AOM PDW Proposal #11068: **Responsible Management Education in Action:**

Applying Frameworks for Organizational, Curricular, and Classroom Practice

Primary sponsor: Management Education and Development (MED)

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Abstract: In 2007, the United Nations called for more "responsible" management education in the Principles of Responsible Management Education (PRME). Since then, the need to consider sustainability, responsibility, and ethics as guiding principles in management and the education of managers has been increasingly agreed among educators. Consequently, researchers have followed the PRME principle three to "create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership" (PRME: *Principle 3*). In this PDW, scholars who have developed and extensively applied frameworks for responsible management education (e.g. Giving Voice to Values; the Sustainability Literacy Test) will present their frameworks and then discuss them with the workshop participants and translate them into actionable classroom solutions. Specifically, this PDW will firstly provide participants with an extensive toolbox of the presented action-oriented frameworks; secondly help them to apply these frameworks in their own educational practice; and thirdly provide opportunities to engage with colleagues who are experts in the different tools and thus to build a professional network that may support participants in shaping responsible management education when back home in their classrooms. After short introductions by the presenters, participants can chose to engage in round tables focusing on (1) responsible management in the higher education institution, (2) responsible management in the curriculum, or (3) responsible management in the classroom. Finally, insights from the table discussions will be collected and made available through MED and other channels.

1. WORKSHOP INTRODUCTION

In 2007, the United Nations called for more "responsible" management education in the Principles of Responsible Management Education (PRME). Consequently, researchers have followed the PRME principle three to "create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership" (PRME: *Principle 3*). This call has led to a plethora of innovative educational frameworks and practices (see e.g. Forray & Leigh, 2012). In this PDW we aim to provide participants with an overview of new educational frameworks, their practical use, and the application that these can find in participants' educational practice. An explicit aim of the workshop is to enable participants to further apply and refine the educational frameworks in their own practice, and to engage with presenters beyond the duration of the workshop.

In the workshop, presenters will provide the audience with an overview over the "strategies and tools to support and leverage principles and practices for enhancement of ethics, responsibility and sustainability in management education" (MED call) developed by presenters in their management education practice and research. Audience and presenters will then interact in roundtable discussions and exchange their experiences and connect them with the presented concepts and frameworks to make them even more valuable for the participants.

In our workshop participants can work together on good practices of responsible management education. We provide a platform for sharing experiences and for enriching participants' teaching practices with the frameworks suggested by the presenters and the experiences of all participants that will make these frameworks more actionable to improve our classroom experiences. The presented frameworks integrate the levels of the individual teacher's classroom experiences that are relevant starting from doctoral students and junior faculty, through questions of

curriculum design for more experienced teachers up to the question of institutional anchoring of responsibility related issue that are typically addressed by senior faculty and HEI managers.

2. TOPIC AREAS

All panel participants are experts and pioneers in educational approaches to responsible management who have both implemented and published their methods. Based on Mocny and Laasch (2010), the presentations are organized into the three educational environments of 1) the organization 2) the curriculum, and 3) the classroom. A fourth educational environment which we will, due to time constraints, not be able to address in this PDW, is the extra-organizational community environment, populated by important educational practices, such as service learning, immersions, internships, and community service.

2.1 The Organization: Institutions and Culture

Solitander, Fougère, Sobczak, and Herlin (2012: 337) suggest the importance of organizational learning and transformation of higher education institutions (HEI) for responsible management education, and criticize an approach that "just adds responsibility as a topic to the curriculum". Why should organizational change be necessary? Couldn´t we just change our educational product through the curriculum? We suggest two fundamental reasons for why HEIs would be well advised to master responsible practices. The first reason is that an organization that in itself does not show responsible practices, not walking the "curricular talk" is just one step away from being accused of green washing. How can students possibly believe in the "real-life credibility" of responsible practices, if the own university cannot live up to the self-set expectations. The second reason is even more important from an educational design perspective. The University often is the first organization, undergraduate students experience from the inside, and it is reasonable to suggest that much learning takes place outside the classroom, and by imitation of organizational

practices. A responsible organization is the basis for responsible management education. Responsible organizational practices may be, for instance, community engagement and "green university" programs, responsible human resources and sourcing practices, certifications and distinctions for responsible excellence, research programs or centers related to sustainability, responsibility, and ethics. We focus on elements from two fundamental aspects of a HEI, institutions and culture. The presentations in this PDW address the Principles for Responsible Management Education as a tool to draft and implement a holistic organizational change agenda (Härtle); "academic ethos management" as basis for a responsible organizational culture (Stachowicz-Stanusch); the "HEI sustainability initiative"; and the sustainability literacy test as potential institutions to support the organizational change process (Carteron).

