Developing Ethical Future Managers Embracing Sustainability:
Case Study of Budapest Business School

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ABSTRACT

The paper describes and evaluates how a higher education institution (Budapest Business School – BBS), aspiring for AACSB accreditation, co-created innovative tools, based on the UN's Sustainable Development Goals and the principles of sustainable development. The paper has two interrelated objectives: to present what sort of innovative, web-based tools can be used to promote sustainable practices at higher education institutions and to highlight how such practices support institutional development processes in the context of candidacy for AACSB accreditation. Based on the academic literature on ethics and sustainability education, the respective accreditation standards, and internal sources (databases and feedback from participants of events using the educational tools), these innovative tools were found useful for higher education institutions aspiring for AACSB accreditation in ensuring that their governance, faculty, staff, and students not only understand sustainability but also have the capacity to act sustainably and promote sustainable practices.

KEYWORDS

AACSB, Accreditation Standards, Ethics Education, Higher Education Institutions, Sustainability Education, UN Sustainable Development Goals

INTRODUCTION

As the integration of sustainability into all core activities of higher education institutions is a demand by society in general, and by accrediting agencies, students and their future employers in specific, this paper illustrates how a higher education institution (Budapest Business School - BBS), aspiring for AACSB accreditation, takes this expectation seriously. Starting with an overview of the academic literature on ethics and sustainability education and on the respective AACSB standards, the paper describes how innovative, web-based tools co-developed by BBS can ensure that university governance, faculty, staff and students not only understand sustainability, but also have the capacity to act sustainably and promote sustainable practices. The paper aims to disseminate these tools as possible good practices, which can be adapted by other higher education institutions. The paper also aims to highlight how such practices support institutional development processes in the context of candidacy for AACSB accreditation.

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BACKGROUND

The Association to Advance Collegiate Schools of Business (AACSB) expects from its accredited institutions to align with its standards, which aim to ensure that the accredited higher education institution prepare learners for "meaningful professional, societal, and personal lives". The guiding principles of the standards include ethics and integrity, and societal impact, among others. Concerning societal impact, the institution is expected to make a positive impact on society, as a "force for good in society". With regard to ethics and integrity, the institution is expected to encourage and support "ethical behavior and integrity by students, faculty, administrators, and staff in all its activities". Such a pervasive approach contains appropriate policies and procedures, academic programs and activities, and an intellectual contributions portfolio with a strong emphasis on ethical behavior and societal impact. The latter one, defined as "positive impact on the betterment of society", is expected to be covered in the institutional strategic plan (Standard 1), curricula (Standard 4.3), portfolio of intellectual contributions (Standard 8.3), and internal and external initiatives (Standard 9.1). The institutions aspiring for obtaining or maintaining accredited status can choose a framework (such as of the U.N. Sustainable Development Goals or the environmental, social, and governance (ESG) criteria) for describing their activities related to societal impact but should be specific in how such activities are measured and monitored, how their academic programs incorporate societal impact, and how their engagement with external stakeholders have societal impact. (AACSB 2020a, AACSB 2020b)

These guiding principles are regularly revisited by AACSB, as the organization is continuously engaged with the topics of the principles. A task force of AACSB reviewed the status of ethics education in 2004. In their report, AACSB was recommended to encourage its member institutions and their faculty members to revisit demonstrate commitment to ethical responsibility in their academic programs, assessment strategies, research and outreach activities (AACSB, 2004) Since then, the accredited institutions developed various solutions in terms of ethics education (see Heller and Heller, 2011). The topic of ethics and integrity also appears in several AACSB professional articles. These articles provided the opportunity for reporting about innovative ways the business schools incorporating ethics into their curriculum: using gamification, a separate certification program, or organizing extracurricular activities for their student, involving practitioners (Davis, 2017). The professional articles also urged institutions to appropriately discuss ethical issues (Weybrecht, 2017a), emphasized the importance of cultural differences in teaching business ethics (Bisoux, 2021a), and called for staff training and providing detailed information to students concerning academic integrity (Sykes, 2021). Concerning institutional examples of having a positive societal impact, AACSB issued a report in 2020 (AACSB 2020c). Professional articles on sustainability articles were also published, reporting about how certain business school members collaborate with companies to explore solutions to current and future challenges concerning sustainability (Weybrecht, 2017b), raise awareness of the United Nations Sustainable Development Goals (Bisoux, 2021b), or use the environmental, social, and governance (ESG) issues in their activities (AACSB, 2021). Recent professional articles argued for using the pandemic to rethink operations and activities of the member institutions and their corporate partners (Weybrecht, 2020; Warnell, 2021), and called for educating students for becoming "sustainability generalists": experts in various fields of business with a solid knowledge of sustainability (Bhattacharya, 2021).

