

Pedagogy of Passion for Sustainability

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Our current practices in teaching sustainable management are replete with scientific facts, analytical tools, optimization models, and management techniques. The key pedagogical goal is to help students intellectually understand and solve problems. I argue for a different focus for teaching sustainability. Managing sustainably requires students to develop passion for sustainability. Passion for sustainability can be taught using a holistic pedagogy that integrates physical and emotional or spiritual learning with traditional cognitive (intellectual) learning about sustainable management. It identifies options for including physical and emotional components in sustainable management courses and provides examples of the transformative potential of such embodied learning. A prototype course design on managing with passion for sustainability is suggested.

"The more I know about sustainability the greater my eco-footprint grows. In 1980, I did not know the term "sustainability" and had an eco-footprint of about 2 tons of carbon per year. In 1990 I had researched and read extensively about sustainability, and my eco-footprint was 12 tons of carbon per year. By 2000, I had published a book and over a dozen articles on sustainability and my eco-footprint went up to 18 tons of carbon annually. Now in 2010, I am a "senior citizen" in the area of sustainable business studies, with a 22 ton of carbon annual footprint. The more I know about sustainability the greater my eco-footprint grows."

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The above realization is the primary motivation for this paper. My cognitive and intellectual understanding of sustainability issues did little to make me lead a more sustainable life. If this were true for everyone, it would be a tragic irony for sustainability education.

Cognitive or intellectual understanding is nec-

essary for changing human behavior, but they are not sufficient. Behavior change requires, among other factors, emotional engagement and passionate commitment. Education for sustainability needs to seriously contend with this basic human fact. Cognitive understanding alone is not sufficient; managers and students need holistic, physical and emotional engagement with sustainability issues. The importance of emotions at work, and in bringing about changes in thinking and behavior is widely recognized. We know that work has significant emotional content, and it is complicated and difficult to manage the emotional aspects of work (Fineman, 2003; Lindebaum, 2009). The important positive and constructive role of emotions at work and in life is being recognized (Nussbaum, 2001). But emotions and passion are taboo and repressed topics in organizations (Gagliardi, 2007).

I examine the idea of "passion" here and apply it to teaching sustainable management. The next section defines passion, and passion in the context of sustainability. I then address how we teach such passionate sustainability with a pedagogy of passion for sustainability. This pedagogy holistically uses physical, cognitive, and emotional engagement in learning. It encourages critical thinking skills and multiple-perspective understanding of issues and practical techniques of management. The next section offers some building blocks for courses on managing sustainably. The results of

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such teaching are exemplified in an anecdote of getting lost in the rainforest as part of a course. I pull together key elements of the pedagogy of passion by giving an example of a course, its structure, and content. And I end the article with some analytical and practical challenges we face in teaching with passion.

Let me also acknowledge my own limitations and challenges of writing about personal subjective topics of passion, emotions, sustainability, and embodied experiences, in a rationalized logical format of an academic paper. Despite my best effort to smooth the flow and connect the themes, the paper reflects some of the fragmentation of emotions and passions.

Passion for Sustainability

Effectiveness of managers is a function of many personal, organizational, and contextual factors. Among them, enthusiasm, zeal, ardor, and passion for the work, are critical determinants of managerial performance. Passion allows managers to have singular focus and extreme dedication to tasks at hand. It provides the mental and emotional energy needed to retain excitement in work over extended periods of time. Passion emanates from authentic work, rewarding work relationships, and the feeling of being engaged in right (socially and ethically anchored) livelihood. It has a sustaining motivational effect on people (Albion, 2000; Mintzberg, 1980; Toms & Toms, 1999).

Passion has been defined in dozens of different ways¹ in different contexts and disciplines. Its origins are in the tradition of Christianity, referring to a dramatic representation of the scenes of the suffering and crucifixion of Christ. The *Passion Play* is a fundamental cathartic performance or reenactment of Christ's last days and crucifixion, embodying the ultimate sacrifice of his life for love

of others. Since the 4th century, passion plays have been sung and recited, enacting martyrdom and physical suffering or affliction of Christ (Madigan, 2007). By the 13th century, *passion* was being used to refer to any strong emotion. (Latin *passio* is an "affection of the mind" or "emotion," and Greek *pathos* is strong emotions.) Over time passion came to signify a variety of extreme emotions, such as "extreme anger," "a literary work marked by deep emotion," and, finally, a "strong sexual attraction or love." This last meaning as love and lust was probably cemented by Shakespeare's repeated use of it in this way (Andrews, 1985). In the humanities literature, passion refers to ardent love, sexual desire, and lust—the basis of so much great literature (Gargett, 2004).

In the social sciences, the concept of passion is starting to get some attention. In psychology, passion is considered an emotion of fervor, zeal, and ardor. It is strong enthusiastic devotion to a cause, ideal, or goal, or specific activities (Villeraud, 2008). Studies of passion explain how emotions are aroused, how they are managed, and how they critically shape our views of ourselves and the world around us (Lazarus & Lazarus, 1994). Sociologists have studied passion as love, seeking to understand the evolution of intimacies in social relationships (Luhmann, 1998).

