local only has a meaning when it is related to something global. The cosmopolitan generation can from this point of view also be seen as a further development on top of the concept of globalisation. The cosmopolitan generation has taken in the whole world – like Atlases carrying the world - and they are still independent individuals. In relationships the cosmopolitan generation is both valuing being amongst equals and amongst opposites.

The four thinking patterns that are characteristic for the cosmopolitan generation – liquid thinking; dialectic sense making; bridging between general and specific; and global/local thinking – are directly related to sustainability. It could be claimed that these thinking patterns are prerequisites for sustainability thinking.

Interestingly enough both globalisation and anti-globalisation can be seen as phenomena of the cosmopolitan generation. The purpose of this article is not to analyse globalisation, but it is worth while noticing, that the term globalisation mainly has been used in connection with free trade, free investment rights, and other economic measures aimed at increasing the total economical wealth of the world; and the term anti-globalisation primarily has been used to describe the resistance, and the opposition to international economic institutions and companies, environmental and sustainability concerns etc. From a semantic point of view both the words – globalisation and anti-globalisation – are heavily loaded. And both globalisation and anti-globalisation are global.

The cosmopolitan generation should not be mistakenly mixed up with internationalism. Internationalism presupposes the nation state and some unity of people within the nation state creating the notion of ‘us’ and
them’. The cosmopolitan generation does not presuppose the national state, but merely sees the nation state as historical political fact. The cosmopolitan generation has only a vague connection to nationality. The cosmopolitan generation is not characterised by nationality, ethnicity or culture. Long term they will not be seen as expatriates or immigrants.

Continuous research by Illum-Engsig has further explored the cosmopolitan generation amongst young research scientists (Illum-Engsig 2010).

The cosmopolitan generation is a transnational workforce of highly qualified employees performing work across boundaries of nation states. This is a highly mobile workforce and national immigration laws typically allow these professionals to live and work in countries where their qualifications are in demand.

The cosmopolitan generation is facing many types of personality and relationship challenges which every person strives to find solutions to. Brimm is pointing out that global cosmopolitans raise important questions about the definition of family, the definition of a good friend and the long term effects of global mobility (Brimm, 2010).

Summarising what is known about the cosmopolitan generation it can be seen as liquid. ‘Liquid’ thinking represents a move away from solid thinking – the predominant thinking in modernity. Post modern liquidity as perceived by the cosmopolitan generation is becoming the norm. Solid structures are not seen as modern. Liquid thinking means that everything can flow together, there are no structural reasons for things to be non related. Liquid means that everything can interrelate.

Zygmunt Baumann is describing the passage from ‘solid’ to ‘liquidity’ in the much referred book “Liquid Times – Living in the Age of uncertainty” (Baumann, 2007). In complete alignment with the ‘liquid thinking’ Baumann does not offer strict definition, but rather broad reflections forcing the reader to make the synthesis, thus no direct quotation in this article. The metaphor of ‘liquidity’ is also broad forward by Bech (Bech, 2006) although here mainly related to cosmopolitanism and not thinking processes in general.

The last characteristic of the cosmopolitan generation to be outlined here is their perception of a civilisational ‘community of fate’ and ‘cosmopolitan empathy’ as pointed out by Bech. (Bech, 2007) and here expanded on the basis of the ongoing research by Illum-Engsig.

The cosmopolitan generation is increasingly aware of the inescapable uncertainties and at the same time not necessarily able to rationalise those risks. The population who are not member of any privileged group – the under underprivileged majority of the world population – is also progressively being more and more aware of global risks and their dependencies with the rest of the world are rapidly growing. There is no longer something like a self contained, self sustaining community. Liberalisation, deregulation, opening of world markets, international organisations are made to increase the economic growth and as an unplanned side-effect they all contribute to global risks, and global dependencies.

