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A New Approach to Humanistic Management Education Based on the Promotion of Justice and Human Dignity in a Sustainable Economy

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Introduction

In spite of major shifts that have transformed businesses, the economy, and society in the last decade, a few changes have taken place in management education models taught by business schools and executive education (EE) programs (Waddock and Lozano, 2013). The most important changes adopted by business schools are centered in digital methodologies and online education that intensively use information technology to transform management education tools and methodologies.

However, a considerable amount of facts show how failures in management education are related to the negative consequences of managerial practices in society, the economy and people (AACSB, 2002; Adler, 2010; Amann et al., 2011; Dierksmeier, 2011; Donaldson, 2002; Ghoshal, 2005; Gladwin et al., 1995; Henisz, 2011; Leavitt, 1989; Mintzberg, 2004). In this view, the first critical dimension of management and business education has been based on the appreciation that business education is following an educational model that highlights the importance of an analytic and technique-based approach (Feldman, 2005; Pirson and Von Kimakowitz, 2014; Waddock and Lozano, 2013) with a focus on maximizing short-term profit (Khurana, 2007). Moreover, this critical dimension is based on the appreciation that the concepts, tools, and analytical cases proposed in business schools are deeply based on an economic paradigm guided by the free-market ideology, maximizing shareholder value and economic value creation. Hence, the *homo economicus* approach defines also the main theories of the firm and management theories taught in business schools (Pirson and Von Kimakowitz, 2014). A second major critique of management education is based on the limitations of business education tools and techniques to

conduct in-depth critical analysis of different dimensions that affect business strategies and practices in global contexts and the capacity to understand the complex multidisciplinary nature of the profound transformation of natural, economic, organizational, and social systems (Ghoshal, 2005; Waddock and Lozano, 2013). Therefore, the discussion is based on the need to transform management education into a less tool-oriented approach and adopt a self-aware and self-reflective approach helping business leaders, executives, and managers to acquire new capabilities related to social consciousness and complexity. Along with the importance of this approach, studies about business education programs note the importance of other types of complementary skills: the ability to work in teams, the competence to dialogue and co-creation with stakeholders, the capacity to adopt a holistic and critical focus in a complex world, accountability, and the ability to act in a creative way, think critically, and communicate clearly (Datar et al., 2010; Waddock and Lozano, 2013).

A third critique includes the need to integrate a value-based proposal and corporate responsibility in society and a sense of purpose and social conscience. These are considered important elements to promote a new self-reflective and self-aware management education model (Waddock and Lozano, 2013). Many scholars have developed approaches to incorporate in business and management education to legitimize the role of firms in society and increase the level of well-being that companies create for society (Escudero, 2011; Ghoshal, 2005). Based on this debate, different scholars propose the emergence of a new humanistic management paradigm (Dierksmeier, 2011; Fontrodona and Mele, 2002; Mele, 2003; Pirson, 2014) built on the core concepts of human dignity and the promotion of justice and well-being in management and economic practices and theories. These scholars advocate a paradigm shift away from economic views on market activities toward a humanistic approach. Their aim is to generate a new deep discourse built on alternatives to neoliberal economic theories and the theory of the firm generating new research, conceptual analysis, and guidance for reflection on managerial decisions and research. Humanistic management is based on three interrelated dimensions: (1) humans deserve dignity under all circumstances; (2) ethical consideration needs to be embedded into business and managerial decisions; and (3) researchers, scholars, and managers need to embrace corporate responsibilities, building an ongoing dialogue with all stakeholders (Humanistic Management Network, 2013). Therefore, humanistic management is in the pursuit of strategies and practices aimed at the creation of sustainable human welfare promote human well-being through economic activities and adding value to society (Humanistic Management Network, 2013). In short, these authors' proposals are based on how management education must be built on a new humanistic theory of the firm (Pirson, 2014), discussing how to understand business activities, including concepts such as human dignity, well-being, triple value

creation – economic, social and environmental, stakeholder value approach, and the common good, along with innovation and competitiveness (Pirson, 2014; Santacoloma and Aguado, 2011). In their view, successful competitive firms create value for shareholders and also for the rest of stakeholders legitimizing their role in society (Porter and Kramer, 2011). This kind of behavior is far from the classic *homo economicus* theory that is still the core microeconomic assumption in many business programs (Dierksmeier, 2011). On the other hand, this new proposition demands not only analytical skills but also soft skills and the capacity to lead businesses toward sustainable competitiveness and, at the same time, contribute to create a better world in terms of justice, corporate responsibility, well-being, and environmental sustainability (Aguado and Alcañiz, 2014).

