

## Delineating and Reconnecting Responsible Management, Learning, and Education (RMLE): Towards a Social Practices Perspective on the Field

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### **KEYWORDS**

Responsible  
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### **ABSTRACT**

The field of responsible management learning and education (RMLE) has developed from a preoccupation with business schools' (ir)responsible education practices, more specifically, practices centered on educating responsible managers. We have learnt much about the academic community's responsible management education practices. However, we still know little about the managerial community's responsible management practices. This paper first defines and delineates responsible management and responsible management education. Both fields are then reconnected through the proposal of the notion of responsible management learning. This paper makes a point of shifting the currently skewed attention to educational practices towards a stronger focus on practices of responsible management learning in the managerial community of practice and at the intersection of academic and managerial communities. The discussion section provides a rich agenda for future research of (responsible) management, learning, and education through a social practices lens.

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## **Introduction: The Field of Responsible Management, Learning, and Education (RMLE)**

The aim of this paper is to both delineate and reconnect the fields of responsible management education and responsible management. Clearly distinguishing responsible management from responsible management education provides a basis for the emancipation of responsible management from its educational origin and for developing its distinctive research agenda.

Building on the communities of practice perspective (Benn, Edwards, & Angus-Leppan, 2013; Brown & Duguid, 1991; Fox, 2000; Lave & Wenger, 1991; Wenger, 2000, 2010), a framework emerges that embraces both the managerial community's practices of responsible management, and the academic community's practices of responsible management education. The framework implies the notion of 'responsible management learning' as a boundary-spanning connector between the academic and managerial communities of practice. It creates an interrelated field of responsible management, learning and education (RMLE) composed of the distinctive, but overlapping subfields of responsible management, responsible management learning, and responsible management education.

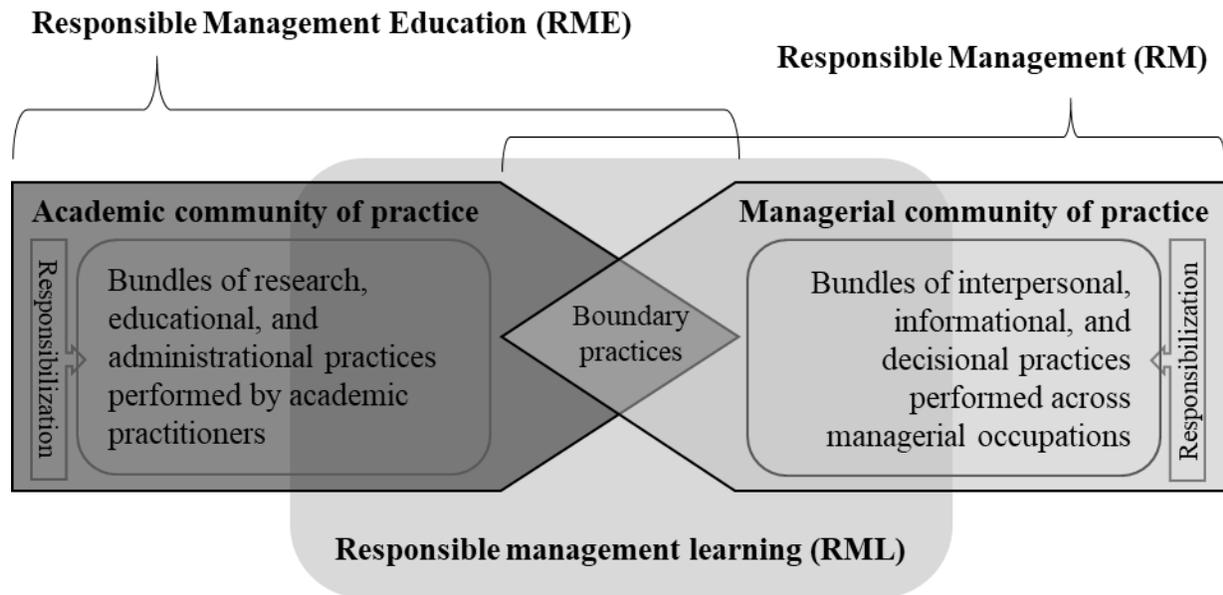
The paper closes by critically examining the currently skewed focus on responsible management education, and calls for a shift in emphasis of future research on responsible management and responsible management learning. A variety of emergent discussions and future research directions for the field of responsible management learning and education will be proposed.

