AOM PDW Proposal #11289

Responsible Management Education in Action: A Competence-Based Approach

Primary sponsor: Management Education and Development (MED)

Organizers: O. Laasch; D.C. Moosmayer

Abstract: Much has been done in recent years to change curricular contents to address responsible management. Most initiatives seemed to focus on changing management knowledge in order to enable more responsible management behaviors. In this workshop, we address the first principle of the United Nations' principles for responsible management education (PRME) initiative and shed light on "the capabilities of students to be future generators of sustainable value for business and society at large" (PRME principle 1). We show how going beyond responsible management knowledge only and systematically combining different responsible management competence fields may facilitate the creation of more "complete" and capable managers. Specifically, we suggest to integrate "knowing" (cognitive competences), "doing" (procedural competences) "relating" (social competences), and "being" (self-competences) into a comprehensive competence-based responsible management education. In the workshop, we first introduce a competence-based approach to responsible management education that connects the four competence fields. Tools and methods to develop competences in the four fields will then be introduced by thought leaders in the field of responsible management education. Participants and presenters will then split up in four roundtable discussions and facilitate discussions around classroom applications of the presented concepts and the development of the addressed competences. Finally, insights from these discussions will be shared in plenary and publication opportunities in the field will be presented. Outputs will be made available through MED, PRME and other channels. This workshop is a sequel to the 2014 PDW on "Responsible Management Education in Action: Applying Frameworks for Organizational, Curricular, and Classroom Practice".

1. WORKSHOP OVERVIEW

Responsible management education has become a major theme in management education practice; particularly since the United Nations has called for more "responsible" management education in 2007 in its Principles of Responsible Management Education (PRME). Such responsible management as defined by Laasch and Conaway (2014) as an umbrella concept for managerial practices that embrace principles of sustainability, responsibility, ethics, and related normative orientations, has become a common notion in management education and development (AOM MED call for PDW submission). Consequently, researchers have followed the PRME principles to "create educational frameworks, materials, processes and environments that enable effective learning experiences" (PRME: *Principle 3*).

This call has led to a plethora of innovative educational frameworks, practices and materials (see e.g. Forray & Leigh, 2012). For instance, two collections of complementary textbooks (with *Greenleaf* and *Business Expert Press*) and two dedicated textbooks (Laasch & Conaway, 2014; 2015) have suggested a wealth of knowledge responsible managers should acquire. One decision that academics have to take in the context of implementing responsible management education is if they limit their aim to conveying knowledge about behavior, or if they aim to develop competences for responsible management (Moosmayer 2009). We suggest that developing "the capabilities of students to be future generators of sustainable value for business and society at large" (PRME principle 1), as laid out in the UN principles for responsible management education (PRME), requires a more comprehensive view on *competences* for responsible management education. This is also supported by a recent structured literature review that has unearthed the academic call for a number of necessary competences beyond knowledge (Laasch & Moosmayer, 2015). However, the educational frameworks and materials focusing on "BE-

YOND-knowledge competences" appear to be less extensive than the ones focusing on knowledge. Salient exceptions are the "Educating for Responsibility" (McDonald, 2013) and "Giving Voice to Values" (Gentile, 2013) methods.

1.1. Workshop Purpose

The purpose of this workshop is twofold. On the one hand, we aim to integrate such existing educational methods into a unifying framework, and on the other hand we aim to provide a home for new methods to be developed that aim to foster beyond-knowledge competences for responsible management education.

Following the AOM MED division's call for PDW submission in the area of responsible management education we aim to provide *"a forum to discuss and benchmark various strategies and tools to support and leverage principles and practices for enhancement of ethics, responsibility and sustainability in management education, managing faculty careers to be impactful educators, researchers and in our education service roles"* (AOM, 2015). In this PDW, presenters will provide an overview of pioneering tools for competence-based responsible management education, developed and tested in management education research and practice. Participants and presenters will then work together in roundtable discussions and exchange their experiences and connect them with the presented concepts and frameworks to enhance the tools' value for the participants. The ultimate goal is to develop strategies for participants to apply a competence-based approach to responsible management education in their own practices. We hope to facilitate the building of relationships between participants and presenters beyond the duration of the workshop and will highlight various collaboration, publication and networking opportunities.

