

From ecological reflexivity to engaged practice: teaching and researching as strategic episodes in management education

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Abstract

Business schools and Universities are increasingly pushed by new ranking criteria, student mobilizations or civic consciousness to integrate sustainability issues in their curriculum. However, professors do not always know *what* and *how* to really change, to satisfy all stakeholders but also themselves. In this article we wish to explore “*How to be a management scholar in the context of the urge for ecological transition?*”. To answer this question, we engaged into an ethnographic approach, ran 2 pair interviews and 20 “reflexive interviews”, based on an intersubjective approach developed by Shotter & Cunliffe (2003). First, our results show that the *degree of ecological reflexivity* and the *degree of ecological practice* varies considerably among management scholars. Second, putting those two dimensions together leads us to propose a model where we can identify four stages towards sustainability. We identify an antagonistic relationship between “deep” reflexivity and engaged practice regarding ecological transition within an organization.

Mots-clés: Réflexivité, Soutenabilité, Transition écologique, Professeur en gestion

Keywords: Reflexivity, Sustainability, Ecological Transition, Management Professor