In the sustainability context, there is very little if any, analytical work directly focusing on passion for sustainability. Even though environmentalists, popular media, and management consultants often talk about the importance of passion, there is no theoretical conception or pedagogical framework for examining this idea. Sigmund Ginsburg, (1996), a career consultant, provides a simple definition of passion as "the energy that comes from bringing more of YOU into what you do." It means doing work that is a natural extension of who you are, instead of putting on a mask every day and performing designated roles. This sense of authenticity is the source of passionate energy at work (Helliwell, 2000; Osborn, 1999). In equating passion with enthusiasm, consultants teach ways of making workers more enthusiastic about their work.

Environmental literature reflects a broad variety of attitudes toward human-nature relationships that belie differing degrees of passion for nature. These attitudes are along a continuum from anthropocentric to ecocentric. *Anthropocentrism* is the idea that humans are of central concern, and nonhuman nature is there to serve human needs. In this view, nature has only instrumental value as an asset for fulfilling human needs, and it is best to exploit it rationally, bereft of passion (White, 1967).

¹From Merriam Webster: **pas·sion** Pronunciation: 'pa-sh-n Function: *noun* Etymology: Middle English, from Old French, from Late Latin *passion-*, *passio* suffering, being acted upon, from Latin *pati* to suffer – more at **PATIENT** **1** often capitalized **a** : the sufferings of Christ between the night of the Last Supper and his death **b** : an oratorio based on a gospel narrative of the Passion **2** *obsolete*: **SUFFERING** **3** : the state or capacity of being acted on by external agents or forces **4** **a** (1) : **EMOTION** <his ruling passion is greed> (2) *plural* : the emotions as distinguished from reason **b**: intense, driving, or overmastering feeling or conviction **c**: an outbreak of anger **5** **a** : ardent affection : **LOVE** **b** : a strong liking or desire for or devotion to some activity, object, or concept **c** : sexual desire **d** : an object of desire or deep interest-**pas·sion·less**/-less/*adjective*. Synonyms: fervor, excitement, enthusiasm, zeal, delight, craze, ardor, obsession, infatuation.

Ecocentrism, in contrast, considers nonhuman nature as inherently valuable, beautiful, and even sacred. It has an integrity that should not be violated, and it is worth conserving for its own sake. Nonhuman nature is viewed as the fount of all human life, and humans as part of nature are emotionally connected to it (Naess, 2003).

The work of nature writers such as Henry David Thoreau, Ralph Waldo Emerson, Aldo Leopold, John Muir, and more recently, Rachel Carson can be seen as precursors of passion for sustainability. These writers produced an ecocentric literature in which nonhuman nature was held in reverence, had inviolable integrity, and they sought to fit humans into the bigger scheme of nature. They evoked an enthusiasm for nature as a driving force of life and spirit. Enthusiasm, etymologically from Greek means "having the god within." It implies a spirit within. The energy that comes from connecting emotionally (with our inner spirit) to nature gives intensity to life. That emotional intensity and energy embody passion for nature. Such passion can be a key driver of life and work, and is the focus of the pedagogy that I explore here.

The environmental writers of the past century inspired a more modern and social scientific analysis of human-nature relations under the concept of "sustainable development." This concept was originally proposed by the World Commission on Environment and Development in the 1980s. It was a response to a perception of "limits to growth" prevalent in 1970s. In the 2 decades post-WWII, the global population began to rise rapidly. To feed and support this human population, we would need resources far in excess of what we had available on the planet. There was the realization that it was not physically possible to continue economic growth without any limits. Sustainable economic growth was proposed as a solution. It was growth that is moderated and paced so as to satisfy the needs of the current generation without jeopardizing the needs of future generations (WCED, 1987). It is in this context that I am proposing a pedagogy of passion for sustainability and sustainable management.

Exploring pedagogy in this context can be aided by explicating three key assumptions of my current approach to pedagogy. First, sustainability is a practical matter, so this approach is pragmatic. Passion, too, is concerned with the practical. It may not be practical in the sense of expediency, but certainly passion is interested in change in practices. Passion for sustainable management is pragmatic in the tradition of John Dewey, William James, and Charles Pierce. Pragmatism holds use-

fulness and practical consequences as the test of truth and reality. This is in contrast to traditional "scientific" truth that seeks explanation and objective replicability. In pragmatism, abstractions, concepts, judgments, and reasoning processes are NOT reality. They are merely symbols and schemata devised by people to facilitate the use, or experience, of reality. Pragmatism sets up direct action, conduct, and need satisfaction as the standards of truth. Pragmatism is an ideology of practice that seeks real changes in the physical and social worlds (Raelin, 2007). So our pedagogy encourages embodied understanding and encompasses emotional development (Weiner, 1974). Pragmatic pedagogy teaches people to act in a practical way. Its insistence on actionability of truth claims is particularly suited to the disciplines of business and management, and organizational studies (Shrivastava & Mitroff, 1984).

Second, sustainability and well-being of the natural environment are material or physical issues to the extent that the environment itself is physical. So "understanding" the environment must be an experiential embodied understanding that anchors abstract conceptual understanding in practices and real-life activism. Embodiment values and valorizes materiality. It acknowledges language and representation as constitutive factors in the shaping of the body or subject as the bearer of meaning, history, race, and gender (McLaren, 1988). McLaren points out that discourses do not "sit on the surface of the flesh or float about in the formless ether of the mind," but are instead "enfolding into the very structures of our desire in as much as desire itself is formed by the anonymous historical rules of discourse." Words, symbols, concepts and abstractions become just as much a part of our bodies as flesh. We learn through our bodies (including our brains), and our bodies are the outcome of our learning. Information processing occurs both in the brain, and the hormonal and cellular systems. Embodied learning moves from abstract understandings to concrete praxis (Stenberg, 2002).