In this chapter, we explore the emergence of new educational practices and experiences for business EE that fits within this broader debate on the emergence of a humanistic management paradigm. The educational model proposed is based on the in-depth debate adopted by Jesuit universities in the last decades. The objective is to adapt the higher education system to construct a more humane, fair and sustainable society, economy and organizations (Society of Jesus, 2008, 2014). Since 1975, the Society of Jesus has redefined its mission as a service of faith and to promote justice. Higher education Jesuit institutions have made great efforts to respond to this mission and to incorporate an advanced approach to the formation of students and learners based on profound individual and communitarian self-reflection and self-awareness and a growing sense of social consciousness about human needs and a commitment to become involved in society's social, environmental, and economic challenges. According to the Society of Jesus (2014), this updated education approach is based on the promotion of common good and social justice and the spiritual experience of transcendence toward God, promoting love of one's neighbors and hope for the poor and those in need (Society of Jesus, 2014, p. 19). This approach includes a deep reflection about the challenges affecting higher education and business education today and a clear concern with the promotion of justice and human dignity and the building of a sustainable and more humane economy.

Therefore, based on this debate, we study the application of a new educational model proposed by Jesuit business schools in order to commit to people's social, individual, and economic needs, serving as a positive implemented experience within the emergence of the new humanistic management education paradigm. Thus, the first objective of this chapter is to present an alternative educational model known as the Ledesma-Kolvenbach (L-K) model (Kolvenbach, 2001a, 2001b, 2006a, 2006b, 2007, 2008). The model incorporates four main dimensions that guide higher education: utility, justice, humanism, and faith/spirituality.

Our second objective is to present an experiential case study of Deusto Business School (DBS) to illustrate how the implementation of the L-K

model has nurtured business and management education programs at the university in the last few years. The case study analyzes how the business school has engaged students in a multidisciplinary course that integrates self-reflection and self-awareness skills, together with the understanding of the major trends affecting business in society today and the promotion of new collective skills based on teamwork, system thinking, and stakeholder engagement. The course, *Responsible Sustainability and Innovation in an Inter-connected World*, has been prototyped into the master degree programs and aims to convert EE into a transformative and reflective pedagogical experience. The goal is to help future executives to engage in the design and prototyping of new sustainable digital and innovative business models using both professional and leadership skills and value-based and reflective competencies promoted by the four dimensions of the L–K model and framed under the main challenges of economy, business, society, and individuals seen as a whole system.

The rest of this chapter comprises four sections. In the next section, we discuss the main elements behind the emergence of a new humanistic management education approach which better serves natural ecosystems, society, firms, and individuals. In the third section, according to the debate on the emergence of a humanistic management education, we introduce the L–K model presented as a new educational paradigm for management education in business schools. In the fourth section we introduce the example set by DBS, a Jesuit institution that is implementing the L–K model. The chapter ends with a discussion and conclusions.

The debate on a humanistic management education

A main goal of this study is to present the L–K model as a successful experience in humanistic management education. This includes a broad set of proposals and discussions. The notion of humanistic management is based on the need to transform management education, including human dignity and well-being as key values on management education and managerial practices and theories (Dierksmeier, 2011; Pirson, 2014). The humanistic management paradigm has been described as arising due to the need to promote an integrated and harmonized management education paradigm based on the notion of human dignity (Amann et al., 2011). Thus, it aims to promote triple value creation – economic, social, and environmental – processes based on the balanced need between multiple stakeholders and between short- and long-term value creation, including the holistic strategy optimization around the need to balance business practices with humanity's needs in general and those of the planet's major ecosystems (Pirson and Von Kimakowitz, 2014, p. 35). Therefore, humanistic management demands the transformation of business education into a purpose-based approach, promoting new capabilities and skills among learners and transforming the

reflective dimension of students into a more conscious understanding of global economic, social, and systemic challenges. Humanistic management education focuses not only on the economic benefit of shareholders but also on the shared benefits of all the stakeholders, society, and the natural environment and ecosystems. Humanistic management education also includes other dimensions: the promotion of human development which includes psychological, physical, social, and financial concerns, the long-term learning dimension adopted by managers to continuously improve as leaders and to organically evolve, and the emergence of new organizational forms and structures based on trust and transparency (Pirson and Von Kimakowitz, 2014, p. 41). Thus, this paradigm promotes the development of new managers to become responsible leaders promoting justice, the common good, and the culture of human dignity.

