

Engaging of Students into Mindfulness Actions

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- **Context**
- **Configuration**
- **Course Content**



Context



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Country (Russia)



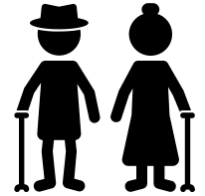
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Social Problems: Russia

>20 Million people



78th place out of 91



60 000 children

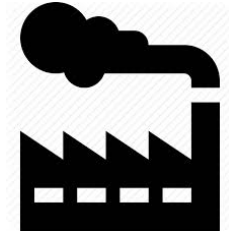


12,6 million people



Environmental Problems: Russia

15% of territory

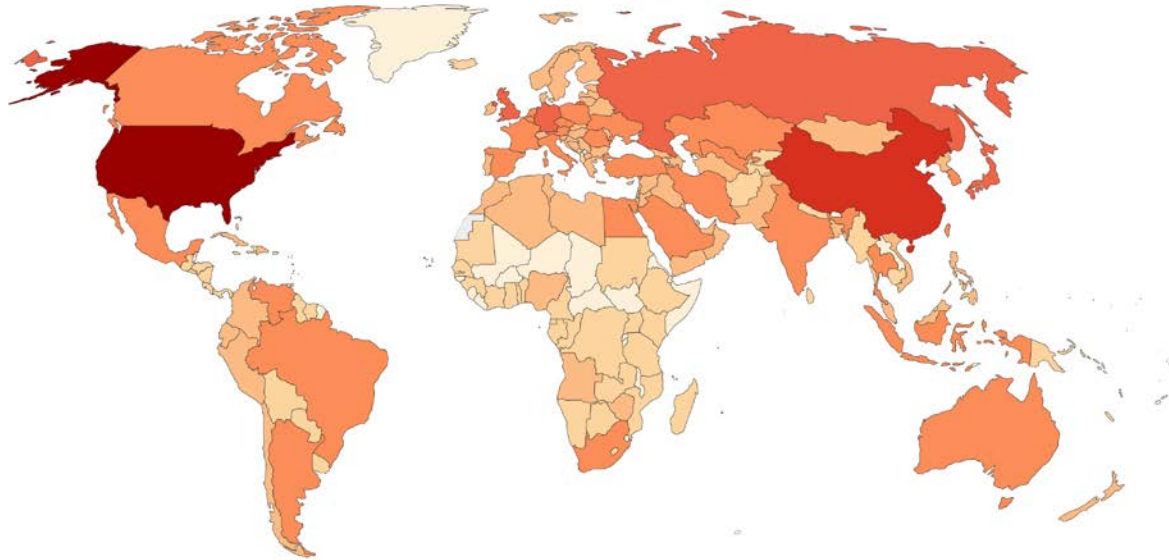


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Cumulative CO₂ emissions, 2016

Cumulative carbon dioxide (CO₂) emissions represents the total sum of CO₂ emissions since 1751, and is measured in tonnes.

Our World
in Data

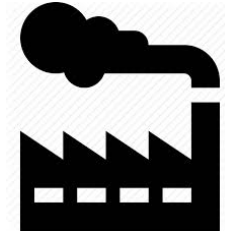


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Source: Global Carbon Project (GCP); Carbon Dioxide Information Analysis Centre (CDIAC)
OurWorldInData.org/co2-and-other-greenhouse-gas-emissions/ • CC BY

Environmental Problems: Russia

15% of territory



> 60% (10 years)



< 50%



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Responsibility

- Russians involved in local community activities is just **13.9%**.
- **15%** Russians think about their environmental responsibility
(VCIOM, 2018)



School (GSOM SPbU)

- **Russia - business education is very young (25-30 years)**
- **Graduate School of Management, SPbU was born 25 years ago (EQUIS, AMBA accredited, FT-Master - #23)**



SPbU (1724)



GSOM SPbU (1993)



Students (GSOM SPbU)

- **Ambitious**
- **Intelligent**
- **Goal-oriented**
- **Internationalized**
- **Open-minded**

....



PRME Principles for Responsible Management Education

an initiative of the United Nations Global Compact



Formal educational system is an appropriate arena to promote sustainability because it may influence students' worldviews and attitudes towards sustainability and contribute to a more profound social change
(Dobson, 2007).