This argument can be seen as a link to understand which requirements the cosmopolitan generation puts on business schools in terms of sustainability. In the light of the analysis in this chapter, next chapter will explore the how based on this sustainability can be integrated in curricula.
Sustainability in Business schools

Sustainability is being integrated in Business Schools all over the world. One model originally presented by Cathy A. Rusinko from Philadelphia University in several articles (Rusinko, 2010) has taken a dominant position as point of reference. Rusinko’s model is specifically developed for management and business education, but in this context we will see that it may be applicable for other types of University programmes.

The cosmopolitan generation has certain characteristics in terms of thinking process, relations, and the concepts of ‘community of fate’ and ‘cosmopolitan empathy’. This chapter addresses the link between these characteristics of the cosmopolitan generation on the one hand and the actual implementation on the other hand.

Rusinko is suggesting a two dimensional matrix model for developing sustainability in a curriculum with the horizontal dimension distinguishing between delivering sustainability contents in existing curriculum structures or delivering in new structures being targeted to sustainability; and with the vertical dimension distinguishing between discipline specific and cross discipline. Rusinko points out that: “the inclusion of both curricular and co-curricular learning helps business schools to approach sustainability as a more holistic issue, which is the way that sustainability is approached by effective decision makers in effective organizations.” (Rusinko, 2010)

Illustration 1: Matrix to Integrate Sustainability in Management and Business Education (Curricular & Co-Curricular Learning). Source: Rusinko 2010

The question is then how implementation of sustainability according to this model is matching the cosmopolitan generation?

The cosmopolitan generation is as seen previously non-linear and liquid in their thinking. This means that it is questionable whether it is sufficient to utilise existing structures and create new ones to capture the sustainability. It is therefore required to create new methodology programmes outside existing curricula structures to look differently at learning in order to correspond to the liquid thinking.
The cosmopolitan generation sees meaning in the dialectics, and consequently sustainability needs to be integrated in curricula, not as a consistent aligned content, but just as well as a mean to create contradicting arguments producing the discord necessary for the cosmopolitan generation to see the meaning. Meaning is dependent on the conflictual nature of sustainability topics. Traditional modernistic logic does make sense when teaching sustainability, but is insufficient to create the meaning out of the dialectic.

The cosmopolitan generation combines the universal with the particular. This is important to understand for business schools, as this is putting requirements not only on the contents, but also the specific actions the Business school is representing. So the actual sustainability practices – on all the three dimensions of social, environment, and financial sustainability – are crucial for the entirety. In other words, you cannot have a sustainability curriculum without having sustainability practices of the school operation.

The cosmopolitan generation is local and global. The duality of this should be reflected in the curricula. The consequence is that the sustainability in school curricula therefore needs to be both global and local.

Conclusively business schools will have to know that the cosmopolitan generation already has a strong sense of belonging to the civilisational ’community of fate’ that should be taken more as a given than as part of the learning. The ‘community of fate’ has to be integrated in the learning process based on its existence exploring the nature of it.

‘Cosmopolitan empathy’ will increasingly be a part of the student’s intrinsic motivation to carry out studies. It can be claimed that universities and perhaps more specifically Business Schools carry a part of the responsibility for the state of the world today. The teaching of the 50’s, 60’s, 70’s, 80’s is seen today as the unforeseen consequences of actions that was done with other purposes. During the 70’s some of the basic conditions for economic development changed. Major contributors to the changing economic environment were the increasing powerful role of international governmental organisations, many nation states were deregulating and privatising, movement away from gold-conversion of currencies, advancement of regional free trade zones, increased decoupling production and consumption, etc. Sales, finance and production were globalised and the powers centralised as a results – perhaps unwanted (Went, 2004). Furthermore Went is pointing out: “This unprecedented economic globalisation has been accompanied by the strengthening of international organisations and regulation to facilitate the Internationalization of trade, finance and production, but serious attempts to globalize social rights the provision of public goods, democracy, and environmental norms have been weak or hardly existent.” Teaching plays a role here in counteracting these tendencies by including sustainability.

On the basis of these arguments we are proposing an extended model to picture the integration of sustainability in business school curricula. The model is incomplete in only looking at current structures and new structures. The cosmopolitan generation put requirement on the curriculum thinking also to comprise a layer of liquid curricula. Unstructured or ‘out of structure’ learning is fundamental in engaging the cosmopolitan generation in learning sustainability.