1.2. A Competence-Based Approach to Responsible Management Education

The workshop is based on a competence-based approach to responsible management education. Over the past years, management education, and business schools have regularly been blamed for many of the ailments of the global economy (and society) that were often attributed to the behaviour of irresponsible managers (Amann, Pirson, Dierksmeier, Von Kimakowitz, & Spitzeck, 2011; Ghoshal, 2005). On a more positive note, there is also an increasing appreciation of the manager's potential to do good and to actively solve societal problems. Overall, we see a societal movement towards greater business sustainability, responsibility and ethics (Lubin & Esty, 2010; Waddock, Bodwell, & Graves, 2002). This shift changes the way organizations function and subsequently creates a demand for a new type of competences, a "new normal" regarding what it means to be a competent manager. Accordingly, there is a need for an altered profile of "responsible" management competences, which if taken seriously, has considerable implications for management education and development (Waddock & McIntosh, 2009).

The competence approach to management education has largely been developed in the early 1990s with the goal to better understand what it means to be a competent manager (Brewis, 1996; Caird, 1992). In that context, competent manager not only know management (knowledge as just one competence type), but they master the management profession. This includes that managers have social competences (to interact), procedural competences (to do), and self-competences (to be) (Delors et al., 1996; Erpenbeck & Heyse, 2007; Erpenbeck & Rosenstil, 2003; Tawil & Cougoureux, 2013)[1] that make an effective manager (Brewis, 1996). However, managers' competence portfolios change (Burgoyne, 1989), because the concept of a "good" and

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[1] We prefer this four-competency-structure outlined here over the more commonly used KSA (Knowledge-Skills-Attributes) competency structure (e.g. Hodges, Inch, Silver, 2001; Hunter, 2005), as it allows for a distinction between procedural and social skills which are merged in the KSA scheme.

effective manager is subject to constant change. For instance, the dominant societal trend in the mid-1990s and early 2000s was globalization. This led to the emergence of an increasingly internationalized management profession and the need for "developing global managers" by building up a competence profile that includes "global capabilities" (Hunter W. D., 2004; Hunter, White, & Godbey, 2006; Townsend, 2003). As outlined in the very beginning of this text, we currently see a trend similar in magnitude to globalization, shaking up the management profession, the move towards responsible management as an aspired "new normal" that necessitates a competence profile for the competent responsible manager.

Adopting a competence-based approach to responsible management education challenges us to rethink both traditional management education and existing approaches to responsible management education (Kurucz, Colbert, & Marcus, 2013). The mainstream management literature provides relevant guidance to developing competence-based management education (Burke, 1989; Winterton & Winterton, 1999). In this workshop we do a step towards integrating responsible management education into such competence-based educational frameworks.

This requires the redesign of curricula, both on course and degree level. First, one has to decide what kind of responsible management competences should be developed through a particular curriculum. Then, one needs to rethink educational activity systems and include activities that create some of these newly identified competences. This might require less traditional educational methods such as service learning, role plays, or simulations, delivered by innovative educators who are able to facilitate these methods. Taking competences for responsible management education seriously also requires a critical review of the old established mainstream management competences. Some of these, possibly most of them will also be crucial for a "new normal" management, a responsible management. However, some mainstream management compe-

tences might be counter-productive, and actively impede the creation of responsible management competences.

2. RELEVANCE FOR MED DIVISION

This PDW is a continuation of last year's PDW on "Responsible Management Education in Action: Applying Frameworks for Organizational, Curricular, and Classroom Practice" which was awarded the MED/ASFOR Best PDW award. While last year's PDW focused on frameworks for addressing responsible management education (RME) more broadly, we focus more specifically on the development of competences that responsible managers require. Developing responsible leaders and more generally responsible managers is a topic that has gained increasing relevance for Management Education and Development over the past 15 years (Alcaraz & Thiruvattal, 2010; Ghoshal, 2005; Pless, Maak, & Stahl, 2011; Rasche, Gilbert, & Schedel, 2012). This year's focus on competences answers 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 rethink their approach to educating responsible managers from a competence perspective. We also want to provide them with concrete tools and exercises that they can use to develop each of the four competence fields and thus enable them to make a real difference in their educational practice. Besides the discussions during the workshop and the examples and tools that are put forward by all participants, 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 competence-based approach to responsible management education may be valuable food for thought to stimulate further research and publication in the area of MED.

