

SUSTAINABLE DEVELOPMENT GOALS



Changing business economics education towards sustainable professional behaviour

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Future Forward Summit
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What is the goal of this workshop?

- motivating why the SDGs need to be better integrated within (business) economics education
- clarifying our vision on teaching methodology of sustainability within business economics education
- explaining sustainable professional behaviour
- showing how education can make professional behaviour more sustainable

Why integrate SDGs in (business) economics education?

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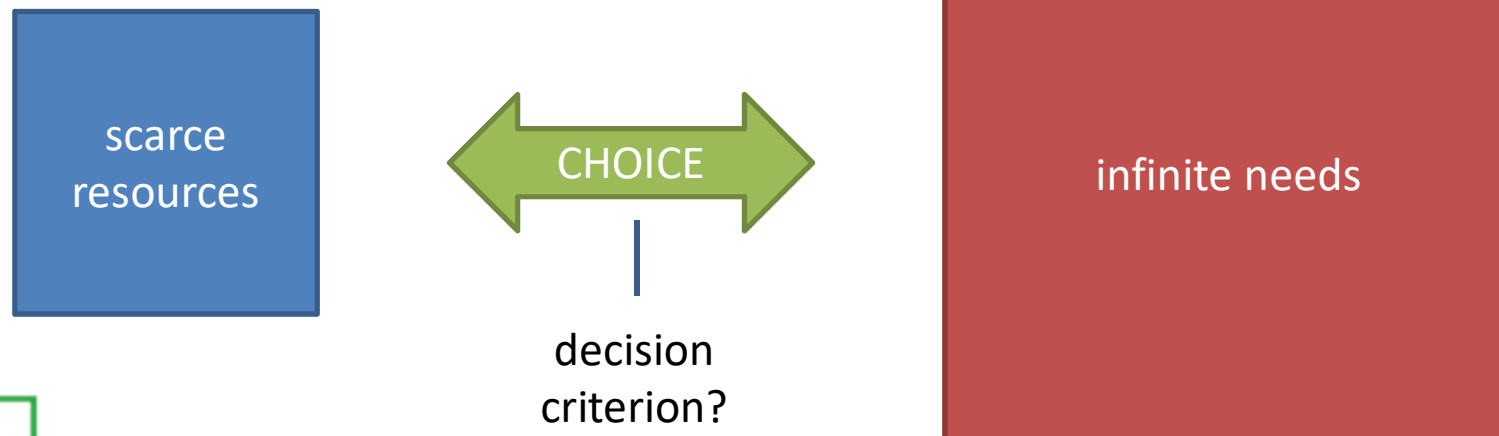
Why integrate SDGs within economics education?

- **Career opportunities?**

Future economists are being educated to become decision makers, e.g.

- Investment decisions in businesses
- Policy decisions in government

- **Definition economic science?**



Why integrate SDGs within economics education?



