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What Has Changed for Top MBA Schools Within a Decade in terms of Mindfulness?


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What Has Changed for Top MBA Schools Within a Decade in Terms of Mindfulness?

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ABSTRACT

The concepts of “mindful consumption” and “sustainability” emerged as indispensable parts of both academia and business life. Based upon an initial research conducted in 2012, this comparative study aims to understand the change in MBA curricula occurring over a decade, in terms of mindfulness content inclusion, as well as sustainability and ecological orientation. Comparing the years 2012 and 2022, the results trace the evolution of the integration of concepts into curricula through an examination of the official websites of the top 100 MBA schools of the Financial Times Global Ranking. The study aims to summarize how, at first sight, the concepts of sustainability, mindful consumption and ethics are incorporated into these schools’ curricula.

Keywords: Mindfulness, mindful consumption, sustainability, MBA Schools, MBA curriculum

Background¹

The concepts of green consumer, green marketing, sustainable consumption, mindful consumption as well as the notion of “good works” are increasingly appearing in marketing arena- both academic and practical- due to issues such as global warming, scarcity of resources, climate change, and global poverty. These changes emphasize the importance of sustainable action for all stakeholders. Marketers have an important role to play in guiding both their own companies and consumers to take responsible action. The studies on marketing curriculum analysis focus on topics such as gap analysis and integration of new concepts to marketing curriculum (Borin and Metcalf, 2010; Christensen et. Al, 2007; Davis, Misra and van Auken, 2002); and Young and Murphy, 2003), but not, so far, on MBA programs, to our current knowledge.

Over the years, many studies have explored fostering responsible and sustainable production and consumption including Belk, Dholakia and Venkatesh (1996), Crane and Desmond (2002), Fisk (1967,1981), Holloway and Hancock (1964), Holbrook (1999), Hunt (1977), Hunt and Barnett (1982), Zif (1980), Layton and Grossbart (2006) and Mick (2007). Ecological sustainability as a business goal has been studied since 1990s Costanza et. al. (1991), Durning (1993), Epstein and Roy (2003), Hart (2007), Pfeffer (2010) and Farrel (2010).

¹ The literature review is partially from the author Damla Aktan’s PhD thesis on Mindfulness. The first part of the research for 2012 top 100 MBA schools was presented 9th EBES Conference in Rome, Italy.

The turn of the millennium also marked an increase in interest on the topic. Reports such as the UN Millennium Development Goals, which integrate environmental sustainability as a target, seem to have fueled this interest. Studies on the role played by strategic management and supply chain in ensuring sustainability include Bansal and Roth (2000), Bansal (2005), Campbell (2007), Schneiderman (2009), Lastzo and Zhexembayeva (2011) and studies on the role of marketing include Chabowski et al. (2011), , Crittenden and Ferrel (2011), Hult (2011), Kuosmanen (2009), Moisander and Pesonen (2002), Spaargreen (2003).

Mindful consumption, on the other hand, being a comparatively recent concept in marketing literature, can be summarized as an approach that creates a threefold sustainability, in social, economic, and ecological environments. Following earlier studies by Jacob and Brinkerhoff (1998), mindful consumption was introduced into the marketing literature by Sridharan and Viswanathan (2008) and Sheth, Sethia and Srinivas (2011).

Compared to other graduate degrees, MBA programs are more targeted at business life, as most of their students are currently employed or seeking jobs in the public or private sectors, rather than in academia. Thus, one can argue that the outcomes of MBA programs are more likely to include the principles and practices of business life. Businesspeople's practices will be directly impacted by introducing the concepts of socially responsible, economically mindful and ecologically sustainable production and consumption principles into education.

Within this perspective, the research aims to explore, between 2012 and 2022, the evolution of the integration of the above concepts into the curriculums of top 100 Universities ranked in Financial Times Global Ranking. The authors of the study hold that these top universities are important reference points for the many other MBA programs offered throughout the world.

In order to better understand the importance of mindfulness in both academic and professional area, the next section will briefly summarize concepts of sustainability and mindful consumption, with also reference to mindful marketing.

Sustainability

"In the final analysis, accepting and living by sufficiency rather than excess offers a return to what is, culturally speaking, the human home..." (Durning, 1993)

Environmental damage caused by excessive consumption threatens human health, welfare and many other valued things in life (Stern,1997 cited in: Sheth, Sethia and Srinivas 2011). This reality explains the emerging increase in attention to the sustainability concept.

