Speeches and Initiatives for WBCSD Sustainability Skills Development: Open to new translations or final speeches?

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Abstract

The article analyzes the discourses of two initiatives of the World Business Council for Sustainable Development (WBCSD). The intention is to discuss the role of the WBCSD as a Think Tank that not only guides business agendas towards sustainable development, but also fosters Sustainability Competency Development (DCpS) initiatives. The study was guided by the following question: WBCSD's DCpS initiatives are spaces of several translations on sustainability or a reaffirmation of final speeches? To meet this objective was adopted the deconstruction of Derrida, who supported the documentary analysis, field observations and in-depth interviews. The conclusions point to the production of logocentric and definitive discourses, loaded with ambiguities. Consequently, instead of promoting the breaking of an unsustainable enterprise model, the promoted competences lead to the maintenance of the same business model that has been supporting organizational life for years.

Keywords: think tank, educational actions, development of competencies for sustainability; WBCSD, Derrida.

Introduction

The implementation of logic competence to think Sustainable Development (SD) in the business environment has been growing not only in terms of literature within the field (Munck & Souza, 2012; Lans, Block & Wesselink, 2013) but also in terms of entrepreneurship programs (Wiek, Withycombe& Redman, 2011). Behind this movement, there is the idea that it is necessary to create educational opportunities and learning mechanisms that promote the development of human capacity in work, both individually and collectively, in order to meet the pressures presented by civil society movements, governments, international agencies like the UN, that demand practices acknowledged as being socially and environmentally competent.

From the point of view of macro initiatives found in this field, an actor who stands out with the objective of taking the lead in this process in a business context is the *World Business Council for Sustainable Development* (WBCSD), which is being studied in this research, who funds competence development programs for sustainability. The performance of this council takes place in a scenario of emergency, recommending and demanding the strengthening of international institutions and multilateral organizations with regards to the implementation of environmental management systems. It is a social actor, acknowledged by Stone (2005) as being member of a movement known as *think tank*, in other words, a group that seek to influence governments and companies in areas of interest. Many of these *think tanks* today, aim to encourage business practices that integrate economic efficiency and ecological efficiency.

The WBCSD, can be considered an example of a *think tank* that acts in providing guidance for SD, seeing that it seeks to organize opportunities for debates and competence development courses focused on sustainability, such as the programFuture Leaders Team - FLT, aimed at qualifying young entrepreneurs. Thus it is justifiable that the WBCSD was selected for this research due to its relevance and strong influence within the worldwide scenario pertinent to this field. Basically, it is a forum which was created in 1992 by the Swiss entrepreneur Stephan Schmidheiny with the objective of defending, at the United Nations Conference on Environment and Human Development, held in Rio de Janeiro, the interests, and the proposals of the business segment in relation to sustainable development.

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The organization's purpose is to fostert he initiatives for developing competencies for sustainability in business leadership. The WBCSD gathers sixty national and regional business councils and over two hundred companies.

On the WBCSD site, a description of the projects of each national and regional council is made available. Analyzing these projects, with a focus on CDfS initiatives, it is noticed that most Latin American Councils do not have a formal competence development program, working primarily with the formation of working groups and seminars, the BCSD Brazil is an example of this scenario, when acting through thematic discussion groups. The Councils of Europe, for instance, have as their characteristic the search for the formalization of CDfS programs and the creation of virtual and face-to-face learning platforms. In this process, it is possible to highlight the BCSD Portugal, which develops the Young Managers Team (YMT) Inspired by the Future Leaders Team (FLT) guidelines. Aware of this regional characteristic, we sought to deepen the study of the cases of Brazil and Portugal.Bearing this WBCSD purpose in mind, we seek to answer the following research question: Are the WBCSD's Sustainability Skills Development Initiatives and Speeches a space for several translations on corporate sustainability or a place to reaffirm logocentric and definitive discourses on the subject?

To answer this question we seek to analyze WBCSD speeches and initiatives in order to broaden the discussion about the role of this international body as a key Think Tank actor, who not only guides business agendas in relation to sustainable development, but also Fosters the creation of training spaces dedicated to the development of skills focused on sustainability. The analysis of these discourses and initiatives occurs through Derrida (2013). The objective, with this methodological choice, is not to study the text (speeches and initiatives) itself, but rather the reading that is being made of the text, the translation that is carried out on the basis of "absolute otherness," where the reading of the other is considered in the experience of understanding the text, proliferating the meanings of the concepts (Bernardo, 2001, p.346).With this posture, the purpose is to expand the possibilities of interpretations and translations, beyond the original and official discourse, in a sense of unconditional hospitality (Derrida, 2013, p. 43-44). This hospitality, understood here as "another name for deconstruction" (Bernardo, 2005, p. 175), is situated between two logics, that of "invitation", which conserves a sense of control, for it presupposes conditions for welcoming the other, and the "visitor's logic" (Derrida, 2004, p. 269), where the other is welcomed "in his strangeness" (Bernardo, 2002, p. 424).

Thus, translation can be understood as a reading experience, in which one seeks to perceive what was not read in the official interpretation of institutions, in this case BCSD Brazil and BCSD Portugal. A reading marked by deviations of meaning, dislocations that make it possible to assume, in the translation experience, the deconstruction movement. This movement opens up the concepts to the signification experience, in which the translation process is experienced in an endless coming and going (Derrida, 2013, p. 43-44).

In this dislocation route, a different way of thinking is assumed, in which the absence of origin makes it possible to understand everything as discourse, to be interpreted and read in different ways. Thus, the possibility of translation that is true, correct and faithful to the so-called "original" is questioned; what occurs is the proliferation of meanings, manifested by disseminations and translations (Derrida, 1997). It can thus be understood that business discourses, from this perspective, are permeated by institutional policies, which develop from a center, in the search for control of organizational actors' competencies and practices. Derrida calls this process "logocentrism", a thought developed on the basis of oppositions, in which hierarchical structures and relations are created, working as a reference for interpretations and translations, in order to control and centralize discourse (Derrida, 1974).

These political and institutional structures can take on a constative and performative in the daily life of individuals in organizations, not in a dichotomous way, but under an ambiguous perspective, in which the delimitation between initiatives that develop theoretical (constative) and practical (performative) Is difficult to perform. In the case of this research, it is with this idea of logocentrism and ambiguity that it is questioned if the speeches and initiatives of the WBCSD open space for several translations on corporate sustainability or seek to be constituted as place of reaffirmation of logocentric and definitive discourses on the subject? Another question is whether the WBCSD initiatives develop more constative (theoretical) or performative (practical) skills in their participants?

