



NEWSLETTER

ISL NEWSLETTER August, 2017



From the editor's desk

This issue of our newsletter reports on several exciting activities, starting with the launch of *Sufficiency Thinking* in Sydney in March. This was followed by a seminar on *sustainable education*, co-hosted with Macquarie Graduate School of Management. In May, we collaborated on an international program in Bangkok about sufficiency thinking and in June taught at a university in Zurich. These events are all aimed at deepening relationships between people working in sustainability in different countries. The problems may vary but the strategies are often very similar and we can learn from each other. If only politicians would learn from work being done elsewhere, the world would be a better place!

Gayle Avery



Pictured: L. to r.: Dr Gayle Avery and Dr Harry Bergsteiner (ISL), Dr Priyanut Dharmapiya, Dr Molraudee Saratun, Acting Dean of MGSM, Dr Norma Harrison. Photo: Cristiana

SUFFICIENCY THINKING IN SCHOOLS FURTHER COLLABORATION WITH THAILAND

Great excitement at ISL with the arrival of Dr Priyanut Dharmapiya and Dr Molraudee Saratun from Thailand. While in Australia this past March, they delivered an inspiring seminar on Thailand's *Education Strategy for a Sustainable Society*. The seminar, co-sponsored by ISL and Macquarie Graduate School of Management at Macquarie's city campus, was fully booked.

This visit strengthened relationships between people working in sustainability, business and education in both countries, and has led to further collaboration in education between Australia and Thailand. In addition to asking education-expert Dr Ian Smith, who attended the

seminar, to advise them, Dr Dharmapiya and Dr Saratun have invited ISL's Dr Harry Bergsteiner to collaborate in writing two chapters for their forthcoming book.

This book will showcase the remarkable achievements in sustainable education that Thailand has made over the past eight years. In this short time, more than 23,000 Thai schools - from Kindergarten to Year 12 - have been converted to "sufficiency" schools. The carefully-designed process involves a whole-of-school concept whereby a sufficiency approach is embedded into age-appropriate curricula and the school administration. Students live and breathe sustainability, and often take the ideas into their homes.

A key aspect of the program is that schools mentor other schools as they step through the sufficiency accreditation process.

We visited two of these schools and were most impressed with the practical focus on self-sufficiency while teaching about agriculture and animal husbandry, for example. In addition, students develop a sustainable mindset as sustainability is woven into the various classroom topics: mathematics gains meaning through solving problems related to the environment; basic finance is taught as part of encouraging responsible consumption; and students learn to explain their work in English.

Thailand is a role-model.

INSIDE...

Sufficiency Thinking Program
+ Photos from program

Sufficiency Thinking launched at
Macquarie University

Research Focus: *Rethinking what
business schools teach*
More about ISL's work

SUFFICIENCY THINKING IN SUSTAINABLE DEVELOPMENT EDUCATIONAL PROGRAM IN THAILAND, MAY 14-19

ISL is honoured to have been asked to design the Sufficiency Thinking in Sustainable Development (STiSD) program, and participate in delivering it in Thailand. Last May, 19 high-level representatives from 17 G77 countries enjoying close partnership with Thailand participated.

Sufficiency thinking underpins a sustainability approach developed by Thailand's late King Bhumibol Adulyadej, known as the Sufficiency Economy Philosophy (SEP). The SEP has wide applicability - from agriculture to community development, environmental management, health, education and business.

During 2016, Thailand chaired the United Nations' G77, whose 134 member countries come from the developing world and include India and China.

During its Chairmanship of the G77, Thailand's focus was on achieving the Sustainable Development Goals using the SEP. G77 delegates had displayed great interest in learning more about the SEP at these earlier G77 meetings.

Therefore, in September 2016, Prime Minister Prayut Chan-o-cha announced at the United Nations in New York that Thailand would design and provide a high-quality educational program for G77 member countries on sufficiency thinking. The program called [Sufficiency Thinking in Sustainable Development](#) (STiSD) was the result.

Inaugural program

The inaugural STiSD program was held in an eco-cultural resort outside Bangkok called the [Sampran Riverside Resort](#). The [program content](#) was carefully crafted to focus on the practical aspects of sufficiency thinking after an introductory session on sufficiency concepts. Participants visited five successful Thai projects where they met and discussed with the leaders of those living cases. Themes covered included: organic farming and marketing, community development, cultural conservation, environmental management and business. Both technical and practical aspects were addressed.

The living cases were selected to cover the four key domains where outputs are measured in sufficiency thinking: economic, environmental, social and cultural: [Amphawa Conservation Project](#) – Cultural conservation + community development, organic farming.

[Laem Phak Bia Royal Project](#) – Environmental conservation - restoring mangroves and sea ecology, recycling waste and sewage for a local town of 40,000 people using simple technology.

