
Corporate education for sustainability

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Abstract: Development – a necessity to meet the demand of growth and the living conditions of mankind; though it only makes sense if it is made subject to environmental sustainability. This process requires changes in the way of life in society and in the way companies do business, i.e., new competences in this great challenge of education. This article aims to discuss the importance of corporate education systems (CESs) in fostering the competences necessary for companies to face the challenges of sustainability in their management processes. To this end, we conducted a research and analysis of secondary data on the topic in the literature and on primary data collected from some organisations and stakeholders. It was concluded that the importance of corporate education systems in the management process of sustainability becoming protagonists in developing competences for sustainability is high, due to its nature of creation of knowledge, skills and values.

Keywords: education; corporate education; environmental education; corporate education for sustainability.

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1 Introduction

Thinkers such as Marx, Weber and Durkheim certainly did not expect rational capitalism or the forces of industrialisation, together with the phenomenon of globalisation in the late 20th century, could have such adverse effects as to the environment and to society (Giddens, 1990).

It is clear in this process for sustainability that changes are needed in the way of life in society and in the way companies do business, because the current consumption and production patterns are unsustainable (Martins et al., 2006). It is necessary, above all, changes in values, attitudes and responsible behaviours of people as consumers, producers and citizens, and the development of new knowledge and skills, i.e., new competences, according to the concept of Parry (1996), in this great challenge of education.

And depending on the age of the person involved, the objectives and issues learned, we can distinguish four main levels of this challenge learning: basic education (elementary and middle school), higher education (undergraduate and graduate), organisational education (corporate and institutional education) and informal education (lifelong).

Regarding the third level, the companies, in general, are receiving pressure from all parties involved in their business to adopt socio-environmental responsible postures (Zadek and Weiser, 2000) and have adopted principles, values, management practices and/or developed tools and technologies that have to be disseminated by everyone in the company. This role is played by many companies in Brazil and worldwide, through corporate education systems (CESs). These systems, that explicit the human competences required to meet the strategies that are needed for the operation of the company and define learning solutions to develop them, make the task more effective than traditional training and selection departments (Eboli, 2004).

So, the main objective of this paper is to discuss the importance of CES on facing the challenges of a management focused on sustainability.

To this end, we compared data in the literature on the subject with the research conducted in 2009 to know the practices and results of corporate education (CE) in 54 organisations from various sectors of the economy in Brazil. In addition, we used the result of a focus group conducted with various stakeholders to identify key competences in education for sustainability (ES), in a Forum on Centro Universitário SENAC in 2008.

2 Management for sustainability¹ (MFS)

Managing for sustainability is a management with corporate social responsibility (CSR) that aims at sustainable development (SD), i.e., a socio-environmental responsible management which, according to Mancini (2000, p.61), can be defined as:

[...] management characterized by ethical duty or obligation to seek in the company's activities the full development of stakeholders with environmental sustainability, aiming at an outstanding economic, social and environmental performance.

The terms used for this type of management found in the literature are numerous, not only in Brazil but worldwide²: social responsibility, socio-environmental responsibility,

corporate and business responsibility, corporate citizenship and others. Carroll and Buchholtz (1999) reviewed and discussed 25 different forms of CSR definitions in academic literature. There is still no consensus on the term and they bear some differences in content and goals. Of all terms, CSR is the best understood as an umbrella term for a set of synonyms and concepts of management responsibilities with various stakeholders, including society and the environment. So claim Matten and Moon (2004) in a research on CSR conducted with teachers and students from 166 business schools in Europe.

For Carroll and Buchholtz (1999), the concern businesses have with society dates back to centuries ago, however, scholarly articles on the topic appear widely at the end of the 20th century and especially in the last 50 years.

There are many academic studies trying to classify the existing theories of CSR. In an attempt to accomplish this difficult task, some were highlighted in the Table 1.

