

**NURTURING (FOR) SUSTAINABLE FUTURES:**  
THINKING, LEARNING, EDUCATING, AND ORGANISING (DIFFERENTLY)

**L'ART DE CULTIVER UN AVENIR DURABLE :**  
PENSER, APPRENDRE, ÉDUQUER ET ORGANISER (DIFFÉREMMENT)

4th-5th April 2024



Université  
de Rennes



RENNES  
MÉTROPOLE



## Organisers

- . Dr. Rebecca Dickason, IGR-IAE, universit  de Rennes, CREM UMR CNRS 6211
- . Pr. Marco Michelotti, RSB
- . Pr. Sarah Robinson, RSB
- . Pr. Julia Roloff, RSB
- . Dr. Caroline Ruiller, IGR-IAE, universit  de Rennes, CREM UMR CNRS 6211
- . Dr. Christophe Vignon, IGR-IAE, universit  de Rennes, CREM UMR CNRS 6211

## Sponsors

This event is sponsored by CUT (Rennes School of Business, RSB), CREM UMR CNRS 6211 (IGR-IAE, university of Rennes), IGR-IAE Graduate School of Management, Rennes Metropole and R gion Bretagne.

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# DAY 1

## **Nurturing Tomorrow: Developing Managers and Leaders for Sustainable Futures – Ideas Incubator**

**When:** 4<sup>th</sup> April 2024 · **Timings:** 9.00 – 16.45

**Where:** Centre for Unframed Thinking (CUT), Rennes School of Business  
15 rue du Professeur Jean Pecker (Building 4)

The Centre for Unframed Thinking (CUT)  
Rennes School of Business (RSB)  
and

The Centre for Research in Economics and Management (CREM, UMR CNRS)  
IGR-IAE Graduate School of Management  
The University of Rennes

invite you to attend a two-day event with the overall theme for day 1:  
***Nurturing Managers and Leaders for a Changing World.***

This day-long workshop aims to engage participants in *deep thinking, conversation and action* on how to nurture future and current managers and leaders in and for a changing world of work, in order for them to contribute to and develop sustainable futures. Participants are encouraged to reflect on and share their experiences, learning, teaching practices, ideas and questions and to work together on the conception of shared projects/outputs which will endure beyond the day.

The morning will consist of individual *sharings/provocations* from guest speakers.

In the afternoon participants will present brief 'ideas' they are currently working on or thinking about as a springboard for discussion leading to the formation of working groups leading to the co-creation of ideas and projects.

# DAY 1 Schedule

**9.00 Registration**

**9.15 Welcome, Introduction, Overview of the Day** (organisers)

**9.30 – 11.00 Session 1:** Panel Presentations 1 and Discussion  
(facilitator Sarah Robinson)  
Barbara Simpson, Karen Dale, Carole Elliott, Alain Klarsfeld

**11.00 COFFEE**

**11.15 – 12.45 Session 2:** Panel Presentations 2 and Discussion  
(facilitator Caroline Ruiller)  
Elena Antonacopoulou, Lucy Taksa, Jean-Francois Chanlat, Gibson Burrell

**12.45 WORKING LUNCH**

**13.45 – 14.45 Session 3:** Idea Presentations and Group Formation

**14. 45 – 16.15 Session 4:** Group Working (coffee available)

**16.15 – 16.45 Report Back and Round-Up**

[travel to town centre]

**17.30 – 18.30 Nurturing Meander:** Street Art and Walking Tour of Rennes  
(meet at the Tourist Office)

# DAY 1 Guest Speakers

## Presentation Outlines

### . Pr. Elena Antonacopoulou, University of Lincoln and GNOSIS Research (Cyprus)

I would propose to address the theme of 'emplacement as a pedagogy of responsabilization'. My provocation will be that merely being critical, skeptical or just plain negative towards the current state of the world is not sufficient to bring about the systemic changes called for. Hence, creative management education that nurtures human flourishing can be founded on a reflexive critique that fosters emplacement (stance-taking). This is not merely proposing the importance of cultivating and activating responsibility. It is about embedding in nurturing responsabilization the distinction between decision-making, judgement, and choice not only in our disposition but also positionality towards issues we are called to act upon.

### . Pr. Gibson Burrell, Manchester University (UK)

"If you were concerned about 'nurturing' and its development amongst leaders and managers would you start with the Business School as your organizational model? If yes, how would you undertake this task? If not, what obstacles are in the way of nurturing?"