Sustainability, defined by UN (1987) as "meeting the present needs without compromising the ability of future generations to meet their own needs", includes environmental, economic and social aspects. It is a relevant concept for many fields; but as Hult (2011) argued, marketing has an opportunity to contribute significantly to the understanding of the concept, its boundaries, its merits in terms of managing a set of economic, environmental and social marketplace issues. While Hunt (2011) sees sustainable marketing as marketing within and supportive of sustainable development, Hult (2011) differentiates his position, seeing market focus sustainability as a key factor for companies. Crittenden et al. (2011) similarly incorporated sustainability into a market perspective, through allowing a strategic alignment of sustainability into marketing strategies to gain competitive advantage.

World Business Council for Sustainable Development (2008) states that current global consumption patterns are unsustainable, and that changes will be required in consumer lifestyles and consumption patterns. Durning (1993) highlights the issue of the limits to consumption that will be needed to save the world if people continue to destroy the environment with overconsumption and are not satisfied with lower levels of consumption. Accordingly, greater satisfaction may be created not just through consumption, but also through leisure, human relationships, or other non-material things. Emphasizing that sustaining the environment, which, in turn, aids sustaining humanity, would require a shift in the values of society, as well as combinations of change in logic, which, in the long run, will lead to the convergence of the lower, middle and upper-level classes of society (Durning, 1993). Sanne (2004) develops some policies for sustainable consumption as a response to the need for change of character of consumption in richer countries, and states that the political system should abandon the dogma of economic growth, and redefine it in terms of individual well-fare, less dominated by material aspects.

A closer look at the materialism concept is necessary at this point: Belk (1983) defines it as the importance that a consumer attaches to worldly possessions. However, the majority still see the glorification of consumption as the remedy for the dismal economic milieu of the 1970s, marked by high inflation and stagnant growth (Benett and O'Reilly, 2010, p.20). Belk (1983) points out that all major religions criticize excessive materialism and sees it as contrary to societal well-being. Inglehart (1981) similarly states that affluent societies tend to adopt increasingly less materialistic goals as they become satisfied with the fewer needs, and move on to more abstract, less materialistic goals. For instance, Webster (1975) defined a socially responsible human as "a non-violent person who is in search for spiritual growth, values the beauty of the world and has an ability to see and to give energy to all the good things in the world". Accordingly, green-consumers are "goal-oriented people who take into account the public impacts of their consumptions, aim to create social change and improve the sustainable development". Anderson and Cunningham (1972) also see green consumerism as an ethically oriented behavior promoted by social marketing. However, these emerging views did not become predominant throughout 1980s and 1990s.

The perspective that excessive consumption is not the sole remedy for social and economic issues was revisited at the turn of the century. Kozinets (2001-2002) recalled that in some societies, reactions against consumerism, took the form of, for example, the socially engaged projection of Romantic utopia, or anti-consumerist festivals. Spaargaren (2002), looking from a theoretical and policy perspective, states that the announcement and wide acceptance of clear environmental goals with respect to all relevant consumption patterns such as clothing, feeding and traveling, make it possible to reduce the impact of daily routine consumption behaviors. Moisander and Pesonen (2002) focused on the ways of constructing self and the other as green consumers. Sheth, Sethia and Srinivas (2011) emphasizes the essential role of green products with lighter footprints over the total life-cycle in increasing environmental sustainability.

From business perspective, Closs et al (2011) takes a supply chain perspective for sustainability, and states that sustainability initiatives necessitate radical changes in business procedures. Cronin et al (2011) also argue for a "green perspective" of sustainability, in which organizations are expected to engage in sustainability-oriented marketing strategies.

Proctor and Gamble's sustainable packaging is a good example of the practical contribution of marketing tools to sustainability (Proctor and Gamble, 2011). The company now aims to encourage more than 4.4 billion consumers in 180 countries to be more mindful in their buying decisions. Additionally, Wilhelm (2012) describes an example from mobile phones sector of encouragement of sustainable consumption through a strategy of product lifetime extension. These are among the many initiatives from the business community.