## **Responsible Management, Learning and Education across Communities of Practice**

Figure 1 serves as a conceptual scaffold for delineating and reconnecting the interrelated fields of responsible management education (RME) and responsible management (RM), through practices

of responsible management learning (RML). Together, these fields form the larger field of responsible management learning and education (RMLE).

*Figure 1 The Responsibilization of Managerial and Academic RMLE Communities of Practice*



Fields like responsible management, learning, and education are continuously constructed and reconstructed through the social practices constituting them (Bourdieu, 1977; Schatzki, 1996). A social practices perspective (Reckwitz, 2002; Shove, Pantzar, & Watson, 2012), appreciates distinct communities of practices' (Lave & Wenger, 1991; Wenger, 2000, 2010) collaborative enactment of practices (Gherardi & Nicolini, 2002). In our case, the managerial community practicing responsible management, and the academic community practicing responsible management education together enact practices of responsible management, learning and education.

Practices do not exist in isolation, but as part of interrelated bundles of practices (Gherardi & Nicolini, 2002; Nicolini, 2009; Schatzki, 2002; Shove et al., 2012). The following three sections will be divided as follows: First, will be a description of responsible management

education as a bundle of practices performed by the academic community. Second, responsible management will be introduced as a bundle of practices performed by the managerial community of practice. Third, responsible management learning may occur in either community. Such learning takes place in a bundle of partly boundary-spanning practices between academic and managerial communities.

**Responsible management education.** In the early 2000s, there was a rising attention to educating managers for environmental sustainability (e.g. Carpenter & Meehan, 2002), social responsibility (e.g. Moratis, Hoff, & Reul, 2006), and ethics (e.g. AACSB International, 2004). From its foundation in 2007 onward, the United Nations Principles for Responsible Management Education (PRME) initiative has attracted management academics interested in educating for sustainability, responsibility, and ethics.<sup>1</sup> An inter-disciplinary academic community of practice emerged across and beyond the over 700 PRME signatory business schools. Over time, practices in the field of managerial education for sustainability responsibility, and ethics (Christensen,

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<sup>1</sup> The history of the emergence of the field of responsible management education also provides an explanation for the logical-semantic inconsistency of ‘responsible’ management as an overarching umbrella term that includes managerial ‘responsibility’ as a lower-level subtheme, together with the sustainability and ethics sub-themes. The label *responsible* management manifested with the naming of the PRME initiative. When PRME was co-constructed in 2007, the Globally Responsible Leadership initiative (GRLI) assumed a leading role in the PRME task force. Therefore, the *responsible* management label was a salient candidate. However, academic practices attracted by the label equally related to educating for sustainability, responsibility, and ethics. With the 2013 reorientation of the United Nations Global Compact and PRME towards the Sustainable Development Goals (SDG), de-facto, the *sustainability* theme has become the focus of attention. However, the *responsible* management label stuck due to its institutionalization and anchoring in the name of the PRME initiative.

Peirce, Hartman, Hoffman, & Carrier, 2007) have increasingly been subsumed under the label of responsible management education (Forray & Leigh, 2012; Rasche & Gilbert, 2015).

In his inaugural statement for the PRME, Ban-Ki Moon, then UN Secretary General suggested an educational classroom focus: “The Principles for Responsible Management Education have the capacity to take the case for universal values and business into classrooms on every continent” (PRME, 2007a). However, practices under the responsible management education label have broadened naturally to include a wider variety of business school’s academic community’s ‘responsible’ practices. The academic community of practice includes a variety of practitioners, not only academics, but also, for instance, students and academic administrators. This community performs a bundle of practices including teaching and supervision, research and publications, services to university and society, as well as networking with external stakeholders, including government and industry (Sidek et al., 2015; Zukas & Malcolm, 2017). The six PRME principles not only cover responsible education, but also responsible management research, stakeholder engagement, partnership with managers, and responsible practices of educational administration (PRME, 2007c).