This CDfS path is marked by the pela application of management techniques, inserted within a context marked by discourses and metaphors which justify short-term official and interventionist interpretation to the detriment of long-term profound and theoretical reflection.

The deconstructive analysis of this process makes it possible to destabilize structures and discern "in the discourse" that which has not yet been read "in the creation of institutions' concepts and functioning." (Wolfreys, 2009, p. 59). For this purpose, we performed field research studying the actions and initiatives of the BCSD Portugal and BCSD Brazil Business Councils with regard to Competence Development for Sustainability (CDfS). The article aims to present two main contributions: a) Analyze the speeches and initiatives of the WBCSD in order to broaden the discussion about the role of this international body as a Think Tank actor who not only guides the business agendas to the DS but also fosters the creation of formative spaces in order to develop skills for sustainability;b) discuss the implications of the CDfS experiences of this agency from the perspective of Derrida's concept of deconstruction, which enables the translation understanding that underlies their speeches and their training actions with regards to ambiguities, contradictions, limits and potential. The choice for Derrida's Deconstruction is relevant as it enables us to describe and analyze the educational actions and it consists of the translations, contradictions and ambiguities of the competence development for sustainability process fostered by this entity.

2. The emergence of Think Tanks as Translators of the Sustainability Speech

The institutions of civil society known as think tanks play an important role, since they seek to politically and economically advise governments and companies, aiming to translate the discussion on sustainable development to the business environment. The term think tank originates from the performance of the RAND Corporation organization, which after World War II became an advisory location for US strategic planning. Stone (2005) highlights four stages in the history of think tanks. The first one occurred before World War II, with institutions in Western Europe and the United States, that focused on the discussion of issues related to urbanization, industrialization and economic growth. The second phase indicates the period after World War II, marked by the growth of institutes throughout Europe, focusing on the debate on foreign policy and security. In the third phase, as of the decade of the 70s, groups reflecting on the economic and political instability of developing countries emerge, with discussions on the pillars of the Washington consensus, such as privatization, deregulation and financial liberalization predominating. In the fourth phase, the decade of the 90, the work of think tanks, is highlighted by new forms of global and virtual interaction and by the diversity of topics being discussion, considering aspects related to sustainable development, post Brundtland Report (1987) and the Eco 92 Conference. Such stages are not necessarily linear, however, they adequately express the focus of activity of these entities within the worldwide scenario during each historical period.

In this movement, there was diversification and specialization of focuses, with organizations that are dedicated to the discussions on economic issues and others that specialize in the discussion of environmental issues (Stone, 2005). In this sense, Stone (2005) highlights international institutions and multilateral organizations such as the OECD - Organization for Economic Cooperation and Development – that focus on the recommendation of environmental management systems and indicators, aimed at measuring and reducing the environmental impact of businesses. Raska and Shaw (2012), however, debate whether companies have the ability to respond to the complexity of the environmental issue, with the implementation of management tools recommended by these institutions. For them, these instruments, which serve the logic of a continuous improvement, are not sufficient to reduce the environmental and social degradation in speed that is currently needed. Furthermore, the work of think tanks can be limited to advising the corporate environmental communication department, focusing their debates on instruments and management tools that are aimed at aligning speeches with stakeholders (Herzig & Godemann, 2010).

A theoretical discussion that can contribute towards understanding this contrasting issue, is that presented by Lima (2003). He analyzes the discussion in favor of SD from two major discursive matrices: the official and the unofficial. The official matrix supports the relationship between environmental conservation and economic growth and understands that the capitalist development model is capable of uniting an increase in industrial production with the preservation of the environment. The unofficial matrix supports the strengthening of democracy with the participation of civil society and the state, in defining strategic actions that contribute to the development of a sustainable society (Lima, 2003). Those who support this theory "react to economic and technological reductionism", which characterizes the discourse of the official matrix (Lima, 2003, p.109).

Considering that think tanks promote Competence Development for Sustainability – CDfS – initiatives in the aim of influencing the discourses of companies, civil society and governments, it is necessary to understand to what extent their competence approaches or distances itself from the official and unofficial speeches. In the case of this current research, it is in the analysis of the competence development programs of these entities, that this approximation or distancing from the official and unofficial speech will become noticeable.

In which direction are these speeches and educational actions heading towards?   To what point do these educational actions foster or not the various readings and translations of the CDfS process?

3. Competence Development for Sustainability - CDfS

Upon considering the debate on the need to develop competence in professionals in order to deal with the issue of sustainability, it is possible to identify different approaches, according to the way in which each author incorporates the discussion. On one hand, some researchers address these competence from a more functional and pragmatic perspective, associating them mostly to management tools. On the other hand, there are authors who deal with the subject through a logic that is mostly grounded on a critical perspective of the studies available on the specific field, which even involve issues of ideological nature and power. These distinct perspectives, yet complementary to one another, is what enable us to look at these competence development processes, which sometimes approaches and sometimes distances itself from the official discourse. Both perspectives provide important contributions to the understanding of the issue; however, they have different ranges that need to be addressed. In a more managerial logic (official and functional), concern focuses above all, on the key elements that boost the competence and on its tools (definition of the strategy, of the training, of competence management models and of a list of competencies that need to be developed and measured). Whereas in the logic that is more grounded on critical studies, the concern lies in the contents of these competence and on the impact they will have on the way business is conducted (in other words, which model of organization and society will these competence service; that type of organizations is of interest in a sustainable society). Within this more critical logic, the valorization of social interactions (Foss, 2011) can be observed as a strategy for developing sustainability competencies. Faced with this scenario, we sought to study these various readings and perspectives on the theme.