Table 1 CSR ratings of theories

<i>Author</i>	<i>Theory 1</i>	<i>Theory 2</i>	<i>Theory 3</i>	<i>Theory 4</i>
Klonoski (1991)	Fundamentalism: the only social responsibility of the company is to increase the profit abiding by the laws.	Moral personality of the corporation: corporations are considered morally responsible for their actions	Relevance in the social dimension: based on ethical and political theories	-
Melé and Garriga (2004): based on their respective focus	Instrumental: the corporation is seen as a mere instrument for creating wealth	Political: the social power of the corporation and its respective responsibility in the political arena	Integrative: the social demands have to be integrated to the company's line of business	Ethical: the relationship between the company and society has to be guided by ethical values
Windsor (2006)	Ethical responsibility: shows strong self-control and altruistic responsibilities as well as public policy of strengthening of stakeholders rights	Economic responsibility: believes in the creation of wealth for the market subject to at least some public policies and maybe some ethics in the businesses	Corporate citizenship: is situated between ethics and economic policies	-
Melé (2008)	Corporate social performance: besides creating wealth, companies also bear a responsibility regarding social problems created by their businesses as well as the economic and legal ones.	Value for the shareholder: concerned about maximising value to the shareholder	Stakeholders: based on an ethical perspective of creation of value for the stakeholders	Corporate citizenship: the responsibility of companies in fostering social welfare

Source: Mancini (2008)

Table 2 Practice management companies with SR

<i>Analysed aspect</i>	<i>Company A</i>	<i>Company B</i>	<i>Company C</i>
<i>Variables of context</i>			
Market sector	Construction	Chemical and petrochemical	Cosmetic and hygiene products
Associated entity	CEBDS	ABIQUIM	Ethos Institute
Scope of work	Multinational	Multinational	Multinational
Equity control	Foreign	National	National
Destination of production	Dealers of construction materials	Industries	Direct sales consultants
Employees	1.500	3,000 direct and 5,000 indirect	3.500
Turnover	Up to US\$ 500 million	R \$ 14.3 billion	R\$ 2,5 billion
Vision	Sustainable	Sustainable	Sustainable
Mission	Sustainable	Sustainable	Sustainable
Organisational culture	Sustainable came from the company and from the headquarters	Sustainable and came from the company, industry and ABIQUIM	Sustainable and was born in the company
<i>Practices of RSA</i>			
Good practices of corporate governance	Yes	Yes	Yes
Inclusion of sustainability in the company's strategy	Yes	Yes	Yes
Conventions, social and environmental principles and codes	Global compact and code of ethics	Global compact and code of ethics	Global compact and code of ethics
Variables and socio-environmental indicators	Yes	Yes	Yes
Ethos and RSF CSR Indicators	Yes	No	Yes
Sustainable technologies	Cleaner production, eco-efficiency, life cycle assessment	Cleaner production, eco-efficiency	Eco-efficiency, life cycle assessment
Engagement of stakeholders	Yes	Yes, but not systematic	Yes, systematic and comprehensive
Sustainability reports	Yes, based on the GRI	Yes, but simplified, based on the GRI	Yes, complete and based on the GRI (GRI recognised only in Brazil)
Certification standards	ISO 9001, OHSAS 18001, ISO 14001	ISO 9001, OHSAS 18001, ISO 14001	ISO 9001, ISO 14001, BPF
Integrated management systems, RSA	Yes	under development	Only from 2006
Sustainable balanced scorecard	Yes	No	Yes

Source: Mancini et al. (2005)

It is noticed that they vary from one functionalist extreme, catering to economic objectives, to another end, meeting the ethical demands of society's welfare. The authors of the classifications, in general, suggest that theories are not watertight, but connected in some way, and they should be found in every social phenomenon (Melé and Garriga, 2004) with different intensities, of course.

And what are the main practices of companies with a SD-oriented management?

Today, the market already has ways to value companies pursuing the perpetuity and long-term results. The stock market performance indicators such as the ISE (corporate sustainability index) in Brazil and the DJSI in the USA are great examples of this. Therefore, the shape of the market performance of these enterprises is more to Zadek (2005) responsible competitiveness which assumes great cooperation relations in the market than to the competitiveness of the predatory savage capitalism that led modern society to negative social and environmental consequences.

It is evident from Table 2: alignment of business vision and mission of the SD, the reasoning in organisational culture, the strategic direction, the adoption of conventions, guiding principles and guidelines of the action, the use of specific indicators for social and environmental monitoring and control of actions, the use of specific sustainable technologies, the stakeholder engagement, use of certification standards (ISOs at least 9001 and 14001), integrated management systems focused on the SD and sustainability reporting. It can be seen that the three companies have understood the need for a large system integrator aligned to the SR, which unify the existing management systems and their tools, in addition to the inclusion of the subject in the company's strategy and organisational culture.