The increasing ‘responsibilization’ towards practices of responsible management academia have been documented in a wealth of ‘inspirational guides’ for the implementation of the PRME (Csuri, Laasch, Nahser, & Weybrecht, 2013; Escudero, Albareda, Alcaraz, Weybrecht, & Csuri, 2012; Mocny & Laasch, 2010; Moosmayer, 2015; Murray, Baden, Cashian, Wersun, & Haynes, 2014). The responsible management education community performs, for instance, responsible educational practices, such as the provision of responsible management curricula (Blasco, 2012; Painter-Morland, Sabet, Molthan-Hill, Goworek, & De Leeuw, 2015)

and of shaping pedagogies for responsible management (Forray, Leigh, Goodnight, & Cycon, 2016; Lavine & Roussin, 2012; Rimanoczy, 2016).

Responsible academic practices go beyond the narrow focus on educating students to become responsible managers, to more widely including, for instance, faculty development for responsibility (Maloni, Smith, & Napshin, 2012; Solitander, Fougère, Sobczak, & Herlin, 2012). The overarching aspiration is a transformation of business schools toward an environment conducive to responsible academic practices (Dyllick, 2015; Greenberg et al., 2017; Kolb, Fröhlich, & Schmidpeter, 2017; Sobczak & Mukhi, 2015). Further salient practices include responsible research in management (Tsui, 2013, 2016) and supporting students' communities of responsible practices such as student organizations like OIKOS, Net Impact, or AISEC (Borges, Ferreira, de Oliveira, Macini, & Caldana, 2017). Responsible practices also include reporting, for instance on progress towards the implementation of the PRME principles or the sustainable development goals (Hervieux, McKee, & Driscoll, 2017). The following definition delineates responsible management education by making reference to the academic community's responsible practices:

***Responsible management education (RME)** refers to the academic community's responsible practices in business schools, with a focus on 'making' responsible management practitioners, and on making practices of management more responsible.*

The academic community of responsible management education practice is focused on business schools and on academics as responsible actors (Araç & Madran, 2014). Therefore, we typically consider (future) managers only in their role as students (Beddewela, Warin, Hesselden, & Coslet, 2017; Haski-Leventhal, Pournader, & McKinnon, 2016; Nonet, Kassel, & Meijs, 2016), as rather passive 'recipients' of responsible academic and educational practices. However, there

is an unrealized potential to further develop our understanding of responsible management, of responsible managers, and of their practices beyond the academic sphere. The dearth of related research is particularly meaningful as PRME Principle 5 highlights the need for the business school community to actively connect to and better understand the managerial community, to “interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities”. Principles 4 explicitly calls for “research that advances our understanding about the role, dynamics, and impact... the creation of sustainable social, environmental and economic value” (PRME, 2007c).

**Responsible management.** Managerial (ir)responsibility has long been a salient issue in management studies (Abrams, 1951; Armstrong, 1977; Bowen, 1953; Dale, 1961; Donham, 1962; Donham, 1927). Some of the most iconic mainstream management scholars have called for responsible management for all types of managers. Such prominent moves towards responsible management range from Adam Smith’s early moral philosophy of man in general and business men in particular (Hühn & Dierksmeier, 2016; Smith, 1759/2010) to Mary Parker Follet’s exploration of managers’ role in society, their ethics and stakeholder relations (Follett, 1927; Melé, 2007; Schilling, 2000). Drucker’s (1974: 3) suggestion that “performing responsible management is the alternative”, implies a call for social responsibility, particularly in the manager-managed relationship (Drucker, 1984, 2002). More recently, Gary Hamel’s ‘moon shots for management’ outline a future in which “the work of management is aligned with a higher purpose ... noble socially significant goals” (Hamel, 2009: 95). Also Henry Mintzberg’s writing on social responsibility and on rebalancing society call for responsible management (Marques &

Mintzberg, 2015; Mintzberg, 1983, 2015).<sup>2</sup>

Since the early 2000s, managing responsibly has become a pervasive aspect of doing business across managerial functions (Waddock & Bodwell, 2004). Thus there is an urgent need for mainstreaming such management across managerial occupations (Smith & Lenssen, 2010). Responsible management practices need to respond to the urgent environmental, social, and ethical challenges characterizing the 21<sup>st</sup> century (Palazzo & Wentland, 2011). We need the ‘responsible manager’ (Khurana & Nohria, 2008; Prahalad, 2010; Schneider, Zollo, & Manocha, 2010; Tripathi, Amann, & Kamuzora, 2013).