The concept of practical sustainability is widely applied, and there are even sustainability indices for companies. Dow Jones' sustainability index launched in 1999 is the first global index tracking the financial performance of the leading sustainability-driven companies worldwide, providing asset managers with reliable and objective benchmarks to manage sustainability portfolios. Corporate Sustainability is defined as a business approach that creates long-term shareholder value by embracing opportunities and managing risks deriving from economic, environmental and social developments. Leading sustainability companies display high levels of competence in addressing global and industry challenges in a variety of areas, including strategy, finance, customer and product, governance and stakeholder, and human. (See: <http://www.sustainability-index.com/>)

Mindful Consumption and Mindful Marketing

Global consumption has moved beyond its primary utilitarian function of serving basic human needs (Shaw and Newholm, 2002), and the domain of marketing assumed a key role, by offering "mindful consumption" and "mindful marketing" as important constructs to this aim. Although its acknowledgment within marketing is relatively new, the concept of mindfulness is well-established in a variety of disciplines. These include social psychology and education (Langer, 1989), quality research (Fiol and O'Connor, 2003), as well as reliability subjects in organizational behavior (Weick and Sutcliffe, 2001), individual and organizational reliability (Butler and Gray, 2006), reliability and conflict handling (Ndubisi, 2012), relationship quality (Saavedra et al, 2010), customer orientation (Ndubisi, 2012), innovation and information technologies (Swanson and Ramiller, 2004), ideal school and classroom education (Demick, 2000; Richard and Perkins, 2000), creativity (Reilly et al, 2010), organizational media uses (Timmerman, 2002), and past experiences on mindfulness of habitual entrepreneurs (Rerup, 2005).

Mindfulness aspects are defined as a sense of wonder, a feeling of union with nature, a sense of peace of mind, a feeling of wholeness, a feeling of joy, a feeling of living in the present moment, and a sense of being accepted within the universe (Jacob and Brinkerhoff, 1999). Mindfulness at individual level involves openness to novelty, alertness to distinction, sensitivity to different contexts, awareness of multiple perspectives, and orientation in the present-paying attention to the immediate situation (Sternberg, 2000). Mindfulness is considered to require a desire to continually renew situational awareness, to cast doubt, and probe further to resolve doubtfulness (Malhotra, Lee, and Uslay, 2012); mindlessness is defined by decreased activation of the cognitive, a resulting state of a reliance on past experience, as in the case of an automatic pilot (Langer, 1989).

Psychologically, mindfulness refers to the cognitive qualities of individuals' state of alertness and awareness, which is characterized by active information processing, the continual creation of new categories and distinctions, and the exploration of and attention to multiple perspectives (Langer, 1989). Another definition states that it is a receptive attention to, and awareness of present events and experience (Brown et al., 2007). Studies of the mindfulness concept in business context provide the following definition: an ongoing identification of new dimensions of context, which can improve foresight and current functioning, connecting and sharing individuals' mindfulness to create new meaning and knowledge to help individuals and organizations to achieve greater congruence between intentions and outcomes (Weick and Sutcliffe, 2006). Accordingly, areas covered by organizational mindfulness include preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience and deference to expertise. Sheth, Sethia and Srinivas (2011) emphasize the necessity for redirecting the consumption patterns for a more sustainable world via market operations. Mindful consumption is defined as a way to reach this goal. It represents a confluence of a mindful mindset and mindful behavior. The mindful mindset is associated with "a

sense of caring for self, for community and for nature”, and mindful behavior is characterized by “tempering of excesses associated with acquisitive, repetitive and aspirational consumption modes”. The customer-centric sustainability is defined as the consumption-mediated impact of marketing actions on the consumer’s environmental, personal and economic well-being (Sheth, Sethia and Srinivas, 2011).

In comparison to managerial approaches, marketing has only recently focused on mindfulness. In managerial context, mindfulness approaches mainly focus on individuals’ and organizations’ ability to achieve reliable performance in changing environments in terms of how they think, gather information, and perceive the world around them, and whether they are able to change their perspective according to the emerging situation (Langer, 1989, 1997). A study in marketing field comes from Malhotra, Lee, and Uslay (2012), focusing on the mediating role of mindful marketing; however, this study focuses not on the consumption side, but on the effect of mindful marketing on quality orientations, their interaction and consequences.

More recent studies on mindful consumption includes diverse studies, such as challenges against transformation to mindful consumption (Bahl et. Al, 2016), a systematic literature review on the concept (Fischer et. Al, 2017), views of different consumer segments (Milne et al., 2020), scale development and validation (Gupta and Verma, 2019), effects of mindfulness meditation on mindful action and life satisfactions (Gupta and Verma, 2019), and a critical review of mindfulness and sustainability relationship (Thiermann and Sheate, 2020).

Sheth, Sethia and Srinivas (2011) point out that attitudes and values shape the consumption patterns. A change in both behavior and mindset levels through bringing greater consciousness, referred to as mindful consumption, is deemed as a particular solution to the problem of “overconsumption”. Humanity has a real obligation to protect the environment regardless of utilitarian concerns, and thus, caring for self, for the community and for nature are defined as the motivators for behavioral change towards mindful consumption (Sheth et al., 2011). In this process of behavioral change, marketing is considered to have a potential role in facilitating mindful consumption, and to advance it by encouraging and reinforcing through the use of product, price, promotion, and place attributes.