On the occasion of his PhD thesis on socio-environmental responsible management, Mancini (2008) conducted a quantitative research on management practices and performance with 80 Brazilian companies that have and practice a culture of socio-environmental responsibility in their management. To summarise some conclusions of this study, the socio-environmental responsible management is: strategic, influenced by certifiable management systems, held by models based on the PDCA large integrators and have a very large set of tools and practices such as those listed in Table 1. The challenge is to disseminate not only the practices but the values behind the practices to be effective. Such practices and values could be the object of educational programmes for companies that want to align their strategies for sustainability.

3 Education for sustainability

The concept of ES began to be discussed parallel to the concept of SD in the United Nations General Assembly in 1987. The SD concept matured from 1987 to 1992, when the 40 chapters of the Agenda 21 were written during the United Nations Conference on Environment and Development. In Chapter 36 of the Agenda, the four main guidelines to begin the work of the ES are shown:

- 1 improve basic education
- 2 reorient existing education towards SD
- 3 develop public understanding and the awareness about the goals of a sustainable society

4 train leaders and workers for implementing sustainability plans.

This last guideline clearly requires the awareness of both leaders and the civil society and the adherence of companies and society. Regarding the guideline (2), it is more than knowledge related to environment, economy and society. Involves acquiring skills, perspectives and values that guide and motivate people to live in a sustainable society. As for skills, the ES needs to give people competences that allow them to continue learning. Competences such as communicating effectively, thinking systemically, thinking of time (planning), thinking critically, separating number, quantity, quality and value, ability to move from awareness to knowledge and action, working cooperatively with others, ability to use the processes of: knowing, questioning, acting, judging, imagining, connecting, valuing and choosing, and the ability to live in communion with the environment. This way people need to have basic knowledge of natural sciences, social sciences and humanities to understand the principles of SD, how can be implemented, the amounts involved and the consequences of its implementation. As for prospects, people need to look at an issue from the perspective of stakeholders. As for values, it is important that they be understood from different angles: their own, the values from the local community and of other societies around the world with an emphasis on social justice (UNESCO, 2006).

The result of these guidelines was assessed negatively in the Intergovernmental Conference on Environmental Education in Thessaloniki (Greece) in 1997 and it was then highlighted the emergence and importance of reassuming the actions proposed in the Agenda 21, along with educational actions that could lead to changing patterns of consumption and production of society.

In 1998, Gutierrez and Prado publish the book *Ecopedagogia e Cidadania Planetária*, bringing the issue of education from an anthropocentric perspective to a planetary one which, according to Gadotti (2000), would lead to what is more appropriately called the 'Pedagogy of the Earth'.

In 1998, the report published by UNESCO's International Commission on Education for the 21st century, chaired by Jacques Delors, that established, among other things, what should be the four pillars of contemporary education:

- a learning to be
- b learning to know
- c learning to do
- d learning to live together.

This work highlighted the need to direct the education to the entire human being and not just to one of its components.

From 1992 to 2000, in an initiative of civil society in the social forums, there was an attempt to prepare a revision of the Declaration of Human Rights considering the new challenges of the future of the planet, of humanity and of sustainability. As a result of this initiative the Earth Charter was launched in 2000, after a work of many years and of intense participation and contribution of various stakeholders. According to Jacobi et al. (2009), this charter is a movement and proposal of action mobilisation towards a conception of sustainability.

However, only in 2003, in its General Conference, UNESCO recognises the Earth Charter as an important reference for SD and therefore for the ES (Gadotti, 2008).

In 2000, the Millennium Development Goals were launched as a framework for global development and cooperation by setting goals for international efforts to transform the concepts related to the future of mankind into reality such as eradication of poverty, improvement in child health, maternal and related diseases; universal basic education, promoting gender equality and empowering women, ensuring environmental sustainability and developing global partnerships for development. All topics showing a pressing need for undertaking educational processes in all phases of implementation.

At the International Conference in Johannesburg in 2002, there was an expansion of the vision of education to foster values and attitudes of respect for the environment to include social justice and poverty alleviation as the main principles of SD, as compared to the previous conference. According to UNESCO (2005), these aspects can be translated by values such as solidarity, equality, partnership and cooperation. In addition, UNESCO reaffirmed the educational objectives of the Millennium Goals³ and proposed the Decade of Education for the SD as a way of signalling that education should be at the core of the search for SD.

According to UNESCO (2005), the more the concept of SD evolved, the clearer need to develop the ES was.