This call implies a profound transformation or ‘responsibilization’ (Anderson et al., 2016; Grey, 1997; Shamir, 2008; Thörn & Svenberg, 2016) of the managerial community of practice. The managerial community of practice comprises managers on all hierarchical levels and across organizations, including public, private, and third sector. This managerial community performs a bundle of entangled informational, decisional and relational practices (Mintzberg, 1973), across the typical practices of managerial occupations from accounting to marketing (Laasch & Conaway, 2015). For instance, a responsible supply chain manager may engage in responsible purchasing practices when applying supplier selection criteria based on good environmental practices. Such responsible decision making in turn may relate to the manager’s responsible leadership practices, when convincing their team to also adopt environmentally sustainable supplier management practices.

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<sup>2</sup> The arguably most successful call for responsible management practices is Michael Porter and Mark Kramer’s practices for creating ‘shared value’, built on the premise of creating win-win outcomes through responsible strategic management (Porter & Kramer, 2002, 2006, 2011).

Laasch and Conaway (2015) have chosen a wide umbrella by defining responsible management as such managerial practices that assume responsibility for social, environmental, and economic impacts, stakeholder value, and moral dilemmas. This definition implies a translation of the organization-level-focused fields of corporate sustainability, corporate social responsibility, and business ethics to the managerial level and to managerial practices. The following definition integrates the aspects of responsible management introduced in this section:

***Responsible management (RM)** refers to the managerial community's practices of managing responsibly, characterized by deeply embedding sustainability, responsibility, and ethics into every manager's job.*

Traditionally, the academic and managerial communities of practice have been separated by their distinct sets of practices. The academic community's burgeoning practices of responsible management *education* have not connected very strongly to the managerial community's responsible *management* practices and vice versa. Practices of responsible management learning, however, offer an opportunity for spanning the boundaries between both communities. Responsible management learning builds a bridge and offers practices shared between bundles of practices of responsible management education, and bundles of practices of responsible management.

**Responsible management learning.** Responsible management learning is learning centered on managerial sustainability, responsibility, and ethics (Laasch & Moosmayer, 2015). Responsible management learning processes involve the learning and unlearning of both responsible and irresponsible practices (Armstrong, 1977; Dale, 1961; Lange & Washburn, 2012; Mena, Rintamäki, Fleming, & Spicer, 2016; Popa & Salanta, 2014). On the one hand, such learning may take place in the academic community of practice, when business students in their role as

future managers learn *about* responsible management. Such learning may not only occur through explicit business school education, but also through business schools' implicit 'hidden' curricula (Blasco, 2012; Borges et al., 2017). On the other hand, current managers may engage in learning *of* responsible and irresponsible management practices as part of their engagement in the managerial community of practice. Such learning may occur implicitly through processes of workplace socialization or through explicit learning practices of management training and development (Antonacopoulou & Pesqueux, 2010). We know much less about on-the-job responsible management learning by practitioners of the managerial community of practice than we know about such learning in the academic community (Benn et al., 2013; Laasch, Moosmayer, Antonacopoulou, & Schaltegger, 2017).

Often there are paradigmatic differences and trade-offs between responsible and irresponsible management practices (Hahn, Figge, Pinkse, & Preuss, 2010; Hahn, Preuss, Pinkse, & Figge, 2014; Laasch, Dierksmeier, & Pirson, 2015; Pirson & Lawrence, 2010). Therefore, learning responsible management practices to some degree requires *un*learning of irresponsible practices, before learning of responsible practices can take place. For instance, taken-for-granted practices of shareholder value or profit maximization might block practices related to creating shared stakeholder value (Ligonie, 2017). Conversely, learning about responsible management practices in business school might be followed by the unlearning of these practices, as graduates enter the realities of the managerial community of practice (Abrams, 1951).

Responsible management learning performed in academic or managerial communities typically relies on different types of practices (e.g. training versus education, workplace versus classroom, applied versus theoretical). A salient connection between these communities and their distinct practices, are boundary-spanning practitioners (Leifer & Delbecq, 1978; Sage, Justesen,

Dainty, Tryggestad, & Mouritsen, 2016; Stamper & Johlke, 2003; Tushman, 1977; Zietsma & Lawrence, 2010). For instance, practicing managers may participate in the academic community's responsible management education for executives, or when giving business school lectures (Mocny & Laasch, 2010). Conversely, management students span the boundary as they become practicing managers, while remaining connected to their business school, for instance, through alumni associations (McAlexander & Koenig, 2001). Also academics may engage in boundary spanning responsible management learning while moving back and forth between academic and practitioner communities. Examples may be on-site management research and consulting work, or the role of 'professors of practice'.