Munck and Souza (2012), for their part, argue that one of the challenges of the organizations is to develop management models that encourage an alignment between the organizational objectives and missions focused on sustainability and on their stakeholders. In this sense, the management of competence takes on the role of linking the goals of the various groups of interest. One of the ways of achieving this goal is to conduct CDfS programs that are linked to the guidelines of the company's sustainability policy, defined in agreement with stakeholders and employees (Wiek, Withycombe& Redman, 2011). Gitsham (2012), in turn, emphasizes the need to involve managers in projects that result in real changes in people's lives as a form of CDfS. The author analyzes the managerial training programs of the companies HSBC and IBM, in which individuals are involved in experiential learning, consisting of intervention actions in the surrounding areas, held based on diagnostics and dialogues with those who live in the surrounding areas of the companies. Gitsham (2012) observes that mobilizing entrepreneurs in actions that benefit the community results in advances in sustainability initiatives. This occurs because it minimizes the rhetorical nature of the speech on sustainability in favor of an idea that managers take on commitments with effective action, in what other authors designate as "territorial social responsibility and ethical localism" (Ferrão, 2012). What this indicates, is that even the work that is more grounded on a more functional logic, in alignment to business management models, still indicates the necessity to create competence that meet the needs on the agendas of the groups of interest and result in transformations in the lives of people in the vicinity of organizations. These are two important points that should, according to this literature, be considered.

Based on a survey of the literature, Dentoni*et al.,* (2012) present a theoretical framework that consists of a set of seven competence required to move toward corporate sustainability: System-thinking competencies; embracing diversity and interdisciplinarity; foresighted thinking; normative competences; action competence; interpersonal competence; strategic competence. These competences involve the development of the capability of collaboration among different social actors; the ability to reflect upon interdependencies between social, economic and environmental systems; the capacity of accessing environmental impacts in decision-making; the ability of managers to consider values and principles and set goals which are not about what the world is, but what it should be; taking on responsibility for continuous improvement and for the development of sustainability goals which surpass those required by legal aspects and those that rely exclusively on the use of technologies; the ability to communicate, engage, collaborate, negotiate and motivate others in practical actions and in research and, lastly, to elaborate collective projects, intervention programs and strategies for the development of sustainable practices.

However, beyond the definition of the key competence such as those referenced above, studies which are more grounded on a critical perspective, such as Kearins and Springett (2003), state that the educational processes of managers need to trigger the overcoming of the dominant paradigm, in other words, the paradigm that lead us to the unsustainable stage in which we are in. Therefore, they propose that the formative experiences should develop reflexivity, critical and social action capacity, and engagement. Reflectivity is related to the competence of the professional to reflect over the assumptions that underpin the management.

In other words, how we understand our participation in the construction of reality and its interference in decision-making. It is the ability to respond to problems that arise from the complex interdependence among the individual, social, political and economic issues.

It all demands a reflection at the level of the premises and the values that support the management and the business action. They are reflections that lead to questions like: How and for what do we produce? What choices do we make? Criticism, in turn, refers to the manager's ability to question the relations of power present in the cultural contexts in which the organization is located, recognizing the ideologies that influence these relationships. Lastly, social action and engagement presents itself in the ability to conduct sustainable actions that contribute to the overall process of global emancipation focused on the radical change of existing structures. According to these authors, this competence can be developed through training programs, but in order to do so, the educational experience needs to deal with the identification of contradictions and with the gaps in the organization's sustainability speech (Kearins& Springett, 2003).

In this same perspective, Tilbury and Wortman (2004) define a set of competence that need to be developed by individuals, groups and organizations with the objective or attaining a sustainable society, such as: vision of the future, development of critical and reflective thinking, systemic thinking, creation of partnerships and participation in decision-making. What is highlighted here is the need for reflection about the relationship between the desired future and the values of individuals, in order to identify the competence that the group needs to develop to achieve a shared vision focused on SD. The development of critical and reflective thinking would be favorable to them in overcoming barriers to the practice of sustainability, upon leading to reflections about the relationships of power within the community, neighborhood or institutions that restrict the access to rights granted only to their own group of interest (Tilbury & Wortman, 2004).

Based on what has been said, it is also important to say that upon considering that the theoretical approaches that address CDfS vary from the most pragmatic and functional stance (alignment of the actions of individuals to sustainability guidelines set by firms), to the most critical stance (advocating the creation of a new way of thinking and acting in the company and focusing on a revision of its reason for being), we are at risk. These distinct views end up producing some level of dichotomy, which not always contribute towards the progress in speeches and practices of CDfS. However, the acknowledgement of these ambiguities and gaps in the competence development process makes it possible, perhaps, to identify methodological alternatives. In other words, the identification of paths that lead towards the construction of an educational process that enables a more meaningful and robust CDfS in view of the size of the challenges that we face. It is with this theoretical scenario in mind that we shall examine the CDfS experiences of WBCSD, especially the initiatives of the Brazilian and Portuguese Councils.

4. Methodological Route

To opt for Derrida's proposal of deconstruction as an analytical route, means taking a methodological stance that contributes to understanding the speeches and actions of the CDfS of WBCSD as being locations of translations and ambiguities (Cooper & Burrel, 1988). Deconstruction "is a way to taking a stance when analyzing, with regard to political and institutional structures that constitute and regulate our practices, our competence and our performances" (Derrida, 2004, p.108).

These political and institutional structures can assume a constative (theoretical) and performative (practical) form in the daily life of individuals in organizations. In this way Derrida understands the responsibility of institutions as the scientific competence that seeks to develop discourses and theories to explain reality. Performative responsibility, on the other hand, is a technical competence that is concerned with the performance of the system, but also with the act of language, which "produces or transforms, by itself, under certain conditions, the situation of which is said about"(Derrida, 1999, p.105).

With the practice of language and the perspective of ambiguity it is impossible to delimit between the constative and the performative, the concept of the center is displaced, the illusion of control that seeks to regulate and manipulate discourses, translations, competences and performances (Derrida, 1995 Derrida, 2009, p.45).In this sense, any dichotomy between theory and practice is nothing but a mere "metaphysical and ideological imposition" (Culler, 1997 p.172).

In this research, it means studying the CDfS initiatives in order to describe and analyse the educational actions (formal and informal ones) of the WBCSD evidenced by narratives and official documents, which, ultimately, serve as a reference to the practices and competence developed by the entity.

The deconstruction of the text was performed by the displacement of the dichotomous positions that underpin the speech of the WBCSD entity, obtained from the interviews and the analysis of documents.

This deconstruction perspective enables us to observe the logocentric or non-logocentric trend of the speeches; that is, whether there is or isn´t an attempt to control the interpretations and translations of the individuals regarding sustainability in the business environment. This implies in looking at the arguments of those interviewed, and at the documents available, in order to understand what is and what is not marginal in the translations of the concepts and the functioning of the councils (Derrida, 1982).