Mindful marketing is referred to as an increasingly important notion that aligns marketers’ and consumers’ interests. The expected mission of such marketing is cultivating mindful consumption through means that are effective, efficient, and ethical, while simultaneously considering the interests of both buyers and sellers (Sheth and Sisodia, 2006). Accordingly, marketers should seek ways to find win-win strategies by aligning marketing functions with consumer interests and thus prevent waste-producing, unethical marketing.

With all its strategies mindfully-designed to address the gap between consumers and marketers, mindful marketing is considered to lead to mindful consumption, value co-creation, which in turn, increases the mindfulness of consumption (Malhotra, Lee and Uslay, 2012). Mindful consumption-oriented marketing takes into account consumers’ environmental, personal and economic well-being (Sheth et al., 2011). Accordingly, the core value of such consumption is dependent on consumer’s mindset of caring for themselves, the community and nature through transforming behavior, tempering their self-deferating? surpluses associated with acquisitive, repetitive and aspirational consumption.

Diverse names are given to mindful consumption behavior practices. In literature, the terms voluntary simplicity, ethical consumption, green consumption and socially responsible consumption can be regarded as subcategories of mindful consumption, or as paths towards mindful behavior. A green consumer, for instance, is defined as “goal-oriented people who take into account the public

impacts of their consumptions, aim to create social change, and improve the sustainable development” (Webster, 1975), and behaviors of those consumers are considered to be ethically oriented (Anderson and Cunningham, 1972). Peattie (1998) moves the focus of research on green consumers from the individual consumer to individual purchase. Accordingly, two aspects affecting individual purchase are “the degree of compromise”, that is, the necessity to pay more or travel further, and “the degree of confidence”, that is, the consumer’s level of confidence that the product addresses a genuine issue and represents an environmental benefit.

Similar to green consumers, a socially responsible consumer is considered to be contributing to sustainability, and is defined as “a non-violent person who is in search of spiritual growth, values the beauty of the world and has an ability to see and to give energy to all the good things in the world” (Webster, 1975). Socially responsible consumers may also adopt the concept of voluntary simplicity, which is the “singleness of purpose, sincerity and honesty within, as well as avoidance of exterior clutter, of many possessions irrelevant to the chief purpose of life, an ordering and guiding of our energy and our desires, a partial restraint in some directions in order to secure greater abundance of life in other directions” (Gregg, 1936 quoted in Elgin, 1977). Gregg’s formulation of the concept and a number of more recent writings have emphasized the spiritual dimension of this conservation-oriented life style; however, voluntary simplicity is summarized as material simplicity (non-consumption-oriented patterns of use), self-determination (desire to assume greater control over personal destiny), ecological awareness (recognition of the interdependency of people and resources), human scale (a desire for smaller-scale institutions and technologies), and personal growth (a desire to explore and develop the inner self) (Elgin and Mitchell, 1977, p.5). It is defined as the degree to which individuals select a lifestyle intended to maximize their direct control over daily activities, and to minimize their consumption and dependency (Barton, 1981). Such examples demonstrate individual behavior patterns that may be categorized under mindful behavior attributes.

While writing our literature review, we found a study conducted in 2006 by Christensen et al. (2007), which was very similar to the current research in its focus on how business schools respond to the concepts of ethics, Corporate Social Responsibility and Sustainability in terms of education. Their focus is more on management curriculums, but nevertheless, supports our point of view and research aim, by emphasizing the importance of integrating emerging concepts to business curriculums. This also enlightened our research methodology, described in the following section.

Methodology

Scope of the Study

This research is designed to compare the MBA curriculums of Financial Times 2012 MBA ranking analysis to Financial Times 2022 Global MBA rankings while also seeking to understand understanding the evolution of the content’s integration to the marketing curriculums. The current study is based on Financial Times Global rankings 2012² and 2022³. Other ranking services, such as Times Higher Education Rankings, QS World University Rankings and US News World rankings, were rejected in favor of a global list, with a larger sample of schools, at least 100 universities, and an MBA specific list. Additionally, the researchers chose to base the research on a media source targeting the business community. The research focused on MBA programs due to the practical nature of the field. Business professionals attending particular Executive MBA programs are focused on managerial or

²The list has been accessed through <http://rankings.ft.com/businessschoolrankings/global-mba-rankings-2012> on April 27, 2012. The complete list is included in the appendix.