[Sampran Riverside Resort](#) – illustrating business-driven agriculture + community development. This case is particularly interesting because it was initiated by the private sector.

[Sufficiency school Initiative](#) (Wat Don Sai school) – Education for sufficiency is part of both curriculum and school administration.

[Siam Cement Group](#) – Large, publicly-listed corporation following sufficiency and sustainable leadership principles. In addition, delegates heard how private enterprise is radically challenging conventional education through the [Bamboo Schools](#) initiative of the Mechai Foundation. They also learned about applying the SEP in [Theptarin Hospital](#). Participants then applied sufficiency thinking to a suitable project in their home country. These projects were presented at a gala finale attended by Thai dignitaries, including the Deputy Minister for Foreign Affairs.

Our partners

Once again ISL is delighted to have been cooperating with our colleagues at the [Thailand Sustainable Development Foundation](#) and [College of Management at Mahidol University](#), as well as with the Thai Ministry of Foreign Affairs via the [Thailand International Cooperation Agency](#). We are very thankful to their representatives and to the project directors, who all worked so hard for the program. Most importantly, we are grateful to the inspirational participants who attended the program and shared their experiences.



PHOTOS FROM STiSD PROGRAM HAPPY MEMORIES



19 participants came from the following countries/agencies: Benin (2), Bhutan, Burkina Faso, Fiji, Kyrgyz Republic, Lesotho, Madagascar, Mozambique, Senegal, Sri Lanka, The Philippines (2), Timor-Leste, Togo, Tonga, USAID, UNOSSC and Thailand. In addition to classroom learning and site visits, Thai culture and hospitality was featured throughout the program.

SUFFICIENCY THINKING LAUNCHED AT MACQUARIE UNI COLLABORATION WITH THAILAND

ISL is delighted to report that its latest book, *Sufficiency Thinking: Thailand's Gift to an Unsustainable World* (Allen & Unwin, 2016) was officially launched at Macquarie University's Art Gallery on 28 March.

The launch was sponsored by the Thai Ministry of Foreign Affairs through Mr Nathapol Khantahiran, Consul-General of Thailand, Royal Thai Consulate General. Acting Deputy Vice Chancellor Professor Kevin Jameson represented Macquarie University, along with Professor Norma Harrison, Acting Dean, of the Macquarie Graduate School of Management.

A very special guest was Dr Priyanut Dharmapiya from the Thailand Sustainable Development Foundation, which commissioned the book project. Dr Dharmapiya is a member of TSDF's Board, Director of Sufficiency Schools at the Foundation of Virtuous Youth, and co-author of several chapters in the book. She spoke from the heart about the importance of relationships between people of the world, including between Australia and Thailand.

Gayle Avery related the background to ISL's involvement in the book project. It began with the 11 study tours that she and Harry Bergsteiner led to study European companies. She



explained how this led to the theory of sustainable "honeybee" leadership practices that are diametrically opposed to what is normally taught in business schools - even though honeybee companies are very successful, high performing and resilient.

The work on honeybee leadership came to the attention of TSDF and Mahidol University in Bangkok, and from

there the relationship between ISL and Thailand has grown. *Sufficiency Thinking* presents the sustainable philosophy espoused by the late King Bhumibol Adulyadej, and shows how it has been implemented across many sectors of Thai society, including in business. One of this book's important contributions to education, research and practice is a model in Chapter 3, co-authored by ISL's Harry Bergsteiner and Dr Dharmapiya. The model captures the process of applying sufficiency thinking, together with definitions of the various concepts found in His Majesty's writings. Harry Bergsteiner explained the SEP process model to the gathering. Thanks to all who contributed to a successful launch!



Pictured: The editing and publishing team behind our book *Sufficiency Thinking: Thailand's Gift to an Unsustainable World*, with the Thai Consul-General (right), at the book launch at Macquarie University. Photos: Cristiana Fiorini

COLLABORATION WITH SWISS RESEARCHERS ZURICH UNIVERSITY OF APPLIED SCIENCES

Harry Bergsteiner and Gayle Avery were guest lecturers at Switzerland's ZHAW (Zurich University of Applied Sciences). They were invited by Professor Michael Zirkler (pictured) to teach a course entitled *Global Perspectives on Sustainable Leadership*, during which they discussed ISL's work in Thailand and on the SDGs, as well as on sustainable leadership. Some of the final assignments were outstanding in their application of these concepts to the students' work lives. ISL is delighted that further collaboration is planned with this leading university in a country with such highly advanced sustainability practices.



Photos: Left: Campus life at ZHAW's Toni Areal campus in summer. Right: Prof. Dr. Michael Zirkler.