The data of the research were created in the following way. We assessed the initiatives of two councils which stood out for valuing relationships between participants, with learning methodologies and strategies which stimulated the various readings and translations of sustainability in the competence development path. The intention was to describe and analyze the Brazilian and Portuguese educational actions developed between the years 2005 and 2014. In Brazil, we studied the "Corporate Partnership for Ecosystem Services (PESE)" program, which prepares professionals for the sustainable management of ecosystems. In Portugal, we studied the project "Young Managers Team (YMT)" which is dedicated to preparing young entrepreneurs to deal with sustainability in business. What inspired the creation of these programs was the document Vision 2050 which aims at being an agenda for companies focused on SD, and that serves as a reference for the actions of regional business councils. Each regional council, in turn, develops its own guidance document, called Action 2020, adapting the guidelines of the Vision 2050 document to their specific conditions and priorities. Figure 1 summarizes this route.

Figure 1: Documents and programs ofCDfSofBCSD Brazil and Portugal.
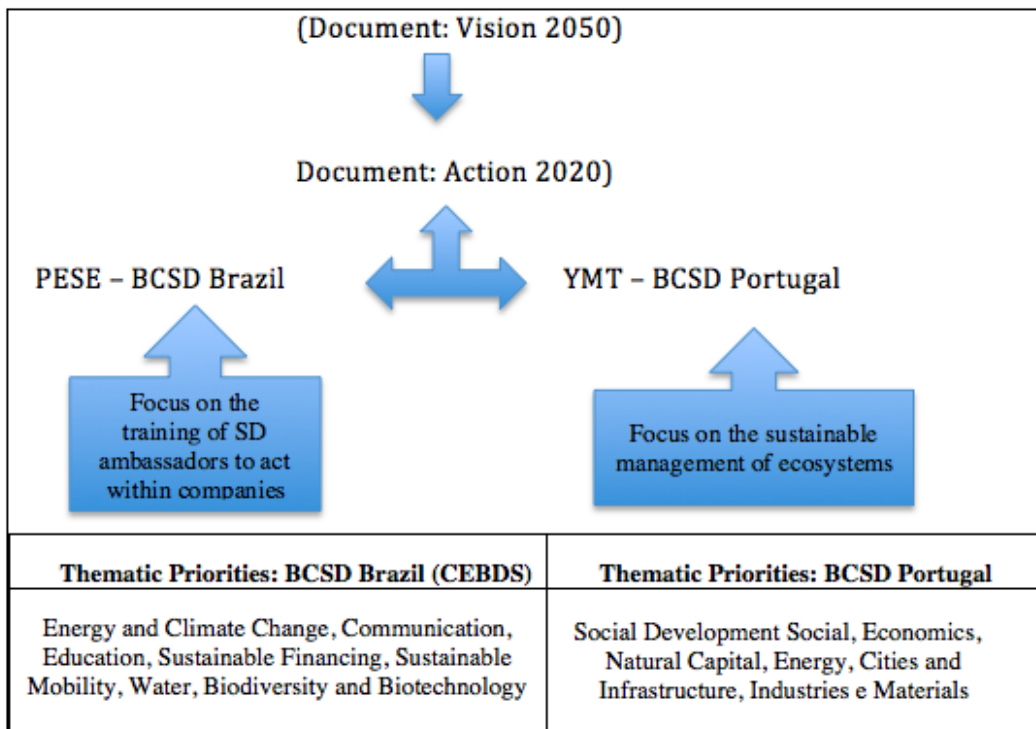
Source: by the authors using data analysis

Therefore, in order to conduct the study, the following institutional documents were analyzed: a) **Vision 2050 Report**; b) **Action 2020** - business solutions for SD, in the Portuguese version; c) Action 2020 - business solutions for SD, the Brazilian version. In addition, a series of *in loco* visits to these institutions were conducted, both to Brazilian and Portuguese institutions, and a series of in-depth interviews were held. We interviewed three members of BCSD Portugal Management Team, hereby referred to as Coordination P, and six participants of the CDfS program, hereby referred to as Associates P. In CEBDS, Brazil, three members of the Management Team were interviewed, hereby referred to as Coordination B, in addition to six participants hereby referred to as Associate B. We attempted to interview members who had participated in different sessions of the CDfS program and whose companies were historically more active within the Council.

The analytical path of the research takes into consideration the text settings of Derrida's deconstruction process: logocentric, constative and performance structures, ambiguities, displacement and translation. These are the key elements that guided the analysis of the speeches and actions of WBCSD based on official and unofficial speeches. They will be grouped into three categories of analysis, shown in Figure 2.

Figure 2: Analytical categories.

Textual Configuration	Description according to Derrida	How applied in the research
Logocentrism	Thought developed based on oppositions and dichotomies, in which are created hierarchical relations among terms, serving as reference for interpretations and translations, in order to control and centralize discourse (Derrida, 1974)	We sought to identify *concepts, oppositions and actions* of CDfS of the WBCSD and to discuss the relationship with the official documents under analysis (Vision 2050 Action 2020) and with the initiatives of CDfS (PESE and YMT). The purpose was to understand how logocentrism is disseminated within the discourses and the actions of the Business Councils.
Constative and performance structures, ambiguities and displacement	These are focal points of the path of deconstruction in order to undo the oppositions of a logocentric discourse. Thus, through impasses and ambiguities, one carries out dichotomy displacement.	In order to study this structure of CDfS initiatives of the WBCSD, we sought to observe how the dichotomy between performance and constative competence are revealed and justify the official discourse of the WBCSD and its regional councils.
Translation	Relation established between textual configurations, in which undecidability favours the identification of marginal discourse. Thus, translation is another name for deconstruction "and the opening to the other" in his singular mode of translating" (Bernardo, 2002, p.424).	In this research, this translation deals with considering the arguments of those interviewed and the documents in order to perceive what is and what is not marginal in development of concepts and functioning of the councils.

Source: by the authors based on the discussion of Derrida.

With these analytical categories in mind we sought to understand the translations of the competence logic that emerge from the CDfS educational actions of the BCSD Portugal and the BCSD Brazil. Thus, initially we identified the concepts, practices and oppositions that were made apparent in the speeches of SD. Then, the displacement of these oppositions and dichotomies were questioned, which enabled us to recognize the ambiguities of the official and unofficial WBCSD speech. All this analytical route enabled us to understand whether the educational actions supported by WBCSD towards CDfS created possibilities for other interpretations or its goal was to develop a final, logocentric speech, for corporate sustainability.

