ISE/CHRMS Programs, Publicity, Curriculum, Research and Initiatives

Overview and Outcomes

The Institute for Sustainable Enterprise (ISE) at Fairleigh Dickinson University, was founded in the Silberman College of Business in 2005. ISE focuses on bringing people together to learn how to make their organizations and the world more environmentally, socially, and economically sustainable. By sustainable we mean being able to generate and regenerate the human, social, natural, manufacturing and financial capital for short and long-term prosperity. ISE is committed to helping leaders and managers develop new roles and competencies for themselves that will contribute to creating sustainable enterprises in the 21st century. We are especially good at connecting the dots, blending theory and practice, learning by doing, building bridges between sectors (corporate, government, non-government, education, academic), and creating an atmosphere that fosters thoughtful reflection and collaboration.

ISE concentrates on three related areas of contribution that feed one another:

- **Applied research** – field studies examining how to best enhance sustainability
- **Education** – coursework, seminars, workshops, and training programs to teach leaders/managers and students to lead and manage sustainably as world citizens.
- **Services** – facilitation, consulting and network-building to support concrete sustainability-enhancing initiatives. ISE’s focus on Research, Curriculum and Service has generated the following outcomes this academic year:

I. **Research**: Applied research sponsored by ISE/CHRMS over the past four years has resulted in peer-reviewed journal and conference proceedings publications. We also have conference papers and symposiums, journal articles and grant proposals under review. We present below a listing of our research outcomes.


c. Papers and Symposia were presented at the Academy of Management and Organization Behavior Teaching Conferences.

d. Under the sponsorship and leadership of ISE, “The Sustainable Enterprise Field book” is well under development, being built on a collaborative workspace portal, with 25 contributing authors including business leaders, Professors, NGO's, and consultants. This is targeted at business leaders, managers and internal and external practitioners (HR, OD, consultants, etc.) who want to move forward on their journey to sustainability. It includes practical tools, resources, case studies, references, etc. on such topics as Leadership, Strategy, Mental Models, Change Management, Social Networks, Employee Engagement, Global Perspectives, and Metrics.

e. Based in part on its original research, ISE recently developed the worldwide survey on Sustainability disseminated by the American Management Association/Human Resource Institute and the Management Centre of Europe. ISE is also the major contributor to the worldwide webcast on September 11, 2007 and the report which is being disseminated globally on the results from this global Sustainability Survey.

II. Curriculum: Several courses both in the undergraduate and graduate programs have incorporated concepts central to sustainability. These include:

a. The “Achieving Breakthrough Results” course in the Executive MBA program which emphasizes systems thinking, appreciative inquiry, transformational leadership, and sustainable management. The International Business Seminar in the Executive MBA program emphasizes opportunities and challenges of sustainable business development in emerging economies.

b. The Global Business Capstone in both the Executive and regular MBA which emphasizes ethical corporate governance, and sustainability strategies that integrate social responsibility, sound economics, and ecological stewardship (which some refer to as a “triple bottom line” approach).

c. An undergraduate course on experiencing emerging economies, understanding sustainable practices (e.g., sustainable agriculture and tourism) and experiencing the “pure life” (involving a visit to Costa Rica) has been conducted three times (see pages 52-54 and figure 12, page 32).