### . Pr. Jean-Francois Chanlat, Paris Dauphine PSL (France)

According to anthropologist, Maurice Godelier, « the imaginary is the set of representations that humans have made and make of the nature and origin of the universe that surrounds them, of the beings that populate it or are supposed to populate it, and of humans themselves thought of in their differences and/or their representations. » So, if the domain of the symbolic is 'all the means and processes by which ideal realities are embodied', it should come as no surprise that the contemporary social imaginary, largely dominated by economic categories, has produced not only economic representations but also behaviors according to it. As the societal challenges we face shows the failure of the « Homo economicus », I will defend a new social imaginary based on a broader anthropology, without which new way of developing societies and managing organizations cannot emerge. In other words, what we need, it is a new instituting imaginary for our challenging times.

### . Pr. Karen Dale, Lancaster University (UK)

In this provocation to think about how we might nurture others, I take inspiration from different approaches to the entangled relationship between humans and plants. I make a contrast between the tendency to appropriate plants for our use and knowledge, and Robin Wall Kimmerer's (Braiding Sweetgrass) account of indigenous story-telling about this relationship, particularly that of the three sisters. I draw on this to propose that we think about encounters which allow space for diverse others, and the gift of reciprocity.

### . Pr. Carole Elliott, University of Sheffield (UK)

"Does organizational democracy matter for ecological sustainability in organisations? " A key strand of sustainability debates is about the interconnections between ecological, social, and connectedly organizational sustainability. However, there is a lack of effective leadership in

relation to the environment, and organisational democracy, in that there is often a problematic reliance on the idea that individual and exceptional leaders, with the help of formal bureaucratic rules, can deliver ecological sustainability.

### **. Pr. Alain Klarsfeld, Toulouse Business School (France)**

#### **Using a Religious Narrative to Guide through the Climate and Energy Transition**

We are facing the imperative of multiple transitions and in particular the climate transition and the energy transition. The narrative of the Five Books of the Torah (aka Pentateuch), and the successive Tanakh (aka as Ancient Testament) books, complemented by the numerous Talmud treatises, can be a profound source of inspiration when it comes to transitions and in particular around the climate transition. Why? Because they are built around the story of several transitions, and as such provide ample food for thought for today's ones.

### **. Pr. Barbara Simpson, University of Strathclyde, Glasgow (UK)**

A double provocation – firstly that sustainability is best understood as an ongoing process of collaborative (posthuman) flourishing rather than a destination or goal (this is something that is already well understood in indigenous cultures); secondly that management and leadership are both processes but with distinctly different purposes that invite unique approaches to development. In particular, developing leadership addresses not 'who can I be?', but 'how can I participate more productively with others?'

### **. Pr. Lucy Taksa, Deakin University (Australia)**

#### **Building a Collaborative Teaching Community through Sharing, Exchanging, Supporting and Developing**

Over the past 20 odd years academics engaged in student teaching and learning have been subjected to increasingly non-collegial individualistic and competitive norms and practises. At universities across the world they have been subjected to student evaluations systems based on surveys with limited options for qualitative feedback. The resulting popularity contests often create opportunities for students to be highly critical of lecture and tutor performance and have been shown to be highly gendered and in some cases racist. Ostensibly promoting quality teaching, these assessments have promoted competition among academics, had impacts on quality of working life and in some cases have had negative impacts on employment outcomes. By contrast, collaborative peer review of teaching that emphasises sharing and exchange of teaching methods and practice in a confidential and supportive manner can assist in individual and collective development of teaching, student improve learning outcomes while ticking the box on reviewing/assessing. The presentation will outline how this model was implemented in the Department of Marketing & Management.

***Given the international representation of our speakers, presentation and discussion will take place in English.***



# DAY 2

## **Nurturing Tomorrow: Thinking, Learning, Educating, and Organising for Sustainable Futures – Symposium**

**When:** 5<sup>th</sup> April 2024 · **Timings:** 8.30 – 17.30

**Where:** CREM, IGR-IAE Rennes  
11 rue Jean Macé (amphithéâtre 2, Jane Aubert-Krier)

The Centre for Research in Economics and Management (CREM, UMR CNRS)  
IGR-IAE Graduate School of Management  
The University of Rennes  
and

The Centre for Unframed Thinking (CUT)  
Rennes School of Business (RSB)

invite you to attend a two-day event with the overall theme for the  
symposium on day 2: ***Nurturing Tomorrow: Thinking, Learning, Educating, and  
Organising for Sustainable Futures.***

### **Symposium Description:**

Many of the grand challenges of our time need complex technical and social solutions. Therefore, many researchers, educators, current and future leaders and managers feel powerless to act and suffer from crisis-anxiety. The aim of this symposium is to focus on nurturing (to care and protect someone or something as it grows) as opposed to jumping to novel solutions – that is to say putting emphasis on nurturing the everyday skills and resources and networks we have: 'cultivating our gardens', through developing small changes in our practices – 'les petites gestes' (small acts) of everyday practice which can in their own way, contribute to larger societal and organizational changes leading towards more sustainable futures. In considering how this can be done we bring together a group of international researchers bringing insights from anthropology, sociology, history, feminism, critical theory, environmentalism, psychoanalysis as well as management and organization studies. Themes will include, reflexivity, critical thinking, autoethnography, wellbeing, diversity, holistic teaching and learning, embodied ethics, caring behaviours and organisations, holistic organising, flourishing and responsabilisation, sustainability leadership, career development.

