

**From Inclusive Thought to Action: How Can We Develop Individuals that Shape a More
Inclusive World?**

Primary Sponsor: Management, Spirituality and Religion

Other sponsors:

- * MED – Management Education and Development
- * TC – Teaching Theme Committee
- * ONE – Organizations and the Natural Environment
- * ODC - Organizational Development and Change
- * SIM – Social Issues in Management

ABSTRACT

For decades, pioneering scholars have indicated that if we wanted a more peaceful and sustainable planet, a new mindset had to be developed (Laszlo, 1989; Meadows, Meadows, Randers, & Behrens III, 1972; Rimanoczy, 2014; Speth, 2009). Some called for a more holistic approach to our teaching, addressing not only the cognitive aspects (knowledge), but also the ethical and spiritual dimensions (Fry, 2003; Hermes & Rimanoczy, 2018; Rimanoczy, 2016; Taylor, 2017). The tacit expectation is that students will ultimately impact the world through their behaviors. Yet educators' opportunity to actively prompt students to act with a more inclusive worldview is today more timely than ever, as our world shows increased polarization. Turbulent times either unite us as individuals step into collaboration and mutual support, or divide communities, as they fragment, regressing to individual survival modes, that create anarchy, ghettos and hinder the development of solutions (Czikszentmihalyi, 1993; Diamond, 2005; Korten, 2015).

In this session 27 professors from 15 countries, members of the PRME Working Group on the Sustainability Mindset, will share how they are intentionally guiding their students not only to expand their consciousness, but to go one step further: converting inclusive thinking into concrete actions. Participants will hear from students themselves what they are doing as they shape a better world, in their community, family or workplace. Designed as an Egyptian Market, our non-traditional design for this session will allow all professors to share and discuss with the audience their pedagogical approaches.

Why this workshop will be of interest for the Management, Spirituality and Religion

(MSR) Interest Group:

A new mindset can be developed through specific learning objectives that create more self-awareness in students, developing and expanding their consciousness, so that they in turn can be intentional in bringing their expanded perspectives into their community, family and workplace. The PRME Working Group on the Sustainability Mindset has been developing pedagogical approaches and materials to prompt dialogues, insights and actions in this direction since 2013. Core to developing a mindset for sustainability is observing and noticing our beliefs, values and assumptions, to realize that they are ours, yet they are not the *right* end of a right-wrong axis. When we develop insight and introspection, we are able to recognize how our beliefs shape our opinions, our feelings and our actions (Scharmer, 2009; Schwitzgebel, 2009). And our actions shape our destiny, as a quote attributed to Buddha, Lao Tzu, Ralph Waldo Emerson, and others indicates. When we practice stepping into another person's shoes we expand compassion and social sensitivity. This is considered a progress in human evolution (Levenson, 2009; Vaughan, 2002; Wilber, 2007).

We operate mostly unaware of the disconnect between our espoused values and the values in action (Argyris, 1995), and when we pause to scrutinize our daily decisions and the values they express, the realization of that disconnect can create a cognitive dissonance, that becomes a powerful motivation to act in new ways (Rimanoczy, 2010). This is where educators have an opportunity to foster the step from thought to action, inviting students to find concrete, real world ways to show more inclusive behaviors. In times of increased polarization, students can increase self-confidence by identifying simple, powerful ways to help shape a better world through their intentional actions.

WORKSHOP FORMAT

This Professional Development Workshop is designed as an interactive experience to provide a glimpse into what is possible and happening in terms of inclusive thoughts in action, on a wide cultural and geographical expanse: 15 different countries. At our PDW last year, starting a few minutes late combined with the layout, created a spontaneous walking around, and by the time we were ready to start the atmosphere in the room was loud and engaged, like the end of a session. This created a great platform to start. After reflecting on that unexpected yet powerful circumstance, this year we have incorporated this engagement process into the design. After introducing the topic, the rationale and process, participants will listen to the brief clips of students from 15 countries: Argentina, Australia, Brazil, China, France, Ghana, India, Indonesia, Italy, Nigeria, Philippines, Russia, Spain, UK and USA. The video, a compilation of highlights, will feature the variety of creative ways in which students across the globe are expanding inclusive behaviors. Their professors, standing along the walls of the room, will briefly introduce themselves and give a headline of what specific process they used to create such an impact. Then the audience will be invited to walk around and talk with the different professors, stopping for as long as they feel needed. The “Egyptian Market” design will allow for maximum relevance, social learning and opportunity of interaction, shaped by the questions of the ‘visitors’. After 45 min we will gather in a circle, to share insights, implications and conclusions. A digital file will be made available to the audience, with the specifications of the pedagogical approaches used by each presenter, which others can try out.