The academic literature on professional ethics education supports the above-mentioned pervasive approach. Whilst there is no consensus about the definition of professional ethics (Fox, Lonne and McDonald, 2001), most definitions are related to the behavior of the member of a particular profession, how the professional's specialist knowledge is used (Poon and Hoxley, 2010). Lesser et al. (2010) found that professionalism can be taught and developed over a lifetime of practice. Concerning teaching of professional ethics, two main approaches were found in the academic literature: the narrow approach, which focuses only on the knowledge and application of the rules of the profession (the "code-centered" approach), and the broad one, which goes beyond the rules and considers the

context and character of the professional. (Bagnall 1998, Banks 2008) Researchers found that where ethics education focuses only on the narrow interpretation, there is evidence of learning the content and application of the professional rules, but such learning is insufficient for becoming an ethical professional. (Holmes 2015) Rest's Four Component Model of Moral Action (FCM) suggested four inter-related aims for professional ethics education, which could address the elements of the broad interpretation: moral awareness (recognizing ethical problems), moral reasoning (formulating a morally defensible action), moral motivation (commitment to act ethically) and moral implementation (having the courage to implement the right action). (Bebeau, Rest and Narvaez 1999) Rest's colleagues, led by Bebeau, regarded these four components as capacities to be developed for full moral functioning of a professional. They found evidence of the development of these inter-related moral capacities, which led to recommendations for effective professional ethics education. These recommendations contain a pervasive approach during a formal learning program, within which professional ethics is addressed in a separate course and also as a topic permeating other courses, including experiential learning elements such as work-based learning or simulations, in an integrated manner. (Bebeau and Monson 2008) The importance of an integrated approach to assessing professional ethics throughout the academic program, as well as the role of informal learning, the institutional "milieu" and the instructor were also stressed as important. (Nucci 2001, Wright 1995) The curricular changes, the involvement of the practitioners and faculty development are all important element for developing a professional identity, which is recommended to be a very important objective of higher education. (Cruess, Cruess and Steinert, 2019)

Concerning business ethics education in specific, researchers found and recommended the same for higher education institutions as the above findings and recommendations related to professional ethics education in general. The main reason of the need for supporting business ethics education is similar to the situation in other professions: to convince all stakeholders that ethics can be taught effectively, since there is no consensus about it among practitioners. Whilst there is no concluding evidence of learning business ethics with significant effect on the learners' attitudes (see e.g. Jewe, 2008), many researchers found evidence that business ethics education matters and have a positive influence on moral efficacy, moral meaningfulness and moral courage (Lau, 2010; May, Luth & Schwoerer, 2014). Despite of the various obstacles of business ethics education, Floyd et al. (2013) argued that higher education institutions have the power and the responsibility to deliver effective business ethics education with an impact on the society. Giacalone and Promislo (2013) added that, the goal of business ethics education is more than just supporting the learning of better ethical decision making – which, according to Acevedo (2013), is important in improving managerial problem solving and decision-making skills. The goal is rather to build a better world, and in order to achieve this, business educators need to recognize and confront the impediments of effective business ethics education. The most important stakeholders also expect efficient business ethics education: the satisfaction of students (Reynolds and Dang, 2017) and managers (Sigurjonsson et al., 2015) with business ethics education is rather low, providing further reasons for improving it.

The recommendations of researchers on improving business ethics education echo the ones listed earlier regarding the improvement of professional ethics education in general. The recommended main goal of business ethics education is in line with the broad interpretation of ethics education: character building of future business practitioners, going beyond learning only the relevant rules and their application. The recommended way of teaching towards character development is also the same as the one proposed by professional ethics education researchers: using a holistic, integrated approach in business ethics education (Swanson and Fisher, 2010), going beyond the dissemination of information towards becoming transformative, supporting development of behavior (Tello et al., 2013). This integrated approach include a separate subject within the academic program devoted to the foundations of business ethics, and the integration of business ethics into various other units across the curriculum. Furthermore, other initiatives, such as extracurricular events, involvement of business practitioners as guest speakers, as well as using case studies highlighting implications of

ethical decisions in organizational contexts, and experiential and action learning projects are also highly desirable (Swanson and Fisher, 2009; Maclagan, 2012; Chavan and Carter, 2018). With regard to integration of business ethics into the curriculum, the Giving Voice to Values (GVV) pedagogy (Arce and Gentile, 2015) is a tool used by several business schools, and there are also tools for assessment of the integration of business ethics into the academic programs (Dzuranin, Shortridge and Smith, 2013).

The academic literature provides with a picture of the status of sustainability education similar to the above one related to business ethics: a complex set of obstacles of effective sustainability education was identified, and a several recommendations were made with regard to overcoming the obstacles and improving sustainability education practices. Starting with the obstacles, according to Ruiz-Mallén and Heras (2020) recent overview, despite of several initiatives, programs and good practices, sustainability is "still not mainstream within academia". They found that this is due to rigid organizational structures and resistance to critical self-reflection. Djordjevic and Cotton (2011) found that communicating messages about sustainability successfully is difficult due to the lack of an agreed definition or shared understanding of sustainability, and also to potential individual differences in values and attitudes. Concerning universities, Leal Filho et al. (2018) identified various issues resulting unsuccessful sustainability initiatives: lack of planning, lack of proper the integration of the three main components of sustainable development into the curricula in a holistic and comprehensive way, and the lack of financial support. Sustainability initiatives thus mostly depend on a few committed university faculty and staff members, leading to only short-term impact of sustainability activities. According to Wright and Horst (2013), university faculty leaders agree on those financial issues threaten sustainability initiatives, but they varied opinions on what these initiatives should be.