Third, our approach encompasses spiritual and emotional development. The perspectives of students' spiritual and emotional development are an important aspect of learning, particularly at the undergraduate level. A 2004 study by the Higher Education Research Institute at UCLA notes the urgent need to develop students emotionally and spiritually.² It shows 75% of students

²Higher Education Research Institute (HERI) UCLA, The study entitled *Spirituality in Higher Education: A National Study of*

in surveyed colleges were seeking the “meaning of life,” 80% attended spiritual discussions and services, and less than 15% said they were “not interested” in spirituality. The growth of literature on “emotional intelligence” in the past decade (see The Consortium for Research on Emotional Intelligence in Management, 2010) has established the importance of developing emotional skills in managers.

Let me also explicate the connection of passion to these assumptions about pragmatism, embodiment, and spirituality. Often passion is thought of as an impractical impulse. This, unfortunately, is a side effect of the Romantic poets’ treatment of passion as love or lust. The concept of passion in its original meaning of “intense emotion” can be an aid in achieving practical ends. These emotions can be a source of enduring motivation needed to pursue ambitious goals and reach very high achievements. Passion is also a holistic concept that refers to bodily or physical, intellectual, and emotional engagement. The connection of passion to spirituality is probably the most apparent. Spirituality is in fact a discourse of emotions, as conducted over centuries in religious spheres, in philosophy, and more recently in secular social-science disciplines.

In summary, the pedagogy I explore here is one that teaches students practical ways of learning to manage with passion for sustainability in embodied ways. It develops a discourse and a practice of passion for sustainability and applies it to practical goals.

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Holistic Pedagogy of Passion for Sustainability

Most business courses focus exclusively on imparting cognitive skills—concepts, narratives, analy-

sis, investigation techniques, methods, researching, reporting, and communicating. They ignore the roles of the body and the spirit in accomplishing “work.” Even the analytical skills covered in each course are limited to a narrow set of disciplinary topics. MBA programs have been accused for decades now of producing “number crunchers” and analysts, and neither managers nor leaders (Mintzberg, 2004). Another way in which current management education is fragmented is that it separates managerial work from life at large. It treats managing and work as a tight 8-hour compartment that is disconnected from the rest of the day. It pays little attention to why people work in the first place. It does not give any space for finding meaning to life, and finding meaning in the work that managers do every day. It “works primarily with an instrumental, reified and fragmented conception of knowledge that ignores the connection between knowing and passion” (Dey & Steyaert, 2007). It is the meaningfulness of life that gives a sense of importance to larger social and environmental causes and makes them important for work and business. The segmented and siloed approach to teaching management common in business schools needs to be counterbalanced with a more holistic pedagogy. This is particularly true of teaching sustainability—a topic that explores the connection of humans with nature, and a topic that at its heart is about our material physical conditions.

Sustainability issues in the context of management and organizing are holistic, bound neither by disciplinary boundaries nor by cognitive performance. Sustainable organizing and managing require an astute combination of cognitive, physical, and emotional or spiritual skills. Managers work long hours, and they travel extensively (Bunting, 2004). Despite the norm of 40-hour work week, managers routinely put in 60 to 70 hours each week. Managerial work may be “office” work, but it often includes physical engagement (meetings, presentations, site visits, inspections, audits) and can be physically strenuous (Feldman, 2002). Dealing with people (staff, clients, the public, environmentalists, government agencies) involves emotional work. Sustainable managing requires high physical and emotional stamina. Managing sustainably is more than a set of disembodied analytical techniques. It is primarily physical. It is infused with emotional engagement and passion. Managing sustainably with passion involves using analytical skills, physical stamina, and emotions to accomplish and exceed goals.

Managing sustainably with passion requires (1) critical thinking skills and multiple perspective

College Students’ Search for Meaning and Purpose, 2004, surveyed 3680 third-year students at 46 colleges. Initial results of the first phase survey indicate that (a) 75% say that they are “searching for meaning/purpose in life” or that they have had discussions on this with friends, and that they have high expectations that college education will help them develop emotionally and spiritually. (b) 80% of students attended spiritual/religious discussions and service during the past year. (c) 80% believe in god, 67% pray and draw strength from their spiritual beliefs, and 40% consider it important to follow religious teachings in their daily lives.

understanding of issues that helps articulate a compelling vision for managerial projects, (2) practical techniques of management that allow managers to perform tasks with ecological, social, and economic efficiency, (3) physical stamina to endure the hardships entailed in accomplishing challenging tasks over extended periods, and (4) a spirit of deep commitment to goals that can sustain motivation and desire for work. Acquiring these skills in an integrated manner requires students to think in new ways and work in new ways. It requires combining analytical, physical, and spiritual concepts and practices into a holistic learning experience.

Managing Sustainably With Passion: Building Blocks

Clearly, a course that integrates analytical, physical, and emotional components must have opportunities for these types of learning. It must include appropriate analytical content, physical challenges, and emotional development opportunities, and most important, a pragmatic real-world focus. In this section I explore how these can be built into courses and give some examples from my teaching experience.