2.2 Curriculum: Degree and Course Curricula

We divide curricular initiatives for responsible management education into two main groups of elements, degree curricula and course curricula. The degree-level integration of responsible management stand-alone courses is in a rather mature development stage. Eight years ago, Christensen et al. (2007) found out that among Financial Times Top 50 global business schools, 84 percent of the schools had implemented at least one mandatory stand-alone course on the topics of business ethics, corporate social responsibility (CSR) and sustainability in their MBA programs. One third of schools required even all three courses. Even earlier, Matten and Moon (2004) studied the implementation of stand-alone CSR, business ethics, and sustainability courses or programs in European business schools, and found out that 117 out of 166 respondents had done so. While, they assume an overrepresentation of "implementers" in their sample, this however shows a strong basic practice of curricular implementation. Also, stand-alone degrees related to responsible management, such as the degree programs in Responsible Management (University of Peace), Corporate Responsibility Management (Steinbeis University), Corporate Social Respon-

sibility (University of Nottingham), the MBA in sustainability management (Leuphana University), Sustainable Management (Presidio Graduate School), the Master in Business Administration and Ethics (MEGA) (University of Venice) or in CSR and Sustainable Development (ANA-HUAC University), provide anecdotal evidence for the exploration of designing stand-alone responsible management curricula. However, the implementation on the course curricula level appears to be lagging behind. Rasche and Gilbert (2013) conclude after an analysis of ethics-related course contents in 139 business schools globally, that the cross-disciplinary integration of responsible management-related contents is only selectively achieved, as it touches on only few course subjects of the general management curriculum. As a consequence, contributions in this PDW propose curricular transformation, mostly on course curriculum level, through on humanistic principles (Dierksmeier); integration of ethics in business school courses (Ogunyemi); learning from the deep integration of CSR into the strategic management subject (Chandler); and an integrative method for the co-integration of sustainability, responsibility, and ethics, through concepts, cases, and themes in any course (Laasch).

2.3 Classroom: Teaching-Learning Techniques and Educator Profiles

Elements of responsible management education on the classroom level may be broadly divided into the teaching-learning techniques applied, and in characteristics of the educator and his or her classroom behavior. A broad variety of teaching and learning techniques have been described as conducive to responsible management education. Prominent examples include clusters of 1) applications of the case study method, research-based and project-based learning; 2) service learning, field studies, immersion techniques, and other experiential settings; 3) ethical dilemmas, simulation games, and competitions; 4) guest lectures, visits, roundtable for panel discussions with stakeholders; 5) dramatizations, films screenings, journalistic activities, and resource collections; and 6) systemic thinking exercises, back casting, role-play and "gestalt switching", small-

group discussions, and other reflective-collaborative techniques (Alcaraz, 2010; Brundiers, Wiek, & Redman, 2010; Cordoba & Campbell, 2008; Forray & Leigh, 2010; Hopkinson & James, 2010; Mocny & Laasch, 2010; Springett, 2005; Wals, 2010). The role of educator characteristics or profiles, in comparison, is less elaborated in academic research. Two exemplary pieces have been provided by Moosmayer (2012), with his framework for academics as value influencers, and by Härtel and Brown (2011), who explore the role of management educators as social change agents. First explorative work is currently conducted through the PRME faculty development working group, and was a main topic of interest at the 2013 PRME Summit (PRME, 2013). The contributions in this PDW include a holistic framework for educational designs including the role of management academics as "value influencers" (Moosmayer), and three particular teaching and learning techniques; the action-oriented Giving Voice to Values (Gentile); the reflective "Education for Responsibility" (Mc Donald); and the explorative "pragmatic inquiry" (Kelley).

3. RELEVANCE FOR MED DIVISION

The topic of responsible management education directly connects to the theme of the MED Division. Management Education and Development currently experiences a drastic shift in educational theory and practices toward the integration of "responsible" management education frameworks. Such frameworks answer to the call for the creation of responsible managers; managers that put sustainability, responsibility, and ethics at the heart of their management practice.

We would like to enable PDW participants to use the presented frameworks in their teaching and to make a real difference in their classrooms. Besides the discussions during the workshop, the presenters' above-cited publications allow participants to further deepen their understanding of the discussed approaches together with actionable suggestions how to implement responsibility in the course, curriculum, and institution. Moreover, the innovative responsible man-

agement education frameworks to be presented may be valuable food for thought to stimulate further research and publication in the area of MED

Finally, the presenters are also engaged in a wide range of initiatives that support responsible management education and the PDW provides a good opportunity for participants to learn more about these initiatives and the support they provide for responsible management education. Specifically, these are UN PRME - http://www.unprme.org (Jonas Härtle), The Higher Education Sustainability Initiative - http://sustainabledevelopment.un.org/sdinaction/hesi and http://www.sustainabilitytest.org (J.-C. Carteron), the Humanistic Management Network - http://humanisticmanagement.org (C. Dierksmeier), Giving Voice to Values (GVV) http://www.babson.edu/Academics/teaching-research/gvv (M. Gentile), and the Center for Responsible Management Education (CRME) - http://responsiblemanagement.net (O. Laasch).

4. WORKSHOP FORMAT

The workshop consists of three parts. First, the educational frameworks will be introduced through four-minute teaser presentations. Second, participants will self-select roundtable discussions, each focused on a different framework, and chaired by one presenter. The goal of this part is to transfer the frameworks (re-)presented by the panel members to participants' educational practice. Third, a brief plenary discussion will serve to summarize the outcomes to be communicated through MED and PRME media.