³ The list has been accessed through <https://rankings.ft.com/rankings/2866/mba-2022> on March 2, 2022. The complete list is included in the appendix.

entrepreneurial skills rather than academic careers. Most MBA students have substantial work experience after their undergraduate degrees. Many are supported by their employing organizations, financially or through released time. Therefore, MBA programs have considerable connections with the business world which directly impacts society at large.

Research Questions

The research aims to understand and compare how top 100 MBA schools have adapted their curriculums to the evolving nature of marketing and world conditions since 2012. The research is based on exploring the following questions:

- Do the top 100 MBA schools integrate concepts of “mindful consumption”, “sustainable/sustainability”, “social responsibility”, “green marketing”, “green consumer”, “economic development”, “ecological sustainability” into their overall curriculum, core marketing courses and elective courses?
- Do the top 100 MBA schools have separate specialty areas or concentrations with the selected concepts in marketing academia?
- How the MBA schools listed by FT 2022 compared to 2012 Global Rankings respond to the change in the marketing academia?

Research Methodology

The MBA program curriculums of Business Schools listed in top 100 in 2012 and 2022 were accessed through their respective websites. The above selected concepts were investigated separately in terms of course contents and course descriptions listed in the curriculums of the MBA programs. First, the overall curriculums of the MBA and Executive MBA programs were analyzed to see whether any of these concepts were visible in the main description of the program. Later, each of the core marketing courses, and the elective courses were individually analyzed. In this process, first, the course names were reviewed and analyzed to identify any specific courses directly named with these concepts. In case of the presence of such a course, the course content and description were analyzed to understand how the concept was integrated. Also, each marketing course and marketing elective was analyzed separately via the course descriptions to understand if they included these or similar concepts sharing the same aim. In 2012, only 3 of these 100 MBA programs omitted detailed information about their curriculums, while in 2022, the number was 7. After excluding those with insufficient information, the detailed analysis included 97 MBA programs in 2012 and 93 MBA programs in 2022.

Results and Discussion: What Has Changed Within a Decade?

For the year 2012, the analyses of 100 MBA schools are categorized in three groups. The first group is analyzed in terms of primary attention to the selected concepts, and includes the universities who focus on the concepts and those who included them in their core courses. The core courses are also analyzed and grouped in terms of marketing or management-oriented courses. Then, those schools who have concentrations and core courses were grouped as the schools with primary attention to the concepts under focus. Secondly, the elective courses were grouped in terms of the ecological and social focus areas, again with marketing or management orientation; and those with either management or marketing-oriented electives were categorized under the second group, i.e., those with secondary attention to the selected concepts. Finally, all the universities in 2012 were grouped geographically. Grouping was done for all the universities in 2012., and this grouping was repeated for the year 2022 for comparative analysis. An additional grouping was included for those universities with special centers, concentrations, focus areas for sustainability or mindfulness orientations.

It was clear that much had changed within a decade. The analysis of FT 2022 Global Rankings shows that the ecological and social focus of most of the universities increased sharply, parallel to the awareness about the concept and the effect of global problems. For 2022, it would have been convenient to avoid grouping the universities with primary or secondary attention, because nearly all focus on the concepts through incorporating either core or elective courses into their curriculum. Instead, therefore, a similar grouping was performed in terms of focus, core courses, elective courses and geographical concentrations available in the universities.

Universities with Primary Attention to the Selected Concepts

The first set of tables provides a comparative analysis the overall orientations of the schools in the lists, in terms of integrating the concepts to their MBA curricula. The data is analyzed according to the availability of a core course, an elective course, or a special center/focus area. Ecological focus is more related to the sustainability aspect, while social focus examines the lists of schools having social-oriented courses, either focused on management or marketing. Table 1 shows the universities with special concentration areas in the 2012 list, while table 2 shows the overall concentrations in 2022. Whereas in 2012, less than 10 schools had a focus on three of these concepts, the number had nearly tripled by 2022. The tables for 2012 includes all the schools analyzed and found on list, however, the numbers nearly doubled, therefore, the tables include only details of the top 5 schools, while the total number is also given in the table⁴.

Table 1

Grouping of the Universities in Terms of Focus - 2012

Ecological Focus (5)	Social Focus (3)	Ecological + Social Focus (2)
MIT:Sloan	University of Pennsylvania:Wharton	Emory University:Goizueta Business School
Duke University	University of Oxford: Said Business School	University of Toronto: Rotman School of Management
University of Michigan: C Stephen M. Ross School of Business	University of Illinois at Urbana -Champaign	
UCLA:Anderson School of Management		
University of Virginia: Darden School of Business		
Boston University School of Management		
BabsonCollege: Olin		

⁴ The total numbers of available schools are shown in the table, but only top 5 names are listed for 2022 list. Please contact the authors for the full list and analysis of the universities.