Real-World Pragmatic Projects

Management work is getting increasingly fragmented in large complex organizations. Traditional concepts of organization theory that abstractly depict organizations in terms of their "environment," "structure," "technology," "strategy," and so forth are inadequate ways of describing organizational reality. To make sustainable management concepts engaging and real, they must be examined in real-world settings and real-world projects. Students need physical exposure and engagement with sustainability issues as they manifest within organizations and at the interface of organizations and society.

Project management is increasingly becoming the mode of managerial work. Managers' work lives are filled with multiple projects. Learning to *manage sustainably* can be conceived of as a series of projects woven around concepts and analytical tools of sustainability. Identifying projects within organizations and areas of interest to students is critical. For learners to engage projects with passion, the projects must be in domains of inherent deep interest to them. We just need to ask learners about their interests and give them the freedom to explore and choose projects they get excited about. A key element is

designing these projects to include sustainability concerns.

Sustainability-focused projects can also be built around functional areas. Consider any function, say marketing. Traditional marketing considers product or service design, pricing, packaging, promotion, and distribution, among other concepts. Each concept can be integrated with sustainability challenges. We can ask questions such as "How can products and packaging be made sustainable? What does it mean to price products sustainably? What are limits to consumption and promotion of products and services? How can distribution and logistics be made sustainable?" Similar interrogations can be done for corporate and business strategies, business plans, budgets, investments, customer problems, technological challenges, and so forth. To maintain the real-world connection, these sustainability challenges should be focused or applied on specific actionable practical problems. Equally interesting is the possibility of problematizing existing practices, standards, and norms from a sustainability perspective. Even trivial practices have significant ecological impacts. Consider, for example, the simple act of changing the font used in documents to Gothic Century can reduce toner used in printing by up to 60%. For an average printer this could add up to a saving of \$80 per year and prevent hundreds of empty cartridges from prematurely going to landfills (Patterson, 2009).

An example of a class project is a "sustainability intervention" that can be used in a variety of courses. It involves students identifying a sustainability challenge facing an organization and attempting to address it. They research the sustainability problem, develop solutions for it, and write a letter to organizational decision makers with their recommendations. They communicate with the organization in an effort to implement their solution. At the end of class they write a reflection on what they learned about making sustainable organizational changes.

Holistic Content

A course on managing sustainably with passion must build knowledge of sustainable management in an interdisciplinary, integrative, holistic, and action-learning mode. It should integrate disciplines of the mind with those of the body and spirit in exploring essential lessons in organization and management. It may be designed as a capstone experience that allows students to integrate and apply their prior knowledge from management and other courses, and life experiences, to dealing

with real problems. This type of design encourages “learning by doing;” accordingly, course goals are achieved through action projects. For example, in a course on sustainable strategic management I have used the game of golf as a vehicle for holistic embodied learning. Golf involves physical and emotional preparation and engagement. It is a common venue for strategic deal making. The physical location of a golf course offers many occasions to conceptually explore ecological resource issues involving water use, greens, and agriculture, farming and land use, and desertification, among others. Specific topics that can be included vary with the project. The topics should be presented with an embodiment approach that allows students to physically and emotionally experience what they learn intellectually. Table 1 provides embodiment exercises linked to certain analytical concepts from the strategic management domain. These concepts are commonly used in strategic management or business policy courses. The goal of the exercises is to somatically and emotionally engage and experience the cognitive or intellectual concepts to get deeper and more holistic understanding, as well as awareness and courage for action on sustainability issues. The courage needed to act on convictions is a central element of this approach. The instructional environment needs to be designed in ways that allow participants to act with courage, take measured risks, stretch beyond their comfort zones, and accept responsibility for their actions.

Physical Challenge Options

Managing sustainably with passion has a special relationship to physical exertion. This is partly because the concept of sustainability is fundamentally about the physical relationships between humans and nature. Under conditions of physical exertion and exhaustion people are more sensitive to and amenable to listening to their bodies. Hence, including some physiologically strenuous activities that allow inculcation of physical skills, stamina, and endurance can be a very useful element of courses on managing sustainably. There are many options for doing this. Many types of physical activities such as running, bicycling, swimming, adventure races, rope courses, mountain climbing, skiing, or trekking, can be used as a base. They offer training possibilities, incremental goal-based performance improvement, and communities of cohorts to train with. Competition and cooperation can be designed into these activities, and they can be executed as a community event that draws participants from the University and its various stakeholder communities.

In my course, “Managing with Passion” I use a multisport event—a triathlon—as the physical core of the course because it provides a lot of flexibility and diversity of activities. Students in the class organize a standard USA-Triathlon sanctioned sprint distance triathlon, a race that includes swimming (.4 miles), biking (13 miles), and running (3 miles). It can be run as an individual doing all three events or as part of a relay team where different participants do different events as a team.