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Teaching of Sustainability/CSR/Ethics/...

- **Business Ethics (Bachelor)**
- **CSR (Bachelor, EMBA)**
- **Building Sustainable Value Chain (Bachelor)**
- **Strategies for Sustainable Business (Master)**
- **Social Entrepreneurship (CEMS Master, Executive Education)**



Configuration



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Traditional configuration to teaching

- Theoretical models, instruments, frameworks
- Videos, TED-talks
- Guest speakers
- Teaching cases
- Essays
- Business plans
-



Source: Adapted from "The stakeholder theory of the corporation: concepts, evidence and implications" (Academy of Management Review, p. 5)



Most conventional strategies adopted for achieving sustainability are designed to bring about external changes in the form of technological, institutional, and infrastructural changes. However, past experiences in development show that without inner changes – changes in our values, which influence our attitudes and behavior – external changes are
unable to achieve sustainability

(Rohana Ulluwishewa, Education in Human Values: Planting the Seed of Sustainability in Young Minds. 2018)



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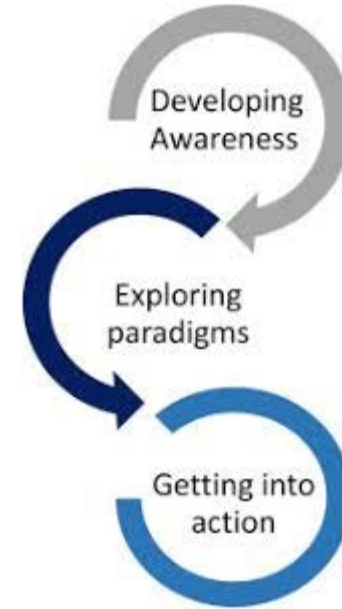
“Sustainability mindset” - way of thinking and being that results from a broad understanding of the ecosystem's manifestations, from social sensitivity, as well as an introspective focus on one's personal values and higher self, and finds its expression in actions for the greater good of the whole
(Kassel et al., 2016).



Background

Elements of sustainability mindset:

- Knowledge (thinking)
- Values (being)
- Competency (doing)



Thinking-being-doing

Networks of professionals

PRME

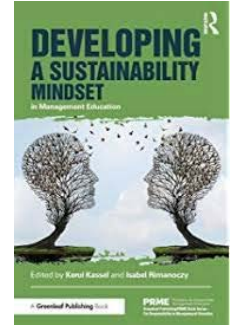
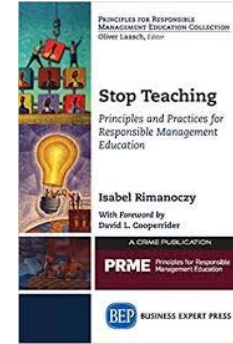
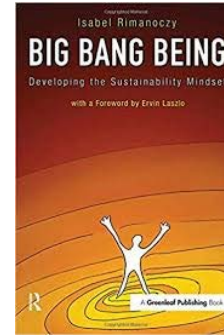