And in the same way the distinction between narrow and cross functional curricula is insufficient to embrace the cosmopolitan generation. And again it is important to add a layer of liquid, undisciplined or ‘out of discipline’ learning to the curricula.
The cosmopolitan generation will learn sustainability through a liquid learning space that is freed from disciplinary curricula and freed from structures. The ‘acid test’ of sustainability learning will be whether the learning actually brings sustainability improvements as a direct consequence of the learning. This again will foster active learning, applied research, what is called ‘real world learning’, where the learning process cannot and should not be separated from sustainability improvement in the world. (Brundiers et al 2010). Only then, it will be possible to fully take advantage of the cosmopolitan generation’s thinking and translating that into effective learning fuelled by intrinsic motivation.

The application of the model that originally takes in point of departure in field of management and business education can be applied carefully into other fields of study: social sciences, economics, health sciences, technology etc. It is not the purpose of this paper to explore the borderlines towards other fields of study in history, literature, philosophy etc. or natural sciences where the application of the model is questionable.

Interestingly enough Rusinko is pointing out: “In future studies, there is the potential to extend the matrix. For example, a future study can address course-level content and outcomes measures, perhaps as a third dimension of the matrix.” (Rusinko, 2010). The proposed model is doing exactly that and adding third dimension reflecting a non curricular, not structured space where specific outcomes can be created.
Sustainable Practices

In line with Rusinko (2010) we believe that there is not one straight way to Sustainability in business education. One example of a school that has used the matrix of Rusinko is a Swedish university – University of Gävle. The university enrols approximately 14,500 students in over 50 programmes. The University is the only university in the small town and they educate mainly in business strategy, engineering, school teaching and nursing. The university is divided into 4 different faculties, but they all collaborate when it comes to sustainability, structure and strategies.

The University has been working with their sustainable environment profile for over 10 years and is now one of the highest ranked public authorities in Sweden when it comes to environmental sustainable management. (Swedish Environment agency 2011). The goal of being one of the first certified universities for sustainability has been realised through a multi disciplinary, campus wide strategy including mainly curricular and broad curricular options, but also some floating “liquid” options. This is internally proven to be a good strategy especially when it comes to marketing and attracting international students.

By using Rusinko’s matrix as a base the university has worked their way from the upper left quadrant when only a few employees were interested and the budget still small. As the years have passed sustainability have been more and more integrated in the management and the school are now working with both curricular and broad curricular options on a day to day basis. In order to attract the new cosmopolitan generation they have also done some liquid acts that very easily can float between existing structures and new structures. Examples of actions that are done within the university are as follows.

Curricular options

The university administration strongly supports sustainability in the curriculum, and therefore all teachers are involved in the activities that lead to an ongoing improvement of the teaching when it comes to sustainability within the curricula. One example of it is that every teacher classifies their own courses whether it has sustainable elements or not. This is done according to earlier research by Lindqvist and Sammalisto 2008, who argues that this procedure can stimulate faculty members to integrate sustainable developments in their courses. This is also used for the administration in order to keep track of how many courses that have sustainable elements, but it can also be used as an argument in marketing of the different courses.

In most of the courses sustainability is included as a small part of the course, and the teacher is free to integrate sustainability as much he or she think is relevant. Examples of that can be guest lecturers, problem based learning, and case based themes. But sustainability can also be seen in the use of tools to decrease environmental impacts. For example the use of skype, facebook, video conferences and an internal communication forum are used both among students and among students and teachers as a sustainable way of communicating when distance is an issue.

Seen from the student it is very easy to read the curricula in order to see if the course deals with sustainability or not. One ongoing project now is to develop this so that all programmes and courses should have information about sustainability broken down to economic/financial, ecologic and social sustainability and how much of each that is integrated in each course. Apart from courses that have sustainability as a
small part there is also courses about sustainability that differs depending on which field the students are within. One thing that these courses have in common is that most of them are interdisciplinary.