At the end of the workshop, the PDW organizers and presenters will review the various scholarship outlets which are friendly and open to research in the field of responsible management education. These include, but are not limited to, the following: Academic presses such as Greenleaf Publishing (UK) and Business Expert Press (New York). Peer-review publications for scholarship of teaching and learning like *Academy of Management Learning and Education (AMLE), Journal of Management Education (JME), Management Teaching Review (MTR),* (associate editors of these three participate in the workshop) and specialized outlets such as the *Teaching* section of *Journal of Business Ethics.*

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 (J. Härtle), The Higher Education Sustainability Initiative - http://sustainabledevelopment.un.org/sdinaction/hesi and http://www.sustainabilitytest.org (A. Decamps), 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). The organizers of this workshop also plan to continue this PDW series in the following years with varying foci on how to put responsible management education in action, which is a core interest of the MED community.

3. WORKSHOP FORMAT

The workshop consists of three parts. First, we introduce the workshop (activity "A" – in below table) and its underlying conceptual and empirical structure of four fields of responsible management competences (know, do, interact, be) (B). Then exemplary tools for the four competence fields will be introduced (C). Participants will then self-select discussion roundtables, each of which focuses on one specific field of responsible management competences (D). Each roundtable will be chaired by one presenter The goal of this part is to discuss different competence development tools, techniques, and approaches and to allow participants to reflect them and contribute ideas of what worked well (or not) in their own teaching. Participants' educational practice will be enriched with new conceptual and empirical ideas. Finally, a brief plenary discussion will serve to summarize the outcomes to be communicated through MED and PRME channels, and opportunities for publication and engagement will be presented (E).

Activity		Time allocation
A	Welcome and introduction to the relevance of responsible management competences (Härtle)	5 minutes
B	A competence-based approach to responsible management education in theory (Moosmayer) and practice (Laasch) (5 minutes each)	10 minutes
C	Exemplary educational approaches for developing responsible management competences by Decamps (know), Gentile (do), Leigh (interact), and Dewick (be) – 5 minutes each.	20 minutes
D	Four parallel self-assigned roundtables to discuss various aspects of the topic – led by some of the before presenters and including addi-	50 minutes

	tional brief roundtable presentations by Claus Dierksmeier (know), Ricardo Aguado Muñoz (do), Radha Rani Sharma (relate), and Ross McDonald (be)– 5 minutes.	
E	Plenary discussion of key outcomes Informational exchange on opportunities in responsible management education research and practice.	35 minutes
	Total time	**120 minutes**

Due to the success of last year's panel, it would be recommendable to request a larger room with space for 100 people and 8 round tables; this would allow doubling each topic, as we worked with 4 overcrowded tables last year.

We will now further outline the five presentation sections which are a core piece of the workshop format. First, the workshop introduction is aimed at setting the stage for particular approaches to creating competences for responsible management education. The introduction consists of three short presentations. We first introduce the relevance of the topic (Härtle), then present a conceptual structure of responsible management competences (Moosmayer), and finally present experiences from implementing it in the classroom (Laasch). This structure will then be used for the further workshop.

- *Jonas Härtle: "The importance of going beyond knowledge in responsible management education".* (based on: Csuri, Laasch, Nahser, & Weybrecht, 2013). Jonas is the Head of the United Nations Principles for Responsible Management Education (PRME) the main global change facilitator for responsible management education, coordinating a network of over 500 PRME member business schools.

- *Dirk Moosmayer: "The Responsible Management Competence Matrix"* (based on: Laasch and Moosmayer, 2015, forthcoming). Dirk is an Assistant Professor of Marketing at the Nottingham University Business School China. His research focuses on value influences in management education. He is an associate editor of the *Academy of Management Learning & Education*.

- *Oliver Laasch: "Experiences from a pilot course based on a competence-based approach to responsible management education"* (based on: Laasch and Moosmayer, 2015). Oliver is a Marie Curie Research Fellow at the University of Manchester. He is also founder of the Center for Responsible Management Education (CRME), editor of the PRME book collection, and co-author of two official PRME textbooks.

3.1 "Knowing": Intellectual Competences

In spite of our motivation to take competences "beyond knowledge", knowledge of course remains centrally important for responsible management education. What, and which theories, concepts, and ideas we teach becomes even more important, considering the "performativity" aspect of knowledge – how it creates social realities (Callon, 2007; Ferraro, Pfeffer, & Sutton, 2005; Ghoshal, 2005). Also, it is important to realize that a wider notion of knowledge goes far beyond the "declarative knowledge" of "knowing what" (Anderson, 1990; Anderson & Fincham, 1994; Boos, 2008) and that knowledge as a competence does not only focus on the "content" aspect of knowledge, but also the ability to acquire knowledge (Delors, et al., 1996; Tawil & Cougoureux, 2013) and to handle information (Leigh & Gibbon, 2008). The following two examples approach teaching a type of knowledge drastically different from the "mainstream"

topics typically taught in business school and tuned in to creating social realities of responsible management.