Researchers argue that despite of the complex set of obstacles, sustainability education could and should be improved, and then will be able to make a positive impact on societies: thus, strategies for advancing sustainability in all of their activities need to be developed by higher education institutions (Fien, 2002). Stephens et al. (2008) asserted that higher education institutions can be considered as change agents with significant potential on influencing the society concerning sustainable development, via their various functions and activities. Sustainability education is also regarded as an important factor in becoming a learning society. Foster (2002) Wals and Jickling (2002) asserted that incorporating sustainability into all activities provides higher education institutions an opportunity to test their values and practices, whether they really allocate and deploy their resources appropriately. Sibbel (2009) argued for professional development of university staff to ensure that they can support the students in learning about sustainability and becoming ethical professionals embracing sustainability. Pizzutilo and Venezia (2021) proposed a comprehensive set of criteria related to culture, missions and people of higher education institutions, for measuring the integration of social responsibility and sustainability into all activities of universities. The measurement is related to impact on the students' ethical, sustainable, and responsible behavior: the more mature the integration, the more effective is the impact of the institutional activities.

The literature provides with a range of recommendations on improving sustainability education, which are practically identical with the ones made by researchers regarding ethics education. Sustainability education, which is expected to focus not only on the environmental issues, but on all dimensions of sustainability: environmental, social, and economic (Rusinko, 2010), is recommended to be delivered in an integrative way. With regard to sustainability-related outcomes of academic programs, Shephard (2008) noted that higher education programs rather focus on cognitive skills (knowledge and understanding), and less on affective outcomes of values, attitudes and behaviors. The affective domain at the highest level contains commitment to principled practice and willingness to change behavior in the light of new evidence: these outcomes are often avoided in higher education, due to the difficulties related to achieving them. However, the attainment of attainment of values and attitudes is an important part of professional education, as described earlier. The knowledge of sustainability and having the skills needed for sustainable activities are essential, but not sufficient

without the appropriate attitudes. Shephard enlists a wide range of teaching and learning activities supporting the attainment of affective outcomes, including discussion and debate, problem-based learning, simulations and games, community service and travelling to gain experience. Regarding case studies, the trans-disciplinary case study (TCS) approach is recommended, during which learners face complex real-world examples. Concerning assessment, portfolios and objective-structured clinical examinations are mentioned, combining evaluation at individual and group level. (Shephard, 2008) Lambrechts et al. (2013) also analyzed competences related to sustainable development in undergraduate management programs. They found that the analyzed academic programs develop many competences essential for sustainable development, but not all the necessary fields of knowledge, skills and attitudes are covered: again, a finding in line with ones related to ethics education. Lozano et al. (2013) recommended the incorporation of sustainable development into the curricula of all academic programs, research, institutional operations, outreach activities with proper assessment and reporting schemes; complemented with related collaboration with other universities, providing on-campus experiential learning opportunities, and train-the-trainers programs. They asserted that such an integrative approach needs the recognition of the importance of multi-disciplinary and transdisciplinary teaching, research and community outreach, and support and empowerment of the faculty members involved. Jones and Galloway (2013) recommended using the concept of ecology in sustainability education, as it provides students with the opportunity to engage in 'real complexity' of their discipline, requiring them to find effective and ethical solutions for present and future challenges. A framework was also developed for educators for updating their courses to provide a more holistic and systemic sustainability education to future generations, to equip students with a complete set of sustainability competences. (Lozano et al., 2017)

To sum up, the academic literature both on professional ethics education in general and on business ethics education in specific, referred to an environment where there is no consensus about the need for, the content, and the effective teaching and learning of the topic. Researchers provided with evidence of learning, a variety of reasons justifying the need for ethics education, and various recommendations on effective ethics education, proposing holistic, integrated approach. Sustainability education has apparent links with ethics education, and the related academic literature echoed problems and recommendations similar to the ones of professional and business ethics education. These recommendations of the various authors seemed to influence the development of the latest set of AACSB's business accreditation standards, which refers to the importance of ethics and sustainability education and expects a pervasive approach and a focus on instilling values from the accredited institutions. This approach would include separate courses on ethics and sustainability, the incorporation of ethics and sustainability into the academic programs and extracurricular events, relevant experiential learning opportunities, research and outreach activities, and the development of organizational culture to provide learners with an institutional milieu, where all operations are ethical and sustainable.

Velazquez, Munguia and Sanchez (2005) noted that the literature on sustainability education practices mostly report about successful solutions, although unsuccessful initiatives would also provide useful information for higher education institutions. This paper follows the structure of the majority of academic articles, and shares innovative tools for adaptation by other institutions, as good practices in ethical, sustainability education. However, the authors would like to note that, in agreement with researchers above, the development of the institutional culture, the full involvement of all faculty and staff members in achieving that ethics and sustainability permeates all activities of the institution is expected to be a complex process and a long journey, not without difficulties.