The ultimate goal is to achieve peaceful coexistence among peoples, reduce suffering, hunger and poverty in a world where people can exercise their rights with dignity as human beings and citizens. At the same time, the natural environment will play their regenerative function, avoiding loss of biodiversity and waste accumulation in the biosphere and the geosphere. The rich diversity in all spheres of the environment – natural, cultural and social – is a basic element to achieve a stable ecosystem and the security and adaptability of each community. These inter-relationships underline the complexities that are part of the natural environment and human learning systems, and require a constant holistic approach. (UNESCO, 2005)

The Earth Charter⁴ is a great reference of this approach. Thus, the values highlighted by UNESCO (2005) that the ES should promote are:

- respect for the dignity and human rights of all peoples around the world and commitment to social and economic justice for all
- respect for human rights of future generations and commitment to intergenerational responsibility
- respect and care for the greater community of life in all its diversity, which includes protection and restoration of the Earth's ecosystems
- respect for cultural diversity and commitment to building a culture of tolerance, non-violence and peace both locally and globally.

Moreover, according to UNESCO (2005), to disseminate the values, i.e., the ES should possess the following characteristics: be interdisciplinary and holistic, have directed values, encourage critical thinking and problem solving and use multiple methods (word, art, drama, debate, experience, and different pedagogies).

4 Corporate ES

With the completion of the National Survey – Práticas e Resultados da Educação Corporativa 2009 (Eboli et al., 2010) – there was the identification of relevant aspects regarding to how strong are the central concepts of CE in the respondent firms. That is to say, the extent to which basic concepts and elements CE are being met. These elements can be the strategic direction, the search for competitive advantage as well as the dissemination and crystallisation of the organisational culture, its values and principles. The results suggest that educational actions are geared to meeting the strategy, but the process is not necessarily linked to the actual process of business strategic planning, which can lead to a dissonance between the CE and the strategy over time. In other items related to this topic, the perception was generally positive, indicating some consensus on what the CE in its main concepts, as can be seen in Figure 1.

Figure 1 Targeting educational activities (EA) and strengthening the concept of CE (escala de 1 a 5, n = 54) (see online version for colours)

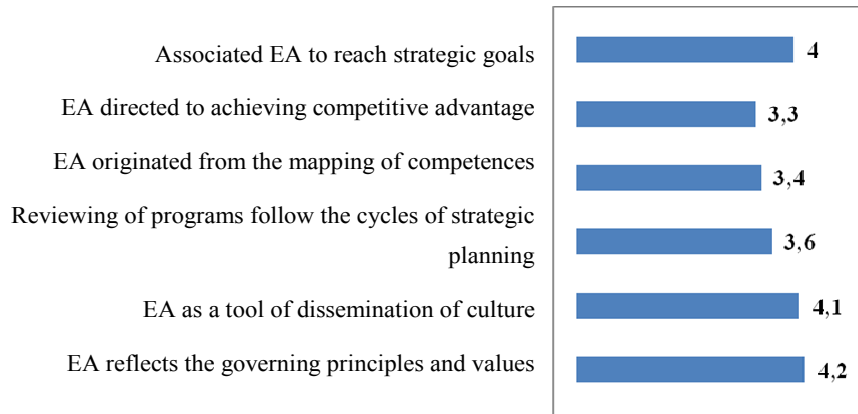
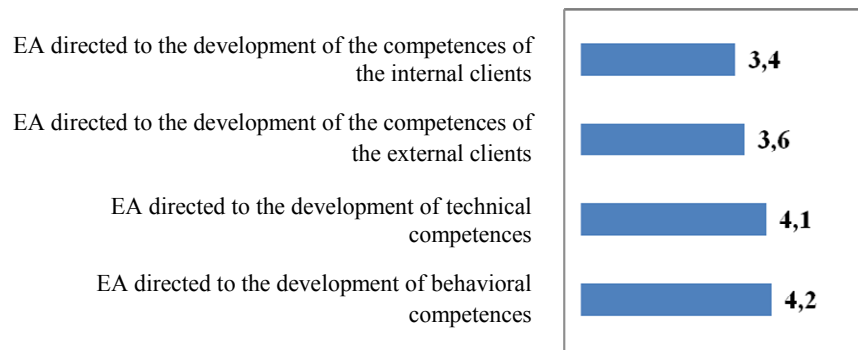


Figure 2 Targeting EA and development of competences for sustainability (Escala de 1 a 5, n = 54) (see online version for colours)



However, the results of that research to identify if there are EA in CESs in order to develop competences for sustainability tended to be negative, indicating that EA are less