Theses at master level are seen as holistic proof of what the students have learnt during their study, every final thesis is therefore graded in a four scale grade taking into account how much the students have had sustainable thinking when writing their thesis.

The sustainable thinking is annually rewarded by scholarships and a scholarship committee is put together in order to award the best thesis when it comes to doing something extra in the field of sustainability.

**Broad Curricular options**

In order for teachers and researchers to be updated in the sustainability field all employees are asked to attend a web based course about sustainability, in addition to that there are also seminars, discussions, conferences, lectures and much more in order to have continuous learning among the employees of the school. The administration keeps track of all activities that the employees have attended to in form of statistics in order to make sure that the progress continues. Statistics of all kind of consumption goods are analysed monthly, and there are environmental goals set in order to reduce consumption from one year to another.

As work with constant improvements at the university is important, they have implemented a well working divergence system at the homepage where both employees and students can send comments and improvement suggestions to the sustainability board. When a matter is added to the system the environmental board brings it up in a meeting and not only solves the problem, but a thorough analysis is made to ensure that similar incidents will not appear again somewhere within the organisation.

The sustainability board plans activities regularly with everything from open speeches about interesting sustainability subjects, showing free films on the theme of sustainability, sending sustainability newsletters to employees about the progress, offering seminars where sustainability is discussed and defined, excursions to companies that have done good work within sustainability. They are also offering a platform for students to exchange everything from furniture to books in order to minimize waste. This event can also be seen as an experimental learning opportunity for students to learn to think entrepreneurial about sustainability.

As the university is certified according to ISO 14001 there are regularly both internal and external audits that lead to a continuous improvement within the university. This way of working has been spread to many universities and therefore the university are now offering both study visits and the service of sending employees from the environmental board to other universities that are interested in the structure and strategies of the work.

Every year graduates are asked to answer a questionnaire about what they have learned in terms of sustainability in their education. The results of this questionnaire are annually analyzed and compared with earlier students.

The university has a scholarship committee that yearly award students who do something extra in the field of sustainability.
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As the activities are of both broad curricular, curricular and liquid kind and have gone on for some years they now have their own life and the fact that both students and employees can come up with suggestions for future improvements has made it a long term strategy.

The case of University of Gaeve demonstrates that extended model to integrate sustainability in university curricula is pertinent for management and business education as well as for business strategy, engineering, school teaching and nursing.
Sustainability as part of a Service Marketing Concept

The general characteristics of services are well known, e.g. intangibility, inseparability, simultaneity etc. Furthermore knowledge based services – E.g. a University – possess additional unique characteristics such as high customization, complexity, risk and uncertainty. (Rajshekhar 2009)

Kates et al. (2001) point out that the sustainability field differs considerably in terms of structure, methods, and content from science as commonly understood by the scientific community. Applied to higher education, sustainability programs challenge both, what is taught in these programs and how (Cortese, 2003). If students are to cope creatively and successfully with society’s most difficult problems, they must be exposed as students to those problems, and higher education needs to find innovative ways to develop students’ capabilities (Rowe, 2007).

Sustainability as part of the services marketing concept elaborates cross-cultural “product-market” strategies that business school /universities can consider in serving international markets in order to attract the cosmopolitan generation. In the educational services sector, “product” may be defined as the curriculum, instructional style, and all of the ancillary services that constitute the educational service experience.

Global higher education is undergoing a “tectonic shift” with worldwide enrollment growth over the past two decades exceeding even the most optimistic of forecasts (Daniel et al., 2006). Business schools can therefore not afford to ignore this important trend. Internationalisation within business school has commonly lead to curricular changes that incorporate and integrate international business topics into existing curricula.

As more and more educational institutions begin to expand to foreign markets, strategic questions that were previously reserved for multinational corporations are now being studied by college administrators, such as: what are the critical factors, both internal as well as external to the institution.

Rajshekhar et al 2009 is suggesting a two dimensional matrix model for developing services marketing strategies for schools. The horizontal dimension distinguishes between high and low face to face interaction and the vertical dimension distinguish between high and low service customization.
Illustration 3: Service marketing strategies for schools
Note: Elaborated from Rajshekhar et al 2009.