TABLE 1
Embodiment Exercises From Strategic Management

| Strategy Concept | Embodied Exercise |
|--|---|
| 1. Strategic Flexibility | Physical flexibility exercises—stretching, Tai Chi, Yoga |
| 2. Strategic Innovation | Mind-expanding exercises, Visualization,* Lego/Transformer Play What managers can learn from Lego. http://www.fuqua.duke.edu/news_events/releases/ariely_legos/ |
| 3. Environmental Analysis | Environmental awareness/sensing exercises—breathing, hearing, visual (stereograms, illusions), touch, balance (untie/tie shoe lace, standing up). Read “A Natural History of the Senses” |
| 4. Goal Formulation | Develop physical goals (weight, waist size, exercise), and emotional goals (relationships, state of mind, self-development, meditation) for the year |
| 5. Domain Choice, Corporate Strategy | Geographical domain experience—walk, bike the city perimeter, report on layout, special features, sights, sounds, smells of city |
| 6. Competitive Strategy | Play a competitive sport—tennis, golf, basketball, soccer, baseball, hockey—draw lessons about teamwork, strategy, competitor analysis; strengths and weaknesses, competitive structure of game; key success factors |
| 7. Cooperative Strategy | Use games and social activities that require cooperation to succeed, e.g., HumanKnot, and social couple dancing |
| 8. Strategy Implementation (Motivate, Lead, Reward) | Organize a local community event—walk, trek, party, festival |

This allows special focus on teamwork. It also permits people with all levels of skills to engage the sport. Someone who can walk/jog even half mile can in a 14-week long course, train to participate as member of a relay team.

Exercising Emotional/Spiritual Skills

The importance of spiritual and emotional development of students was highlighted above. Courses on managing with passion must offer systematic vehicles for emotional or spiritual development. Historically, there are many traditions from music (Society for Music Analysis, 2009); meditation, art (Hjort & Laver, 1997); religion (Corrigan, 2004); and sports (Hanin, 1999) that offer practices for accessing and developing spiritual and emotional skills and maturity. To be sensitive to the diversity of beliefs of students it is best to offer multiple options for developing this aspect of themselves. Specific activities can include meditation sessions (and there are literally scores of different options in meditations techniques), reading and reflection, visits to art exhibits, musical and dance performances, religious services, and high-emotion sports and personal events (Mitroff & Denton, 1999; Walden, 1999).

The learning moments in embodied learning are exemplified by the following course episode.

Getting Lost in the Rain Forest: A Learning Episode

In July 2008, I taught a foundation seminar entitled "Managerial Challenges of the 21st Century," to first-year students at the Indian Institute of Management in Shillong, India, a leading business school. The goal was to position sustainability and sustainable management as key solutions to the climate crisis, the global financial crisis, and the global poverty crisis. We read a lot of foundational material and had intense classroom discussions on the pros and cons of sustainability. The classes were held every day for 4–5 hours. We identified the global climate crisis, global financial crisis, global poverty crisis, and global identity crisis, as challenges facing managers. We discussed the IPCC Report, microfinancing strategies, and bottom-of-the-pyramid solutions. At the end of the week we were all thoroughly steeped in deep conceptual understanding of sustainability. However, students remained skeptical about the relevance of sustainability in the context of India. They believed that rapid economic growth at all costs is what the country needs to reduce extensive poverty.

On the weekend, we arranged an embodied learning opportunity by taking a "longish" walk in the rain forest that surrounds Shillong. Shillong has a unique ecology. It is less than 25 miles from the wettest place on earth, Cherrapunji, which is 1290 meters above sea level, and receives an annual rainfall of 1270 centimeters. One year it rained 2290 centimeters (901 inches) in one season! This huge volume of precipitation is caused by the phenomenon of monsoon rains. Monsoons last for 6 months, with dryness prevailing the remaining 6 months of the year. The cruel irony is that during the dry season people in rural areas may have to walk up to 5 kilometers to get clean water. The lush forests surrounding Shillong are diverse in flora and fauna, and a source of sustainable living for many villagers and tribal people of the area.

The idea of the trek was to engage students physically with the surrounding ecosystem and to experience some issues we had talked about in class all week. We hired a local "guide," a young teacher working at a mission school in a local village. He brought with him two teachers from his school who supposedly knew the lay of the land. Fifty or so students and faculty set out on what was supposed to be a 2-hour trek. Since the walk was so short, many students left their water bottles in the bus that had brought us to the edge of the forest. We also left our lunch in the bus. Within 30 minutes of walking, we were well past the villages and fields and into the forest. Within an hour we had arrived at a small incredibly beautiful stream surrounded by meadows and small hillocks. Everyone was already tired and got into the water. Soon they were walking along and in the stream, spreading out as a group over a fairly large area of about half a mile. At that point one of the guides informed us that the stream was a mountain stream prone to flash floods that descended from the mountains within minutes when monsoon winds hit the area. Watching the skies, they said we should get out of the stream since the weather was turning.

Rounding up everyone required several scouts to run down the stream to inform people to get out. Students, being young urbanites, first did not believe that flash flooding was in fact a risk. They had never heard of such a thing. And in any case they were having a good time. It took us nearly an hour to get every one rounded up, and we were a mile or so down stream. At that point we started retracing our path back to the point of origin. The "guides" seemed to have lost their bearing. They somehow missed the path we were to take back, a mistake we discovered only after another 45 minutes. That caused a major panic among students. They were hungry and tired and now lost. There

was no drinking water. Their cell phones did not work. We were not on discernable paths. Cutting through the forest bushes caused injuries and bruises. A few people stumbled and fell sustaining minor scratches, cuts, and bruises. Some saw unrecognizable fruit on local trees and pounced on them as manna from heaven. By now some students had tears in their eyes, most were serious and silent, and focused on survival. Some were wondering aloud if they would die before finding a way out.

Then, suddenly out of nowhere we noticed an old woman bent over carrying a bundle of fire wood sticks on her back. We inquired how to get back to the village and she pointed us in the right direction. We followed her for an hour, reaching the outskirts of the villages. Then in another hour we found our bus at the top of a nearby hill. It had been 6 hours since we started. We heaved a sigh of relief, had lunch, and began debriefing the embodied experience we had shared.