Pirson and Von Kimakowitz (2014) describe the humanistic management paradigm as a new approach that aims to go beyond the current economic and managerial paradigm with the purpose of capturing the complexity of human nature and promoting new business structures that balance market activities with our society's and the planet's long-term sustainability. This paradigm has important consequences for the transformation of business school programs and tools, aiming to generate new pedagogical proposals to transform business practices, strategies, governance structures, leadership styles, and organizational cultures (Pirson and Von Kimakowitz, 2014, p. 19). In order to implement this humanistic management paradigm, Pirson and Von Kimakowitz (2014) stress the need to focus on three main levels of an integrated analysis: the systemic, organizational, and individual levels. The systemic level refers to natural ecosystems, avoiding environmental destruction and transforming the current unsustainable economic growth paradigm supported by the logic of the current capitalist system. The organizational level includes the development of new organizational capabilities based on business capacity to create a new shared value, including new approaches to traditional business functions such as sustainability oriented innovation, responsible and transparent accounting, sustainable strategic management, and the goal to create economic, social, and environmental value. Lastly, the individual level includes the need to encourage future students to become responsible and service-oriented leaders.

The L–K model

Therefore, we propose studying the process adopted by Jesuit business schools to transform business and management education as part of the debate on the emergence of a humanistic management education paradigm. Here we study the Ledesma–Kolvenbach (L–K) model proposed by the former General of Society of Jesus and discuss how the L–K model can be applied to a business school, with the aim to integrate human dignity and the promotion

of well-being and social justice as core values, together with the transformation of social, environmental, and economic value approach. We study an experiential example on a business school of how L–K model might be on the basis of a humanistic management education transformation, generating new courses and programs. As a result of the model's implementation, students excel in terms of the knowledge and professional skills they need to carry out their professional tasks, as well as develop a sense of urgency about the need for justice inside their organizations and at the social level, in addition to becoming aware and conscious about themselves and the social and economic situations around them and being open to a type of spirituality that sees leadership as a service to others (Kolvenbach, 2007; Nicolás, 2008, 2010, 2011).

The L–K model has not always been the model applied at Jesuit universities, at least not in North America and Europe (Agúndez, 2008). We can trace its evolution from the end of World War II until the present day, explaining the rise of the L–K model and its importance for business schools in this period. In the following paragraphs, we follow the ideas of Appleyard and Gray (2000). After 1945, the Society of Jesus founded many new centers of higher education around the world. The number of Jesuits was increasing steadily, and they made the main decisions regarding the institutions' administration, identity, academic curricula, pedagogic models, etc. They also occupied the main academic and administrative positions inside the university: presidents, general managers, deans, and department heads. Students were educated in the strong and secured values of the Catholic Church at the time (before the Vatican II Council), the objective being for graduates to excel in their professions. This principle was respected both at the higher education and social levels, and freedom and autonomy were not the focal point of business education.

Between 1960 and 1980, we see a second transformation. Many alumni from Jesuit secondary schools started to choose very prestigious non-Jesuit universities. Jesuit universities reacted, recruiting competent and well-known professors, regardless of their commitment to the universities' identity. The institutions' main objective was to develop their academic excellence and professional reputation. The pedagogic model encouraged creativity, initiative, and freedom in students in a social context of rapid change. Jesuit universities educated excellent professionals, with a high degree of autonomy, initiative, and creativity. The Catholic and Jesuit identities occupied a minor position, far removed from the institutions' main task.

This second transformation was very successful in producing excellent professionals, and Jesuit universities and business schools were highly recognized by society (Margenat, 2008). However, different higher education bodies inside the Society of Jesus in Latin America (AUSJAL), the US (AJCU), and Spain (UNIJES) started to worry about an academic model that gave

primacy to the development of professional skills and eradicated questions about human dignity, justice, spirituality, values, moral choices, and social engagement from academic curricula. Slowly, a new approach to higher education emerged and was finally expressed in the form of the L–K model in the first few years of the 21st century.