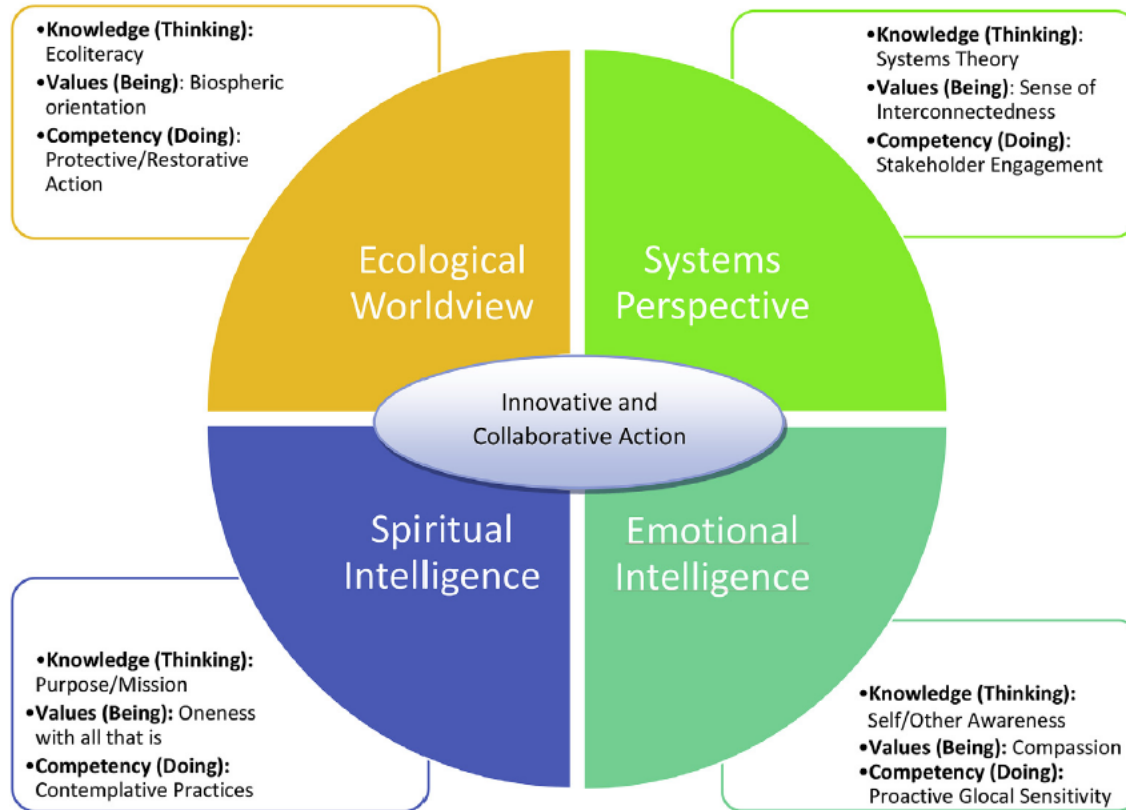
ACADEMY OF
Management



EMES network

Books, papers and talks





Background

Cognitive understanding alone is not sufficient; managers and students need holistic, physical and emotional engagement with sustainability issues (*Shrivastava, 2010*).

Kearins and Springett (2003) **for broadening business-students' interest in sustainability which is based on the involvement of students "in meaningful learning at a personal level"**.

A host of teaching methods including service learning, practitioner engagement, interdisciplinary collaboration, and personal reflection (e.g., *Collins & Kearins, 2010; Figueiro & Raufflet, 2015; Gundlach & Zivnuska, 2010; Heuer, 2010; Shrivastava, 2010; Sunley & Leigh, 2016*).



- Watching videos with self-reflection
- Newspaper reading with self-reflection
- Art-portfolio (nature, sustainability and art)
- AIM2flourish



Course Content



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Social Entrepreneurship Course (syllabus)

Topic 1. Mapping the field- social enterprise

Topic 2. Similarities and differences between social entrepreneurship and business-as-usual

Topic 3. Types of social opportunities

Topic 4. Enterprises and business models

Topic 5. Organizational Structures

Topic 6. Funding social ventures

Topic 7. Developing a strategic plan for a social venture

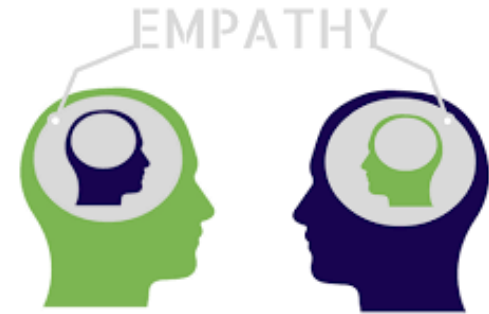
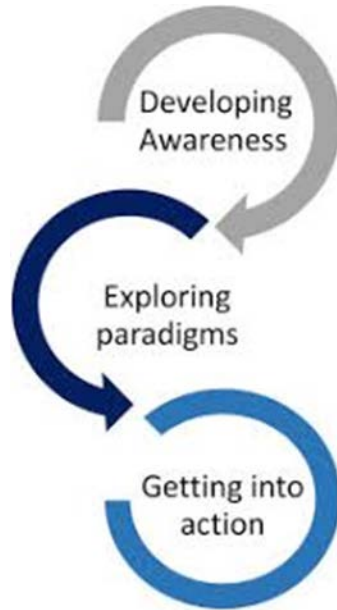
Topic 8. Measuring social impact

Topic 9. Scaling the social venture



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Demand for New Configuration



To create empathy among students, but HOW?