OVERVIEW OF THE WORKSHOP

Complementing value and purpose-based approaches to developing a mindset for a social and environmentally sustainable world, stakeholder theory (Barnett, Henriques, & Husted, 2018; Freeman, 1994; Godfrey, & Lewis, 2018; Jones, 1995) is another way to expand our scope of care, as we have to think from the perspective and needs of others, not only the classical customers and employees, but also nature as a stakeholder, and the next generations (Barnett et al, op cit; Berry, Fabók, Blicharska,... & Haslett, 2018). This exercise can become progressively our lens of analysis, expanding our considerations to develop solutions that at the very least ensue less harm, if not benefitting all parties implicated. The more we apply those criteria before we make decisions, the better the chances to develop a new habit of thinking, enriching our decision making process with more complex ethical considerations. That is the equivalent of expanding our scope of care – from focusing mainly on myself and my needs, to more and more inclusive circles of caring.

Educators have many resources and pedagogical activities that can be used to expand an individual's scope of care and inclusion. Project work, service learning, traveling to unfamiliar places and interacting with very different people are some examples of pedagogical techniques to develop a more inclusive mindset. Those activities become powerful tools when they are connected with debriefs and dialogues to make meaning (Bray, Lee, Yorks, & Smith, 2000). Different from traditional lecturing, when we have dialogues we prompt reflection; when we challenge we foster conversations and the exploration of diverse perspectives. As a consequence, the lived experience of a project or a video can be deconstructed into the more fundamental elements, including the values and beliefs expressed in indirect ways. Students can

develop attention, observation and noticing, as well as critical thinking skills, and progressively develop new mental maps and models that become cognitive habits.

As educators we frequently impact the worldview of our students, and we notice the evolution of their thinking in their conversations and essays. Less frequently do we have a chance to see the impact they have on the world as a result of their transformational learning, which in fact can be considered the ultimate educational purpose. For this reason, in this session participants will have an opportunity to listen to students from around the world as they share how developing a more inclusive mindset expanded their worldview and social sensitivity toward diversity, and how they are translating it into their work, families and community. Yet the step from intellectual shifts to inclusive behaviors did not happen by chance. It came as a result of professors intentionally prompting and guiding the students to act in the real world. Professors members of the Working Group on the Sustainability Mindset will share lessons learned and best practices in developing individuals that shape a more inclusive world, interacting with the audience and answering questions. Additionally, each presenter will prepare a Technical Specification about how they developed an inclusive mindset in action with their students, which will be part of a collective digital file, available to all participants.

Note: Since we will have close to 30 presenters already, we would like to ask for a room large enough to have simultaneous small group conversations. Last year our room was too tight for our interactive (non traditional) design, and as a result the sound volume became higher and higher, making it not only counterproductive to communication, but also becoming a bit of a nuisance for the meeting room nextdoor. We will not use tables, no theater sitting, but organize chairs around the presenters along the walls. Also we would like to be scheduled at the start of

the day, so that the presenters can set up 20 minutes beforehand, (something that is not possible if there is a previous session just ending).

WORKSHOP GOALS

At the end of this session, participants will have

- 1) Seen with their own eyes the impact that developing an inclusive mindset students can have on the real world, prompted by creative initiatives of their professors
- 2) Learned tools, activities and exercises used by a cultural diverse group of colleagues from around the world to prompt inclusive worldviews into action
- 3) Explored and discussed implications and application challenges, and how they could be addressed
- 4) Explored new perspectives via social learning
- 5) Participated in a dialogue to extract collective meaning
- 6) Networked and developed new connections for their professional development and practice
- 7) Met with professors members of LEAP, the PRME Working Group on the Sustainability Mindset, a network they are invited to join.

DESIGN

We are planning a 120 min session, with the following components as part of our Agenda:

8:00	Connecting. Each presenter will stand in front of a sign with the University and Country name, plus a headline, keyword, motto or image relating to their particular story. As participants arrive, they will be invited to walk around and meet colleagues.
8:05	Welcome and Introduction of the theme, goals and design of the session What, why, how, so what
8:10	The voices of students Short video with clips from students around the world, sharing highlights of how they

	are bringing a more inclusive mindset into action, in the real world.
8:25	Presentations by LEAP members. Presenters will have 1 min to share the Title of an innovative pedagogical approach they used to develop an inclusive mindset in action, as they intentionally prompt students to engage in activities in the real world.
8:50	Walk around the international Market This is the time to mingle, explore, interact. Participants are invited to walk around the room, stop and stay for as long as they desire, interacting with the presenting professors from around the globe.
9:45	Dialogue We will form a large circle and exchange impressions, ideas, new insights, inspirations, and take-away
10:00	Closing and End

Presenters

Aleandra Scafati, Universidad Catolica Argentina, Argentina (via video)

Karthyeni Sridaran, Melbourne University, Australia (via video)

