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Leadership Competencies for a Future-Oriented Leader

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Synonyms

Competencies; Educational effectiveness; Ethical leadership; Responsible leadership; Transformational leadership

Definitions

In order to address the many challenges to sustainability faced by graduates when they enter the workforce, students need to learn the most appropriate competencies that will enable each to become a future-oriented leader. For them to be able to address the current Sustainable Development Goals (SDGs), contemporary issues must be tackled urgently. This entry examines different existing leadership theories and their competencies, amalgamating relevant ones to develop a framework that can be used at any level of education, in any discipline of study (for Further and Higher Education), and in any mode of study. Achieving this will help educational institutions to encourage their students' future-oriented leadership competencies.

A competency can be defined as "a capability or ability...a set of related but different sets of behaviour organized around an underlying construct...called intent" (Boyatzis 2008: 6). This paper synthesizes insights from different traditions regarding the relevant competencies by summarizing contemporary literature on Responsible Leadership, Transformational Leadership, Ethical Leadership, and Education for Sustainable Development (ESD). At the end of this entry, these various traditional theories will be summarized into a new comprehensive framework of "educational effectiveness," enabling graduates to be future leaders who can play their roles effectively, be leaders who support core human values of justice, empathy, humanity, and care for the environment. This framework can also enable business schools and other disciplines to assess their current curricula, thus working toward developing leaders of tomorrow competent in addressing the SDGs.

Introduction

The United Nations' 2016 blueprint of the Sustainable Development Goals (SDGs) has, increasingly, become the focus to address for economies and leaders regardless of industry sector. Henceforth,

there is a legitimacy and urgency for potential graduates, who can become potential employees and leaders regardless of their subject of study, to be equipped with the tools to enable them to address these SDGs via the sectors they are in, thus having an alternative to the status quo in "business performance and management." For that to become a reality, education sectors are at the forefront in providing this facilitation for their students to gain these required tools. This entry focuses on the Higher Education Institutions (HEIs) curriculum, although the same competencies and framework discussed in this entry can be applied in schools and the Further Education (FE) sector's curriculum too.

Existing literature on competencies, including various graduate skills, have been plenty over the years with numerous scholars and authors contributing to these areas (Rychen and Salganik 2003; Maclean and Ordonez 2007). Nonetheless, while these contributions have played key roles in helping educators shape their students' abilities, plenty can still be done to enhance these abilities so that they are more competent in being future-oriented and have the confidence to address the SDGs. A piece of research by the National Union of Students (NUS), in collaboration with the Higher Education Academy (HEA) in the UK, involving students studying in the UK HEIs showed that 87% out of the 12,000 participating students would like sustainability and the SDGs to be integrated in their courses (NUS 2018). Additionally, a study involving more than 17,600 MBA students globally found that 64% of the respondents wanted sustainability and/or SDGs to be integrated into their courses (Yale et al. 2016). Hence, the onus is on educators, regardless of their disciplines and areas of study, to ensure that their students can become leaders who have the competencies to address the SDGs through the work that they do after they graduate. Leadership concerns everyone regardless of the students' discipline of study, be it business graduates, psychology graduates, engineering graduates, potential school or college teachers, or language graduates, just to name a few.

It needs to be highlighted that leadership competencies have been, and still are, being taught to students, regardless of their level of study or discipline. Nonetheless, it is vital that the types of leadership theories and their competencies are revisited, to ensure that the appropriate competencies are taught in the curriculum to equip students capable of addressing the SDGs through their line of work. Additionally, this can also avoid the scandal of education institutions being reproached for creating leaders complicit in conventional methods that have resulted in the need for the SDGs (Parker 2018). These include examples such as the financial crisis in 2007–2008 (Elliot 2011), increased social inequality caused by tax evasions of companies (Marriage 2017; Mikler and Elbra 2018; Pegg 2017), and climate change due to the activities of the logging and food, gas, and oil industries (World Future Council 2012; European Environment Agency 2016; Bennett 2017; Laybourn-Langton et al. 2019). These events have highlighted the urgency for educators, regardless of disciplines, to play a proactive role in developing responsible graduates who are equipped to address the SDGs in the workplace. Otherwise, it will result in "If you always do what you've always done, you always get what you've always gotten" (Potter 1981).