Students learned some valuable lessons from this trek. Some of the lessons were straightforward and meaningful in their existing frame of reference. They noted the importance of not panicking. They discovered a new level of resilience in their own bodies, and gained confidence about their ability to overcome hardships. They experientially verified the uses of teamwork and looking after each other. They learned some new things about human behavior, such as, adults can cry under pressure, and crying actually helped some people cope. They learned some things about hunger, what it feels like, what it does to your body and mind (mood), what you will eat (unknown raw fruit) with great delight and enthusiasm.

We learned some new lessons about leadership and contingency planning. We learned the challenges of managing people in high emotional states. We learned how difficult it is to manage dynamic groups that are continually changing in size and composition. We learned to negotiate for scarce resources with others and ourselves. We learned the physical experience of what we prioritize as humans when we get down to basics.

Other lessons were subtle realizations that are ineffable and hard to articulate. There was a pervasive feeling that the forest was more powerful than us. The forest appeared as a unified entity, it was not just a collection of bushes and trees and critters and things. It was a place of awe and power about which we had little understanding of and over which we had little control. They also spoke about this little old lady who appeared at the right time and gave us the all-crucial directions to find our way. She was poor, old, unedu-

cated, a tribal peasant. Yet she possessed knowledge that a group of 50 rich, young, urbane, tech-savvy MBAs and their professors did not. Knowledge that saved their lives, that she gave without asking for anything in return. We did not know what to make of this.

The trek experience was an embodiment of many elements of managing sustainably with passion. This was not planned. We did not plan to get lost and discover the knowledge that we did. The learning was largely serendipitous. It left lasting impressions on all. For many months after, the experience served as an experiential structure to hang meanings and concepts onto.

Managing With Passion: An Events Management Course

Applying the above ideas to undergraduate management education, I developed a course on Events Management at a Liberal Arts University. The course is a capstone experience for seniors to integrate learning from their 4-year college experience. The course was open to students from all disciplines, management, economics, engineering, and the natural and social sciences. It is a "project"-oriented course in which project assignments focus on accomplishing specific tasks. Collectively these projects impart actionable knowledge about managing sustainably. Managing "events" is the core analytical focus.

This focus allows us to cover many topics related to managing sustainably with passion. Managers, especially those in the early stages of their careers, are charged with accomplishing a variety of events that cumulatively contribute to broader goals. Events can be procedural tasks, such as auditing a department or function, or budget meetings, or they can be market-related acts, such as a new product launch, presenting an advertising campaign, or human resource events of hiring or firing employees. Larger events take the form of annual shareholders meetings, mergers/acquisitions/divestment negotiation meetings, and an annual shareholder meeting. Today several major enterprises of society are constituted as events, such as the Olympics and Super Bowl in sports, World Economic Summit, Conferences and Trade Shows, each being a multibillion dollar venture employing thousands of people.

Events are preceded by a number of preparatory processes and decisions. Managing a culminating event includes managing the lead-up processes. It requires creativity, vision, innovation, staging and scripting, managing appearances, as well as basic management techniques for handling finances

and people. This course is focused on a specific event—a triathlon. Students learn events management by planning for and organizing a Sprint Triathlon. They train for it and race in it individually or in teams. The race is open to the entire college community, and funds raised are donated to a charity selected by students.

This course is designed for students to learn how to envision, conceptualize, design and organize a real event. They identify creative ways of making the event successful over time. Their efforts lead to creation of a triathlon race for the community. This course teaches them the “full cycle” of activities for creating events.

On the physical side, students learn to set personal goals and train to achieve them. They are guided, prepared, and motivated to complete an actual triathlon race at what ever level they are capable. Training for and doing a triathlon is an exciting and exhilarating experience and can make fundamental changes in ways people think and behave.

Participants will also learn the different ways of getting in touch with their emotional or spiritual sides and understanding their own moral development. They will understand how emotion and spirit create motivation and passion for their pursuits. The course acknowledges that emotions or spirit can be awakened through a multiplicity of ways, including art, music, religion, sports, meditation, nature, and community. Students will be encouraged to identify methods that are personally effective for them. Through readings, observation, experiencing, reflection, and meditation, students will cultivate their emotional or spiritual and moral development (See Appendix for Learning Objectives and Course Outline).

Learning From the Course

Here I share only one of the three primary learning accomplishments—those related to emotional learning. There are equally significant physical learning (training for a triathlon) and intellectual learning (events management concepts) that occur in this course, but due to space constraints I am limiting the discussion to emotional learning.

Based on 3 years of teaching this course, I share some lessons from students’ papers about emotional learning they experienced. The data presented below is from the student assignment “Reflections on Emotional Growth.” This assignment is about understanding how students developed emotionally during the course. In class we discuss emotional skills as they relate to endurance training. Students participate in Qi Gong and Mind-

fulness Meditation, which help relax the mind and bring them in touch with their emotional sides. They train for and compete in the triathlon, which itself is an intense emotional experience. In this assignment students write a reflective paper describing how the course helped them to develop emotionally, and what lessons they learned from it.