ING Wholesale Banking can help you with

Sustainable investments



DUURZAAM ONDERNEMEN IS BETER ONDERNEMEN



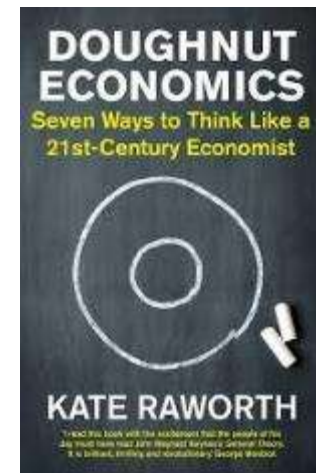
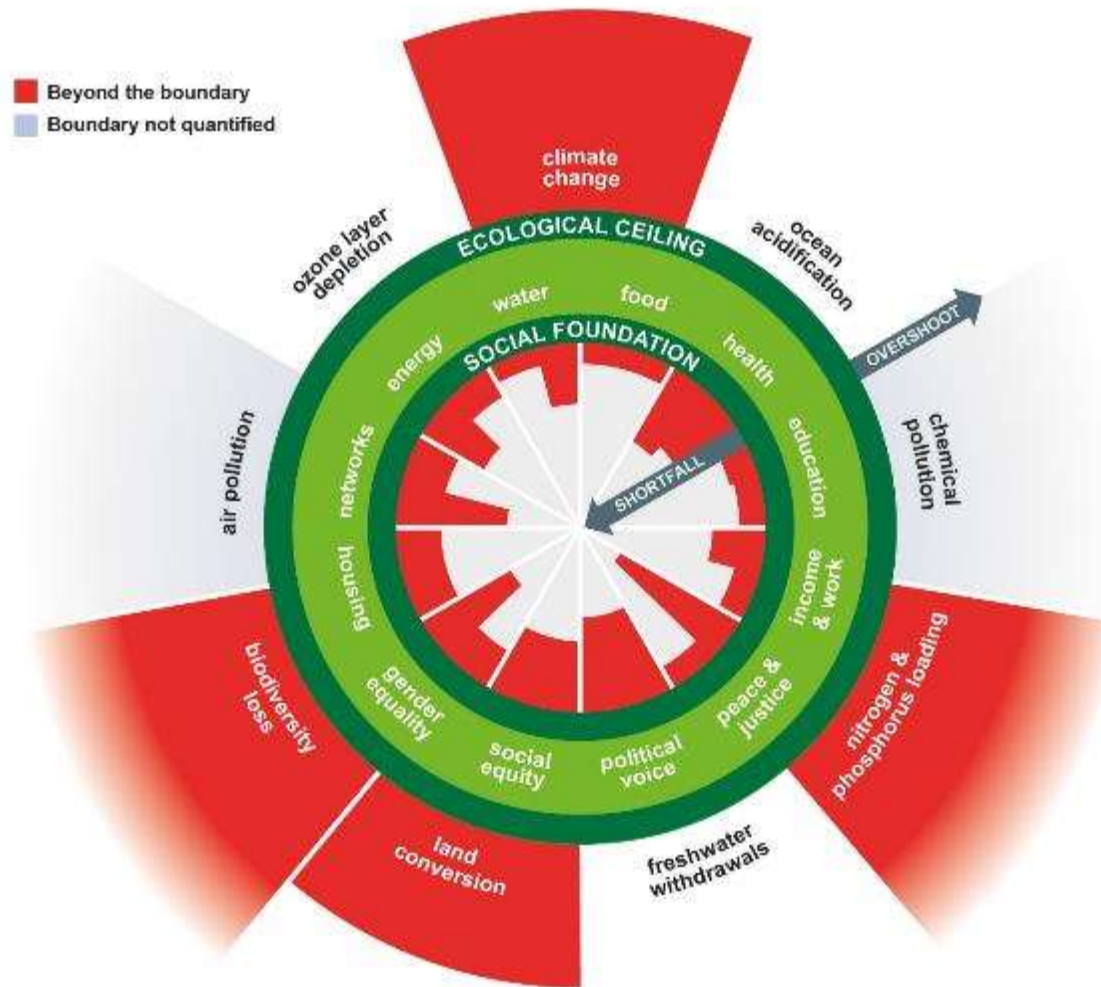
Why integrate SDGs within economics education?

- Most educational material of economics focuses on
 - short run
 - profit maximization
 - oversimplification of economic reality
- A typical microeconomics textbook dedicates
 - >90% to profit maximization
 - <10% to externalities

↔ reality: externalities are omnipresent
- How to solve **wicked problems** in a **VUCA world**?



Why integrate SDGs within economics education?



Two complementary visions on integrating sustainability within (business) economics education

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How integrate SDGs within economics education?

