**Session#13240 - Innovations in Leadership Development for Human Flourishing**

**Welcome and introduction to the PDW**  
*Elena Antonacopoulou, GNOSIS Institute, Cyprus*

Elena will introduce the PDW and the wider theme that we are mobilizing momentum around – advancing management, executive, leader, leadership and its development for Human Flourishing

**Management Education and SDGs**  
*Tony Wall, Liverpool John Mooir University, UK*

Tony will provide an overview of the cutting-edge developments (including initiatives he has been leading with the edited book, MLQ special issue etc.) in how we foster responsibility and transform management education in response to UNSDGs.

**Learning how to flourishing – Leadership Development Trends**  
*Noémie Le Pertel, Columbia University, USA*

Noemie will provide an overview of the cutting-edge developments (including initiatives she has been leading and in collaborative programs with SHINE and the Harvard Flourishing Program) in how leadership development and workplace learning are supported to foster human flourishing.

**International Innovations in Responsible Management Education and Leadership Development**

**The Humanistic Leadership Academy**  
*Michael Pirson, Fordham University and Brian Wellinghoff, Barry-Wehmiller Ltd USA*

Michael and Brian will provide an overview of their work in the Humanistic Management Academy and the impacts this has been generating. Lessons from the recent conference in NY on responsible management will also be provided.

**Responsible Leadership for Human Flourishing**  
*Jim Ritchie-Dunham, University of Texas-Austin, USA*

Jim, will present the key insights from his innovative approach of teaching responsible leadership to MBAs at Boston College and place this pedagogy in the wider agenda he is leading with colleagues in the Leadership for Flourishing community, helping us appreciate what leadership for flourishing entails and how to educate for this.

**Capacity building for Sustainability workers: Responsible Leadership in action**  
*Sarah Robinson, Rennes School of Business, FRANCE*

Sarah will present a new innovative responsible leadership development course to equip future sustainability workers to lead sustainable change through a co-created pedagogic approach supported through the Centre for Unframed Thinking (CUT).

**WiseUp: Innovations in educating wisdom**  
*Raysa Rocha, University of Essex, UK*
Raysa will present the 'WISEUP' project and the new innovative approach she and her colleagues have been developing to advance the cultivation and activation of wisdom as an integral aspect of human flourishing through practical judgement and reflexivity.

**Brain Health – Insights from Neuroscience** *Andrew S. Nevin, UT Dallas, USA*
Andrew will present the work of the Centre for Brain Health and innovations in developing programs that measure and improve brain health and brain performance in different populations, including students and corporations. For the Centre for Brain Health, brain health and brain performance are integral to human flourishing.

**Parallel Roundtable Discussions and Key Takeaway Call-Outs**

**PDW OVERVIEW**

Calls for advancing a Responsible Management Learning agenda (Laasch et al., 2020) and frameworks of curriculum development that promote responsibility, sustainability and ethics are mobilizing interesting responses in redesigning and not merely rethinking executive education and leadership development (Güttel, 2021; Moldoveanu & Narayana, 2022). Leadership development reflects a healthy balance of diachronic and synchronic elements in terms of learning practices ranging from innovations in experimental approaches (Birkinshaw & Gulka, 2022); art-based (Antonacopoulou and Taylor 2019a; 2019b); coaching and mindfulness (Badham & King, 2019); responsibility and conscience (Msika & Mendenhall, 2018) alongside established methods like action learning (Revan’s, 1982); collaborative and appreciative inquiry (Shani and Coghlan, 2021) to name but a few.

This PDW builds on the success of last year’s launch of the series of AOM PDWs and other international fora intended to mobilize the momentum and respond to the creative systems changes called for this ‘decade of action’ (UN, 2021) and the priority of responsible leadership to take CENTRE stage (WEF, 2021) in addressing United Nations Sustainable Development Goals (UNSDGs) and Global Flourishing Goals (Karthikeya et al., 2022). We recognize that the achievement of the SDGs through innovations in management education requires creative and pluralistic approaches that embrace both a Global North and Global South perspectives, taking into consideration differences in the challenges of sustainability and the on-going geopolitical inequalities in resources and power.

This PDW creates space to contribute to the ongoing problematizations and provocations whilst also showcasing emerging promising practices in management education and leadership development for radical change in the SDGs at different levels – through the way we (1) design and deliver management education, (2) co-create and use technology for transformation, (3) listen and engage students themselves in leadership and transformation, (4) challenge business school structures and cultures, (5) train and prepare those who teach in business schools to deal...
with the SDGs, and (6) organize and transform shared societal structures to accelerate the achievement of the SDGs.

We promote therefore, a grander ambition for the innovations called for and the scope this provides (for Business Schools and other leadership education providers) to realize their impact in shaping a better world. We frame this as advancing a human flourishing agenda, which is anticipated to mark the makings of the 5th Industrial Revolution (Antonacopoulou, 2024) which has already catalyzed a significant momentum in academic, practitioner and policy fora (Las Heras et al., 2023; Neill & Nevin, 2021; Vandervelde, 2017).

Business Schools need to develop a learning leadership capacity building orientation that works for the individual learners, that supports directly the leadership across levels (individual, team, organization) and propels impact that is marked by choices based on practical judgements that elevate decisions made as a direct response to grand challenges of our time (Antonacopoulou & Bento, 2016; 2018).

This PDW provides the space for the Academy membership to galvanize the redesign of the learning and education that business schools provide so that cultivating responsibility is not merely the ability to respond but also the capacity to realize impact – where improvement of action is closely aligned to avert the perennial tensions in trade-offs and the chasm between what is ‘espoused’ and what is ‘in use’ (Argyris & Schon, 1974). This marks a new agenda in advancing learning leadership that is as much about understanding the human condition and the ways in which learning needs to be supported to bring insight, collaborative inquiry and reflexivity more centrally both in the education business schools provide as well as, the commitment to co-creating learning for impact (Antonacopoulou et al., 2023).