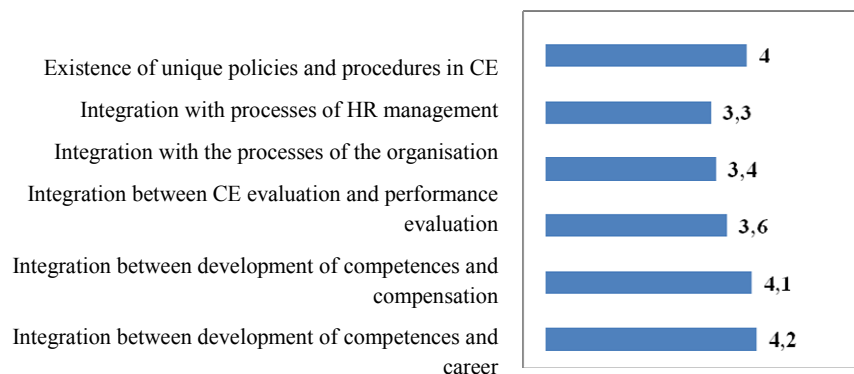
focused on the development of competences (technical or behavioural) oriented to sustainability, and with respect to external public perception is even worse. Figure 2 presents these results.

A CES is a set of actions or systematic solutions, strategic and continuous in order to foster development and deployment of human and business competences considered critical to the feasibility of business strategies.

In general, a CES is created linked to human resources (HR) area, because the CE is a system of development of people guided by competence management (Eboli, 2004). It is important that the company also works with the concept of competence in other subsystems of HR management, not only in training and development (T&D). If the concept of competence is incorporated and assimilated as an organisational principle, the company will hire by competence, pay by competence and assess by competence; and in line with the critical business competences.

In this sense, the aforementioned National Survey – Práticas e Resultados da Educação Corporativa 2009 – also showed important results. I was tried to see to what extent the policies and practices of CE were related to and aligned with other subsystems of HR management. Figure 3 presents the results of the perception of respondents (CE managers) regarding the integration between CE processes and HR management and also the other processes and areas of the company.

Figure 3 Integration of CE and other processes/areas (see online version for colours)



After analysing the data, the following can be perceived as positive aspects: the existence of policies unique and homogeneous with respect to the CE and that there is a concern with the integration between the various processes of HR management.

However, when it comes to a broader approach – involving integration with the entire organisation – or when addressing specific issues such as integration with processes of evaluation or compensation, it is clear that there are still difficulties to be overcome.

The migration from a traditional T&D centre to CE gave focus and strategic force for business development activities, showing them as one of the pillars of a successful business management. Therefore, the role of HR is essential in the design and implementation of the CES, integrated with other HR policies and in tune with strategies of the company. All this obviously requires a fruitful partnership with business leaders, particularly with those responsible for the areas of business.

Mancini (2008) showed in his research with 80 Brazilian companies that practice socio-environmental responsible management, that 84% of them had actions of corporate

ES. Moreover, among the top ten *ranking* in better economic and socio-environmental performance only one has no CE for sustainability. Of the first 70 in the *ranking*, seven have no actions of CE. Among the others, 14 have actions of CE involving not only the internal clients, but also key stakeholders outside the company, which indicates a practice more consistent with the principles of SD. Of the top ten, five have competences development programmes extended to key stakeholders outside the company.

Due to the high rate (84%) of surveyed companies with programmes for ES, one might think that this was a result of the alignment to sustainability or a premise. Besides, since from the top 70s, 14 have comprehensive programme extended to external stakeholders, and five of these companies rank among the top ten, you can think of a relationship between ES programmes and better business performance.

To meet the strategies related to sustainability, companies must be able to perform some, if not all, of the practices identified in Table 2. That includes adoption of new reference values based on some principles such as the Earth Charter and the Millennium Development Goals and the Global Compact⁵. To do so, companies will need to develop human competences capable of:

- a encourage adherence to these principles and to the learning
- b the application of existing ones
- c development of new practices related to the SD.

Below, we discuss some of these competences.

4.1 *Competences for sustainability*

In simple terms, according to Eboli et al. (2010), there are three skill levels in an organisation:

- *Business* – are those installed or that need to be developed and that identify the business. These competences position the organisation in its market and before the competition. For Prahalad and Hamel (1990), business competences, which are difficult to imitate, give access to new markets and are recognised by customers as differentials are called core competences.
- *Organisational* – are also business, but connected to certain areas or processes and give support to the business competences.
- *Human* – are linked to the capacities to be developed in people and are necessary for an organisation to achieve their business and organisational competences.