5. Translations of SD: the Vision 2050 and the Action 2020 projects

The speeches of the Business Councils associated to WBCSD, as of 2010, were influenced by the guidelines of the Vision 2050 Project. This document set out to develop a planning tool to guide corporate sustainability actions worldwide, and achieve the 2050 vision described below:

In 2050, some 9 billion people live well, and within the limits of the planet. The global population has begun to stabilize, mainly due to the education and economic empowerment of women and increased urbanization. More than 6 billion people, two-thirds of the population, live in cities. People have the means to meet their basic human needs, including the need for dignified lives and meaningful roles in their communities. (Vision 2050, p.5)

The vision 2050 represents the thoughts of the leaders of member companies, it is our vision of the future, the path to SD, and serves as a reference for all our actions (Coordination P3). The Vision 2050 proposal highlights aspects which are not normally part of corporate guidelines, but are instead considered by governments. While ideal, the document suggests that issues such as education, gender, basic human needs and dignity should be part of the business concerns, which may indicate a paradigmatic rupture with what is believed to be or not to be of pertinent to the competence of organizations.

Figure 3: Ambiguity in the relationship between companies, government and society.
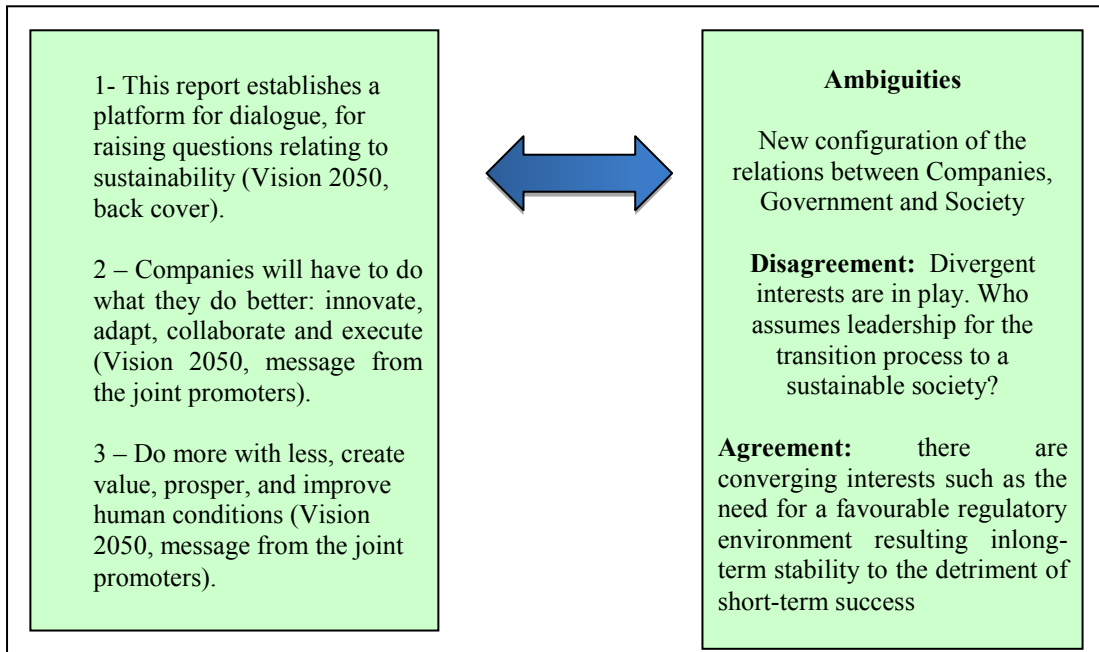
Source: Vision 2050 document and data analysis

The term "ambiguity" as proposed by Derrida, adequately represents the relationship which becomes evident in the speeches between businesses, governments and society. There is a dissemination of meanings, which at certain times create an agreement over the speech, while at other events, cause gaps in this communication. In the Document these differences are defined by WBCSD as dilemmas and difficult issues. Among the difficult questions included are, on one side, the articulation ways and deadlines of the governments, companies and society to encourage de changes of values and behaviors; and, on the other side, the confidence-building and long term vision among companies' leaders having in mind the economic restructure needed.

The dilemmas indicate issues related to the leadership regarding the path towards the goals of Vision 2050. It is proposed that the answers should be sought through the collaboration among the actors, however, who will define the incentives and ways for this dialogue? This issue is discussed in the document itself and is also reported by Associate P1, upon analyzing the main risks in the search for this consensus, which...

...center on the inability of key states to agree on how this system should work. The world could be increasingly fragmented, unable to agree on or manage change.... (Vision 2050, p.32).

The vision 2050 did not represent major advances; I believe it represents a utopia that will not be put into practice, since it depends on good will and the involvement of government. And most of all, because it requires a radical change in practices of the actors involved, something that, in my opinion, will not happen (Associate P1).

The purpose of WBCSD during the path of Vision 2050 is to produce a speech that will mobilize and engage businesses, government and society in the discussion about SD. There is, within this route an attempt to define the role of each actor in this process, where it is possible to observe moments of opening and situations of closures of speeches. We observe a paradox: while the Vision 2050 becomes more open to distinct sustainable practices carried out by the business sector (disseminations of readings on SD), the possibilities of new translations of SD become limited when seeking to close discussions on unique perspectives (agreements and consensus about the paths to SD), which only focus their actions on short term and on specific sectors, as explained in Figure 4:

Figure 4: Translation process in Vision 2050 and Action 2020.

Opposition which sustains the logo centric thinking of the WBCSDand which is revealed in the Vision 2050 document and in the Action 2020.	Agreement X Dissemination
Estrangements, Ambiguities, Performance and Constative Competence	**Estrangements and inconveniences:** **-**Understanding of the direction of consensus in the discussion of the socio-environmental question **Ambiguities:** Nature of the relation betweenCompanies, Government and Society **ConstativeCompetence:** Future Vision described in Vision 2050. **Performance Competence:** Actions stemming from Action 2020.
Arguments (translations) which move/revert the opposition and use it in a different condition.	-In the history of the WBCSD we understand the progress in the agenda and in corporate involvement, however, we question: have specialist SD sectors with a restricted marketing focus been created, or, in fact, has the positioning and the business model been rethought? (B5 coordination) -Action 2020 challenges all WBCSD Associates to develop actions which assist the achievement of the Vision 2050, the CDfSinitiatives should be aligned with this thinking (B6 coordination). -We can state that the principal change in the action of the WBCSD is related to the focus of its actions, previously directed to the sensitisation of business people. Today directed at the articulation of actions with governments for the development of public policy. (B4 associate)

Source: Authors from data analysis.