Thus, this paper looks at four distinctive traditions in the business and sustainability literature: Responsible Leadership, Transformational Leadership, Ethical Leadership, and Education for Sustainable Development (ESD), to streamline the competencies, as the dialog between the first three and the fourth could be improved (Lozano et al. 2013).

Therefore, the purpose of this entry is to amalgamate these competencies into one comprehensive framework, to enable different faculties to assess how they can develop and improve their students' leadership competencies in their curricula to equip their potential graduates with the tools and competencies to address the SDGs in the business world by 2030, and beyond. Although this entry may use the business and management schools as examples, the competencies analyzed in this entry can be just as relevant for students of other disciplines as many of them will become future leaders too. It might also be useful for

employers and employees who offer/attend a leadership program within their company.

The Different Types of Competencies So Far

While this framework of competencies can be applied to all levels of education and disciplines, it needs to be mentioned that this paper focuses on the types of competencies that are being taught in the HEIs.

Generic Competencies Taught in Higher Education Institutions

The term "generic skills," or generic competencies, has been defined as ". . . to represent the skills which can support study in any discipline, and which can potentially be transferred to a range of contexts, in higher education or the workplace" (Bennett et al. 1999: 76).

With regard to addressing social and environmental issues, scholars have argued that business graduates, for instance, are either "ill-equipped" to cope with the potential challenges required in behaving in a more socially responsible manner (Meier and Frey 2004: 158) or that they do not regard sustainability issues as one of their areas of responsibility (Eagle et al. 2015) – perhaps a disassociation between the current misbehavior of corporations and industries, and their own role as future employees of those same companies (Parker 2018).

Consequently, educators have the responsibility, regardless of disciplines, to provide this in their curricula, not as an "add-on" but integrated into the core curriculum. Applying this logic into the business world, (most) companies have now realized that being "seen to be good" is no longer enough, they actually need to show that they do it as they would otherwise be accused of "greenwashing" (De jong et al. 2018; Segran 2019). Thus, being "socially responsible" or "environmentally friendly" is no longer a marketing department's job, but a job that requires this to be integrated into some of the key business processes. Likewise, educators need to teach key themes such as sustainability and the SDGs, not

Leadership Competencies for a Future-Oriented Leader, Table 1 Generic competencies taught in Higher Education Institutions. (Adapted from Bennett et al. 1999; Watson 2002; Yorke and Knight 2004; Pedagogy for Employability Group 2004; Johnston and McGregor 2005; Boyatzis 2008; Abraham and Karns 2009; Freudenberg et al. 2011; David et al. 2011)

Problem-solving	Communication skills
Teamwork	Attitude
Ability to adjust to task	Planning and organizing
Disciplinary thinking/ discipline-specific skills	Assumption of responsibility and for making decisions
Initiative/creativity	Responsible citizenship
Emotional intelligence	Results oriented
Leadership skills	Ability to manage others
Self-confidence	Time-management
Ability to work under pressure	Efficacy beliefs
Attention to details	

just as an "elective" that students can do without, but embed it into their different courses and programs.

Table 1 depicts a summary of generic competencies as highlighted by authors in this area (Bennett et al. 1999; Watson 2002; Yorke and Knight 2004; Pedagogy for Employability Group 2004; Johnston and McGregor 2005; Boyatzis 2008; Abraham and Karns 2009; Freudenberg et al. 2011; David et al. 2011).

Hence, while these competencies are valid and relevant in any HEI curricula to prepare their potential graduates in relations to their employability, it can be argued that these skills do not necessarily equip the graduates with the tools needed to integrate the SDGs in their workplace practices.

For example, some might claim that "leadership skills" are already being taught in their curriculum. However, while this may be true, there are several types of "leadership" theories out there. A "result-oriented leader" whose focus is the business economics bottom line may not be interested in embedding the SDGs into their core business practice, regardless of the sector they are in, while a leader with good emotional intelligence may not know how to do so. However, the focus of this paper is neither general theories of "leadership" nor which ones are being taught in

the HEIs curriculum. This paper aims to enhance the existing competencies already taught by integrating these generic skills with those of Responsible Leadership, Transformational Leadership, Ethical Leadership, and ESD, so that there is a framework that any faculty or discipline in the HEIs can use to ensure that their curricula can empower their students to become good future leaders and (proactively) solve problems related to the SDGs through their workplace.

