MBA and business education: 
*edu-footprints*

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[www.ru.ac.za/businessschool](http://www.ru.ac.za/businessschool)
Comparing staged social and educational responses to sustainability

<table>
<thead>
<tr>
<th>Sustainability transition</th>
<th>Response</th>
<th>State of sustainability</th>
<th>State of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very weak</td>
<td>Denial, rejection or minimum</td>
<td>No change (or token / greenwash)</td>
<td>No change (or token)</td>
</tr>
<tr>
<td>Weak</td>
<td>‘Bolt on’</td>
<td>Cosmetic reform</td>
<td>Education about sustainability (information transfer)</td>
</tr>
<tr>
<td>Strong</td>
<td>‘Build-in’</td>
<td>Serious greening</td>
<td>Education for sustainability (values included)</td>
</tr>
<tr>
<td>Very strong</td>
<td>Re-build or redesign</td>
<td>Wholly integrative</td>
<td>Education as sustainability (i.e. education contributes to changing practices)</td>
</tr>
</tbody>
</table>

Adapted from Sterling (2004)
SATCT-MBA

Some results for Rhodes Business School’s MBA
SATCT-MBA
Some results for Rhodes Business School’s MBA

Extent to which you’re willing to teach sustainability
Extent to which you think sustainability is important in your course
Extent to which resources are allocated for developing understanding of SD
IR – yet, no integrated education
Thank you