Thus, one understands that the activity of the WBCSD as a *think tank*is, on the one hand, an initiative that seeks to define the path for SD and the most appropriate strategies to achieve the strategies defined. On the other hand, it also posits the contribution of other actors in which are exposed the risks, unknown factors, and multiple interpretations that are part of that path. The view toward 2050 is key, for it represents a commitment of the companies to a sustainable future. 2020 indicates the actions that should be carried out to achieve this future. (Associate P2). The difficulty of businesspeople to deal with sustainability is related to concern with short-term responses, directed as they are to the search for goals within a two-year perspective when sustainable achievement of these objectives is only possible within a 10 to 15 year perspective. (Associate B3).

Does the translation of these ideas into educational programs have the potential to contribute in some measure to the modification of company business models? Are the WBCSD's Sustainability development discourses and initiatives a space for several translations oncorporate Sustainability or a place to reaffirm logocentric and definitive discourses on the subject? What is the nature of the competence demonstrated in the educational actions developed by BCSD Brazil and by BCSD Portugal? It is with these questions in mind that the research has been carried out.

6 Analysis of Competence Development for Sustainability Initiatives of BCSD Brazil and of BCSD Portugal

6.1 The Brazilian experience (PESE)

The Business Partnership for Ecosystem Services Project (PESE) initiative was created through a partnership between BCSD Brazil, the World Resources Institute (WRI), United States think tank active in the environmental area, and the Fundação Getúlio Vargas (FGV), one of the most important business schools in Brazil.

The objective was to offer a way for Brazilian companies to be able to assess the impacts of their actions on the environment, as well as to perceive their dependence on ecosystems, using the Ecosystem Services Business Assessment tool (ESR) developed by the WRI Institute and by the WBCSD. To this end, they train suppliers common to the companies associated with BCSD Brazil. At the beginning of the project we invited companies that wanted to participate in PESE. Since it was a pilot project, the initial experience of the project involved eight participating companies (Coordinating Group B1).

The methodology involves four representatives per company, who participate in the course workshops. Since this is a quite specific and local tool, in order to facilitate its application it was necessary to involve the participation of collaborators who work in both the operational and administrative areas. (Coordinating Group B2).

These workshops seek to cultivate in the participants three constative (theoretical) competence: Understanding, Critical Analysis, and Vision of the Future. The "Understanding" competence involves the ability to understand the dependence of business on Ecosystem Services – ES; that is, the course participants should know how to identify the e ecosystem services that are most critical for the institution, assessing risks and opportunities. Development of the "Critical Analysis" competenceinvolves the ability of the business person to not only view ecosystem services as business opportunities, but hopefully that this person will be prepared to understand the relationship between his or her decisions and socio-environmental issues. The "Vision of the Future" competence is considered to be key, given that all actions developed from the use of the ESR tool should be developed based on strategic planning.

In order to develop these competence, during the PESE meetings the coordinators of the initiative sought to highlight experiences of the companies already using the ESR tool in order to exhibit the possible difficulties to be faced. This is what Coordinating Group B3 defines as a business case, represented by the leader companies. The role of the leader companies in this theme is very important, for it stimulates the other companies to be involved in the project. The example of companies that are already in an advanced phase is a motivation to involve more companies in PESE (Coordinating Group B3).

An example of a business case in the application of the tool is the experience of Associate B1. This individual sought to develop ESR through the analysis of a beef supply chain. The challenge was undertaken to not acquire products from deforested areas in its global operations. Thus, it was necessary to develop training actionswith suppliers in order for them to adopt socio-environmental risk monitoring tools. Associate B6 also spoke of the need for internal training in order to disseminate specific knowledge, such as that regarding biodiversity, given that the original training of administrators does not cover this content. Another individual who participated in PESE was Associate B2, who defined as a focus of action to bring his company in line with the requirements of the Dow Jones sustainability index. However, those interviewed said that some sectors of the company experienced difficulty in understanding their roles for achieving this objective:

There are some areas that have greater difficulty in understanding and dealing with the subject of sustainability. Generally, the people who have more knowledge of the environmental issue are those who are able to understand the tool and involve their sectors in the project (Associate B1). What creates difficulty in understanding SE's is the complexity of the concept. Even the areas involved in the discussion also have difficulty. For this reason, we carried out training for all leaders, seeking to make it clear how to apply this concept to our reality, demonstrating our strategy, and the links with actions that are present within the sectors. What we understand is that the path to achieving the objectives demands the involvement of leadership (Associate B2).

As seen in the experiences of Associate B1, Associate B6, and Associate B2, the PESE initiative, besides constative competence, seeks to develop performance (practical) competence in the course participants; that is, "Involvement" and "Communication". The idea is to "sensitize, involve, and commit" in order to prepare them to communicate to all sectors of the companies, the principles of the ESR tool in order for the action strategies defined to be aligned with the institutional policy of sustainability. The competence developed in PESE are very similar to those contained in the theoretical framework of Dentoni et al., (2012), which indicates that their training actions are in line with the most recent discussions in the area. However, in restricting CDfS initiatives to the application of tools such as ESR, the nature of the competence developed in the actors is closer to instrumental logic (Munk, 2012; Wiek, Withycombe & Redman, 2011) in which the idea is to align the behaviour of these individuals with the sustainability policy of the institution. The PESE initiative encompasses this ambiguity. While fostering new competence, it also limits and instrumentalizes CDfS, given that it associates this path with the application of tools that seek to align individual perspectives with institutional proposals and logocentric discourse.

Figure 5: Process of translation in the PESE

Logocentric opposition which is revealed in the PESE and is displaced in the translation process	Company X Socio-environmental questions
Estrangements, Ambiguities, Performance and Constative Competence	**Estrangements:** Difficulty on the part of business people in understanding the concept of ESs and its impact on business. **Ambiguities:** At the same time that the discussion about ESs, promoted by the CEBDS, widens the understanding by business people of the socio-environmental question, there is a reduction in its complexity, when the replication of ESR is encouraged, limiting the discussion of SD and of the ESs to the management of indicators and the application of this tool. **Constative Competence:** Understanding, Critical Analysis and Future Vision **Performance Competence:** Engagement and Communication.
Translations which move/revert the opposition and use it in a different condition.	-When you deal with very general topics such as ecosystem services it becomes very difficult for companies to understand the applicability of ESR (Associate B5). -What we want is that the business person understands what ecosystem services mean and what the degree of dependence is, with natural resources which their business represents (B1 coordination).