The L–K model appeared at a time when a growing number of management scholars tended to think that responsible firms should focus not only on profit maximization but also on common good and social well-being (as explained above). These kinds of firms will be the only ones legitimated by society to operate as economic actors¹ in the globalized markets of the 21st century (Giraud and Renoir, 2010; Porter and Kramer, 2006, 2011).

The L–K model is based on four dimensions that are mutually reinforcing and should be developed at the same time by students (see Figure 12.1).

The first dimension of the L–K model is utility. Traditionally, Jesuit business schools have cultivated a culture of excellence regarding the development of professional skills. The utility dimension insists on the need to train professionals with the highest possible knowledge of the tools of their trade and in so doing, make a positive contribution to society and to their organizations. This technical expertise should focus not only on the

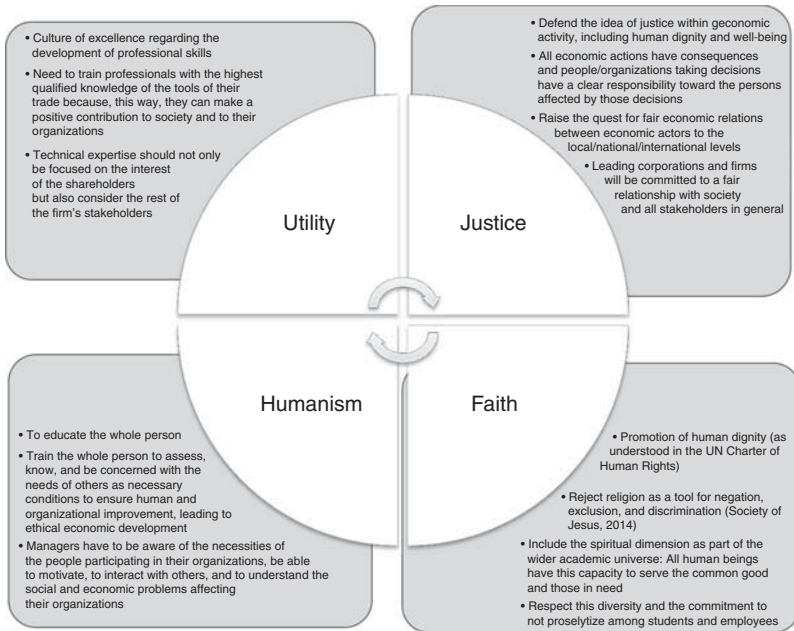


Figure 12.1 The main dimensions of the Ledesma–Kolvenbach model

Source: Own elaboration based on Agúndez, 2008.

interest of the shareholders but also on the rest of the firm's stakeholders, human dignity, and social well-being. Thus, it is important for students to achieve inclusive excellence in management education in order to guide their firms and corporations to achieve sustainable economic, social, and environmental performance (Hortal, 2008; Kolvenbach, 2007).

The second dimension is justice. Jesuit business schools defend the idea of justice as part of economic activity. All economic actions have consequences, and persons/organizations taking those decisions have a clear responsibility toward those affected by them (Aguado, 2014; Benedict XVI, 2009). Jesuit business schools want to elevate the quest for fair economic relations between economic actors to the local/national level and also to the international level (Margenat, 2008). This is a non-renounceable task for Jesuit business schools because it is the basis on which to foster human dignity and social well-being from the very heart of the economic system, and also because of the shared thinking that leading corporations and firms in the future will be those committed to a fair relationship with stakeholders and society in general (Escudero, 2011; Przychodzen and Przychodzen, 2013).

The third dimension of the model is humanism. Jesuit business schools do not attempt to only develop students' intellectual dimension. Moreover, these schools do not understand future businesses' leaders in keeping with the egotistical *homo economicus* maximizing model. On the contrary, they train the whole person to assess, know, and be concerned with the needs of others as necessary conditions to ensure human and organizational improvement leading to ethical economic development. Managers have to be aware of the necessities of people participating in their organizations, to be able to motivate and interact with others and to understand the social and economic problems affecting their organizations (Florensa, 2008).