EXHIBIT

Student Reflections on Emotional Growth

1. Over the course of the semester, the areas I think I developed the most growth in were self-discipline, concentration, setting goals, and ability to deal with obstacles.
2. As a psychology major, I have always been interested in how and why feelings and emotions arise. However, in learning about emotions in my (Psychology) courses, I believe that my instruction focused more on biological aspects of emotions. There is a definite difference between learning about a topic and actually experiencing it yourself, and (in this course) I have learned that there is more to emotion than brain anatomy and neurotransmitters. This experience was made even more meaningful because I was able to learn about emotion and its mental and physical power through my own emotional encounters . . . The other meditations such as the mindfulness meditation and body scan helped me to better listen to my body and become aware of what it is feeling . . . The class not only helped me to become more aware of my emotions but also how to keep negative emotions and frustrations in perspective . . .
3. The triathlon presented me a new type of competitive challenge that I never imagined myself doing and along with it came a lot of fear and anxiety. Training for the triathlon however helped me to overcome the feeling of boredom . . . It gave me reason to exercise, a goal to accomplish. Now it is over and I have a triathlon under my belt, I can’t wait to train or and compete in another one.
4. The last semester has been not only a physical challenge but also an emotional journey. Learning to swim, fighting injuries, and pushing myself to the point of exhaustion were challenges that took all the power of body mind and spirit . . . I was raised an athlete throughout High School, with a passion for baseball . . . then in my Junior year I was cut from the team to make place for the coach’s son. That was devastating and ended my competitive sports career. My life since then lacked a sense of balance and discipline . . . Last six years was about having fun, chasing girls, and partying. I signed up for this class to prove to myself that I am still an athlete, and that I can push myself like I once did. . . I didn’t expect to do as well as I did, and my emotions were soaring high despite a semester of lows in my personal life. My confidence and self-esteem have been boosted, and I once again feel like I am worthy as an individual as I was when I participated in organized sports. I can’t remember the last time I felt as proud of myself, and can honestly say that I took away more from this class than any other course at Bucknell.

EXHIBIT
(Continued)

5. Throughout the semester I worked on developing my "inner eye" or my "inner observer self" which allows me to step out of my own body and mind and observe without thought the movements and rhythms of my mind and body. The observer self is a way to view the body without bias and to process inner working of the mind.
6. The emotional struggles I encountered during physical training, coupled with Qi Gong and Mindfulness meditation, have made me a stronger and more emotionally mature individual . . . This course helped me realize that not everyone realizes what they are passionate about early in life, and it is acceptable to be constantly searching for that one passionate thing . . . A lot of life changing decisions were made this semester that forced me to become emotionally stronger . . . I was offered a job . . . and offered admission to graduate school. . . . After careful analysis, I planned to defer graduate school for a year, so I may set aside a year to discover myself, to mature emotionally, and to learn about my Chinese culture. Through the rigorous training associated with this course, I now know that I can accomplish anything I prepare myself for, as long as I train and manage my actions with passion.

IN LIEU OF A CONCLUSION

As academics, teaching is one of our main responsibilities. Retaining passion for teaching and conveying the passion for the management topics we teach is not an easy task. We are challenged as a profession to seek out new ways of infusing excitement and passion into our courses.

The first step toward this is understanding what passion means in the context of our subject area, and then finding ways of building it into our courses. This paper made an exploratory foray into this important topic. I presented some initial ideas in a rather cryptic form. There is much research and thinking, and pedagogical development that needs to be done to fulfill the promise of passion in teaching sustainable management. First there is need for better conceptualizations and analytical framing of issues dealing with sustainable management. We also need good empirical case studies of passionate managers, and passionate performances. We need to better understand relationships between managing sustainably with passion and performance (Wankel & DeFilippi, 2005).

So, in lieu of a conclusion and in the spirit of holistic inquiry let me end by proposing challenges readers can tackle personally to discover their own passions for sustainable management.

Analytical Challenge

Identify ways of bringing sustainability into your own life, your academic work, and your social relationships. Assess your own eco-footprint and examine ways of reducing it. What new activities would you need to do, what current activities would you do differently, what are the barriers to making changes?

Physical Challenge

Challenge yourself physically. Take up wellness exercises (such as yoga, Pilates, sculpt, step aerobics, cardio, kickboxing, etc.) or intramural sports, or social club activities (dance, outdoors hikes, walks, adventure projects). Go out into physically challenging terrains of forests, mountains, rivers, and desserts. Experience several of them (as many as you can physically handle). Experience the physical challenges and limits of demand (and pain) you can place on your body.

Emotional Challenge

Seek out and experience emotions in settings that are novel to you (charismatic church services, virtuoso musical performances, passionate dancing (Tango), weddings, funerals, meditation. Reflect and emote on these experiences to discover your own spirit.

Synthesize the self-discoveries into a clearer and more authentic picture of your self. Share the learning with others. Include it in your courses. While emotional learning experiences are more easily applied in "soft" skills areas of management and human resources, they are equally relevant in the "hard" fields of accounting and finance and operations (Pixley, 2004). Including emotions and passion into traditional courses comes with risks of embarrassment and ridicule. It is important to take a balanced and incremental approach to including passion in learning, to allow learners to become familiar and emotionally comfortable with this approach. The importance of balance between passion and dispassion, and avoiding excesses or extremes cannot be overstated. We need to sensitize students to risks of passion-filled decisions. We need to connect passionate learning with allied concepts of caring, compassion, ethics, and courage.

