

Responsible Management Education in Action:

Doing High Quality Research

PDW Proposal for the 2017 Academy of Management Annual Convention in Atlanta

Sponsors: 1) MED 2) SIM 3) ONE

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Abstract: Over 600 member organizations of the United Nations Principles for Responsible Management Education (PRME) initiative have made a commitment to *“engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value”* (PRME Principle 4, *‘Research’*). Much research is framed as part of long established fields like corporate social responsibility, corporate sustainability and business ethics. However, an emerging stream of research explicitly refers to Responsible Management Education (RME). Related articles found in recognized journals such as the Academy of Management Learning and Education, the Journal of Management Education and the Journal of Business Ethics seem yet to be limited. With this PDW we respond to this scarcity and to claims that mainstream outlets do not publish RME work. This workshop engages past and prospective RME authors and journal editors to explore how to conduct and present RME to get published in prestigious journals; to co-create a shared appreciation of the status quo and a future research agenda. After focused inputs by authors who published RME work in suitable journals and journal editors, participants split up in more specialized roundtable discussions. Insights will be shared in a plenary discussion and outputs will be made available through MED, PRME and other channels. The “Responsible Management Education in Action” PDW has been delivered since 2014 with changing topic foci and this year also connects to a special call for RME-related submissions to the MED Writers’ Workshop.

1. RELEVANCE FOR MED, SIM AND ONE DIVISIONS

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 PDW is a continuation of last years' PDWs on '*Responsible Management Education in Action*'. Every year we are addressing a RME topic of high relevance. Topics have ranged from responsible management education across educational environments (MED/ASFOR Best PDW award in 2014); a competence-based approach; faculty development on to this year's focus on RME *Research*. The PDW provides a platform for actual and prospective MED members to explore the timely topic of responsible management education, to develop research ideas and to network with peers and journal editors.

For the **SIM** and **ONE** division members, the workshop's interdisciplinary coverage of sustainability and responsibility education provides an opportunity to both enrich social responsibility-related teaching (for SIM), and methods for environmental responsibility (ONE). The umbrella term of responsible management, connecting the disciplines of sustainability, responsibility, and ethics context (Laasch & Conaway, 2015, 2016; Rasche & Gilbert, 2015), provides an opportunity for mutual learning and inter-disciplinary research and action. The consideration of *social issues of management* and of the *natural environment* in managerial contexts are the core of the UN Global Compact and the UN Sustainable Development Goals. To prepare graduates for their managerial roles, this PDW provides a platform to get inspired how to turn their research results into actionable learning experiences that shadow future graduates and more importantly discusses opportunities to broaden their research to SIM and ONE oriented educational research questions. Research paths that will be developed in this PDW can target

outlets that are relevant for SIM (e.g. BaS and JBE) and ONE (e.g. BSE, O&E and JCLP) members, several of which are represented in this PDW.

2. WORKSHOP OVERVIEW

Principle 4 of the United Nations Principles for Responsible Management Education (PRME) is centered on research:

*'We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.'*¹

While this principle includes any research on sustainability, ethics and responsibility in a corporate context, there is a stream of publications that explores the managerial and educational spheres of making firms more sustainable, ethical and responsible and in doing so explicitly refers to responsible management education (RME) as framed in the PRME context (Laasch & Conaway, 2015, 2016; Rasche & Gilbert, 2015).

It appears that a majority of these publications resulting from PRME members' activities are not stereotypical peer-reviewed research publications.² They are prominently educational handbooks (e.g. Rimanoczy, 2016; Sunley & Leigh, 2016), PRME implementation guides (e.g. Csuri, Laasch, Nahser, & Weybrecht, 2013; Escudero, Albareda, Alcaraz, Weybrecht, & Csuri, 2012; Mocny & Laasch, 2010; Moosmayer, 2015; Murray, Baden, Cashian, Wersun, &

¹ <http://www.unprme.org/about-prme/the-six-principles.php>

² The PRME resources page (<http://www.unprme.org/resources/index.php>) and the Center for Responsible Management Education (<http://responsiblemanagement.net/literature-base/>) provide overviews of these publications.