Table 2

Grouping of the Universities in Terms of Focus - 2022

Ecological Focus (33)	Social Focus (37)	Ecological + Social Focus (9)
Edhec Business School	Ohio State University: Fisher College of Business	Insead
IE Business School	Alliance Manchester Business School	University of Virginia: Darden School of Business
Imperial College Business School	Northwestern University, Kellogg School of Management	University of Oxford: Saïd Business School
Essec Business School	Emory University Goizueta Business School	Imperial College Business School
Durham University Business School	Yale School of Management	University of North Carolina: Kenan-Flagler

As part of the first set of comparison with primary intention of schools to the concepts, Table 3 and Table 4 shows the core course analysis in the lists of 2012 and 2022. The core courses within the selected universities focus more on the management aspect, while a sharp increase is clearly visible in number of courses offered by the schools. Fewer than 10 schools have core courses focusing on the concepts in 2012, but this number had nearly doubled by 2022, although with a stronger focus for the management than marketing orientation.

Table 3

Grouping of the Universities in Terms of Core Courses - 2012

	Management courses	Marketing courses
Social Focus	London Business School	0
	IE Business School	
	China Europe International Business School	
	Vlerick Leuven Ghent Management School	
	Lancaster University of Management School	
	University of Minnesota Carlson School of Management	
	University of Washington Foster School of Business	
	Thunderbird School of Global Management	
	Aston Business School	
Ecological Focus	0	University of Illinois at Urbana Champaign
Ecological + Social Focus	Hong Kong UST Business School	Dartmouth College Tuck School of Business
	University of Cape Town GBS	
	Vanderbilt University Owen Graduate School of Management	
	George Washington University	

Table 4 shows the universities offering marketing or management courses as core curriculum in 2022⁵. Both social and ecological focused courses have become more numerous, and European universities and the United States offer more of such courses compared to 2012. In the US, Europe and Asia, schools can be found that focus on both the social and ecological impacts in core courses such as State and Society, Sustainable Operations, Business, Environment and Sustainability, Business and Environment, Social Entrepreneurship, Management in Public and Private Nonprofit Sector, Green Energy Entrepreneurship, Climate change, Sustainable Luxury: CSR and Impact Strategies in the Luxury Sector. Two universities, Alliance Manchester Business School and Esade Business School, offer marketing courses, such as Managing Ethics and Social Responsibility, and Not for profit consultancy project under marketing fields.

Table 4
Grouping of the Universities in Terms of Core Courses - 2022

	Management Courses	Marketing Courses
Social Focus	Ohio State University: Fisher College of Business	Alliance Manchester Business School
	Northwestern University, Kellogg School of Management	Esade Business School
	Yale School of Management	
	Esade Business School	
Ecological Focus	Essec Business School	0
	IE Business School	
	Edhec Business School	
	Durham University Business School	
	Yale School of Management	
Ecological + Social Focus	Insead	0
	University of North Carolina: Kenan-Flagler	
	Essec Business School	
	Yale School of Management	
	HEC Paris	

⁵ Only top 5 schools are listed. Please contact the authors for full list if needed.

Universities with Secondary Attention to the Selected Concepts

Additionally, there was also sharp increase in elective courses offered in curriculum. Table 5-1 and 5-2 show the universities offering elective courses in the 2012 list, while Table 6 shows the universities offering elective courses in 2022 within the MBA programs⁶.

Table 5-1
Grouping of the Universities in Terms of Elective Courses - 2012

	Management courses	Marketing courses
Social Focus	Insead	Duke University
	Hong Kong UST Business School	New York University Stern School of Business
	Indian Institute of Management	University of Oxford Said Business School
	Georgetown University McDonough School of Business	University of Western Ontario Richard Ivey School of Business
	Rice University Jones Graduate School	SMU Cox School of Business
	Imperial College Business School-London	
	Boston College Carrol School of Management	
	Lancaster University Management School	
	University of Minnesota Carlson School of Management	
	Thunderbird School of Global Management	
University of St. Gallen		
Ecological Focus	Harvard Business School	Stanford Graduate School of Business
	New York University Stern School of Business	Pennsylvania State University Smeal College of Business
	Indian School of Business	University of California at Irvine Paul Merage School of Business
	Yale School of Management	
	Nanyang Business School	
	University of Edinburgh Business School	

It is inspiring to learn that mindfulness-oriented courses can be found in universities' elective curriculums in all areas of world. There seem to be fewer marketing focused courses compared to management, but more elective courses are available in the field now than a decade earlier, both ecologically and socially. In 2012, there was a limited number of elective courses (less than 15) in all fields.