Responsible management learning has the potential for the reciprocal learning (Henry & Breyfogle, 2006; Iserbyt, 2012) of practitioners in the academic and managerial communities. Not only may future managers learn about responsible management from the academic community, but also academics may learn from practitioners about responsible management. Promising settings for reciprocity are, for instance, executive education (Merseth, 2018; Mocny & Laasch, 2010) and academics engagement in service learning (Henry & Breyfogle, 2006). Another example may be a combination of action research and action learning in which academics actively engage in co-creating solutions to responsible managers' issues (Marquardt, Leonard, Freedman, & Hill, 2009; Reason & Bradbury, 2001). Learning opportunities also arise from the existence of academic managers and administrators, members of both the managerial and academic community of practice.

Not only practitioners span boundaries, but also practices do. Responsible management learning practices may provide enduring links between academic and managerial communities. Such practices develop agency by enrolling enroll practitioners from both communities (Shove et

al., 2012). Exemplary practices are, mentoring, coaching, knowledge exchange, internships, company consulting projects, service learning, and collaboration in multi-stakeholder fora. Condensing key characteristics of the above description, responsible management learning can be delineated as follows:

***Responsible management learning (RML)** is the implicit and explicit learning and unlearning of and about responsible and irresponsible practices, a form of reciprocal learning between managerial and academic practitioners, taking place in the managerial and academic communities of practice.*

The above framing of responsible management learning is meant to guide boundary-spanning efforts that reconnect academic practices' of responsible management education to the managerial community's practices of responsible management. The overarching goal is to enable mutual learning and to further mutual relevance, necessary for the joint endeavor of 'making' responsible management and responsible managers. Co-constructing the field of responsible management learning and education (RMLE) means delineating the boundaries of responsible management education and responsible management. It also means reconnecting management and education through boundary-spanning responsible management learning.

### **Discussion and Future Research: Disrupting RMLE's Academic Navel Gazing**

As we have seen, the field of responsible management learning and education (RMLE) has its origins in a preoccupation with business schools' academic practices of (ir)responsible management education. From there it has slowly been extending its reach to also cover practices of responsible management and of responsible management learning. Thus, we have learnt much

about the academic community's practices to educate responsible managers and about practices of responsible research in management (e.g. PRME, 2007b; Tsui, 2013).

However, we still know very little about the managerial community's responsible management practices. Moreover, we barely know anything about actual managers' (ir)responsible management learning on the job (Laasch et al., 2017). A critical examination of the RMLE literature base<sup>3</sup> illustrates this skewed attention in RMLE research and publication. In early 2017, a total of 73 publications explicitly related to academic practices of responsible management education. Only 10 made reference to responsible management, one to responsible management learning. If we judge by these numbers, it appears that we as the academic RMLE community of practice have been involved in a blatant act of navel gazing.

This observation implies a critical questioning of the academic community of practice's efforts at educating responsible managers: How can we think we are educating responsible managers, if we do not have any evidence-based appreciation (cf. Rousseau & McCarthy, 2018; Rubin & Dierdorff, 2009; Rubin & Dierdorff, 2011) of who a responsible manager is, or of what she does, and how? A shift in attention is needed, moving from the right side of Figure 1 to its left, from the academic to the managerial community of practice, and to how both of them connect. The following brief implications sections highlight salient future research directions

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<sup>3</sup> The Responsible Management Learning and Education Literature Base is a periodically updated compendium of responsible management, learning and education publications compiled by the Center for Responsible Management Education (CRME). The literature base has recently been split up into one list with publications on learning and education (<http://responsiblemanagement.net/literature-base/>) and one on responsible management (<http://responsiblemanagement.net/responsible-management-literature-list/>).

related to this shift in attention, while outlining the conceptual promise of a social practices perspective on responsible management learning and education.

**Emancipating responsible management.** It appears that past research on responsible management has often used the ‘crutch’ of an educational connection or of a connection to practices of the academic community of practice (e.g. Hibbert & Cunliffe, 2013; Nonet et al., 2016; Prahalad, 2010). However, to understand responsible management it is necessary to emancipate its study from its origins in the educational context. The implication is to stop focusing on the academic community of practice: To stop talking about students, instructors, teaching, PRME, or business schools, and to instead put managerial practitioners, managerial practices, and the managerial workplace front and center of our research efforts.