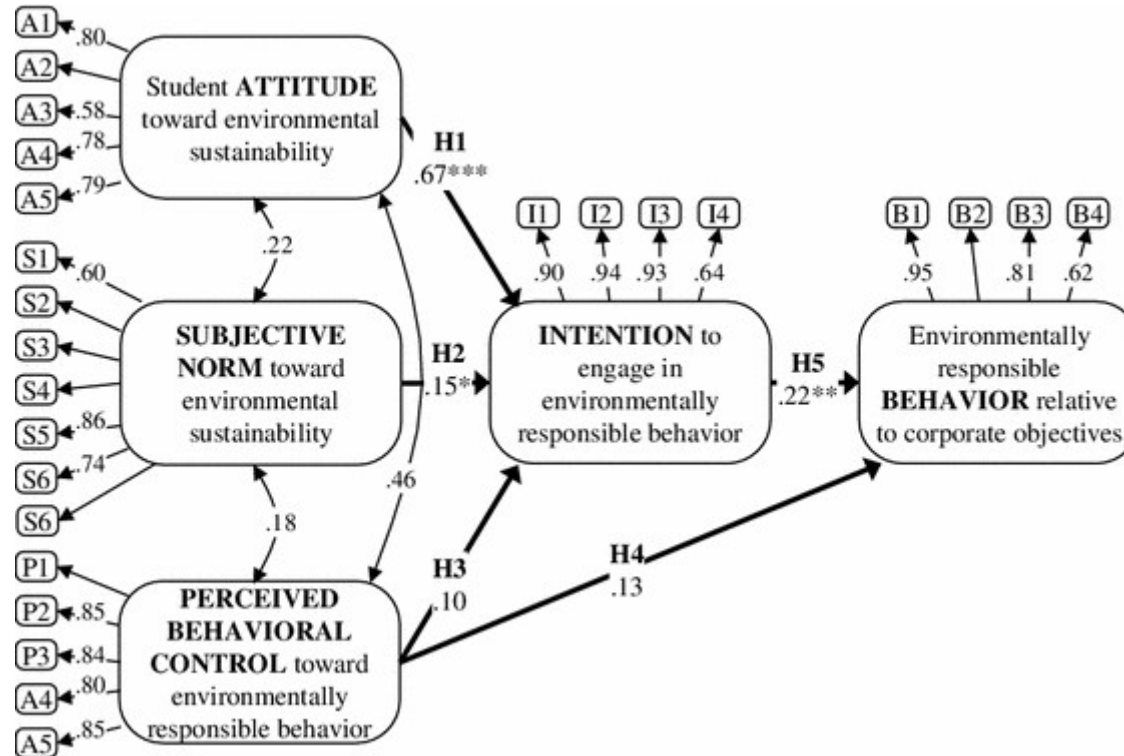
To which extent do you think of yourself that your behaviour is sustainable?

How is this reflected in your personal life, and in your professional life?

Why do you behave in a sustainable way?

Instrumentalist vision on education

Theory of Planned Behaviour



Source: Swaim, J.A., Maloni, M.J., Napshin, S.A. & Henley, A.B. (2014) "Influences on Student Intention and Behavior Toward Environmental Sustainability", in: Journal of Business Ethics (124), pp. 465-584

Poststructuralist vision on education

- Role of education (Biesta, 2009)
 - qualification
 - socialisation
 - subjectification
- Role of a business person (Andersson, 2016)
 - adapting to ethical values
 - adding ethical values
 - creating ethical values
- Education should provide room for the creating role

What is sustainable professional behaviour?

Competences for a biobased and circular economy

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Cross border biobased education

Behaviour

Interreg 
Vlaanderen-Nederland
Europees Fonds voor Regionale Ontwikkeling



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Cross border biobased education

Behaviour



Rank the following technical competences from very important to less important

Knowledge about efficient use of resources

Product design

Science, Technology, Engineering, (Art),
Mathematics (STEaM) competences

Research & development competences

Knowledge about the principles of the
circular economy

Waste prevention and utilisation

Rank the following valorisation competences from very important to less important

Financial and economic knowledge

Legal knowledge

Marketing and business modelling

Positive attitude towards sustainability

Systems thinking

Awareness about the consequences of climate change

Rank the following transversal competences from very important to less important

Project management skills

Creativity

Communicating with stakeholders

Flexibility

Entrepreneurship and intrapreneurship

Problem solving skills

Thinking critically

Lifelong learning

How to influence professional behaviour towards sustainability?

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Sustainability attitude of university students in Flanders

▪ Attitude scale

- based on Biasutti and Frate (2017), Michalos et al. (2011) and Fernández-Manzanal et al. (2007)
- distinguished factors: *(i) society and economy; (ii) environment and economy; (iii) teaching behaviour; (iv) content of education; (v) need for sustainability education*

▪ Conclusions

- female students > male students
- differences between universities
- political and social science > engineering
- business economics < science

Attitude

Didactical interventions

Discuss

1) Which factor is being influenced?