RESEARCH FOCUS

RETHINKING WHAT BUSINESS SCHOOLS TEACH

Our recent seminar on *Education Strategy for a Sustainable Society* prompts us to look at what research tells us about sustainability, ethics and business school programs. We summarise three studies.

Understanding responsible management: Emerging themes and variations from European business school programs

This literature review reveals a call for changes in business education to encourage *responsible management*. The Principles for Responsible Management Education were developed in 2007 under the coordination of the United Nations Global Compact, AACSB International, and other leading academic institutions for the purpose of promoting responsible management in education. The literature review shows that responsible management as such remains undefined. This gap in the literature leads potentially to an absence of clarity in research, education, and management, regarding responsible management among scholars and practitioners. The aim of this research is to develop a preliminary definition of responsible management, exploring the use of the term in literature and practice. Its objective is to define the main characteristics of responsible management aimed at creating a platform for discussion so as to help organisations clarify their own vision of responsible management. It builds on preliminary findings from literature review that responsible management remains undefined. As business school students are primary stakeholders in management education and are future management leaders, and as there have not been empirical studies to date that examine business school students' understanding of responsible management, a qualitative study was conducted with European business school students concerning their understanding of the term. A framework summarising perceptions of responsible management characteristics and broad approach of responsible management definition were created and used to introduce a draft theoretical platform for discussion on this topic. Find out more at: Nonet, G., Kassel, K. & Meijs, L. 2016. Understanding responsible management: Emerging themes and variations from European business school programs. *Journal of Business Ethics*, 139(4), 717–736.

Beyond the curriculum: Integrating sustainability into business schools

This paper evaluates the ways in which European business schools are implementing sustainability and ethics into their curricula. Drawing on data gathered by a recent large study that the Academy of Business in Society conducted in cooperation with EFMD, the authors map the approaches that schools are currently employing by drawing on and expanding Rusinko's (*Acad Manag Learn Educ* 9(3):507–519 2010) and Godemann et al.'s (2011) matrix of integrating sustainability in business and management

schools. The authors show that while most schools adopt one or more of the four approaches, a fifth dimension needs to be added as outlined by Godemann et al. (2011). However, they also argue that existing matrices do not capture the systemic nature of such curricular initiatives and how these are influenced by internal factors within the business school and external factors beyond. The authors suggest calling this fifth dimension 'Systemic Institutional Integration' and they demonstrate that any business school that aims to integrate sustainability further into the curricula cannot succeed without the following:

- (1) Systemic thinking and systemic leadership,
- (2) Connectedness to business, the natural environment and society and
- (3) Institutional capacity building. Utilising further literature and the answers provided by the deans and faculty, the writers discuss each factor in turn and suggest paths towards the successful systemic institutional integration of sustainability and ethics into management education.

For more detail see: Painter-Morland, M., Sabet, E., Molthan-Hill, P. et al. 2016. Beyond the Curriculum: Integrating Sustainability into Business Schools. *Journal of Business Ethics*, 139(4), 737–754.

Developing and measuring the impact of an accounting ethics course that is based on the moral philosophy of Adam Smith

Accounting ethics failures have seized headlines and cost investors billions of dollars. Improvement of the ethical reasoning and behaviour of accountants has become a key concern for the accounting profession and for higher education in accounting. Researchers have asked a number of questions, including what type of accounting ethics education intervention would be most effective for accounting students. Some researchers have proposed virtue ethics as an appropriate moral framework for accounting. This research tested whether Smithian virtue ethics training, based on Adam Smith's "The Theory of Moral Sentiments" (1790/1976), is effective in improving accounting student's cognitive moral development (CMD). This research used a pre-test, treatment, post-test, quasi-experimental design utilising the Defining Issues Test 2 (DIT-2) instrument to measure students' CMD. Analysis of DIT-2 gain scores did show a significant improvement in subjects' personal interest scores and a significant improvement in an overall measure of CMD, the DIT N2 index, whereas their DIT-2 post-conventional scores did not improve significantly. This research supports the proposition that the concepts contained in Smithian virtue ethics can contribute to an effective accounting ethics education intervention. However, further research is required to determine what concepts should be included to improve accounting students' post-conventional moral reasoning. Full paper: Sorensen, D.P., Miller, S.E. & Cabe, K.L. 2017. Developing and measuring the impact of an accounting ethics course that is based on the moral philosophy of Adam Smith. *Journal of Business Ethics*, 140(1), 175–191.

LEARN MORE ABOUT ISL'S WORK

HEAR THE MACQUARIE UNIVERSITY PODCAST

Gayle Avery was interviewed as part of Macquarie University's Pioneering Minds podcast series. You can access the podcast [here](#). Gayle talks about the concepts behind sustainable leadership, and some of the work that ISL has been doing in Thailand on the Sufficiency Economy Philosophy. She describes the founding of ISL first inside Macquarie University, and later as an independent research organisation.