**Responsible management learning on the job.** We need to address the dearth of research on how managers learn (ir)responsible practices on the job (Laasch et al., 2017). Future research may either focus on explicit training and development, or on implicit learning, for instance, through workplace socialization (Antonacopoulou & Pesqueux, 2010). Another promising area of future research is to understand how such learning relates to both individual and organizational learning (Antonacopoulou, 2006), and of how it shapes and reshapes (ir)responsible practices (Antonacopoulou & Chiva, 2007; Antonacopoulou, 2008). The social practices perspective provides a strong foundation and promising future research directions for the study of learning in the managerial community of practice. This may mean learning as practice and through practices (Laasch, Moosmayer, & Arp, 2018c; Manidis & Addo, 2017), through learning responsibility as ‘phronesis’ or practical wisdom (Antonacopoulou, 2010; Shotter & Tsoukas, 2014), which takes place in managerial communities of practice (Lave & Wenger, 1991; Wenger, 2000).

**Reciprocal boundary spanning.** There is promise in better understanding responsible management learning through boundary-spanning practices (Brehmer, Podoyntsyna, & Langerak, 2018; Leifer & Delbecq, 1978; Stamper & Johlke, 2003) and boundary work (Clark et al., 2016; Fournier, 2002; Sage et al., 2016; Zietsma & Lawrence, 2010). Such practices may enable responsible management learning on both sides of ‘the great divide’ between the managerial and the academic community of practice (Bansal, Bertels, Ewart, MacConnachie, & O'Brien, 2012; Rynes, Bartunek, & Daft, 2001). We need reciprocal responsible management learning of both types: Academic practitioners learning about responsible management from management practitioners’ actual practices of managing responsibly *and* management practitioners learning about responsible management from academic practitioners’ research and education.

**Participation in managerial practice(s).** Learning *of* (not only *about*) responsible management (McDonald, 2013) can be achieved through the participation in managerial practice and in particular practices of responsible management. A related lens is ‘legitimate peripheral participation’, centered on learning situated in the context, community, and space of managerial practice (Anderson, Reder, & Simon, 1996; Fox, 1997; Lave & Wenger, 1991). It provides a promising lens for future responsible management research. The urgency of real-life participation has the potential to foster ‘learning in crisis’ (Antonacopoulou & Sheaffer, 2014). It draws learning impulses from participation in real-life practice, real-world issues, dilemmas, and problem solving outside the classroom (Fadeeva, Mochizuki, Brundiers, Wiek, & Redman, 2010; Remington-Doucette, Hiller Connell, Armstrong, & Musgrove, 2013; Soltes, 2017). Such learning reconnects to learners’ past or ongoing participation in managerial practice (Bootsma & Vermeulen, 2011; Gosling & Mintzberg, 2004, 2006). Actual participation in managerial

practices should not be confused with ‘quasi-participation’. For instance, case studies lead to quasi-participation as they provide a removed image of managerial practice, as do computer simulations that lack the gravitas of real life participation in practices. However, there may be other forms of peripherally participating in responsible management practices without having to fully emerge into a managerial workplace. Examples are student engagement into responsible consumption practices (Laasch et al., 2018c), or the use of social media to shape and therefore cocreate responsible management practices (Laasch, Barrueta, & Conaway, 2018a).

**Reconnecting to responsible research in management.** This paper has outlined an academic community of practice perspective on responsible management education. Practices’ interconnected nature has been highlighted; a practice existing in entangled *bundles* of practices. An implication of this understanding is that practices of responsible education cannot be disconnected from other practices of the academic business school community. Particularly there is need for responsible management education to reconnect more strongly to practices of responsible research related to the burgeoning field of responsible research and innovation (Burget, Bardone, & Pedaste, 2017; Gianni, Pearson, & Reber, 2018; Owen et al., 2013; Stilgoe, Owen, & Macnaghten, 2013). Particularly, the community of managerial academics focused on responsible research in business of management (RRBM, 2017, 2018; Tsui, 2013, 2016) represents an opportunity to reconnect responsible academic practices research with education. Making this connection suggests another type of boundary spanning, namely of the academic community’s internal boundary between communities focused on research practices and of others focused on educational practices.