DEVELOPING ETHICAL FUTURE MANAGERS EMBRACING SUSTAINABILITY

There are many good examples of sustainability courses in higher education (Wolff and Ehrström, 2020, Landrum, 2021) and practical sustainability initiatives that are also helping higher education institutions to achieve AACSB accreditation (Nicholls et al, 2013, AACSB, 2020c). This paper presents how a Hungarian higher education institution co-developed web-based tools to ensure that university governance, faculty, staff and students not only understand sustainability, but also have the capacity to act sustainably and promote sustainable practices. As described below, sustainability is a main pillar of all activities of BBS, and the authors would like to share how web-based tools contributed to learning about sustainability, and to implementing sustainable practices at organizational level. These organizational initiatives also support the preparation for AACSB accreditation, as the initiatives are aligned with AACSB expectations.

RESEARCH AIM, RESEARCH QUESTIONS, RESEARCH METHOD

This research aims to investigate how to develop ethical future managers embracing sustainability and successfully integrate sustainability into the everyday life of a higher education institution, in the case of BBS. Our research questions, in line with the relevant AACSB expectations (AACSB, 2020c), are the following: (1) What sort of web-based tools might contribute to the business school' sustainable development? (2) How effectively can the tools developed be used in education?
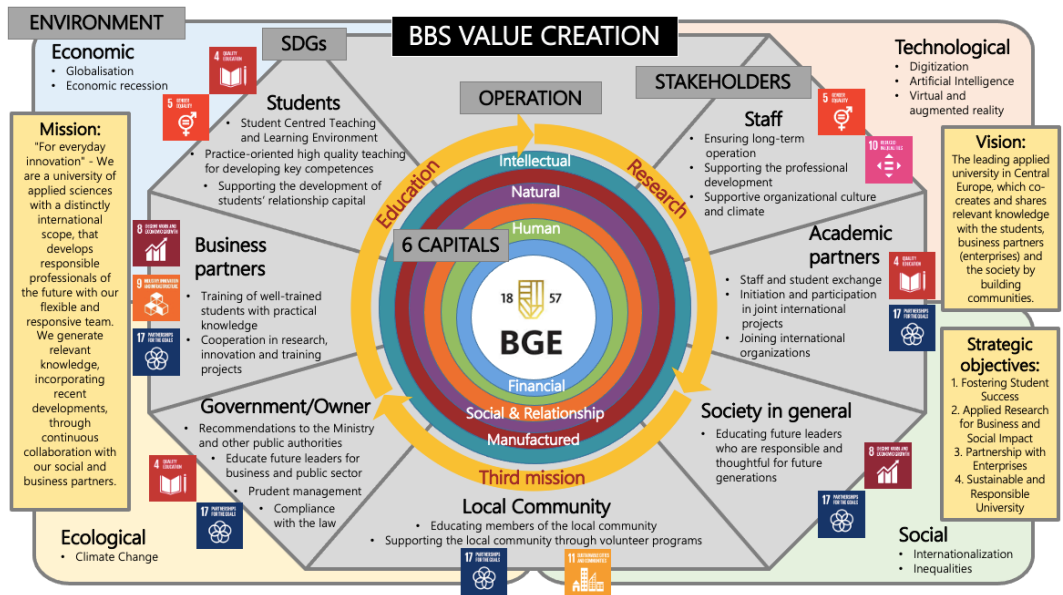
Authors used the case study method, which is well suited to education research, to answer our research questions. Yin (1984, p. 23) defines the case study research "*as an empirical inquiry that investigates a contemporary phenomenon within its real-life context*". "*The case study approach allows in-depth, multi-faceted explorations of complex issues*" (Crowe et al, 2011, p. 1). Baškarada (2014) says that case study is a research method most frequently applied in academia for research purposes, as qualitative method, which provides a deep holistic view of a research problem or situation. Case study method enables the researcher to explore, investigate and examine a data within a particular context. In most cases, this method involves a small geographical area or a limited number of individuals to assess, compare and analyse. Although case studies are often understood as a research method, they are more of a research strategy, a specific approach that can use both qualitative and quantitative methods (Yin, 2003). Reviewing an extensive literature on qualitative methods and data collection procedures, despite being one of the most popular applied method, Yazan (2015) describes it as one the most contradictory as well, particularly its planning, designing and implementing technique.

Our case study is from the Budapest Business School, University of Applied Sciences (BBS). BBS is a leading Hungarian university in the business area, which intends to obtain AACSB accreditation. The legal predecessor of BBS has existed since January 1st, 2000, known as Budapest College of Economic Studies, but the historical and professional background of the University is far greater, tracing back to a one hundred and sixty-year-old higher education institution. The university also boasts with the title of "University of Applied Sciences" since 2016, acknowledging the institution's successes in practice-oriented higher education. The institution provides academic programs at bachelor, master and PhD level in the field of business and social sciences. The total number of national and international students is about 17,000 students (BBS 2021a). In 2021, BBS is still considered as the number one choice for those candidates who are interested in business education in Hungary, becoming the 3rd most popular university in the country (Portfolio, 2021).