The fourth dimension is faith/spirituality. It implies an understanding of faith that promotes human dignity (as understood in the UN Charter of Human Rights) (UN, 1948) and rejects religion as a tool for negation, exclusion, and discrimination (Society of Jesus, 2014). For many years, the spiritual dimension has been neglected in Jesuit business schools' educative model. When they started to compete with other business schools, many Jesuit business schools thought that the spiritual dimension and Catholic heritage could be a negative factor when trying to recruit prestigious faculty members, reach higher positions in the rankings, and improve reputation among corporations and families. This belief reduced the spiritual dimension and the Catholic character of Jesuit business schools to the minimum in most cases (Etxeberria, 2008). Nowadays, they are home to a wide variety of academics, technical staff, and students, with different orientations regarding spirituality and religion. Some have argued that Jesuit business schools should consider themselves as part of the wider academic universe

and, respecting this diversity, they should commit to not proselytize among their students and employees (Miralles, 2008). On the other hand, all human beings have the capacity to develop a spiritual dimension. The L–K model tries to develop the person as a whole, including the spiritual component. The model’s spiritual facet proposes a type of behavior for managers and business people that encourages teamwork, attention to all stakeholders, and service to the common good of society (Lozano, 2011). As Jesuit universities, it is clear that the roots of this spirituality can be found in Catholic humanism (Byron, 2010) and in the Society of Jesus’ own spiritual origins (Etxeberria, 2008; Society of Jesus, 1995, 2014). Additionally, many scholars are anticipating that corporations and firms capable of internalizing this new approach in their strategies and behavior will gain the favor of consumers, talented employees, and investors and therefore enjoy higher performance at all levels (Porter and Kramer, 2011; Spitzbeck et al., 2008).

Case study: Deusto Business School – Course: Responsible sustainability and innovation in an interconnected world

A decade ago under the umbrella of the European Higher Education Area (EHEA), also known as the Bologna Process, universities in Europe were forced to review the design and pedagogical approach of its curricula. The overarching goals of the Bologna Process (1999–2010) were (1) to ensure more comparable, compatible, and coherent systems of higher education in Europe, and (2) to create a European system of international cooperation and academic exchange attractive to European students and staff as well as to students and staff from other parts of the world. Thus, the University of Deusto and its business school, Deusto Business School (DBS), were forced to design new master degree programs to facilitate the mobility of students across Europe, prepare them for their future careers and lives as active citizens in democratic societies, and support their personal development, offering them broad access to high-quality higher education based on democratic principles and academic freedom.

At that time, DBS was also starting a new internationalization process with the aim of developing a new strategic vision to compete internationally and to differentiate itself from other competitors. This strategic transformation approach was integrated under the implementation of the L–K model. As part of its transformation, DBS worked on the design and implementation of a set of four new master degree programs. All of the master degrees include a new course entitled, “Responsible Sustainability and Innovation in an Interconnected World”. This course is mandatory for all master degree students. It was designed as a means to frame DBS’ strategic vision of business and management education and managerial practices (see Table 12.1). In its search for excellence, DBS integrated the L–K model into the new undergrads, master degrees, and executive education.

DBS designed a master degree course as a different type of systemic experiential and work-based learning experience, embedding the four main dimensions of the L–K model: utility, justice, humanism, and faith/spirituality. All the four L–K model dimensions are integrated adopting a set of different pedagogical tools, as it is explained in Table 12.1.

The first L–K dimension, utility is related to the promotion and dissemination of scientific knowledge and management theories and tools to teach student in excellence. Hence, DBS considered the main topics or fields of knowledge and excellence in which the university was outstanding. These topics were introduced as main knowledge-based areas on the course searching for utility and excellence: (1) innovation/entrepreneurship, (2) corporate social and sustainable responsibility, and (3) digital business. The first two topics enjoyed a long tradition at DBS and were the subjects of faculty research and teaching expertise. The third topic was introduced due to the technological transformation affecting businesses. DBS also included digital strategies as a key transformation for business models in the next decades. Thus, the school chose these three topics or fields as key strategic competencies for it to differentiate its curricula and new management programs and compete in the international markets. Therefore, beyond innovation and entrepreneurship theories and tools and corporate social responsibility, this dimensions – utility and excellence – also includes the integration of new humanistic management knowledge such as the development of research on sustainable business strategies and organizations, social and environmental entrepreneurship, social and sustainable innovation, and eco-design. Students are also trained in new Information and Communication Technologies and how these are transforming business strategies, business models, and the emergence of new types of jobs and virtual teams. Hence the course promoted a culture of excellence regarding the development of technical and professional skills. This type of skills and competences are introduced throughout these pedagogical tools: readings, videos, class presentations, students and class discussions, teamwork, work-based business model project, individual assessments, guest speakers (executives, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs).