# DAY 2 Schedule

## 8.30 Coffee and Pastries

### 8.45 – 10.00 Introduction

**Welcomes:** David Alis, H  l  ne Rainelli-Weiss, Patrick Val  au, Adilson Borges, Rennes M  tropole and R  gion Bretagne

**Agenda setting: Why nurturing – why now?** Sarah Robinson, Caroline Ruiller, Rebecca Dickason, Christophe Vignon (organisers)

### 10.15 – 11.15 Session 1: Nurturing Thinking

(discussant: Rebecca Dickason)

Ann Cunliffe, Elena Antonacopoulou

### 11.30 – 12.30 Session 2: Nurturing Ourselves and Others

(discussant: Ron Kerr)

Gibson Burrell, Jean-Fran  ois Chanlat

## LUNCH

### 14.00 – 15.00 Session 3: Nurturing Environments

(discussant: Carole Elliott)

Karen Dale, Julia Roloff, Cl  ment Longondjo

### 15.15 – 16.15 Session 4: Nurturing Leaders and Managers

(discussant: Sarah Robinson)

Carole Elliott, Lucy Taksa

### 16.30 – 17.30 Session 5: New and Forthcoming Books

(discussant: Alan Klarsfeld)

### **Diffracting Collaborative Leadership: A Pragmatist Project – Barbara Simpson**

The key message that my book seeks to convey is that if we understand leadership as a social and performative process, then we must seek out new ways of knowing that can engage with precarity and the perpetual emergence of novelty in living experience. I argue that, perhaps



somewhat counter-intuitively, the Pragmatist philosophy of Jane Addams, John Dewey, Mary Parker Follett and George Herbert Mead provides a comprehensive springboard from which to develop emergent knowings. This philosophy invites a performative orientation to researching that builds on diffractive differencings rather than representational reflections

### **Homo Anthropologicus – Jean-François Chanlat**

This book tries to show how contemporary management puts the human condition to the test. After presenting the various central dimensions of 'homo anthropologicus', it shows how these can be sources of both human well-being and human ill-being, depending on the management methods put in place. In the era of the Anthropocene, which confronts us with the effects of our behaviour in relation to Nature, it ended by stressing the importance of putting forward an ethic of finitude. Based on an anthropological broadening, it shows the way to achieve a renewed humanism, to move away definitively from economism and managerialism and bring management, now and in the future, more in line with the human condition. And contribute to save the planet that has been our home for over 300,000 years, while giving hope to future generations and maintaining social harmony among human beings, two magnificent ideals, which are, unfortunately, never guaranteed.

### **Former les Managers à l'Ère de l'Anthropocène – Rebecca Dickason, Caroline Ruiller, Christophe Vignon**

Most management education is still instrumental. It seems increasingly difficult to introduce critical teaching into business schools. The institutional context has changed considerably since the beginning of the 21st century, reducing room for manoeuvre for critical teachers (Perriton & Reynold, 2018). One way out of this dead end is to squeeze critical teaching into the limited windows of opportunity still available. Historically, management education has failed to take into account the body and the emotional experience. Management can be analysed as a process of disembodiment until the end of the 20th century (Dale & Burrell, 2000). The 'embodied turn' (Hassard, Holliday & Willmott, 2000) has stirred increasing interest, since the turn of the 21st century, particularly thanks to ongoing work on reflexivity and vulnerability. In this rapidly changing institutional context, there is a shift towards more embodied teaching. The teaching methods that teachers can use are also affected, both by the issues mentioned above and by the technological and environmental changes of the more recent years. Various proposals are currently being put forward by higher education establishments in response to these developments. In this book, we aim to explore reflexivity, vulnerability and teaching methods.

## **17.30 Close**

***Given the international representation of our speakers, presentation and discussion will take place in English.***

# DAY 2 Guest Speakers

## Topics/Abstracts

### . Pr. Elena Antonacopoulou, University of Lincoln and GNOSIS Research (Cyprus)

I would propose to extend the theme of emplacement as a pedagogy of responsabilization, by focusing on transformative wisdom as activating 'CORE Intelligence'. I will elaborate on how wisdom extends beyond traditional conceptions of explicit knowledge and tacit knowing and can also emerge through 'another way' (beyond references to mindsets/mindfulness) of attending to 'what we do when we don't know what to do'. I will make the case for cultivating and activating CORE Intelligence (Centeredness, Oneness, Reflex and Energy) by extending accounts of intuition, flow and insight to invite accessing sensuousness and sensoriality. I will explain how this extends hitherto references of responsibility as the ability to respond to challenges.