The core of the mission statement of BBS is to educate responsible professionals. BBS determined and set up four strategic objectives in alignment with its mission, out of which the fourth focuses on becoming a sustainable and responsible University (see BBS, 2021b). The institution's value creation model is adjusted to its stakeholders and linked with the United Nations Sustainable Development Goals or SDGs (United Nations, 2015). The value creation model of BBS is depicted by Figure 1.

The Figure 1 details each SDG linking it the stakeholders. SDG 4 (Quality education) and SDG 5 (Gender equality) have a significant role in case of students, and the SDG 5 (Gender Equality) and SDG 10 (Reduced inequalities) relate to the university staff. For academic partners, SDG 4 (Quality educations) and SDG 17 (Partnerships for the goals) are crucial as sustainability goals. To target the society in general, the university pays close attention to fulfil SDG 8 (Decent work and economic growth) and SDG 17 (Partnerships for the goals). Local community also matters, with a special focus on SDG 11 (Sustainability cities and communities) and in the two former cases, SDG 17 (Partnerships for the goals). In the relation with the government/owner, SDG 17 appears with the quality education (SDG 4) and in connection with the business partners, BBS identified SDG 8, SDG 9 (Industry, innovation and infrastructure) and SDG 17 as prior goals.

Figure 1. BBS Value Creation

To increase the awareness of the SDGs, BBS has developed and launched a Code of Ethics (BBS, 2021k). During the Code creation process, several methods were used, such as content analysis of the ethical codes of Hungarian and foreign higher education institutions, a questionnaire survey based on collage technique, semi-structured in-depth interviews and co-creation workshops. Faculty and staff members, as well as students were involved in the process of developing the Code, ensuring its successful launch (Géring et al, 2019). Recognizing the importance of developing sustainability competences throughout the organisation (Levesque and Wake, 2021), BBS instigated an international academic project with a purpose of developing innovative education tools based on principles and goals aligned with sustainable development, specifically designed to adapt by HEIs.

INNOVATIVE SOLUTIONS FOR SUSTAINABILITY IN EDUCATION

The core concept of the ISSUE – **I**nnovative **S**olutions for **Su**stainability in **E**ducation Erasmus+ strategic collaboration project is that sustainability in any organization should be spread through four pillars: knowledge, engagement, collaboration and innovation. The participating members of the project intend to develop content and tools with modern pedagogical approaches, being suitable to adapt by various target groups of a university, on wide-range subjects related to sustainable development. The members of the ISSUE consortium are Budapest Business School as consortium leader, Leeds Beckett University, (UK), IEDC-Bled School of Management (Slovenia), Cologne Business School (Germany), Lappeenranta University of Technology (Finland), the Institute for the Promotion of Development and Training, (INFODEF, Spain), the Business Council for Sustainable Development in Hungary, and the International Association for Management Development in Dynamic Societies (CEEMAN, Slovenia) (ISSUE, 2021a, ISSUE 2021b). The project activities include the development of a manual on integrated reporting (Value Reporting Foundation, 2021) for the higher education sector (Robertson et al, 2021); an exploratory study of sustainable development-focused curriculum development, including best practice examples and teaching case studies; and development of a 'sustainability toolbox' for HEIs. The materials have been tested by the project partners and experts have been consulted. The integrated reporting manual was praised in the foreword by one of the leading experts in the field. (ISSUE, 2021a, ISSUE 2021b).

INNOVATIVE WEB-BASED TOOLS DEVELOPED

Within the above mentioned toolbox, the ISSUE partnership has developed two web-based programmes, which partly used additional programme elements created during the project: the "Future Sustainability Manager" Digital Summer School (ISSUE (2021c) and the 21-day challenge (ISSUE, 2021d). A three-part methodological handbook containing best practice examples and case studies from the higher education and business sectors (Ramšak, 2020 and Ramšak, 2021, Szegedi, 2021) and the online version of the Sustainability Escape Room (ISSUE, 2021f) were tested by the partners at the "Future Sustainability Manager" Digital Summer School. The 21-day challenge is a gamified activity, aiming to provide insights and awareness on the various sustainability related topics derived from the 17 SDGs. The research entailed surveys which were designed to gather data on users' opinions on the innovative web-based tools created.

"FUTURE SUSTAINABILITY MANAGER" DIGITAL SUMMER SCHOOL

This event was developed and implemented by ISSUE partners, led by Cologne Business School and consisted of a four-week online pre-course and a one-week online summer university programme. In addition to social programmes, the pre-programme included a small group case study exercise and two online round table discussions. The online summer school consisted of learning sessions, virtual site visits, presentations and discussions with experts and practitioners in sustainable farming, entrepreneurship and innovation (ISSUE, 2021c). It hosted by BBS and provided learning engagement facilities for altogether 27 students. 21 of them completed the whole Summer School, acquiring a certificate. To assess the program relevance, innovativeness, level of participants' satisfaction and outcome, an evaluating survey was adopted. Respondents could rate the program on a 6 points-scale, which was filled out by the 48% of participants.

As the Figure 2 above shows, most of the participants considered the summer school engagement outstanding.