Haynes, 2014), publications related to United Nations causes (e.g. Flynn, Haynes, & Kilgour, 2015; Hansen, 2014; Parkes, Rosenbloom, & Gudi, 2015), and textbooks (e.g. Laasch & Conaway, 2015; Laasch & Conaway, 2016; Lenn, 2015) aimed at supporting the implementation of PRME principles. Such resources fulfill an important function in passing on and further developing the practice-oriented knowledge of the field.

However, in an academic environment increasingly driven by high-level journal publications, high quality peer-reviewed RME research fulfills a complementary important function. It adds academic legitimacy to the United Nations PRME initiative and to the activities pursued by its members. It also provides an incentive and justification from a career perspective for early-stage researchers to more fully engage in responsible management education. In the following section we will briefly outline an, albeit smaller, but quickly developing discussion in peer-reviewed journals fulfilling this function.

2.1. Responsible Management Education Research

A continuously updated list of journal publications on PRME, short review of status quo based on continuously updated RME literature base³ shows an emerging RME discussion consisting of 30 journal articles across 14 journals⁴, four of which have published three or more related articles. Three have published special issues and sections on RME (AMLE, JME, JMD).

³ <http://responsiblemanagement.net/literature-base/>

⁴ Academy of Management Education (AMLE), Business and Society Review (BaSR), Journal of Business Ethics (JBE), Higher Education Research & Development (HERD), Journal of Management Development (JMD), Journal of Management Education (JME), Journal of Management Inquiry (JMI), IBA Journal of Management and Leadership (IBA-JML), Journal of Corporate Citizenship (JCC), Journal of Cleaner Production (JCLP), Management Learning (ML), Journal of Global Responsibility (JGR), Organization & Management (O&M), SAM Advanced Management Journal (SAM-AMJ), Social Business (SB)

RME research as represented by these publications can be divided into three main themes. The first and strongest theme is centered on the UN PRME initiative and on its member institutions. A first subset of articles in this theme explores background and characteristics of the UN PRME and of the evolving field of responsible management education (Alcaraz & Thiruvattal, 2010; Forray & Leigh, 2012; Godemann, Haertle, Herzig, & Moon, 2014). The majority of articles are focused on the evaluation of PRME implementation and of its impact (Araç & Madran, 2014; Maloni, Smith, & Napshin, 2012; Perry & Win, 2013; Solitander, Fougère, Sobczak, & Herlin, 2011; Tripathi, Amann, & Kamuzora, 2013; Young & Nagpal, 2013), often from a critical perspective (Burchell, Kennedy, & Murray, 2015; Dyllick, 2015; Eric Cornuel, Ulrich Hommel, Cornuel, & Hommel, 2015; Louw, 2015; Painter-Morland, 2015; Rasche & Gilbert, 2015) and sometimes based on the analysis of PRME-related reporting (Alcaraz, Marcinkowska, & Thiruvattal, 2011; Godemann et al., 2014; Rasche & Gilbert, 2015). This theme has been discussed extensively in both the *Journal of Management Development* and the *Journal of Management Education*.

A second theme is focused on educational research and relates to educational methods, materials and didactics (Blasco, 2012; Carteron, Haynes, & Murray, 2014; Forray, Leigh, & Kenworthy, 2015; Lavine & Roussin, 2012; Lenn, 2015; Moosmayer, 2015). Some of these articles are grounded in particular PRME-related causes like poverty or equality (Verbos & Humphries, 2015; Wankel & Stachowicz-Stanusch, 2014). They include a set of articles based on the evaluation of student perceptions of RME (Haski-Leventhal, Pournader, & McKinnon, 2016; Nonet, Kassel, & Meijjs, 2016). This second theme is most strongly represented in the *Journal of Management Education* and in *Academy of Management Learning and Education*.

A third, emerging theme is focused on responsible management as a type of management of its own right and on how it relates to organizational sustainability, responsibility and ethics (Hibbert & Cunliffe, 2013; Nonet et al., 2016; Tripathi et al., 2013; Verkerk, Leede, & Nijhof, 2001). The Journal of Business Ethics is the outlet that has contributed to this theme most significantly.

2.2. Workshop Purpose

The purpose of this workshop is to bring together researchers with an interest in the field of RME and provide them with a better understanding of how to do and publish high-quality research on RME. This will be achieved through (1) prepared inputs by authors and editors of reputable journals and (2) through active guided engagement of the audience with selected questions. Specifically, we first take stock and ask about the status quo of RME research through the following questions guiding editors' and authors' contributions.