Corporate educational systems work at people's level. Therefore, the competences that are developed by the CES are the human competences. When employees reach the human competences, organisations are able to achieve their organisational and business competences, because they have staff equipped with the competences to respond to their business needs.

In the realm of people (human competences), several authors have tried to structure the development of the concept of competence and/or produce a literature review, bringing together the various approaches (Dutra and Comini, 2010). Among them, we highlight the following: Parry (1996), McLagan (1997) and Woodruffe (1991).

When conceptualising competence, Scott Parry (Eboli, 2004) says that it results from three basic factors:

- a knowledge: related to the know-how
- b skills: related to can-do (ability)
- c attitudes: related to want-to-do.

According to Dutra (2004), competence is a set of knowledge, skills and attitudes that enable a person to develop their roles and responsibilities, adding value to the organisation. Still according to him (Dutra et al., 1999), from the action research, where the concepts were transformed into instruments of management and the group of managers of the company participated in the construction of these instruments, it was possible to discuss important aspects of HRM. Noteworthy are the following:

- Delivery required by the organisation – the methodological approaches for determining the delivery required of people were questioned. The origin of the supplies should be in the company's strategic intent.
- Characterisation of delivery – how to describe the requested delivery people should be easily identifiable and as objective as possible.
- Way to measure the delivery – In addition to the objective description of the delivery there was the challenge of creating a scale to measure it.

Thus, throughout the text some of these human competences that would be acquired in the process of ES came up. They will be presented in Table 3.

According to Morin (2006), the human competences necessary to meet the challenges of SD in the new millennium are.

Table 3 Competence for the SD

<i>Competences</i>
<ul style="list-style-type: none"> • Knowing what knowledge is • Knowing methods to establish relationships in a complex world • Knowing the complexity of the human condition • Knowing the history, the global crisis and the fate of mankind • Knowing how to handle the uncertainties • Knowing how to understand • Knowing the ethics of the human race

Source: Morin (2006)

In the document of the Decade of Education for SD from UNESCO, the human competences listed in Table 4 were identified.

In a workshop held at the Forum for Sustainable Development promoted by SENAC in Brazil in 2008, with the participation of approximately 50 people representing various segments of society (private companies, public companies, NGOs, students and teachers) human competences necessary to meet the challenges of business sustainability were put forth. A summary of the competences proposed are listed in Table 5.

Table 4 Competences necessary for the SD

<i>Competences</i>
<ul style="list-style-type: none"> • Ability in the processes of learning, questioning, acting, judging, imagining, connecting, valuing and choosing • Ability to move from awareness to action • Natural sciences, social and human for the SD • Effective communication • Dignity, respect for differences and tolerance • Implementing the SD • Social justice • Engagement of stakeholders • Critical Thinking • Systems Thinking • Planning • Solidarity, equality, partnership and cooperation • Work cooperatively with others • Own set of values, society values and values of other people of the world • Living in communion with the environment

Source: Morin (2006)

Table 5 Competence for the SD (SENAC Forum)

<i>Competence</i>
<ul style="list-style-type: none"> • Ability to mobilise people • Ability to recognise boundaries • Interdisciplinary knowledge • Environmental, social and economic awareness • Cooperation • Efficiency • Ethics, honesty and responsibility • Flexibility • Ability to dialogue and communication • Ability to plan • Leadership • Perception and action • Proactivity • Critical view • Long-term vision • Systemic view

It is noticed that all classifications are very similar and involve large behavioural component, suggesting that learning solutions of an attitudinal nature can be more effective in developing competences for sustainability. This would be more consistent with the concept of the dialogue of knowledge of Leff et al. (2001) that it is in experimenting and in the relationship of the knowledge between the parties involved that interdisciplinary knowledge is found.

4.2 Education for leadership

A study by Accenture (published in Brazil by *Jornal Valor Econômico* on 05.09.2011), in partnership with the Committee Encouraging Corporate Philanthropy (CECP), which brings together more than 180 CEOs from around the world, showed that the criteria for identifying economically and socially sustainable business opportunities are not the same as the ones used to detect traditional business opportunities. Strictly speaking, in practice, the value of sustainability has not yet been incorporated into the mindset of executives. They just think of sustainability when in specific situations.