Furthermore, according to 23,1% of the students, they received totally new insight by the programs, while 61,5% of the respondents' expectations were maximally satisfied by the summer school and

Figure 2. Overall evaluation of Summer School based on the participants' responds
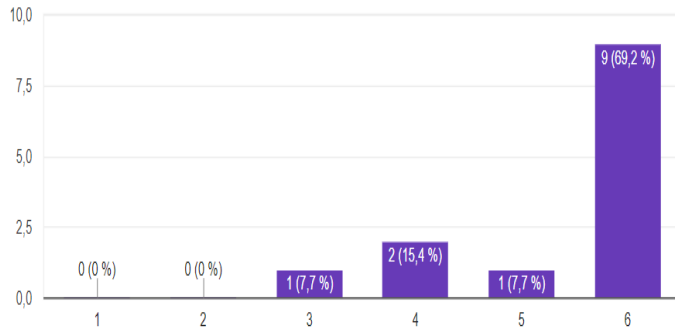

Figure 3. Evaluating the insight, expectations and innovativeness of Summer School
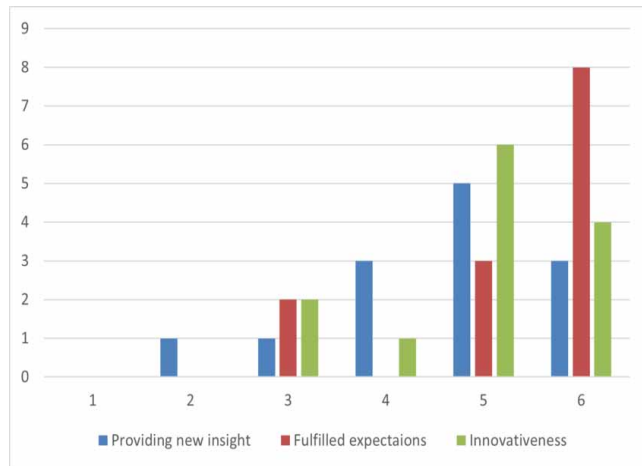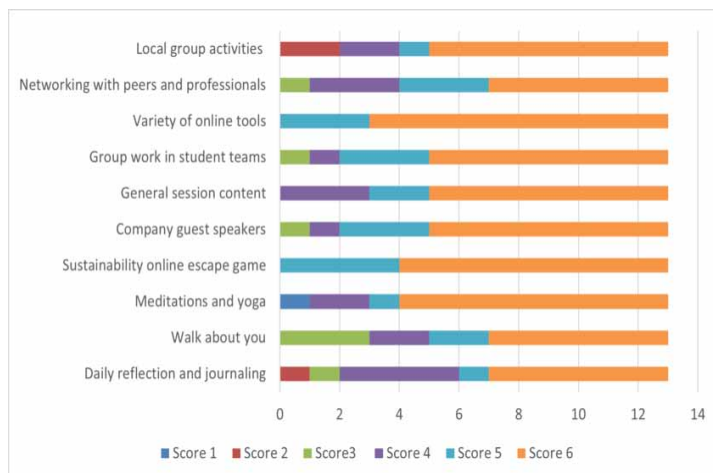

Figure 4. Summer school survey results summary

provided opportunities. The innovativeness also achieved a high score, altogether 77% evaluated the School with the score of 4 or 5 (Figure 3).

Out of the 27 participants, 13 students (48%) completed the assessment survey that measured their reflection and satisfaction to the program components, such as local group activities, colourfulness online tools, networking opportunities, group work, quality of content, guest lectures, etc. The highest scores were achieved with the variety of online tools (average score: 5,77), sustainability online escape game (average score: 5,69) and meditations and yoga engagement (5,69), company guest speaker, general session content and group work (average score 5,38), while the weakest point of the program was networking with professionals (average score: 5,08) (Figure 4).

Having analysed the written part of the evaluation, authors identified the most frequently mentioned characteristics of the Summer School (Figure 5.), such as teamwork, innovativeness,

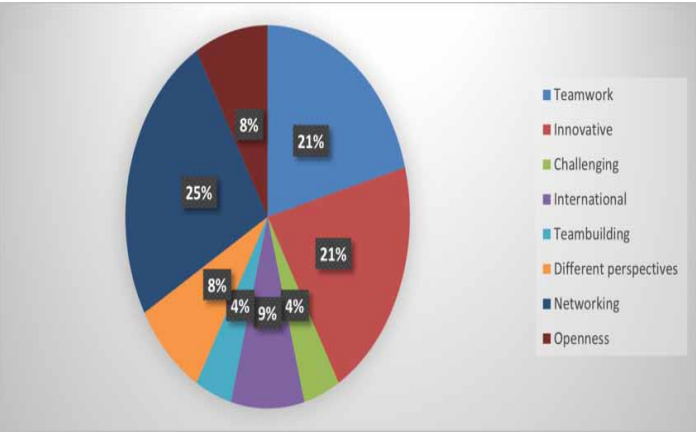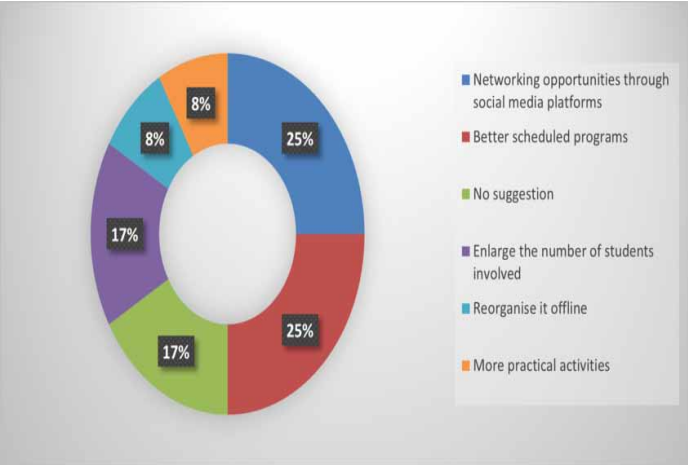Figure 5. Characteristics of the Summers School from students' perspectives