**Towards (responsible) management as practice.** This paper has provided a very rudimentary scaffold of a social practices perspective on responsible management learning and education. Future research might build up on this scaffold by developing a more elaborated conceptualization of responsible management, and management more broadly as practice. Such a social practice turn has led to valuable contributions in old-established fields. Examples are the discussions of leadership as practice (Carroll, Levy, & Richmond, 2008; Raelin, 2011), practice theory in entrepreneurship (De Clercq & Voronov, 2009; Gartner, Stam, Thompson, & Verduyn, 2016), and in the strategy-as-practice domain (Seidl & Whittington, 2014; Whittington, 1996). Some responsible management publications have made first advances into this direction, such as the exploration of morally reflexive responsible management practices by Hibbert and Cunliffe (2013). Other examples are the exploration of responsible management practices across main business occupations from marketing to financial management (Laasch & Conaway, 2015) and the focused exploration of the role of human resources practices in responsible management (Hilliard, 2013). By using practices in an implicit sense, none of the above publications explicitly connects to the rich theoretical and methodological repertoire of theories of practice (cf. Gherardi, 2012; Nicolini, 2009; Shove et al., 2012). The following brief sections are meant to highlight the potential of responsible management research through a social practices lens.

**Zooming in and out of (responsible) management practices.** A social practice perspective is likely to prove a powerful lens for studying how responsible management knowledge and learning are embedded in managerial practices (Gherardi, 2001, 2006, 2008; Gherardi & Nicolini, 2002) and of how it relates to practitioners' praxis in the managerial workplace (Price, Scheeres, & Boud, 2009; Verbos & Humphries, 2015a). Social practices can also serve as a boundary concept, connecting individual and organization-level analysis in responsible

management (Ennals, 2014; Laasch, 2018; Verkerk, Leede, & Nijhof, 2001). Finally, a social practices perspective provides the theories and methodologies for the focused analysis of the characteristics of particular responsible management practices and of how they change. For instance, Shove et al. (2012) provides a diagnostic framework of the elements of practices, namely their meanings, materials, competences, which enables the study of practices change on a 'micro level'. The framework or the methodologies of zooming in and out of bundles of practices (Nicolini, 2009) may enable an analysis of the entangled practices of, for instance, responsible management systems (Waddock & Bodwell, 2002, 2004).

**Responsible management performativity and innovation.** Management innovation is the managerial innovation of new practices breaking with old management paradigms (Birkinshaw, Hamel, & Mol, 2008; Mol & Birkinshaw, 2009). Responsible management often implies new bundles of practice, built on paradigms distinct from the dominant mainstream neoliberal economic paradigm (Buckingham & Venkataraman, 2016; Sharma, Csur, & Ogunyemi, 2017). Such disruptive examples include biomimetic management (Hutchins, 2013; Kohorst, 2009; Mead, 2018), humanistic management (Lawrence & Pirson, 2015; Von Kimakowitz, Pirson, Spitzack, Dierksmeier, & Amann, 2011), alternative indigenous management (Li, 2012; Verbos, Henry, & Peredo, 2017; Verbos & Humphries, 2015b), or spiritual management paradigms such the ones related to Islam or Confucianism (Ip, 2009; Sidani & Al Ariss, 2015). Responsible management innovation has the potential to create new performative, paradigmatic practices effective in changing business reality (Boons, Laasch, & Dierksmeier, 2018; Laasch et al., 2018b; Laasch et al., 2015). Given this paradigmatic nature, responsible management practices have the potential to become performative practices (Kornberger & Clegg, 2011; Turnhout, Van

Bommel, & Aarts, 2010), disruptively ‘responsibilizing’ management reality (Laasch et al., 2018b).

## **Conclusions**

This paper has delineated the fields of responsible management education and responsible management by grounding them in the practices of the academic and managerial communities. Responsible management learning has been proposed to reconnect both fields and communities. It provides the basis for an interconnected study and practice of responsible management learning and education (RMLE). Emerging discussions and future research directions address the need for RMLE research to counter-balance the skewed attention to academic practices of responsible management education. The research opportunity represented in applying social practices theory in a RMLE context has been highlighted in the form of a rich smorgasbord of future research directions.

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