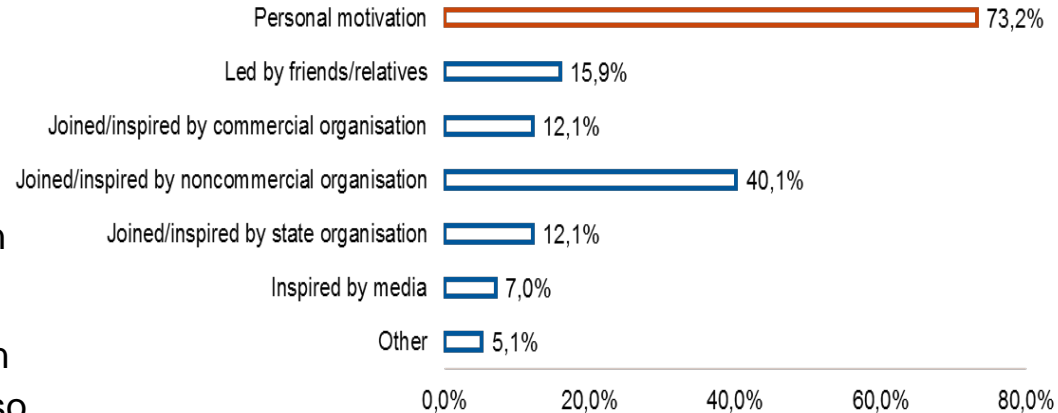


Approach

Students (generation Y):

- 92 percent believe that business success should be measured by more than profit
- 80 percent prefer on-the-spot recognition over formal reviews
- 61 percent feel personally responsible to make difference in the world
- 50 percent want to start their own business, or have already done so

Guest Speakers (social entrepreneurs):



Approach

In order to interact, build-up reciprocity and engage students in mindfulness actions, while using guest speakers in-class, I try to create appropriate signals which could strike a chord, click with them.



Social Entrepreneurs

Mikhail



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Social Entrepreneurs

Elena



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Social Entrepreneurs

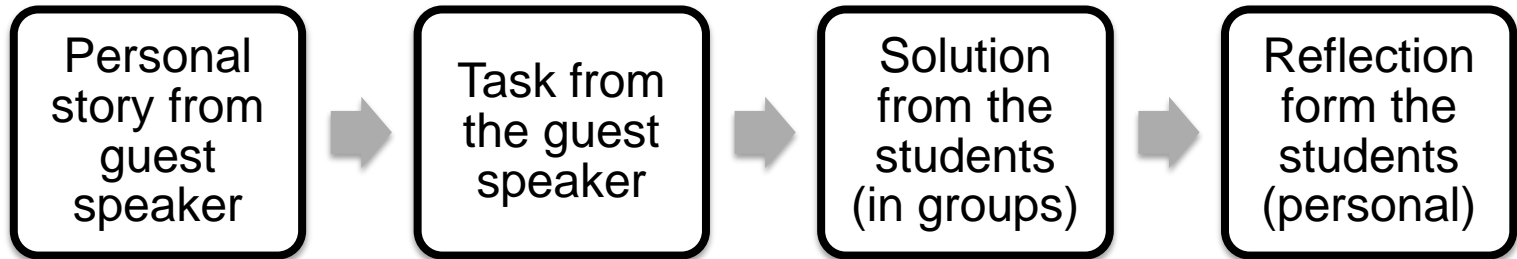
Maria and Natalia



Approach

Three critical skill-sets: **reflexivity** (reflect on their own values and aspirations), **critique** and **social action/ engagement** (critically debate and develop solutions)

Kearins and Springett (2003)



Students Reflection

- *Guest speakers opened my eyes and heart to existing social problems”*
- *“Thanks for the stories of guest speakers, they are so engaged and passionate about their projects that sometimes my heart was crying”*
- *“Their stories push us to the impactful actions. I am definitely changed my mindset and ready for actions!”*
- *“Touch stories and presenting solutions are the most influential part of the course”*



Getting into Action

PDW at AOM – 2019: **From Inclusive Thought to Action**
How Can We Develop Individuals that Shape a More Inclusive World?



“Egyptian Market” format

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** (in their community, family or workplace).



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Thinking-being-doing

Changemakers



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Students



Thank you!



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