Source: authors from data analysis.

Upon analysing the arguments of Coordinating Group B1 and Associate B5, one notes that the PESE provides opportunities to consider the relationship between business and the socio-environmental issue when discussion of SE's is included on the agenda, a subject little considered in the business context, making possiblethe displacement of oppositions and concepts (company vs. socio-environmental issue) in the process of deconstruction. The associates, however, representatives of companies, in translating the concept of SE's according to their day-to-day realities, shift the PESE official discourse. The difficulties that they relate, exemplified by the words of Associate B5 in the above table, show that the range of the initiative has been reduced.   At times, the competence developed are limited to individual participants who have difficulty transforming them into organizational competence. A gap is thus created to which the CDfS program has not yet responded.

6.2 The YMT experience of BCSD Portugal

The Young Managers Team initiative – YMT, was developed by BCSD Portugal in 2005 in order to transfer to the Portuguese context the WBCSD program entitled Future Leaders Team – FLT. The initial purpose of YMT was to create awareness within companies in terms of the relation of the socio-environmental issue with business, its impacts and dependencies.

We translated the FLT to the Portuguese context through the YMT. The initial intention of the BCSD was to create within companies awareness of the importance of sustainability and about how the environmental issue affects business (Coordinating Group P1). More than generating outputs, the principal objective of the project is to create a network of young business people with awareness of the environmental question, true ambassadors of SD within companies (Coordinating Group P2).

One notes, on the one hand, a logocentric perspective seeking to train SD ambassadors in the companies, with the mission of disseminating the official sustainability discourse of the WBCSD. On the other hand, the project opens an opportunity for other translations, in that this logocentrism is shifted in stating that "more than creating outputs, the objective is the training of a network of young people". This network is neither undone nor stabilized at the end of the project, but continues to be developed, permitting new interpretations through dialogues among participants. One of the benefits of participation in the YMT was the creation of a network of contacts from different areas that makes it possible to be consulted whenever doubts arise in regard to the development of sustainability reports (Associate P4).

The YMT methodology uses group dynamics coordinated by a psychologist. The idea is to prepare the business people through experiences in order to respond to the challenges of working in a team (Associate P5).

As stated, the YMT methodology uses experience and the creation of learning groups as a strategy for development in the area of sustainability. It is similar, in this aspect, to the discussion of Hind, Wilson and Lenssen (2009) that refers to the need of actors to be involved in groups dedicated to the solution of real socio-environmental problems through intervention initiatives. This opportunity for participation fosters the involvement of professionals in the sharing and planning of projects. In this sense, the preparation of professionals in groups strengthens the CDfS in that it provides venues for translations and application of content discussed during the course (Tilbury & Wortman, 2004).

In regard to competence development, the project focuses on four areas: sustainability, project management, change management, and communication. Each workshop seeks to fulfil an objective. The first focuses on awareness building and on alignment of knowledge of the subject. The second focuses on project management. The third discusses aspects of organizational change, and the last focuses on the capacity of the businessperson to involve and communicate his projects to other sectors of the company. (Coordination Group P3).

The YMT is an initiative that makes possible the creation of a "network" of contacts from various areas through a program structured and conceived to develop competence. Of particular note is the activity of Annual Meetings of Delegates that provided a venue for discussion of points of view about Sustainable Development among the participants (Associate P6).

During the course of the YMT, business people with little affinity for the discussion of SD questioned the relevance of discussing biodiversity and SE's within the company environment. In addition, they revealed that they didn't know how to integrate these subjects into business strategy. These questions led to the group to think about ways to bring this discussion into the companies and to study strategies for demonstrating to business people that the thinking of the SE's goes beyond the generation of impacts to the environment, given that there is a relation of dependence on resources that interfere in the development of business. An example was the development of an illustrated document using simplified language seeking to show the concepts and tools related to biodiversity management and the SE's. In this sense, competence in sustainability communication was stimulated through seeking strategies for translating into the business environment the discourse of Ecosystemic Services.

Figure 6: Translation process in the *YMT*

Logo centric opposition which revealed themselves at the start of the *YMT* and were inverted in the translation process.	Consensus about the path to SD X Dissemination of Perspectives about SD
Estrangements, Ambiguities, Performance and Constative Competence.	**Estrangements:** During the course the participants with little affinity in the sustainability discussion brought questions about the need to discuss biodiversity in the corporate environment. This provoked the group to develop strategies to communicate the degree of dependency of the business with Ecosystem Services. **Ambiguities:** "Network" of SD Ambassadors: In a concomitant fashion, a space for multiple interpretations of the path to SD was experienced, but also the limitations of the possibilities of translation, with the communication of the official discourse on sustainability by the BCSD Portugal. **Constative Competence:** Understanding about sustainability. **Performance Competence:** Project Management, Change Management and Communication
Translations	- It is interesting to understand that the participants of the YMT are "selected" by the companies, with the method of selection varying by company. There are cases where the

which move/revert the opposition and use it in a different condition.	companies hold interviews and competitions to choose the representative who has affinity with the theme. To compensate, there are cases where the representative is defined without internal debate (P2 Coordination). -As I am not from the area of Sustainability, at the start of the course I presented questions which appeared to be obvious toother participants but which, to me, were fundamental, such as, for example: "Why discuss biodiversity in the business environment?", "How to integrate biodiversity and ecosystem services - ESs in the business strategies of companies?" (P3 Associate). -At the start of the course I imagined that the team work only functioned when the participants were prepared to reach an agreement, a consensus between the different opinions. Over time, I understood that certain complex topics, such as sustainability, only advance when the different points of view are valued (P6 Associate).

Source: Interpretations by the author from data analysis.

The concern with communication of the socio-environmental issue also permeated the development of end of course projects that were transformed into books, with themes uncommon to the business world: demographic density of the population; local community development; urbanism and social inclusion solutions. This fostered the development of new competence, which brings CDfS training close to the development goals outlined in the Vision 2050 document. These are less instrumental competence that go beyond the limits of the company.