In closing let me say that the larger irony of my own ecological footprint mentioned at the beginning is beginning to be addressed by the openly passionate stance I have adopted within my professional and personal life. By making commitments to sustainability public, by accepting the contradiction of managing with passion in a profession and culture that valorizes dispassion, and

by trying to be deliberately mindful of the eco-footprint of life decisions, I am chipping away at the 22 tons of carbon with three changes. In the last year I reduced car-based commuting and leisure travel by 500 hours per year without increasing air travel. I moved from a detached suburban house to an urban apartment. And I am eating meat-free meals 2 days a week. That is a reduction of about 2 tons of carbon per year . . . 20 more to go.

Appendix

Managing With Passion: Course Outline

Learning Objectives

1. Analytical: Learn the basic concepts and techniques of management necessary to create

community events. These include visioning, designing, planning, budgeting, promoting, advertising, organizing, fund raising, supervising, hiring, training, maintaining accounts. Special emphasis is on creative and innovative design of events.

2. Physical: To train for and participate in the Sprint distance triathlon as an individual or relay team member.
3. Emotional/Spiritual: To understand and experience emotions and the human spirit and its role in work accomplishment. Experience the emotional cycle of setting and accomplishing challenging goals. Reflect on great feats of the human and community spirit and explore personal moral development as a salient aspect of organizational work.
4. Communications/Writing Skills: To learn to communicate with stakeholders using technical reports, action memos, live presentations, brochures/ads, and mass media

TABLE 2
Schedule

| | Analytical | Physical | Emotional/Spiritual |
|---------------------------|---|---|--|
| Week 1 | Holistic Managing and Organizing: The New New Thing. | | The nature of emotions and "the spirit." Evolution and the Human Spirit |
| Week 2 | Transformative Learning: Learning by Thinking, Doing and Feeling. | Physiological Assessments and Training Plans | Varieties of Emotional/Spiritual Experience—Music, Religion, Nature, Sports, Community |
| Week 3 | Creativity and Innovation: Living Outside the Box. | Clinic on Run, Bike, Swim | Varieties of Emotional/Spiritual Experience II—The World Run Project |
| Week 4 | Emotions in Organizations: How We Feel About What We Think. | Clinic on Run, Bike, Swim 15 min Run/Bike/Swim x 6 | The spirit of "endurance" in sports and in life. Examples from your life |
| Week 5 | Envisioning Events: Community, Context, and Rules. | | Event Experience I—Iditarod, Tour de France, Hawaii Ironman, Trans-Sahara Foot Race, La Ruta Maya Canoe race |
| Week 6 | Managing Events, Planning, Organizing, Budgeting, Staffing. | Clinic on Run, Bike, Swim 20 min Run/Bike/Swim x 6 | Techniques for accessing emotions and spirit—reflection, meditation |
| Week 7 | The Image is the Thing: Marketing, Sponsorships, Publicity and Public Relations. | Arranging Equipment and Supplies | Nature/wilderness and the human spirit. Spirit of sustainable development |
| Mid-Term Paper Due | | | |
| Week 8 | Getting Fire Out of Stones: Facilities, Permits, Services, Logistics. | Database, Training, Structure, 30 min Run/Bike/Swim x 6 | Spirit of Community |
| Week 9 | Orchestrating Talent: Staff, Volunteers, Participants, Spectators. | | Event Experience II—Art Museum, Symphony, Dance, Theater |
| Week 10 | Digital Footprint of the Event: Information Systems, Archives, Databases, Web Presence. | Brick Training x 4 | Witness Community Spirit. Katrina Rehabilitation |
| Week 11 | Always Use Protection: Liability, Insurance, Risk and Safety Management. | Brick Training 4 | Techniques for accessing emotions and spirit |
| Week 12 | Present Triathlon Plan. | Race simulation time trial—indoors | Event Experience III—Personal |
| Week 13 | Staging, Scripting, Pruning and Preening: Race Day Preparations. | Race simulation time trial—outdoors | |
| Week 14 | Event | Are we there yet? | |
| Week 15 | Review, Reflection, and Follow-up: Thank media, sponsors, participants. | Follow-up plans | Reflections |

(press, TV, radio) tools. Students will be required to prepare these types of communications and critically assess their relative effectiveness.

Reading References: There are no prescribed textbooks, but a selection of readings is provided for the course, including

Johnny Allen et al., *Festival and Special Event Management*, Wiley Australian Tourism Series, 2002.

Steven Fineman, *Understanding Emotion at Work*, Sage Publication, Thousand Oaks, CA 2003.

Matt Fitzgerald, *Triathlete Magazine's Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need to Do Your Best*, Triathlete Magazine, Warner Books, NY 2003.

Radha Veach, *Evolution and the Human Spirit: Resurgence*, September-October, 2005. <http://www.resurgence.org/resurgence/issues/veach000.htm>.

Suggested books for mid-term assignment: (1) *Endurance: Shackleton's Incredible Voyage*, by Alfred Lansing, Carroll & Graff Publishers, NY 1986; (2) *The World Run Project*, Jesper Olsen's run around the world; (3) *Last Place on Earth* by Mike Fay and Michael Nichols, National Geographic Press, 2004; (4) *Touching the Void: The True Story of One Man's Miraculous Survival*, Joe Simpson, Harper & Row, New York, 1989.

The week-by-week schedule is provided below. Each week's class has analytical, physical, and emotional components.

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