Responsible Leadership

Hitherto, one of the key texts is "Responsible Leadership", defined by as "values-based and principle-driven relationship between leaders and stakeholders who are connected through a shared sense of meaning and purpose through which they raise to higher levels of motivation and commitment for *achieving sustainable value creation and responsible change*" (Italics added). The importance for a leader to have values and principles in order to positively affect responsible change is the stark message. Thus, for the HEIs to ensure that their potential graduates can play a positive role in addressing the SDGs in the business world, it becomes imperative that the competencies are taught to their students.

The authors, along with other scholars have emphasized the importance of several competencies related to being a "responsible leader," as illustrated in Table 2 (Waldman and Galvin 2008; Pless and Maak 2011; Freeman and Auster 2011; Painter-Morland 2011; Groves and LaRocca 2011; Molthan-Hill 2014). It needs to

Leadership Competencies for a Future-Oriented Leader, Table 2 Competencies of a "responsible leader." (Adapted from Pless and Maak 2011)

Relational intelligence	Mobilize others as collaborators
Accountability	Sense of responsibility
Morally conscious	Value-based
Active global citizenship	Agents of social justice
Ethical intelligence: moral awareness, moral reflection, and moral imagination	

be acknowledged that responsible leadership theory already has a good list of competencies that make up a "responsible leader." However, by combining it with competencies from Transformational Leadership, Ethical Leadership, and especially those from ESD, each of these traditional theories can be enhanced, thus closing the "trust gap" (Pless et al. 2012: 51) and filling in the "moral-vacuum" (Pless et al. 2011: 237) between that of the business world and the societies that they operate in, regardless of their disciplines and sectors.

For example, competencies in Table 2 make up one component amongst the competencies shown in Table 1, which is mainly "responsible citizenship." We argue that amalgamating the competencies from these two sections and showing how they complement each other, especially with regard to enabling business school students to address the SDGs in their (future) workplace, will be essential, for instance linking moral intelligence with problem-solving, as the two are not mutually exclusive.

Transformational Leadership

Transformational Leadership, according to Bass (1999: 18), is one who "motivates others to do more than they originally intended. . .set more challenging expectations and typically achieve higher performances." He further describes five key dimensions that a transformational leader needs to have, as shown in Table 3a.

While the concept of transformational leadership has been key in positively effecting change in the business school curricula, it mainly focuses on emotional intelligence characteristics, as illustrated in Table 3a. Therefore, we will be addressing this gap by including other competencies such as the ones from responsible leadership theory, as well as how emotional intelligence, e.g., inspirational and/or intellectual, can be interconnected with accountability or responsibility.

Moving away from the academic literature and focusing on a professional piece of research commissioned by the United Nations Global Compact (UNGC) in relation to transformational leadership, Accenture (2013) involved more than 1,000 top executives from 27 industries,

Leadership Competencies for a Future-Oriented Leader, Table 3a Four dimensions of a "transformational leader," as defined by Bass (1999)

Charismatic	Inspirational
Intellectual	Individualized consideration
Emotional intelligence	

Leadership Competencies for a Future-Oriented Leader, Table 3b Transformational leaders as depicted by Accenture (2013)

Realism and context: understanding the scale of the challenge and the opportunity	Growth and differentiation: turning sustainability to advantage and value creation
Value and performance: what gets measured gets managed	Technology and innovation: developing new models for success
Partnership and collaboration: facing new challenges with new solutions	Engagement and dialogue: broadening the conversation
Advocacy and leadership: advocacy and leadership in shaping future systems	

across 103 countries in a study spanning from 2007 to 2016, for their views on global capitalism and sustainable development. The study combined 200 interviews and 2,000 online surveys. The study also identified 21 companies across 14 countries, with a combined annual revenue of ca. US$900 billion, that in Accenture's view have shown an ability to turn sustainability issues into a profitable business case, i.e., to combine "market-leading financial performance with sustainability leadership; turning sustainability to business advantage" (Accenture 2013: 51).