1. What **types of papers** have been published under the RME umbrella? What variety of conceptual entry points, methods, data etc. have been used? How can a **particular RME angle** help **making a contribution** in a paper?
2. What **experience and learnings can authors share** from their publication processes?
3. What is **journal editors' experience** with, perception of and attitude towards RME research? What are most **common shortcomings** of/ **problems** with submitted RME papers?
4. What interrelated **discussions** have been developed and how do these discussions relate to other discussions outside the immediate RME context?

The second part, the active guided engagement of the audience explores the potential, future research agendas and research initiatives: Quo Vadis RME research?

1. How to strengthen and nurture a RME **research community**? What platforms could be used or developed? What kind of funding could be accessed? What collaborative research projects could be developed?
2. What are promising future RME **research directions**? How can the existing discussion in journals be strengthened and extended? How to and what kind of RME research has the potential to be published in the highest ranking journals in the management field?
3. How can we produce **research that is actionable**, relevant for practice, and in line with PRME Principle 4? What kind of research outputs might be a good fit for practitioner journals such as Harvard Business Review, California Management Review or Sloan Management Review?

Beyond these two topic areas of status quo and quo vadis, the purpose of this PDW is to strengthen the RME research community by bringing together published and prospective authors, editors and the larger RME community. We aim to explore the variety of existing research and to envision its future trajectory. We aim to foster actionable collaboration, such as development of joint research projects, papers, special issues, to enable participants to publish more and more advanced RME research.

One step of taking the *'Responsible Management Education in Action'* PDW series further in 2017 is that Kathleen Barnes has agreed to have dedicated RME tables at the MED Writers PDW for manuscript development, which will be advertised together with this PDW and thereby allows a first step towards implementation of the 'next steps' defined in the PDW.

3. WORKSHOP FORMAT

If accepted, this PDW will be the fourth in a series of responsible management education workshops, which we have organized with changing topic foci for the last four years. This year's PDW will consist of three main elements:

1. Brief **presentations** of exemplary papers that have been published on responsible management (education) and of journal editors sharing their views on such research.
2. **Roundtable discussions**, led by discussants to elaborate on and network around salient aspects and themes of responsible management (education) research.
3. **Plenary discussion** aimed at co-constructing a research agenda and at developing actionable steps forward.

TABLE 1 illustrates how these elements are combined in one PDW timeline.

TABLE 1
PDW Timeline

Activity		Time allocation
A	Welcome and introduction to the relevance of responsible management research (Härtle), introduction to workshop (Oliver Laasch)	10 minutes
I. STATUS QUO.		
B	Six author perspectives: Five-minutes-timed Pecha Kucha presentation format, one slide per paper or if preferred by presenters, no slides.	30 minutes

C	Four editor perspectives: Journal editors explaining what past research has been published and where they see the RME discussion going in their respective journals and beyond.	20 minutes
II. QUO VADIS?		
D	Five parallel self-assigned roundtables on salient RME topics, moderated by a discussant and with at least one author and one editor per roundtable.	30 minutes
E	Discussion: Quo Vadis Responsible Management (Education) Bringing together roundtable discussion outcomes as well as author and editor presentations (moderated by Dirk Moosmayer).	20 minutes
F	Closing remarks and update on recent and forthcoming engagement opportunities.	10 minutes
	Total time	120 minutes
	Note: If only 90 minutes were available, the slots will be condensed as follows: B 18 min; C 12 min; D 20 min. We have successfully operated with reductions to 90 min in past years but believe that the value that authors and editors can create in this session justifies a 120 minutes session.	

TABLE 2 summarizes the contributions to the first part of the PDW. This part themed ‘*status quo*’ of RME research is aimed at showcasing the variety of journal publications realized through very brief teaser presentations of exemplary papers. Presenters’ slides (one per presenter/ 5 minutes per slide) will be arranged in a Pecha Kucha style presentation so that the overall time used for paper

presentations does not exceed 30 minutes. Every presenter may include exactly one slide into the Pecha Kucha slide deck. Then the same Pecha Kucha format will be applied to journal editors' short speeches.