Secondly, the course also embeds the second dimension of the L–K model: justice. The goal is to explain and discuss the consequences of business activity in people's lives and society, including the responsibility of our decision-making process toward those affected by the decisions. Therefore, key concepts are the understanding of triple value creation and the discussion on how innovative organizations and integrating responsible and sustainable businesses practices, technologies and processes, creating new jobs, and promoting human rights and the notion of sustainable development. Pedagogical tools include short case studies, videos, short class presentations, students and class discussions, public reflection, teamwork, reflective practices to develop awareness, work-based business model project,

Table 12.1 Main characteristics of the “Responsible Sustainability and Innovation in an Interconnected World” course link to the L–K model

L–K dimensions	Course goals	Pedagogical tools
Utility	The promotion of a culture of excellence regarding the development of technical and professional skills	Readings, videos, class presentations, students and class discussions, teamwork, work-based business model project, individual assessments, guest speakers (executives, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs)
Justice	The embedding of justice within the economic activity and its consequences in people’s lives and society, including the responsibility of our decision making process toward those affected by the decisions	Short case studies, videos, short class presentations, students and class discussions, public reflection, teamwork, reflective practices to develop awareness, work-based business model project, individual assessments, system thinking presentation and workshops (design thinking), guest speakers and personal experiences (executive, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs), individual assessment based on a focus on interrelations and interdependencies between global challenges and economic and social values
Humanism	The integration of a profound sense of social awareness, training the students as whole people to assess, know, and be concerned with the needs of others as necessary conditions to ensure human and organizational improvement, leading to ethical economic development, being able to motivate teams, to interact with other stakeholders and to understand the social and economic problems affecting our world and our organizations together with compassion for the poor, human development and self-reflection and self-awareness of the world challenges as key elements	Ongoing reflection on societal and global needs and challenges, videos, music, group presentations, public reflections, case studies, guest speakers and personal experiences (executive, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs), individual assessment based on a focus on interrelations and interdependencies between global challenges, professional work, and social values
Faith/Spirituality	The understanding of faith and spirituality as a clear sense of the promotion of human dignity and human rights and rejecting religion as a tool for negation, exclusion, and discrimination	Creating spaces for personal self-reflection, silence, and values

individual assessments, system thinking presentation and workshops (design thinking), guest speakers and personal experiences (executive, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs), individual assessment based on a focus on interrelations and interdependencies between global challenges and economic and social values.

Thirdly, the course also integrates the third dimension of L–K model: humanism. It is based on the integration of a profound sense of social awareness, training the students as whole people to assess, know, and be concerned with the needs of others as necessary conditions to ensure human and organizational improvement, leading to ethical economic development, being able to motivate teams, to interact with other stakeholders, and to understand the social and economic problems affecting our world and our organizations together with compassion for the poor, human development and self-reflection and self-awareness of the world challenges as key elements. The course also promotes a process on ongoing reflection on societal and global needs and challenges, integrating the notion of human dignity and human rights values and the process of social consciousness over global challenges such as poverty, unemployment, human development or sustainable development. Pedagogical tools include videos, music, group presentations, public reflections, case studies, guest speakers and personal experiences (executive, managers, entrepreneurs, NGOs and social activists, and social entrepreneurs), individual assessment based on a focus on interrelations and interdependencies between global challenges, professional work, and social values.

Lastly, the course includes the fourth dimensions of L–K model, faith and spirituality. These values are based on the debate on how to generate a clear sense of the promotion of human dignity and human rights and rejecting religion as a tool for negation, exclusion, and discrimination. This debate is linked to students' and executives' capacity for self-reflection and self-awareness to include social consciousness and human dignity in their decision-making processes to create new organizations that might be able to change the world and make it a better place for human beings and ecosystems. Pedagogical tools include the creation of spaces for personal self-reflection, silence, and values.