These "transformational" companies showed the following five attributes: they "(1) regard environmental and social issues as important to the success of their business; (2) reject traditional perceptions of sustainability as philanthropy; (3) engage investors on sustainability; (4) believe in the transformational potential of partnerships with NGOs and others; and (5) measure and reward sustainability in employee performance assessments and remuneration" (Accenture 2013: 52).

Furthermore, this piece of research identified seven key themes that guide CEOs' thinking and actions ("agenda for action"), as shown in Table 3b.

While there are some similarities between Tables 3a and 3b, there are also stark differences, for instance "growth and differentiation" and "value and performance," two concepts that are quantifiable compared to the key competencies as theorized by Bass (1999). Therefore, with regards to how these exemplary business perceive sustainability and the SDGs, quantifiable results are vital, but they are also not mutually exclusive from having qualities such as ethical intelligence and being agents of social justice and active global citizenship, leading to willingness to have open dialogues with stakeholders which can result in growth and differentiation.

Ethical Leadership

Brown et al. (2005: 118) define ethical leadership as "The demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making." They further contend that whilst leadership theories such as the "Transformational Leadership" promotes leaders to be charismatic, intellectual, and possessing good emotional intelligence which can make these leaders being perceived as a "good inspirational leader," it does not necessarily incorporate a behavior underpinning from a moral or values-based perspective.

The above definition of ethical leadership being "normatively appropriate" can either be seen in relation to mutually agreed or "universal" norms and values or, increasingly as transactions are carried out on the global stage, seen within the context of specific cultural, moral and ethical settings. Therefore, ethical leadership could arguably be viewed differently and, potentially, be more effective in some cultures rather than others. Cultural aspects that can influence how leadership is viewed might include age, gender, ethnicity, or other forms of differentiation and perceived hierarchy – either consciously and explicitly or more implicitly. Such issues can become significant

both within a culture and, even more likely, where leaders and those around them are from different cultures with varying norms and values. In such cases, a leader may genuinely believe they are acting in an ethical manner, but this might be misunderstood by those with alternative moral and ethical worldviews. For example, some cultures have longstanding traditions of gift-giving as a formal part of business transactions, often with additional meaning regarding respect for rank and authority. From an alternative world view, this may raise suspicions of very unethical corruption or fostering cronyism.

Navigating cross-cultural, social, and related business transactions has become an important issue as companies have increased their presence in multiple countries, often with employees and customers drawn from a broad range of cultures (Resick et al. 2006). This is something that many businesses have recognized as they adapt their products and services to cater for more localized, regional markets. The larger multinationals, for instance, have also, largely, acknowledged this with a resulting shift in human resource and personnel management training.

Table 4 summarizes the competencies desired for ethical leadership in the workplace, which also involves not just the ability to make decision, but also being able to apply ethical decision-making in business.

Therefore, by amalgamating the three theories so far, for example, potential business leaders need to be able to add value to the business based on decisions which encompasses their morals and values, acting as social agents with a sense of accountability, and they are able to

Leadership Competencies for a Future-Oriented Leader, Table 4 Competencies of "ethical leadership." (Adapted from Brown et al. 2005)

Conscientiousness	Pro-social behavior
Moral reasoning	Self-moral reasoning which includes reflexivity
Role modeling	Integrity
Moral reasoning	Emotional intelligence
Ethical context	Able to apply ethical decision-making

achieve this through knowledge in multi-disciplinary collaboration.

UNESCO's Education for Sustainable Development (ESD)

UNESCO (2017) defined the purpose of ESD as "enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies."

Using the role of business and management schools as an example in this context, the need for them to produce graduates with a "sustainability mind-set" has been highlighted in recent literature (Anderberg et al. 2009; Karatzoglou 2013; Leal Filho et al. 2015; Lozano et al. 2013; Sarabhai 2014; Tilbury 2011), as well as by the United Nations' SDGs (UN's SDGs 2016). Essentially, if business and management schools want to maintain their legitimacy, they need to transform themselves if they want to produce graduates who have a sense of accountability, who are capable of addressing the SDGs through business (Stubbs and Cocklin 2008; Dyllick 2015; Doherty et al. 2015). Looking at the existing societal and environmental problems that have been caused by business, some of them illustrated earlier in this paper, it has become "necessary and urgent" for business and management schools to integrate sustainability into their curriculum (Githsam et al. 2014: 299).

