

How can we develop the “right attitudes” in future managers?

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The financial and the economic crises have catalysed public discussions about the scopes and responsibilities of business schools (e.g. Cirka & Corrigan, 2010; Currie, Knights, & Starkey, 2010; Ford, Harding, & Learmonth, 2010; Vince, 2010). While management researchers and economists have recognized and researched such crises relatively early, business schools have by and large failed to integrate such insights into their teaching programmes in a timely manner. As a consequence, we currently see urgent demands for business schools to change on different dimensions in order to be prepared for on-going and upcoming challenges such as globalization, climate change, demographic shifts, and inequality (Friga, Bettis, & Sullivan, 2003; Wiek, Withycombe, & Redman, 2011). In this context, there is an increasing interest and discussion regarding the development of learners' attitudes towards responsibility and sustainability. In the last years, influential initiatives have emerged, for example the 'Globally responsible leadership initiative (GRLI)' with its vision of developing a next generation of responsible leaders. But how can this far reaching ambition be achieved?

Approaches to deal with these challenges can be triggered on different levels. What cultures and attitudes within the business schools as well as with the faculty are necessary to nurture this ambition on the *organizational level*? How can the objectives of responsible leadership and sustainability be integrated into the curriculum on the *programme level*? And how can teaching and learning processes be designed to promote the students' attitudes necessary to achieve sustainable learning outcomes on the *course level*?

Our major concern for this proposal brings together these three levels. Thus, we are very interested to see how changes on the course level can be integrated into the programme level and how this might lead to a change of the learning culture on the organizational level. We would like to raise the following key questions:

- (1) Which learning outcomes should business education in general address in order to prepare our students for the future challenges? Which attitudes should be taught in business schools? What are actually the “right attitudes” towards responsibility and sustainability?
- (2) How can these learning outcomes be translated into pedagogies which are relevant both on the course and on the programme level? Which pedagogies can support the students’ attitude development?
- (3) How can an innovative approach to teaching and learning be introduced on the programme level such that the innovation is tangible throughout the programme (not just in some courses)? Which implications (for the program level) have to be considered by integrating the attitude dimension into teaching and learning?
- (4) What can the university contribute on the organizational level in order to enhance this transformation towards an education for sustainability and responsibility?