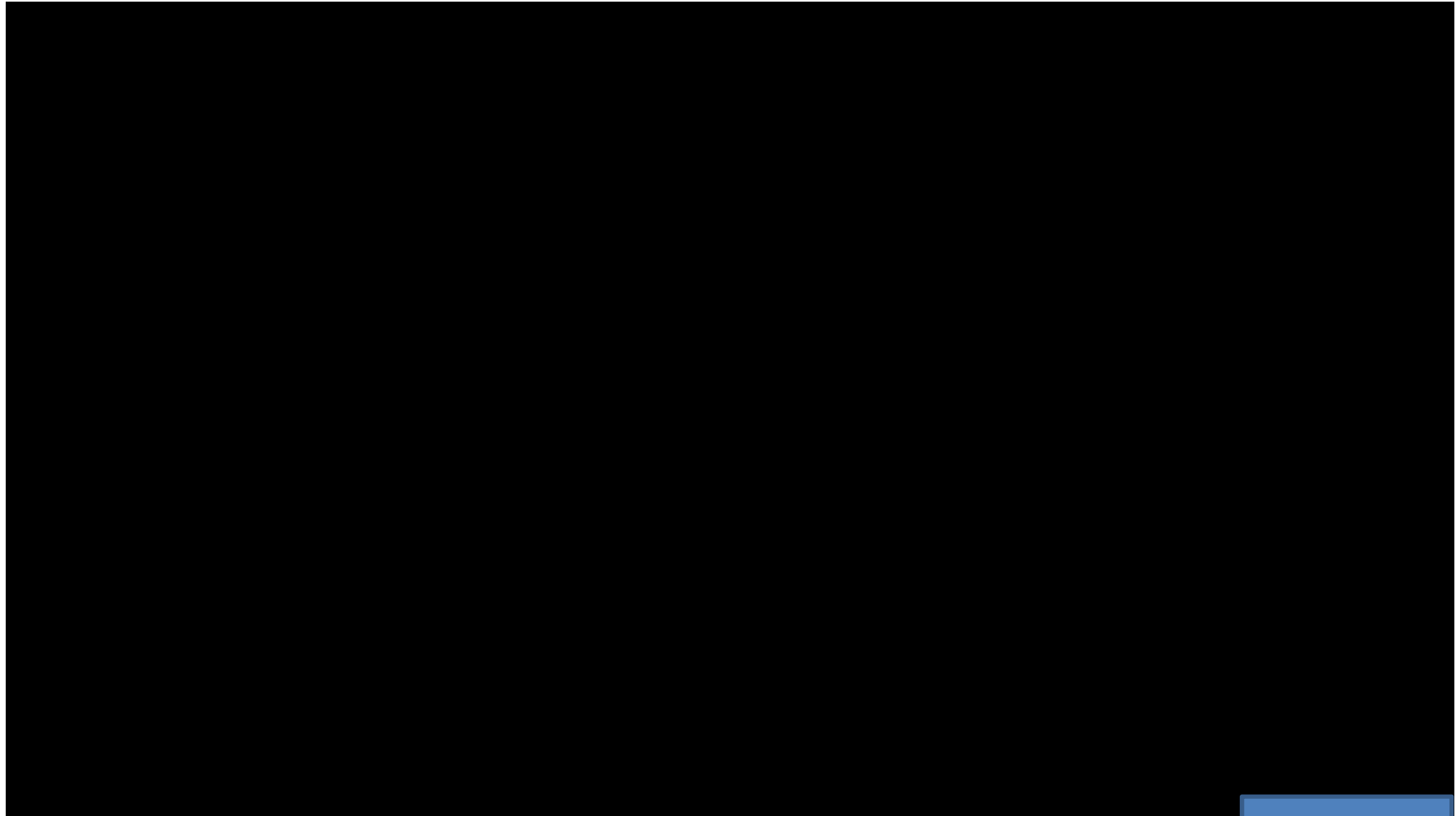
Attitude

Subjective
norm

Behavioral
control

2) How can you add the creating role of a business person?

Unwatchable



Attitude

Sustainability Day 2018



Attitude

Sustainability Day 2018

- Increase of sustainability attitude

| | SDG 1 | SDG 7 | SDG 12 | SDG 13 |
|--------|-------|-------|--------|--------|
| BEFORE | 5,47 | 5,24 | 5,50 | 5,27 |
| AFTER | 5,63 | 5,34 | 5,61 | 5,32 |

- To which extent is the increase in sustainability attitude significant and persistent?
- In what dimensions?
- How to “increase the increase”?

Attitude

Integrating microeconomics with sustainable entrepreneurship

- undergraduate students (2nd bachelor year)



Attitude

Behavioral
control

Effect measurement has not been performed yet

Being a member of IKEA's sustainability team



Subjective
norm

Behavioral
control

Effect measurement to be completed

Future plans

- Virtual boardrooms and classrooms



Subjective
norm

Future plans

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Future plans

- Extending Swaim's TPB from environmental sustainability towards the full sustainability concept
- Developing a measurement instrument for the effectiveness of didactical interventions
- Testing the effect of relatively small interventions (textbook examples) on sustainability attitude

Do you want to help me?



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