The key word that needs emphasizing here is "embedding" of sustainability into the core curriculum in business and management schools' curriculum. Nonetheless, it is also just as relevant for any disciplines to do so. Sustainability and the SDGs can no longer be treated as an add-on that can be bolted to a module at the end of the academic term and be part of the students' summative assessment (Dale and Newman 2005; Carrithers and Peterson 2006; Stoddard 2009; Jabbour 2010; Tilbury and Ryan 2011). For instance, in the context of business and management schools, Escudero, one of the cofounders of Principles of Responsible Management Education (PRME) states that business schools need to be "transformative" (Alcaraz and Thiruvattal 2010: 546), and that "paradigm shift" that would result in a

Leadership Competencies for a Future-Oriented Leader, Table 5 Competencies for ESD. (Adapted from Dale and Newman 2005; Stoddard 2009; Jabbour 2010; Tilbury and Ryan 2011; Leal Filho et al. 2015)

ESD competencies	
System thinking	Interdisciplinary knowledge
Global awareness	Self-awareness
Reflexivity	Sense of responsibility
Intercultural awareness	Emotional intelligence
Innovation	Performance

redefinition of the objectives and content of business is highly needed (p. 548).

Hence, similar practice can be applied to other disciplines in the HEI sector. As mentioned earlier in this paper, any graduates from any disciplines have the potential credibility and ability to become leaders in their areas. HEIs need to empower these potential leaders with the right tools so that they have the appropriate competencies to address the SDGs in the areas they lead.

Nonetheless, it is important to highlight that some attempts to develop curricula from a sustainability orientation have been made (Weybrecht 2013; Molthan-Hill 2014; Hitchcock and Willard 2015; PRME 2019). However, the seriousness of this issue means that lots more needs to be done by the HEIs if the SDGs are to be met.

Table 5 shows a summary of key competencies needed for ESD.

It needs to be mentioned that these competencies covered by key literature are generic, applicable across the HEIs, regardless of disciplines. Hence, although some of the examples given so far pertain to the business and management schools in the HEIs, all the competencies covered so far are just as applicable to any discipline in any HEIs.

While mapping the competencies of these traditional leadership and ESD theories, it has been noticed that there are some similarities, among the differences, of competencies among them. Table 6 demonstrates these. These similar competencies are listed in the top five rows of the table; sometimes they have been named slightly different giving the competency a slightly different nuance.

Educators or trainers in companies can use Table 6 as guide in relations to which competencies they would like to integrate into the curriculum, when applying the framework as shown in Fig. 1.

This framework is illustrated in Fig. 1.

Based on the framework, educators in HEIs need to look at how they integrate the teaching of different competencies for Responsible Leadership, Transformational Leadership, Ethical Leadership, and ESD, along with the generic competencies taught in their curricula. Ideally, these competencies need to be in the core of the diagram: embedded throughout any modules or subjects taught. Further explanation of how the frameworks can be applied is explicated in Fig. 1

Application of the Framework

An educator, or a faculty, can use the framework in Fig. 1 to analyze the content of a particular program or course that they are teaching. When applying it, the educator will need to, first and foremost, map the competencies of each of the five components in Table 6 against their own program/course/module/subjects. During the mapping, they need to assess *how* these competencies are being taught: are the competencies embedded in all modules, in some modules, or as an add-on?

This model can be applied for individual module or subject as well as for a course as a whole.

For individual module or subject: Map the competencies in Table 6 against the competencies taught for that particular subject. Mappers can do this by either circling or highlighting the competencies taught in Table 6. They then need to audit whether these competencies are assessed, and if so, how are they assessed. If the competencies are embedded in the module/subject taught *and* form a key part of the summative assessment, that program thus sits in the *core* of the framework. If they are still embedded but is not a key part of the summative assessment, it will then sit in the *middle layer* of the framework, and if the competencies are taught as an add-on only (e.g., in one guest lecture) and are not assessed at all, it then sits at the *outer layer* of the framework.

