

# An insight into challenges of teaching Business and Sustainability course: the lessons learnt the hard way

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# Nature of BMGT 301

## Business and Sustainability

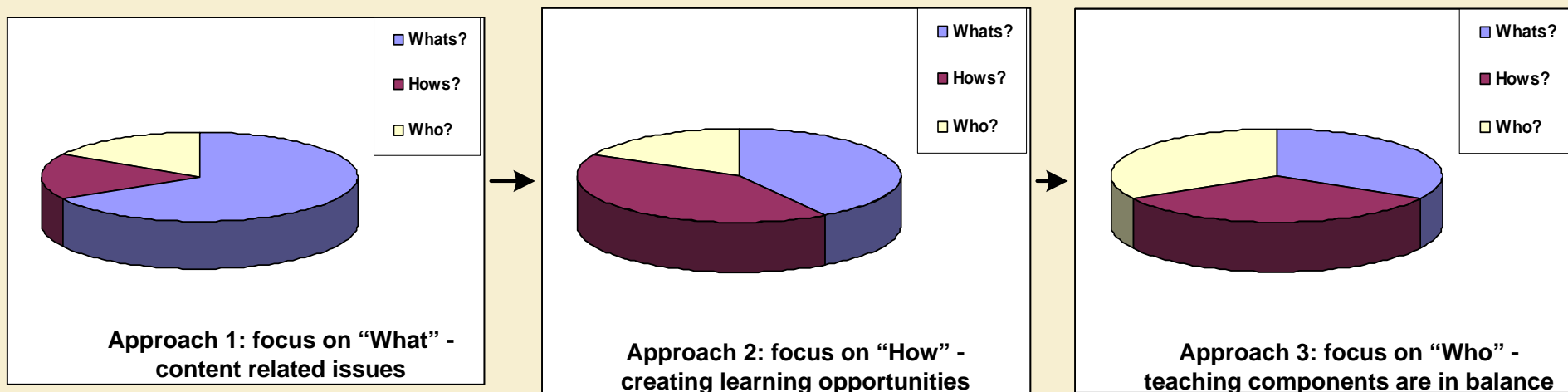
- Complex, politicised nature
- Generic with focus to business specific topics
- Holistic level of managerial thinking
- Soft applied knowledge based discipline (Neumann et al., 2002)
  - Case studies of qualitative nature
- A stand alone course

# Critical teaching components

“What” – content related issues

“How” – creating learning opportunities

“Who” – teaching components are in balance



**Figure 1:** Distribution of critical teaching components in different approaches

# “What” – content related issues

- **What** are the environmental concerns?
- **What** is the current debate about?
- **What** are the problems hindering the progress to address the environmental concerns?
- **What** methods can managers use to identify environmental impacts of their organizations?
- **What** actions can be taken and what are its limitations?

# “How” – creating learning opportunities

Biggs (2003):

- Motivation
- Climate
- Specific teaching/learning activities
  - The teacher-directed activities
  - Peer-directed activities
  - Self-directed activities

# “Who” – teaching components in balance

- Teacher’s personality (Brookfield, 1995; Ramsden (2003) and Biggs (2003)
  - Empathy
  - Enthusiasm for the topic
  - Justice
  - Fairness
  - Compassion
- Teacher’s nature comes at last place

# Lessons learnt

Lesson 1: Scope of our course was too broad

Lesson 2: Stick to one main topic

Lesson 3: Develop a formative assessment that helps to embed the taught material

Lesson 4: Develop a strong teaching – research nexus

# Thank you

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