⁶ Only top 5 schools are listed in the table for 2022 while the whole list is included in 2012. Please contact the authors for the full list 2022 if needed.

Table 5-2

Grouping of the Universities in Terms of Elective Courses - 2012

	Management courses	Marketing courses
Ecological + Social Focus	Columbia Business School	Ohio State University Fisher College of Business
	IESE Business School	
	University of California at Berkeley - Haas School of Business	
	Johnson Cornell University	
	University of Cambridge Judge Business School	
	University of Michigan – Stephen M. Ross School of Business	
	Carnegie Mellon University Tepper School of Business	
	University of Virginia Darden School of Business	
	University of North Carolina Kenan-Flagler Business School	
	Ohio State University Fisher College of Business	
	University of Washington Foster School of Business	
	George Washington University	
	University of Notre Dame Mendoza College of Business	
	University of College Dublin Michael Smurfit Graduate Business School	

However, in the 2022 list, 71 out of 100 schools were offering electives. These were given names such as climate change and business strategy; sustainability and competitive advantage; integrity, responsibility and good governance in business; sustainability marketing; sustainability business; business and climate change; business and ethics at the base of the pyramid; business and society; corporate responsibility; ethical decision-making; ethics in action; impact investing: capital for social impact; managing for social impact; social entrepreneurship; sustainability strategy; social entrepreneurship; building businesses for sustainability; and leading social innovation.

Table 6
Grouping of the Universities in Terms of Elective Courses – 2022

	Management Courses	Marketing Courses
Social Focus	Emory University Goizueta Business School	Esade Business School
	Yale School of Management	Georgetown University McDonough School of Business
	Esade Business School	New York University Stern School of Business
	Politecnico di Milano School of Management	University of California at Berkeley Haas School of Business
	University of Toronto Rotman School of Management	Rutgers Business School
Ecological Focus	Imperial College Business School	Yale School of Management
	WHU – Otto Beisheim School of Management	Politecnico di Milano School of Management
	London Business School	
Ecological + Social Focus	Insead	Dartmouth College Tuck School of Business
	University of Virginia Darden	Georgetown University McDonough School of Business
	University of Oxford Saïd Business School	New York University Stern School of Business
	Imperial College Business School	University of California at Berkeley Haas School of Business
	Essec Business School	

The final set of tables geographically compares the schools in the list of two years incorporating the concepts into their curricula. There is considerable increase in overall number of the universities offering courses or having centers worldwide.

Figure 1
Geographical distribution of the schools offering mindfulness courses

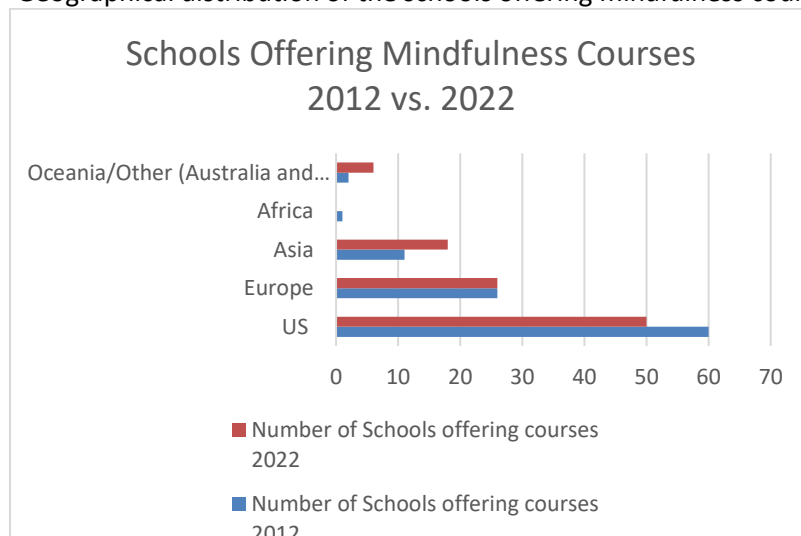


Table 7-1 and 7-2 show the geographical grouping comparably between the two years, and show an almost two-fold increase in the number of schools offering courses either as core or elective. It is exciting to see a greater number of Asian countries within the list, and also a growing number of Australia and Canada schools offering specific courses. The number of courses in US and European universities seems to have slightly decreased while universities in Asian as well as other regions gained a higher profile. It is, however, disappointing to see the African region eliminated from the list, and it is possible that there is a specific, but yet unknown reason for this.