Leadership Competencies for a Future-Oriented Leader, Table 6 Similarities and differences of competencies between the five theories

	Generic competencies	Responsible Leadership competencies	Transformational Leadership competencies	Ethical Leadership competencies	ESD competencies
Similarities of Competencies between the five theories	Emotional intelligence	Relational intelligence	Emotional intelligence	Emotional intelligence	Emotional intelligence
		Morally-conscious		Conscientiousness	
	Responsible citizenship	Sense of responsibility			Sense of responsibility
		Ethical intelligence: moral awareness, moral reflection and moral imagination		Moral reasoning	
				Self-moral reasoning which includes reflexitivity	Reflexitivity
	Efficacy beliefs/ results oriented				Performance
Differences of Competencies	Planning and organizing	Accountability	Charismatic	Able to apply ethical decision-making	Systems thinking
	Teamwork	Active global citizenship	Intellectual	Integrity	Global awareness
	Ability to adjust to task	Mobilize others as collaborators	Inspirational	Role modeling	Intercultural awareness
	Initiative	Agents of social justice		Ethical context	Innovation
	Disciplinary thinking/ discipline-specific	Values-based	Individualized consideration	Pro-social behavior	Inter-disciplinary knowledge
	Leadership skills				Self-awareness
	Communication skills				
	Attitude				
	Problem-solving				
	Creativity/initiative				
	Leadership skills				
	Ability to manage others				
	Self-confidence				
	Ability to work under pressure				
	Attention to details				
	Time management				

For a whole course or program: Collating the data for this consists more processes that mapping for one module as above. Educators need to look at the program as a whole, assessing how the modules are linked to one another, applying more of a systemic, or holistic approach, instead of each segregated from the rest. They would need to map individual modules/subjects first, as mentioned above, then collate all the findings and apply them onto ONE framework for each program. Therefore, the core position indicates that the competencies of these themes are integrated in *all* the modules taught for that particular program or course and that they are a big part of the summative assessment, that is, knowledge of these competencies and being able to apply them *is* part of the assesment itself. Moving one level away from the core will be for programs which embed the competencies in *some* of their modules or subjects taught but these competences are still assessed officially. The final layer is for programs which have the competencies taught as an "add-on only" through some of the module and that none of the competencies are officially assessed. Applying this in the business sector is when a business uses sustainability as a marketing or a Green-Washing tool, while the reality is that it does not include sustainability at all in any of its business strategy or processes.
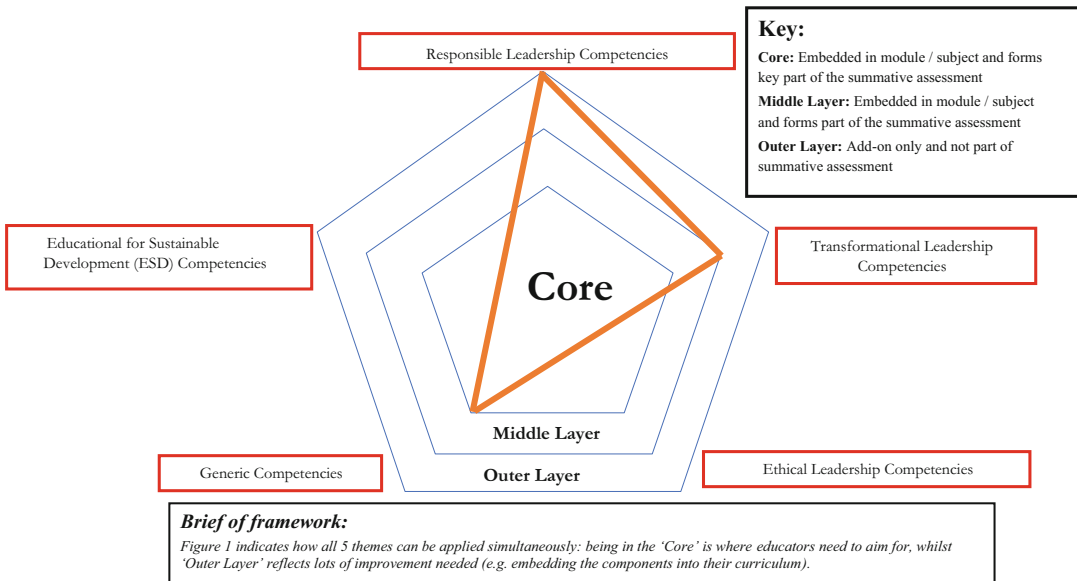
Using the orange dotted line in Fig. 1 as an example for an individual module: a faculty member would like to map their module/subject, Innovative Entrepreneurship. Firstly, they would need to map the competencies taught in that module using Table 6, for each of the five components. They can do this by circling or highlighting the competencies taught in their module, or whatever method they choose. Then, they need to see if any of these five leadership themes are part of the module summative assessment or not. At the end of the mapping they subsequently map out their findings by the orange line which shows that: (1) the Generic competencies are embedded in this particular module and form vital part of the summative assessment; (2) the competencies for Transformational Leadership are taught only as an add-on but are still in officially assessed, albeit a small part; (3) the competencies for Responsible