- *Aurelien Decamps: "The sustainability literacy test as a localized sustainability knowledge catalogue for assessing responsible management knowledge competence".* Aurelien is an assistant professor at Kedge Business School in France. He has been involved in the design and implementation of the "Sustainability Literacy Test", which has now been adopted by a vast range and number of organizations around the world.

- *Claus Dierksmeier: "Moving towards a Humanistic Management Knowledge – 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.

3.2 "Doing": Procedural Competences

Procedural competences refer to the competence to accomplish a specific and well characterised technical task, or procedure (RACGP, 2011). They are closely related to procedural skills (Anderson & Fincham, 1994), or procedural knowledge (Star, 2005). Main characteristics are their goal-orientation, their modular nature (sub-processes), and the use of "operators" which transform sub-problems of the process into manageable conditions (Anderson, 2000; Baumgartner & Payr, 1994; Boos, 2008). They are often associated with the acquisition of vocational skills for practicing a profession or trade (Delors, et al., 1996; Tawil & Cougoureux, 2013). Framing responsible management as an upcoming profession, prominent procedural competences are, for instance, the processes of establishing a stakeholder map, or a life-cycle

assessment, or the ability to integrate responsible management into the processes of other mainstream management processes, such as strategic management or marketing (Laasch & Conaway, 2014).

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

- *Ricardo Aguado Muñoz: "Utility as a procedural competence in the Ledesma-Kolvenbach pedagogic model"*: Ricardo is a researcher at Deusto Business School (DBS) at the University of Deusto which is a member institution of the PRME Champions Group. He serves as PRME focal point person at DBS.

3.3 "Relating": Social Competences

Social competences are commonly defined as an individual's effectiveness in social interaction (Rose-Krasnor, 1997). A relevant, more practitioner and responsible management-related understanding describes the pendant of social competence as the ability to "live together" on a local and global scale (Delors, et al., 1996; Tawil & Cougoureux, 2013). The effectiveness in social interaction may be considered both an end-goal in the interaction of responsible managers and a precondition for social learning for responsible management (Blasco, 2012). An example is the ability to interact meaningfully with a diverse set of stakeholders or to criticize non-desirable states and behaviors (Kearins & Springett, 2003) and at the same time to learn additional compe-

tences of all four types through the social interaction. Accordingly, social competences are at the same time about "learning the social" and "learning through the social".

- *Jennifer Leigh: "Service learning for social competency".* Service-learning is a community-based experiential pedagogy that promotes 6 R's of rigorous and relevant learning (1 & 2) by engaging students in real-world (3) reciprocally-based (4), risk-balanced projects (5) that promote reflection (6). Service-learning seeks to create mutual value through partnerships with service-oriented organizations in students' local or global communities (based on: Watkins, 2011). Jennifer Leigh is a Service-Learning Scholar at the Center for Service Learning/Center of Civic Engagement, and Assistant Professor of Management at Nazareth College.

- *Radha R. Sharma: "Emotional competency for responsible management transformation".* Radha is a Chair Professor at HHL Leipzig Graduate School of Management, Germany (Visiting), and Chair Professor, OB & HRD at Management Development Institute, India. She has conducted research on role of emotional and social competencies in social sector (2012), and public service organizations to bring about transformation for responsible management (Sharma, 2013) and also on role of EI competencies in mental well-being (Sharma, 2011). She will share her research and experience.

3.4 "Being": Self-Competences

Under the "be" dimension of competence we understand both the ability to know and control oneself, and to develop the personal potential. This understanding is closely related to the notions of self-competences and self-concept (Wilkinson, 2009) and to the competence of developing ones "human potential to its fullest" (Delors, et al., 1996; Tawil & Cougoureux, 2013).

- *Ross McDonald: "Using reflective writing exercises to educate for 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.

- *Paul Dewick: "Gamification for transformational learning".* Paul is a lecturer at the University of Manchester. He has used gamification in the classroom to create sustainable frames of mind and choices among students.

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