To internalize is to modify behaviour. The companies adopted environmental management practices, but from the social perspective, of the link with communities, the distribution of excess profits, the companies continue in the posture of wanting to increase their profits, with there necessarily being an increase in benefit for the community. Restricting their actions merely to philanthropy, without having sustainability as a foundation (Coordinating Group P4).

Thus, in spite of the YMT objective to train Network of Ambassadors of SD, with the objective of multiplying the official discourse of sustainability of BCSD Portugal, one notes that during the process situations took place that fostered the development of competence more similar to critical logic (Springett, 2003; Tilbury & Wortman, 2004). The educational actions went beyond mere instrumentalization of management tools. This may be seen in dialogues that took place during the course of work in teams, mobilized both for filling out sustainability reports and for sharing experiences among participants. In this sense, as the associate network became stronger, opportunities appeared for development of Vision of the Future competence, with strengthening of the creation of proposals for integration of sustainability proposals and business strategies. Thus one sees that the YMT experienced ambiguities: while opening possibilities for critical CDfS, the initiative also participated in the dissemination of the official WBCSD discourse, seeking to limit divergent interpretations.

7- Discussion

The WBCSD as a Think Tank that develops educational actions toward SD

What may one conclude analysing the initiatives of a worldwide business organization that begins to act to foster and promote educational actions directed at the principles of sustainable development?

On the one hand, these initiatives are praiseworthy and desirable since they represent an activity for fostering SD within the corporate world through education (understood, as that which is able to foster necessary changes in individuals based on new knowledge). The basis of its activity, education, is promising, given that it is argued that incorporation of the competence development logic into organizations posits changing the ways of thinking and acting of persons (Springett, 2003). In considering the world of business, the language adopted by the WBCSD to foster educational actions – that of competence development – contributes to company engagement. This is so because the term is familiar to the corporate world that widely adopts competence management practices in order to train its collaborators and to attain the desired excellence. Such an initiative takes place within a context of progress in studies on competence related to sustainability in the business world (Wiek, Withycombe & Redman, 2011; Gitsham, 2012; Lans, Block &Wessenlink, 2013).

On the other hand, as a Think Tank, the exercise of Discourse Deconstruction (Derrida, 1991) of educational actions allows one to clearly observe the ambiguity that is established within this scenario. The attempt to encourage new business themes and objectives that break with the unsustainable logic within which we live exists along with the need to exercise control, to define contents and objectives of business training in this process. But what are these objectives? What kinds of competenceare considered?

Development of Sustainability competence *within the ambit of the WBCSD*

In terms of competence models regime, "we haven't examined life", but rather performance subjected to servility. In times when it seems reasonable to argue that the intellectual, the scientifically based, technologically developed, rational apparatus of the developed world has failed in supplying a sustainable and coherent future for the planet […], certainly we may conclude that the notions of competence incrusted into this apparatus, are also suspect (Ruth, 2006, p.215).

The educationalactions of the WBCSD, as Think Tank, may even indicate, to some extent, an approximation to the criticism of Ruth (2006) of competencemodels. For this author there exists an exacerbated concern on the part of companies for "more competence", instead of being concerned with "better competence", understood as those directed toward "a sustainable and coherent future for the planet". But to what extent do the CDfS programs of this entity meet the competence desired in a society that seeks to be socially and environmentally sustainable? The competence being developed in these venues are at the service of what and of whom?

It would not be imprudent to fear that the CDfSprograms that should in principle break with what Ruth calls the "servility trap" subjugate their actions to this same logic. That is, instead of breaking with an unsustainable company model, proposing another way to produce and stimulating another form of consumption, the competence being developed may be at the service of maintaining the same company model that for years supports organizational life. Some changes, none of them very radical, are introduced that help more in the adaptation of the company to the demands of sustainability through requirements of the market itself than in the development of another relationship between companies and society (Springett, 2003; Tilbury & Wortman, 2004).

The analysis of educational initiatives of BCSD Portugal and BCSD Brasilpoint toward training proposals that are above all informal and short-term. Nor do the subjects treated in these programs clearly indicate the fostering of innovation or the emergence of proposals that meet the assumptions described in Vision 2050. This is because they contain a strong instrumental component, of the application of managerial tools that have already been placed in doubt due to their ability to contribute in fact to changes necessary within companies (Raska & Shaw, 2012).

Even considering that the BCSD Portugal program moves forward somewhat along these lines, in proposing to train young business people in order to incorporate into management objectives that go beyond the maximization of profits and that have a strong social impact, even so priority is given to indicator management and to the search for short-term goals. This is seen as well in the case of BCSD Brazil, which shows progress in encouraging the businessperson to discuss ecosystem management, but reduces the complexity of the discussion when it concentrates on the replication of the ESR tool.Thus, the WBCSD initiatives tend to develop more constative (theoretical) competencies on the relationship between companies and the socio-environmental issue, as discussed in the Vision 2050 document, but it is not effective in developing more performative (practical)

Conclusion

This paper aimed to answer the following research question: WBCSD's sustainability development discourses and initiatives are spaces for several translations on corporate sustainability or a place to reaffirm logocentric and definitive discourses on the subject? Analyzing the actions of the WBCSD,, one notes that the entity needs to progress in the direction of its dual responsibility in the face of the socio-environmental issue.

It's not enough for the institution to restrict its activity to responding to the desires of associated companies, which in the majority of cases are short-term interests. The WBCSD needs to recognize itself as a Think Tank, as an entity that simultaneously carries out initiatives that contribute to development of competence among the members of its associated companies while assuming its responsibility in strengthening and achieving the sustainable initiatives that it fosters. If the undecidability and ambiguities of the process inevitably remain (Derrida, 1992), these end up impeding the Vision 2050 discourse from being more than rhetoric with little basis in the reality within which business takes place. An educational activity of sufficient weight to impact an entity with the penetration power of the WBCSD must be constantly questioned, revisited, and pressured in order to respond in fact to the objectives espoused and to make use of its own more sustainable methodologies in order to attain some efficacy in change and this way, enables the acknowledgement of many paths and translations on corporative sustainability that may be trailed by the entity. Thus, beyond being a global organization that proposes competence development programs and models, the WBCSD needs to reinvent itself and open space for other translations, recognizing the various readings and relationships which permeate the process of development of competencies for sustainability.

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