Table 7-1 Geographical Distribution of Universities- 2012

2012	Those without any course		%	Those with courses	
	Total				%
US	60	22	36,7%	38	63.3%
Europe	26	12	46.2%	14	53.8%
Asia	11	6	54.5%	5	45.5%
Africa	1	0	0	1	100%
Oceania/Other (Australia and Canada)	2	2	100%	0	0
Total number	100	42	100%	58	100%

Table 7-2 Geographical Distribution of Universities- 2022

2022	Those without any course		%	Those with courses	
	Total				%
US	50	2	4%	48	96%
Europe	26	5	19.2%	21	80.8%
Asia	18	2	11.1%	16	88.9%
Africa	0	0	0	0	0
Oceania/Other (Australia and Canada)	6	0	0	6	100%
Total number	100	9	100%	91	100%

A final grouping shows the universities with specialized centers on sustainability, social innovation, social entrepreneurship, or mindfulness as of 2022. Table 8, provides grounds for optimism for a continued increase in the number of universities with established centers or research concentrations, initiatives or focus areas for the concepts.

Table 8

Universities in terms of Centers, Specializations or Focus Areas – 2022

Universities with Specialized Centers on Sustainability, Social Innovation or Mindfulness	
US (28 schools)	Yale School of Management
	Miami University Herbert Business School
	University of Pittsburgh Joseph M. Katz Graduate School of Business
	The Wharton School of University of Pennsylvania
	Washington University Olin School of Business
	Boston University Questrom School of Business
Europe (6 schools)	University of Oxford Saïd Business School
	HEC Paris
	IMD Business School
	University of Cambridge Judge
	Mannheim Business School
	Lancaster University Management School
Asia (China, Singapour; Mexico, South Korea, India, Hong Kong) (6 schools)	Tsinghua University School of Economics and Management
	NTU Singapore Nanyang Business School
	CUHK Business School
	Ipade Business School
	HKUST Business School
	Indian Institute of Management Calcutta
Other (Australia, Canada) (2 schools)	Smith School of Business at Queen's University
	Melbourne Business School
Total	42

Although most development was seen in US, interest in more specialized research has grown in Europe and Asia since 2012. Furthermore, Australia and Canadian Universities have similarly witnessed increasing awareness on mindfulness. University of Oxford: Saïd directs Skoll Centre for Social Entrepreneurship, University of Pittsburgh: Katz directs Special Center for Sustainable Business, University of Maryland: Smith directs the Center for Social Value, University of Texas at Austin: McCombs directs the Global Sustainability Leadership Institute, while several other majors or special initiatives exist in other universities. 42 of 100 schools have centers, specializations, majors, or initiatives regarding the concepts independent of geographic location. UCLA Anderson School of management is one school offering Leaders in Sustainability and Social Impact Specializations.⁷

Conclusion and Future Research

The data shows great changes in the last decade in terms of FT top 100 MBA schools' integration of the mindfulness concept to their curriculums. The change is visible in not only centers established to promote the concepts of sustainability, social innovation or entrepreneurship or mindfulness, but

⁷ Top 6 schools are listed for 2022 while the total number available is mentioned in the table. Please contact authors for the full list if needed.

also in the range of courses offered. The course contents are expanding from sustainability focus towards a greater social focus, as well as from management to marketing focus. Additionally, in the management field, it is more common to see courses emphasizing mindfulness or personal well-being, while the marketing field also started to recognize the crucial importance of our impact on the world. The geographical data shows a larger awareness and visible impact worldwide. Even though data evaluation shows a slight decrease in the number of US and European universities involved, there is growing interest from Asian, Canadian, and Australian universities. It seems obvious that the world needs more focus in social and sustainable mindfulness and logic, both in theory and in practice, especially in Asia, considering the need for improvement in life in that region. Despite this small geographic shift of emphasis, in all geographic areas, there is a much higher number of courses –both core and elective- available, with a corresponding increase in the centers focusing on these concepts than 2012.

To sum up, in contrast to 2012, of 100 universities in FT Global Ranking 2022, 42 MBA Schools have centers or specializations regarding the concepts of ecological or social sustainability, 71 have a wide variety of electives in both management and marketing field, and 91 actively incorporate the concepts as well as practical implications into their curriculums.

Further research will be conducted to understand the business community and business practitioners' expectations for business schools regarding the inclusion of the concepts to the curricula, as well as their expectations regarding the implementation of the concepts in the field. The research will also be expanded to identify the numbers enrolled in those classes, and the number of related research projects carried out by academia.

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