Also regarding leadership training, the author Hrdlicka (2009) in his doctoral thesis on good environmental management practices and the influence on export performance: a study of the major Brazilian export companies, also found that variable 'leadership training' showed low values and frequencies regarding actions taken by the area of environmental management.

Therefore, in the issue of ES, the education of leaders would definitely be of importance.

This issue is addressed in some courses as responsible management. Executive Education for responsibility usually takes place at an MBA level. The focus of MBA courses has been 'business ethics'. Windsor (2008), states that education is more a matter of practice than teaching through a course. And that in most courses business and ethics are taught separately and the objectives are evaluated separately. If they were considered from the perspective of the management of the social impact, the benefits would be mutual. This interdependence involves knowledge of the management of multiple stakeholders.

According to Windsor (2008), there is cause for concern regarding the education of leaders, because it is still dominated by a scientific model, based on economics and psychology.

The ranking 'Top 10 MBAs' conducted by the *Aspen Institute Business and Society Programme*⁶ in 2011, with 149 Business Schools that focused on ES, showed that 8 among the top 10 are USA:

- 1 Stanford Graduate School of Business (USA)
- 2 York University (Canada)
- 3 IE Business School (Spain)
- 4 U. of Notre Dame (USA)
- 5 Yale School of Management (USA)
- 6 North Western University (USA)
- 7 U. of Michigan (USA)

- 8 Cornell University (USA)
- 9 U. of North Carolina (USA)
- 10 UC Berkeley (USA).

The ranking criteria used are still considerably superficial, but they give an idea of the challenge facing schools: the number of courses with social and environmental content (20% of the score), the hours of study (25% of the score), the number of courses dealing with the economic and socio-environmental relationship (30% of the score) and number of articles published with social and environmental subjects (25% of the score).

5 Conclusions and recommendations

It is really great the importance of CES to face the challenges of a sustainable management; as the new management practices and tools, to be effective, need not only to deal with innovative and new knowledge and skills, but to be consequences from sustainable values embedded into the company; as the ES needs to have some characteristics according to UNESCO, like to be interdisciplinary and holistic, have directed values, encourage critical thinking and problem solving and use multiple methods; and there is a set of specific competences needed for sustainability related to attitudinal learning solutions; i.e., the creation of values, knowledge and skills, that is in the essence of corporate educational system. Besides that is an opportunity for CESs to be key responsible in the corporate competences development for sustainability since companies with greater involvement in this type of management, already have CESs, but they are still loosely related to ES.

There is still little integration between what is done in the CES and the area responsible for the topic sustainability in organisations.

And surely sustainability is a topic that is on the agenda of almost every organisation. And as education, it is a value that takes the future into account.

Hence, the question is: if everyone values the topic of sustainability so much, how do they expect people to behave according to its fundamentals if they are not prepared to develop the competences related to such.

In addition, we may consider that when talking about values, good examples are necessary to be followed. Education and ethics are inseparable partners of sustainability.

In this sense, it is worth thinking about opportunities (individual or collective, formal or non-formal) in the development of competences for sustainability when planning one's career, since these competences will be more and more valued in the labour market.

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Notes

- 1 In this work, sustainability and SD will be treated as synonyms.
- 2 Some terms of the theories about the relationship between business and society have slightly different meanings: *Corporate Social Responsibility (CSR)*, *Corporate Citizenship (CC)*, *Business Ethics*, *Stakeholder Theory*, *Sustainability*, *Corporate Responsibility (CR)* and *Corporate Social Performance (CSP)*.
- 3 Adopted by 189 member states in the United Nations Conference on September 8, 2000 with the Millennium Declaration at the United Nations to be met by 2015. Targets should be met to improve the lot of humanity in the century. The one from Brazil is available at <http://www.pnud.org.br/odm/> (accessed on 17 October 2011).
- 4 THE EARTH CHARTER INITIATIVE, The Earth Chart, available at <http://www.earthcharter.org> (accessed on 17 October 2011).
- 5 The Global Compact was born to a call by UN Secretary General Kofi Annan, the World Economic Forum in 1999 for the corporate world to join in order to give a human face to globalization. Was approved at the UN in 2000 by several governments, including Brazil.GLOBAL PACT, *Global Compact*, available at <http://www.unglobalcompact.org/> (accessed on 17 October 2011).
- 6 Available at <http://www.aspenbsp.org> (accessed on 17 October 2011).