DBS has adopted a systemic analysis approach as proposed by Pirson and Von Kimakowitz (2014) on humanistic management to affront the systemic challenges affecting our economy. Our analysis of DBS' master's course shows how they have applied a fifth-level systemic integration of the course contents, including the reflection on and awareness of the interconnection between business practices across different levels: the ecosystem (the planet and nature), economics (global and local economies, rich and poor countries and regions), organizations (the role of business in society), the community (the role of businesses and entrepreneurs in local communities and engaging with their stakeholders), and the individual or managerial

level (the role of responsible and conscious leaders and managers). As mentioned, with the four L–K dimensions, the course also integrates three main topics of strategic analysis and excellence: (1) innovation/entrepreneurship, (2) corporate social and sustainable responsibility, and (3) digital business. However, these three knowledge fields are integrated as one. This integration has been developed by the team of professors working on the course. In order to design and prototype the course, a group of three professors from each of the knowledge areas worked for more than one year to design the integration of the three subjects. They worked on the deep transformation of business models, including economic, social, and environmental value creation in a broad transformation of digital and innovation transformation context. They also worked with companies in the region of the Basque Country which has an advanced innovation ecosystem to see how their experience could be introduced into students' experiential learning. Therefore, students learn in practical sessions with guest speakers (practitioners, managers, and social and environmental entrepreneurs and intrapreneurs, NGOs, and social activists) how to develop and build new business models requiring the integration of innovation and entrepreneurship tools and practices, corporate responsibility and sustainable business strategies and digital strategies and technologies. The course also includes a collective or group project that includes a reflective process on the need to generate new digital, sustainable, and innovative business models and an in-depth sense of justice mainly in terms of working to create fair and transparent economic, political, and social structures. This work-based team project starts the first day of the course based on an experiential process dedicated to design thinking methodologies. Students have to choose the challenges related to end-users and citizens where new sustainable and digital business could emerge. The teamwork takes two months and is based on a collaborative work-based process that inherently requires collaboration, co-creation with end-users and suppliers, multidisciplinary (from the analysis of sustainable development to sustainability oriented innovation) and multi-stakeholder engagement and dialogue. Students have to take advantage of this project to design a digital and sustainable business model and prototype it within the context of complex economic, social, and environmental challenges. In order to promote self-reflection and self-awareness during the course, students answer complex questions based on the integration of the three competencies: innovation/entrepreneurship, responsible and sustainable strategies, and digital business.

After attending this course, according to Table 12.2 participants should be able to:

1. Apply the digital platforms, the entrepreneurial dimensions, and the sustainability management practices to the design and implementation of new business models and new business strategies.

2. Adopt a critical attitude and confidently use information technologies and digital platforms to lead, create value, innovate, work, live, and learn within the environment of the new knowledge and networked society and the new global and networked enterprise.
3. Implement strategic projects through their own initiative in order to take advantage of an opportunity, assume the corresponding risks and include a profound sense of justice, triple value creation, and social consciousness, and engage and deeply involve in the lives of people who are suffering around us or in the world.
4. Provide satisfactory responses to individual, economic, organizational, social, and environmental needs in our world, modifying and introducing new value-based dimensions in a reflective process and in decision-making processes.
5. Integrate social, environmental and economic value creation, the promotion of justice and human dignity in corporate strategy in order to create value and lead the transition toward a sustainable economy.
6. Integrate knowledge from different fields and deal with the complexity of making decisions with limited information and taking into account the social and ethical responsibilities of those decisions (see Table 12.2).

All of these competences are addressed in class debates and participation, guest speaker discussions, team presentations, individual assessments, and student presentations on their new business model prototypes at the end of the program. Students need to present the projects to entrepreneurs assuming the role of managers of a business.

Discussion and conclusions

As we have discussed in the introduction, a growing number of scholars and practitioners (Adler, 2010; Amann et al., 2011; Dierksmeier, 2011; Donaldson, 2002; Ghoshal, 2005; Gladwin et al., 1995; Henisz, 2011; Leavitt, 1989; Mintzberg, 2004) are looking for business education models beyond classic programs based mainly on analytical tools and the *homo economicus* behavior expressed as short-term profit maximization. Along with analytical skills and a proper understanding of management tools, studies on management and business education have shown the importance of developing the so-called soft skills: teamwork, accountability, negotiation skills, creativity, communicative skills, and entrepreneurship capabilities, among others. At the same time, other scholars propose a clear role for firms in terms of contributing to social well-being and human dignity, being able to compete in global markets and generate value for their stakeholders, including shareholders, at the same time. Humanistic scholars, specifically, are demanding that human dignity and social well-being occupy a central role in firms' strategies and operational functioning.