TABLE 2
Contributions to Part I, 'Status Quo'

	Authors, papers (presenters)	Journal editors (speakers)
Academy of Management Learning and Education (AMLE)	Jennifer Leigh introducing Forray, J., Leigh, J., & Kenworthy, A. L. (2015). Special Section Cluster on Responsible Management Education: Nurturing an Emerging PRME Ethos. <i>Academy of Management Learning & Education</i> , 14(2), 293-296.	Bill Foster , incoming Editor in Chief, AMLE
Journal of Management Education (JME)	Maribel Blasco introducing Blasco, M., 2012. Aligning the hidden curriculum of management education with PRME: An inquiry-based framework. <i>Journal of Management Education</i> , 36(3), pp. 364-388.	Jeanie Forray , Co-editor-in-Chief JME
Journal of Business Ethics (JBE)	Guenola Nonet, Kerul Kassel, Lucas Meijs introducing Nonet, G., Kassel, K. & Meijs, L., 2016. Understanding responsible management: Emerging themes and variations from European business school programs. <i>Journal of Business Ethics</i> , pp. [DOI 10.1007/s10551-016-3149-z].	Michelle Greenwood , Co-Editor-in-Chief, JBE
Journal of Management Development (JMD)	Mollie Painter-Morland introducing Painter-Morland, M., 2015. Philosophical assumptions undermining responsible management education. <i>Journal of Management Development</i> , 34(1), pp. 61-75. Thomas Dyllick introducing Dyllick, T., 2015. Responsible management education for a sustainable world: The challenges for business	

	schools. <i>Journal of Management Development</i> , 34(1), pp. 16-33.	
Management Learning (ML)	Jonatan Burchell, Steve Kennedy, Alan Murray introducing Burchell, J., Kennedy, S., & Murray, A., 2014. Responsible management education in UK business schools: Critically examining the role of the United Nations Principles for Responsible Management Education as a driver for change. <i>Management Learning</i> , 46(4), pp. 479–497.	Todd Bridgman , Co-editor-in-Chief ML

The second section of the PDW is themed ‘*quo vadis*’ RME research? It consists of two parts.

First will be five themed roundtable of the following this structure:

1. Theme 1: The **PRME initiative, member institutions** their change and impact
(Discussant: Steve Kennedy)
2. Theme 2: **Responsible management education**, educational design, curriculum, didactics, etc. (Discussant: Carole Parkes)
3. Theme 3: **Responsible management**, managers and their organizations (Discussant: Oliver Laasch)
4. **Drivers of and inhibitors** to RME research (Discussant: Simon Parker)
5. **Potluck table**, participants bring their questions and discussion topics that spontaneously arose from the previous presentations (Discussant: Annette Yunus-Pendrey)

4. PARTICIPANTS, ROOM AND LOGISTICAL REQUESTS

Based on participant numbers of the last years, a room for 80 people with at least 6 round tables for discussion would be necessary. TABLE 3 provides an overview of PDW participants and of

their respective roles throughout the timeline. All participants have committed to the authors that they will contribute to this PDW and are not in violation of the rule of 3.

TABLE 3**PDW Participants and Their Roles**

Name	Affiliation	Presenter (author)	Speaker (editor)	Discussant	Organizer
Alan Murray	University of Winchester	✓			
Annette Yunus-Pendray	City University of London			✓	
Bill Foster	University of Alberta		✓		
Carole Parkes	University of Winchester			✓	
Dirk Moosmayer	University of Nottingham, China			✓	✓
Guenola Nonet	Nova Southeastern University	✓			
Jeanie Forray	Western New England University		✓		
Michelle Greenwood	Monash University		✓		
Jennifer Leigh	Nazareth College	✓			
Jonas Härtle	United Nations PRME		✓		
Jon Burchell	University of Sheffield	✓			
Kerul Kassel	Fielding Graduate University	✓			
Luca Meijs	Erasmus University Rotterdam	✓			
Maribel Blasco	Copenhagen Business School	✓			
Mollie Painter-Morland	Nottingham Trent University	✓			
Oliver Laasch	University of Nottingham, China			✓	✓
Simon Parker	University of Nottingham			✓	
Steve Kennedy	Erasmus University Rotterdam	✓		✓	
Thomas Dyllick	University of St. Gallen	✓			
Todd Bridgman	Victoria University of Wellington		✓		

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