### . Pr. Gibson Burrell, Manchester University (UK)

#### **Habits, the Hearth and the Human as Impedances to Nurturing, Today and Tomorrow**

My argument is that any move towards a more nurturing and caring environment will be considerably hindered by three issues. These are habits that humans live by; hearths that humans live by; and what assumptions humans think they live by. Nurturing and caring will need to come from the fundamental questioning of habit, hearth, and human across many societies. This will prove not to be an easy task.

### . Pr. Jean-Francois Chanlat, Paris Dauphine (France)

Every human being is constructed through his or her relationship with others, because self-awareness is inseparable from awareness of others. On a personal level, this relationship with others forms the basis of individual identity, and on a collective level, it forms the basis of social identity. Personal identity and collective identities are therefore the result of the relationship that an individual or group has with all forms of otherness. As Freud reminded us, *alter* is at once a model, an object of affective investment (love and hate), a supporter, an adversary and even a scapegoat, we can see how the relationship to "altérité" as we say in French is critical for ourselves and others and thus nurture our social relationship.

### . Pr. Ann Cunliffe, FGV-EAESP (Brazil)

#### **Nurturing and/or Inspiring?**

I will address the various ways in which we might inspire students to be inspired in their research. I propose that one way is by being attuned to our situation and to that of our research participants in embodied ways.

### . Pr. Karen Dale, Lancaster University (UK)

#### **Plant-Thinking and Care of the Other**

*"In some Native languages the term for plants translates to 'those who take care of us.'"*  
— Robin Wall Kimmerer

Plants are often seen as essential to a sustainable future, for example through planting more trees or reinstating peat bogs, but this is from the point of view of a survivable future for humans. This presentation engages with the agency and power of plants themselves, as a way of challenging our humancentric assumptions. Looking at plants differently, as equal actors though different, might help to give us tools to be more reflexive about our own actions and position as humans, as well as an essential move towards the necessary changes in our appreciation of our interspecies relationship as part of earth's eco-systems, and from this enable us to do management and management education differently.

**. Pr. Carole Elliott, University of Sheffield (UK)**

**Slowing Down and Digging Deep**

I will discuss how nurturing leaders and managers requires a slowing down of pedagogic practice to dig deep into the representation and reproduction of leaders, leading, and leadership across media environments.

**. Dr. Clément Longondjo RSB (France) and Pr. Julia Roloff, RSB (France)**

**The two Faces of Routines: Combating and Enabling Process Failure**

This study investigates why routine behaviours break down and how actors handle situations in which their routines are disrupted in the context of wicked problems and grand challenges. To answer these research questions, we interview and observe 45 actors and organisations involved in the solid waste management (SWM) process in Kinshasa, Democratic Republic of the Congo, (DRC), which is successfully removing most of the city's waste to recycling and landfill but failing to address the problem of illegal waste dumps. Our findings show that SWM workers facing disruptive events and resource depletion sometimes fail to adapt their routines and either stop performing them, misapply them or switch to disruptive routines, such as waste dumping. Thus, as pressure mounts, rather than staying faithful to the objective of the SWM process, they start contributing to the problem. Our study provides insights into the mechanisms that lead to this counterproductive behaviour and makes recommendations on how to prevent routine switching. The presentation will focus on the small gestures and those that have the wrong kind of impact.

**. Pr. Lucy Taksa, Deakin University (Australia)**

**Overcoming Competitive Siloed Approaches to Academic Leadership through Ecosystems Thinking and Structures of Collaboration**

In this presentation I will argue that sustainable futures in academic contexts require a jettisoning of siloed, disciplinary, hierarchical, and competitive approaches to academic leadership and management. In place of the increasingly narrow mechanistic systems for managing academics I will introduce the need for adoption of ecosystems thinking, including structures of collaboration, in order to achieve a better balance between individualism and collectivism and thereby nurture relationality, collegiality and supportive careers for academics throughout their working lives. To support my argument I will draw on my own experiences in two different universities, as Head of Department and Associate Dean of Education and Associate Dean of Research. In this regard I will show that context matters for capacity to introduce and advance an ecosystems approach to organisational and workforce management and that today, more than ever, it is critical to challenge competitiveness, and eschew disciplinary silos and hierarchies even while operating within bureaucratic structures.

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