Claudio Senna Venzke, Federal University of Rio Grande do Sul, Brazil

Marta Fabiano Sambiase, Mackenzie University, Brazil

Brian Hansen, New York University Shanghai, China

Shirley Mo Ching Yeung, Gratia Christian College, Hong Kong

Mehdi Majidi, George Washington University, USA and France

Aizhamal Sartbayeva, American University of Paris, France

Alexander Tetteh Kwasi Nuer, University of Cape Coast, Ghana

Ashish Pandey, Indian Institute of Technology Bombay, Mumbai, India

Nisha Pandey, VESIM Business School, Mumbai, India

Radha R. Sharma, Management Development Institute, India

Amelia Naim Indrajaya, Sekolah Tinggi Manajemen IPMI, Indonesia

Beate Klingenberg, The Italian International Institute Lorenzo de Medici, Italy
Henrietta Onwuegbuzie, Lagos Business School, Nigeria
Eunice Mareth Areola, Beyond Individual Good Institute, Philippines
Ekaterina Ivanova, Institute of Business Studies, The Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia
Yulia Aray, Graduate School of Management, St. Petersburg University, Russia
Isabel Rodriguez Tejado, Universidad de Navarra, Spain
Fatima Annan Diab, Kingston College, UK
Ana Maria Pedraz Marcos, Kingston College, UK
Anil Maheshwari, Maharishi University of Management, USA
George L. de Feis, Baruch College New York City., USA
Kent Fairfield, Fairleigh Dickinson University, USA
Marco Tavanti, University of San Francisco, USA
Margaret Goralski, Quinnipiac University, USA
Richard Peregoy, University of Dallas, USA
Isabel Rimanoczy, PRME Working Group, USA

References

- Argyris, C. (1995). Action science and organizational learning. *Journal of managerial psychology*, 10(6), 20-26.
- Barnett, M. L., Henriques, I., & Husted Corregan, B. (2018). Governing the Void between Stakeholder Management and Sustainability.
- Berry, P. M., Fabók, V., Blicharska, M., Bredin, Y. K., Llorente, M. G., Kovács, E., ... & Haslett, J. R. (2018). Why conserve biodiversity? A multi-national exploration of stakeholders' views on the arguments for biodiversity conservation. *Biodiversity and Conservation*, 27(7), 1741-1762.
- Bray, J. N., Lee, J., Yorks, L., & Smith, L. L. (2000). *Collaborative inquiry in practice: Action, reflection, and making meaning*. Sage.
- Czikszentmihalyi, M. (1993). *The evolving self*. NY: HarperCollins. Huxley, A. (1964). *Tomorrow and tomorrow and tomorrow*. NY: New American Library.
- Diamond, J. (2005). *Collapse: How societies choose to fail or succeed*. Penguin.
- Freeman, R. E. (1994). The politics of stakeholder theory: Some future directions. *Business ethics quarterly*, 409-421.

- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The leadership quarterly*, 14(6), 693-727.
- Godfrey, P. C., & Lewis, B. W. (2018). Pragmatism and pluralism: A moral foundation for stakeholder theory in the 21st century.
- Hermes, J., & Rimanoczy, I. (2018). Deep learning for a sustainability mindset. *The International Journal of Management Education*, 16(3), 460-467.
- Jones, T. M. (1995). Instrumental stakeholder theory: A synthesis of ethics and economics. *Academy of management review*, 20(2), 404-437.
- Korten, D. C. (2015). *Change the story, change the future: A living economy for a living earth*. Berrett-Koehler Publishers.
- Laszlo, E. (1989). *The inner limits of mankind: heretical reflections on today's values, culture and politics*. Hallen Assoc.
- Levenson, M. R. (2009). Gender and wisdom: The roles of compassion and moral development. *Research in Human Development*, 6(1), 45-59.
- Meadows, D. H., Meadows, D. H., Randers, J., & Behrens III, W. W. (1972). The limits to growth: a report to the club of Rome (1972). *Google Scholar*.
- Rimanoczy, I. B. (2010). *Business leaders committing to and fostering sustainability initiatives*. Teachers College, Columbia University.
- Rimanoczy, I. (2014). A matter of being: Developing sustainability-minded leaders. *Journal of Management for Global Sustainability*, 2(1), 95-122.
- Rimanoczy, I. (2016). *Stop teaching: Principles and practices for responsible management education*. Business Expert Press.
- Scharmer, C. O. (2009). *Theory U: Learning from the future as it emerges*. Berrett-Koehler Publishers.
- Schwitzgebel, E. (2009). Knowing your own beliefs. *Canadian Journal of Philosophy*, 39(sup1), 41-62.
- Speth, J. G. (2009). *The bridge at the edge of the world: Capitalism, the environment, and crossing from crisis to sustainability*. Yale University Press.
- Taylor, E. W. (2017). Transformative learning theory. In *Transformative Learning Meets Bildung* (pp. 17-29). SensePublishers, Rotterdam.
- Vaughan, F. (2002). What is spiritual intelligence?. *Journal of humanistic psychology*, 42(2), 16-33.
- Wilber, K. (2007). *Up from Eden: A transpersonal view of human evolution*. Quest books.