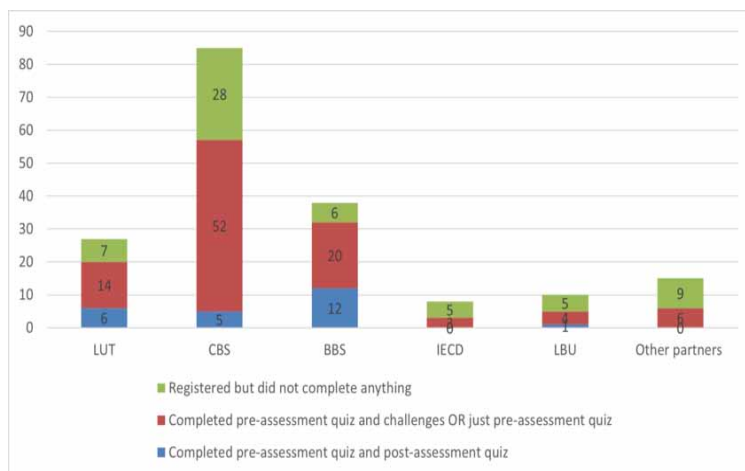Figure 6. Student's suggestions on how to develop the Summer School

challenging, international environment, teambuilding, different angels and perspectives, networking and openness.

The written feedback also allows further deepening the original idea of the program and emphasizing the relationship between the business school's sustainable development, student and staff involvement and web-based learning facilities. 25% of students suggested to involve social media platform in order to assure opportunity for a wider cooperation, also better scheduled programs were offered mentioning that the online education might be exhausting (25%). 17% of participants have no suggestion or manifested their satisfaction with the Summer School, while also 17% of respondents would request a greater involvement of students. The Summer School offline version (8%) and more practical activities were also mentioned (8%) (Figure 6.).

21-DAY CHALLENGE

Gamification is also very important in raising awareness of sustainability, it is proving effective in sustainability education, supporting behaviour change (Douglas and Brauer, 2021). Within the ISSUE project a toolbox for sustainability development trainings related to teaching corporate social responsibility and twinned with innovative pedagogical approaches (gamification) adapted to different university target groups (governance, teaching staff, technical and administrative staff, and students) was also developed, led by Lappeenranta University of Technology. The elements of the toolbox overarch the principles of the Principles for Responsible Management Education (PRME) and the 17 goals of the 2030 Agenda for Sustainable Development of the UN. Empirical research suggest that we need approximately 21 days to change a habit. In this spirit, ISSUE developed a gamified "21-Day Challenge" to provide insights and awareness on the various sustainability related topics derived from the 17 goals (ISSUE, 2021d).

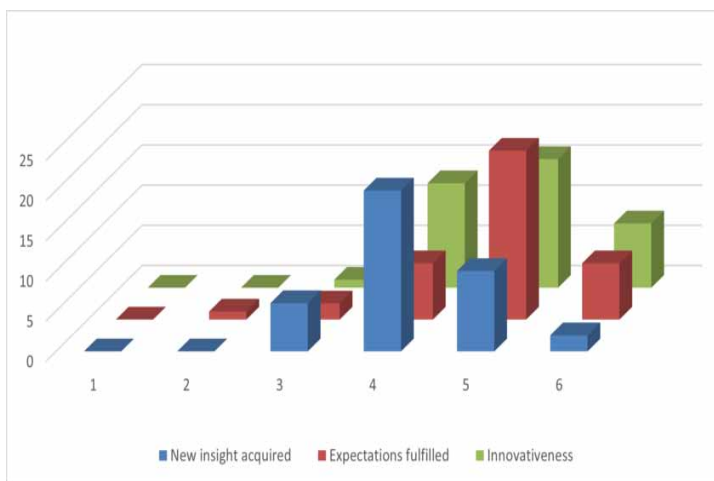Figure 7. 21-day challenge -participant institutions activity

As shown in Figure 7, from among the partner institutions, the highest number of participants arrived from the CBS, followed by BBS, LUT, other partners, LBU and IECD. In terms of completed pre-assessment quiz and post-assessment quiz, the highest number was achieved by the BBS. Most of the delegated participants managed to complete only one of the tests of the overall challenge. To assess the program relevance and successfulness, a similar evaluation survey was adopted as in the

case of 21-challenges. The score of the overall evaluation is 4.79. Furthermore, participants find the challenge innovative by rating it 4.82; and the format of the program as a sustainability promoting tool was evaluated as 5.29 (ISSUE 2021e).