Table 12.2 The “Responsible Sustainability and Innovation in an Interconnected World Course”: Curriculum design, pedagogical approaches, and outcomes/impacts

Curriculum Design	Pedagogical Approaches	Outcomes and Impacts
Presentation of the framework: Responsible Sustainability and Innovation in an Interconnected World	Holistic approach to business challenges today: innovation and entrepreneurship, responsible and sustainable business, and digital business. Creating spaces for personal self-reflection, creativity, and learning	Understanding the trends that affect businesses today and the need to develop new knowledge and capabilities
First workshop	Design thinking: End-user needs and social needs	Understanding the relationship between business models, products, services, and social and individual needs. Acquiring new entrepreneurial and innovation capabilities
Innovation	Readings, short class presentations, guest speaker presentations, case studies of subject-matter experts in the Basque Country, innovation ecosystems, and individual assessments	Understanding the main tools and typologies of innovation. Acquiring new capabilities. Understanding the innovation mindset
Entrepreneurship Social and sustainable entrepreneurship	Readings, short class presentations, guest speaker presentations, and individual assessments	Promoting an entrepreneurial mindset among students. Learning by doing and from other entrepreneurs, learning by trial and error
Networked business, digital strategy and virtual team work	Class presentations, ongoing reflection on digital transformation and its impact on society, case studies of digital business models, videos, readings, guest speakers (digital entrepreneurs)	Acquiring new capabilities linking innovation and ICT. Understanding how ICT systems are transforming business strategies, organizational cultures, global supply chains, and virtual teamwork. Learning by case studies and guest speaker experiences

- Globalization, sustainable business and corporate social responsibility
- Readings, class presentations, guest speaker presentations, individual assessments, creating spaces for personal reflection, emotion, and learning
- Ongoing reflection on societal and global needs and challenges. Acquiring new capabilities and knowledge to integrate a holistic and multidisciplinary approach based on system thinking: ecosystems, economic globalization, and societal needs. Understanding the current debate on the role of business in society
- Sustainability oriented innovation business
- Readings, short class presentations, case studies, individual assessments, creating spaces for personal reflection, emotion, and learning
- Acquiring new capabilities, linking sustainable business and innovation. Understanding how sustainability oriented innovation is transforming business strategies and innovation strategies. Learning by case studies and guest speaker experiences
- Teamwork-based learning experience
- Developing a business model throughout the whole program, continuous assessments and self-awareness of how to embed digital strategies, sustainable business and innovation, prototyping and testing with end-users
- Learning by doing (trial and error): design, understanding needs and prototyping of a new innovative, digital and sustainable business model
- Public presentations in class with social entrepreneurs acting as business angels

The Society of Jesus developed the L–K model for higher education. In our opinion, this model can respond to the new role for firms that the aforementioned academics are asking for. The model has four mutually reinforcing dimensions. The first one, utility, is focused on the transmission of knowledge and technical tools needed in management. The second dimension, justice, puts firms in the social context at the local, national, and international level, fostering a responsible approach toward social well-being and human dignity. The third dimension, humanism, is linked with the development of soft skills needed to interact with others inside the firm and also at the social level. The last dimension, faith/spirituality, is linked with the spiritual dimension that all human beings have. The spirituality proposed by the L–K model insists on the idea of placing social well-being and human dignity at the very center of the firm’s objectives and strategy.

According to humanistic scholars (Amann et al., 2011; Fontrodona and Mele, 2002; Mele, 2003), and other academics (Datar et al., 2010; Waddock and Lozano, 2013), firms that are able to incorporate tools such as complexity analysis, self-awareness and self-reflection, technical tools, soft skills and a genuine responsible behavior toward social well-being and human dignity will be the leading companies in the near future and the ones that enjoy additional legitimacy to operate in the market. DBS’ example shows that the transformation of business education toward such a pattern of behavior is not only possible but also a means to differentiate itself in order to offer a new model of humanistic management education for managers willing to embrace this new role for firms in society.

Note

1. CEOs of multinational corporations are starting to acknowledge this situation. The case of Paul Polman (Unilever) is one such example.

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