Activity	Time allocation
Welcome, introduction (Goals, Environments of Responsible MED: Institution, Curriculum, Course)	10 minutes

Topic teaser presentations from each panel member	45 minutes
Series of parallel self-assigned roundtables to discuss various aspects of the topic – each led by a chair	45 minutes
Plenary discussion of key outcomes	20 minutes
Total time	**120 minutes**

4. 1. Logistical Notes

- If preferred by the MED division, the total time may be scaled down to 90 minutes with 5-35-35-15 minutes.

- If number of PDW participants is low, the number of discussion tables could be reduced to 3 (institution, curriculum, course)

- We plan to use gather the pragmatic inquiry method to sum up the discussion process and outcomes from roundtables in a short report to be communicated through MED and PRME channels.

4.2. Topic Teaser Presentation and Roundtable Topics

The three topic areas, organization, curriculum, and classroom are an important recurrent theme in both presentations and roundtables of the PDW. Each presenter illustrates a distinct framework inside these topic areas. We provide more detailed background information on both topics and presenters, as a basis for participants´ roundtable discussion choice:

A. Organization

- Jonas Härtle: *Principles for Responsible Management Education – How to apply the Principles for Responsible Management Education, and ways to engage for faculty members through PRME working groups.* (based on: Csuri, Laasch, Nahser, & Weybrecht, 2013)

  Jonas is the Head of the United Nations Principles for Responsible Management Education (PRME) and the main global change facilitators for responsible management education, coordinating a network of over 500 PRME member business schools.

- Jean-Christophe Carteron: *The Sustainability literacy test – How educators to use the sustainability literacy test in the classrooms and how to integrate it into the training of trainers.*

  Jean-Christophe is the CSR Director of Kedge Business School in France. He leads the design and implementation of the "Sustainability Literacy Test", which has now been adopted by a vast range of organizations in 15 countries.

- Agata Stachowicz-Stanusch: *Educating for integrity – Academic ethos management* (based on: Stachowicz-Stanusch, 2012)

  Agata is an Associate Professor at The Silesian University of Technology. She has published extensively on teaching for integrity and on academic ethos management.

B. Curricula

- Claus Dierksmeier: *Moving towards a Humanistic Management Education – Overcoming the Positivism and Relativism Obstacle*

Claus is the Director of the Global Ethic Institute at the University of Tübingen, Germany. He is also the Academic Director of the Humanistic Management Center and board member of the Humanistic Management Network.

- Kemi Ogunyemi: *Ethics across the curriculum – How to integrate ethics across the business school curriculum?* (based on: Ogunyemi, 2015)

  Kemi is a Lecturer for Business Ethics, Anthropology and Sustainability Management at the Lagos Business School in Nigeria, and has developed an anthropology-based approach to responsible management education which she has extensively applied in the classroom and disseminated in academic publications.

- David Chandler: *CSR in the core curriculum – How to use business value creation as avenue for integration into core courses?* (based on: Chandler & Werther, 2013) David is an Assistant Professor at the University of Colorado Denver. He pursues a "controversially pragmatic" approach to teaching corporate social responsibility, as demonstrated by his textbook "Strategic CSR" (SAGE, 3rd ed.).

- Oliver Laasch: *Cross-curricular integration techniques – How to use a combined set of concepts, cases, and themes, to integrate sustainability, responsibility, and ethics, into any course* (based on: Laasch & Conaway, 2014; Mocny & Laasch, 2010).

  Oliver is a Marie Curie Research Fellow at the University of Manchester. He is the founder of the Center for Responsible Management Education (CRME), editor of the PRME book collection, and co-author of the first PRME graduate textbook.

C. Classroom

- Dirk C. Moosmayer: *Values-Oriented Teaching – Establishing educational designs for values-oriented management teaching* (based on: Moosmayer, 2012; Moosmayer, 2009).

Dirk is an Assistant Professor of Marketing at the Nottingham University Business School China. His research focuses value influences in management education.

- Mary Gentile: *Giving Voice to Values: Teaching students to "speak their minds when they know what's right"* (based on: Gentile, 2014; Gentile, 2012).

  Mary is the Director of *Giving Voice to Values* at Babson College. Mary created the Giving Voice to Values (GVV) curriculum based on the observation that decision makers often know what is the right thing to do, but do not perceive freedom to act accordingly. GVV is widely published and applied in academic and corporate learning around the world.

- Ross McDonald: *"Education for Responsibility" – How to educate* for *responsibility, instead of* about *responsibility?* (based on: McDonald, 2013).

  Ross is a Senior Lecturer at the University of Auckland. He has created and implemented the reflection-based instructional method "Education for Responsibility", which he presents in the workshop.

- Scott Kelley: *Pragmatic inquiry as an educational technique for responsible management* (based on: Kelley, 2014)

  Scott is Assistant Vice President for Vincentian Scholarship in the Office of Mission and Values, and Assistant Professor in the Department of Religious Studies of DePaul University.

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