Similar to the International Summer School, an online survey was employed to measure the level of satisfaction, to collect relevant feedback, serving as a basis to evaluate and plan future programs. The survey was sent back by 31% of participants. Figure 8 illustrates that participants rather evaluated the program as a successful initiative in terms of new insight acquired, innovativeness and expectations. Regarding the last, the most challenging fact was to find a suitable time in participants' daily routine to complete the next days' tasks.

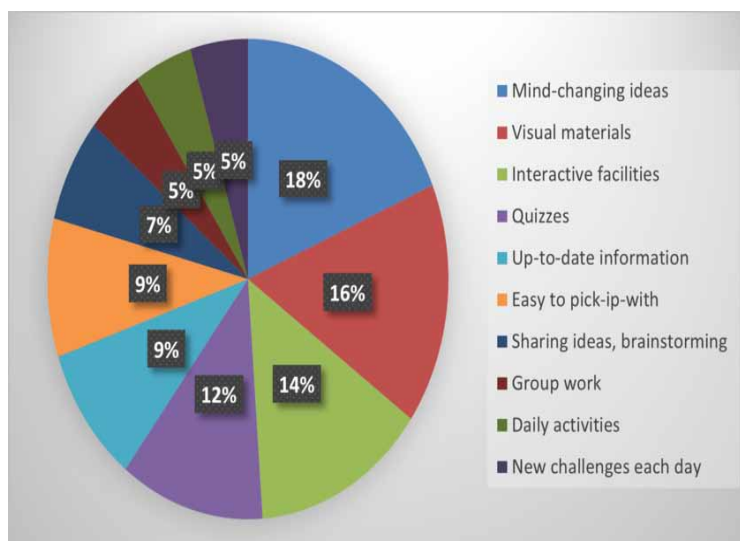Figure 8. 21-day challenge participants' overall feedback on the program

Written evaluations were analysed in case of the 21-day challenges as well, divided into three parts: motivating factors, favourite elements and areas for improvement. 55,3% of respondents indicated that it was easy to to maintain motivation to accomplish challenges throughout the 21-Day Challenge. Most of the comments highlighted the SDGs importance in work and every-day life, how interactive activities captured their attention to go ahead with new tasks, and their personal commitment and willingness to make a shift toward sustainability.

18% of participants considered the 21-day Challenge as an excellent opportunity to gain mind-changing ideas. Furthermore, visual materials (16%), interactive facilities (14%), quizzes (12%) and up-to-date information (9%) also played a key role according to participants' opinion. The game was easy to pick up with (9%), and also functioned as a platform for brainstorming and sharing idea. Group work, daily activities and new challenges each day were also on the list as the most favoured features (Figure 9)

The most important suggestion to increase the overall success of the program was timing, in terms of flexibility, and creating a better fit to everyone's working schedule, with shorter videos or games. It was followed by similar comments on how the number of tasks should be changed in order to do not lose motivation and feel like a duty to manage to complete. 14% of respondents missed any sort of daily reminder that could help to build cohesion and better organised teamwork. The challenging technical background was also mentioned, such as the quality of videos and way too fast subtitles

that were found not easy catch up with. 8% lacked more practical examples and more interactivity among participants. 5% had no further suggestion on how to improve the challenge.

Figure 9. Favourite features of the 21-day Challenge by respondents

CONCLUSION

Higher education has a vital role to play in achieving the SDGs (Burmeister and Eilks, 2013). Research shows that education is evolving, awareness of the SDGs is growing in higher education (García-González et al, 2020) and a holistic approach is increasingly being adopted (Lozano et al, 2013, Lozano et al, 2017). Budapest Business School has expressed its commitment to developing ethical future managers who embrace sustainability in several ways. It is emphasized in its strategic goals and the several initiatives BBS has launched. This paper focused on what sort of web-based tools might contribute to BBS' sustainable practices and how effectively can these tools be used in education. The answer to the first question is the list of the innovative tools developed in the ISSUE project led by BBS, which also reflect the need for digitalisation and gamification (Marouli, 2021). As for the second question, these tools have already been piloted and feedback from the students was particularly positive. These web-based tools are non-traditional methods that allowed for engaging and active learning, thus increasing the commitment to sustainability. The results of the research show that web-based tools can be used well in sustainability education. Feedback indicated that the participants were satisfied with the tools developed, considered them innovative and that the education delivered using them was successful. The suggestions were incorporated into the tools developed. The extent to which these tools improve sustainability knowledge and awareness needs further in-depth investigation, which is the aim of another Erasmus+ project, EFFORT (2021). The feedback shows that the innovative nature of the tools used is very important. They can not only contribute to the training of future responsible managers in education but can also be used by staff and external stakeholders such as companies and not-for-profit organizations. The various web-based tools can contribute to the development of sustainable practices of higher education institutions, thus playing an important role in the preparation for AACSB accreditation, as this accrediting body expects that sustainability is integrated into all activities of a business school.

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