The problem with this model is, that it does not correspond to the requirement of the cosmopolitan generation; to the necessity of integrating sustainability in business school curricula; nor to the practices that are implemented in the example analysed – University of Gaevle.

By adapting and modifying the model made by Rajshekhar et al 2009 in the same way as we have modified the model by Rusinko 2010 we believe that this can lead to a better understanding that can work as a tool for services marketers when thinking of marketing strategies in order to attract new cosmopolitan students that is attracted by the sustainability thinking.
The model is proposing two fields of operation of sustainability learning in business schools that has opened up as consequence of the thinking amongst the new cosmopolitan generation. The space is based on utilising the liquid thinking – and the capability to operate in a liquid environment as oppose to a structured environment – of the cosmopolitan generation.

Firstly there is a space where business schools combine various interactions into a liquid multi dimensional approach to learning and maintains a structured way of thinking about curricula containing sustainability both as an integrated part of existing curricula structures and as separate sustainability curricula. Typically this learning would combine campus and distance learning considering the sustainability of the learning actions as such.

Secondly there is a space where business schools again combine various interactions into a liquid multi dimensional approach to learning and at the same time creates a liquid learning space that is non curricular, non structured; integrating learning, research and actual sustainability improvements to the world in a highly individualised environment where all contributors – students, faculty and staff – carry out action learning and applied research learning to specific, transformative results.

This argument is also carried forward, although from another perspective, by Brundiers et al. (Brundiers et al., 2010). They find that a ‘functional and progressive’ model of real-world learning opportunities seems to be effective in introducing students and faculty members to sustainability. The stepwise process combined with additional principles allows building competencies such as problem solving, linking knowledge to action, and collaborative work, while applying concepts and methods from the field of sustainability.
As the new needs from students are shifting towards a more and more non-linear and liquid thinking and learning space (Illum-Engsig 2011). This adapted and modified model gives guidelines for the “new” ways of schools to act in order to attract new students and to integrate sustainability into the learning process.
Closing remarks

This paper has drawn from and extended previous research and recommendations from the literature in order to develop and extract earlier matrices of options both with respect to integrating sustainability in education and by using it as a tool for marketing, and at the same time taking the cosmopolitan generations needs and requirements into account. In line with Brundiers et al 2010, we believe that education for sustainable development calls for business school innovations that provide interactive, experiential, transformative, and real-world learning. We are therefore suggesting that business school should find ways to fill an open space where research and learning are directly related to sustainability impact to the world. This will have to be a liquid space working beyond traditional curricula and structures. We believe that business schools in this way could play a much more active role in society to solve the sustainability challenges the world is facing.

This article contributes to theory by proposing a model for integrating sustainability in curricula and a model for service marketing of business schools in the context of sustainability. By tapping into the characteristics of the cosmopolitan generation and their requirements it is possible to take full advantage of the cosmopolitan generation’s thinking and translating that into effective learning fuelled by intrinsic motivation and real world impact.

We have seen that the cosmopolitan generation is thinking liquid and that sustainability requires a liquid approach to learning. We argue that there are advantages in combining these two fields of research, and more research should be done in this field.

Business schools should teach sustainability in another way than other topics. Sustainability studies should differ considerably from the traditional ways of teaching in schools in terms of curricula and structure. The business school teaching sustainability should part itself from the classical modern philosophy of science. Business schools sustainability programmes have to be developed both to address the “what” and the “how” of sustainability teaching. And by doing so, attracting and engaging the cosmopolitan generation.

We have taken point of departure in a model developed for university level management and business education and have seen that the model is relevant for other fields as well. More research is needed to explore how far this model can be applied into other fields. It is our assumption that the model more valuable for social sciences, health sciences, technology etc, but less relevant for natural sciences, literature, history, philosophy etc., and that will be a continuum there between where the model will have to be questioned and possibly adapted.

Sustainability and environmental certifications seams to attract international students and in the example of University of Gaeve they are using their certification as a strength when marketing their services abroad in order to attract the new cosmopolitan generation.
Literature

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