Leadership are taught as an add-on only and not assessed at all; ESD and ethical leadership competencies are not taught at all in this example. Consequently, moving forward in improving this innovative entrepreneurship module, the educator might want to consider officially assessing the Responsible Leadership competencies and/or adding competencies from either ESD or Ethical Leadership, or both.

Henceforth, the framework shown can be used to not only for educators to assess their programs in relations to which of the five themes are being taught, they can apply it to measure how these themes are being taught as well as whether they are part of the students' assessments. For instance, if a faculty member of a school or dean of a business school would like to map their Level 6 (undergraduate final-year) curriculum, it might be advisable to get each department to map each of their modules for this level. The result can then be combined for the program as a whole. Alternatively, they can use individual module mapping to see where future improvement needs to be done, as explained above.

It needs to be highlighted, as shown in Table 6, that some of the competencies across these five themes do overlap. In such circumstances, it is up to the educator(s) to pick which of the overlapping themes they would map the competencies at. It would be inappropriate to include all the themes that have the said competency as that can be considered as "double-counting." The purpose of applying this framework is to have an ***honest*** assessment on how HEIs can enhance their programs, or courses, to benefit their students. Thus, "double-counting" will significantly defeat that purpose.

The same can be applied for businesses interested in using this framework to map where their employees are at, to map what type of "leaders" they have in their organization. However, for obvious reasons, instead of using degree programs or courses to map against, organizations can use Table 6 and Framework 1 to map against their employees' human resource competencies list, or similar, checking their current skill set. Companies could also choose the framework to map their own leadership programs using the

Leadership Competencies for a Future-Oriented Leader, Fig. 1   Overview of our conceptual framework

same approach as outlined for the HEI educators above.

Conclusion

Educators, especially those in the HEIs and regardless of their discipline, have a fundamental role in providing quality education to produce graduates, future leaders, who are competent in effecting positively in the sectors that they specialize in. While it is important to teach generic skills to students through discipline-specific knowledge, it is just as vital that these potential leaders have the appropriate tools to ensure their sectors can positively address the SDGs. The amalgamation of the five traditional theories aims to enhance the existing HEIs generic curriculum by providing "educational effectiveness." It would be beneficial for HEIs educators to be able to link the different competencies from each of these theories together in their curriculum, as these competencies are not mutually exclusive from each other. For example, producing graduates who are effective problem-solvers which involves creativity and initiative (generic competencies), who have the tools to integrate moral-

reasoning (ethical leadership competency), ethical intelligence and accountability (responsible leadership competencies), while having the know-how of emotional intelligence (from all the five theories) can have a much more positive effect in addressing the SDGS, compared to graduates who only have the generic competencies. HEIs need to be the facilitators capable of producing graduates who, essentially, have a sense of morals and responsibility, knowing that they are agents of social-justice in the environment that their sectors operate in, capable of applying ethical decision-making in their daily (business) process to positively affect all their stakeholders. Only then, can there be great possibilities of the SDGs being met.

Cross-References

▶ Australian Higher Education: Implications of an Economic Rationalist Approach
▶ Principles of Responsible Management Education

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