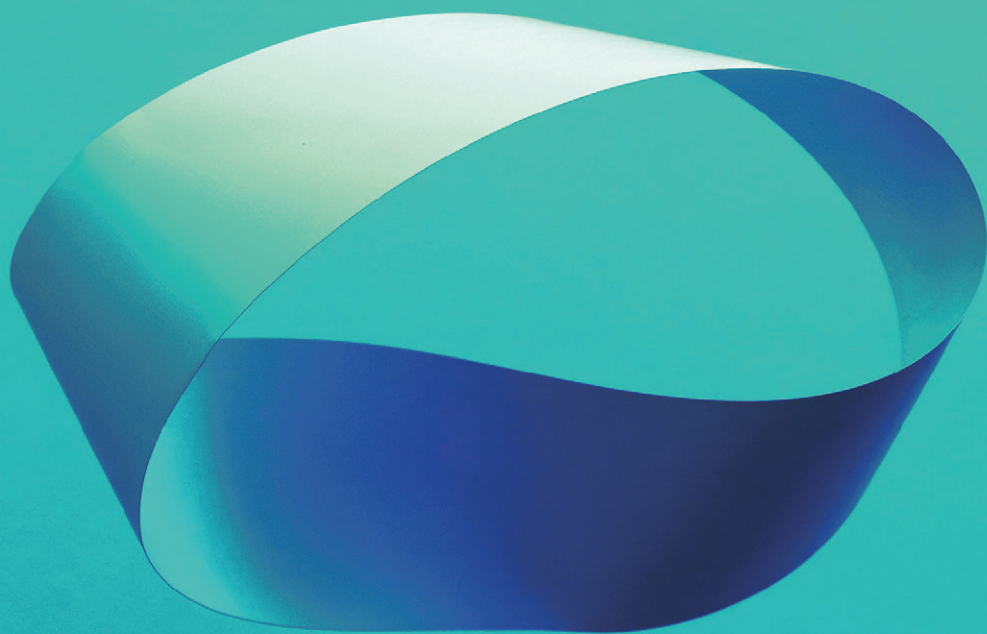


INNOVATION IN RESPONSIBLE MANAGEMENT EDUCATION

Preparing the Changemakers of Tomorrow



EDITED BY

Regina Obexer
Desiree Wieser
Christian Baumgartner
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Innovation in Responsible Management Education

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INVESTOR IN PEOPLE

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List of Abbreviations

CBR	Community-Based Research
ESD	Education for Sustainable Development
PRME	Principles for Responsible Management Education
RME	Responsible Management Education
RMERC	Responsible Management Education, Research Conference
SDGs	Sustainable Development Goals
SL	Service-Learning
UN	United Nations

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About the Editors

Desiree Wieser did her PhD in Management at the University of Innsbruck, Austria in 2022. She is an Assistant Professor in the department of Non-profit, Social & Health Care Management. Desiree's teaching activities focus on entrepreneurship, social entrepreneurship (2022 Ars Docendi Recognition Award for Excellent Teaching in Austrian Universities), responsible management, and research ethics. Her research interests are diverse and stretch from higher education management to education, including online, entrepreneurship and responsible management education. She was a member of the program committee and coordinator of the ninth Responsible Management Education Research Conference.

Regina Obexer is a university Lecturer and the Head of the Center for Responsible Management & Social Impact at MCI | The Entrepreneurial School. She coordinates activities and initiatives in the field of responsibility, sustainability, and ethics across MCI and is the Head of the PRME Task Force. She is also a member of the steering group of the PRME Chapter DACH, and she serves as the Vice Chair of the MCI Research Ethics Committee. In 2022, she led the program committee and coordinated the ninth Responsible Management Education Research Conference. Her research interests are at the intersection of digital education, change management, education for sustainable development, and responsible management education. She is a doctoral candidate at Lancaster University, researching collective transformative agency in sustainability change laboratory settings.

Alfred Rosenbloom is a Professor Emeritus and was the first John and Jeanne Rowe Distinguished Professor at Dominican University. His research interests include case writing, the application of the case method in management education, global branding, marketing in countries with emerging and subsistence markets, and the challenge of integrating the topic of poverty into the management education. Al coleads the Anti-Poverty Working Group, Principles of Responsible Management Education (PRME), and participates broadly within PRME. He was a Fulbright Scholar in Nepal and Bulgaria and was twice honored with the Teaching Excellence Award from Brennan School of Business students.

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Christian Baumgartner studied Landscape Ecology and is a Professor for Sustainable Tourism at the University of Applied Sciences Graubünden (Switzerland) and the owner of Response and Ability (www.responseandability.com). He specializes in the development and implementation of sustainable tourism and sustainable regional development and has led specific tourism development projects in Europe, Central and Southeast Asia. He is passionate about working and researching in the field of labeling and monitoring and is an Auditor and Certification Councilor in several European certification schemes. He has taught at several universities in Europe and Asia.

Prof Dr Elisabeth Fröhlich served as the President of CBS International Business School, Germany, until 2022. She holds a full professorship in Sustainable Procurement and Supply Chains and is an internationally recognized expert in sustainable supply chain management. She is highly engaged in the field of Responsible Management Education. She serves as a board member of the PRME, she chairs the PRME Nomination and Governance Committee, and is PRME DACH Chapter Chair. She is also leading the AOM MED Ambassador Program as the Vice Chair. She is leading the Board of JARO Institute and offering online trainings in the field of sustainable procurement. Her research focuses on sustainable supply chain management and green procurement, qualification in purchasing, Procurement 4.0, and strategic supplier relationship management. Innovative teaching formats of Responsible Management Education are further main areas of her research. She has published several books and articles on the above-mentioned topics and supports several journals as an external reviewer.

About the Contributors

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Rebecca Chunghee Kim is a Professor of NUCB Business School in Japan. She was a British Chevening scholar and a visiting scholar of University of California, Berkeley. Rebecca received her PhD degree (2009) from The University of Strathclyde Business School. Previously, she taught at Ritsumeikan Asia Pacific University, University of Nottingham, University of Strathclyde, and University of Edinburgh. Rebecca is particularly interested in research on comparative and international CSR, ESG, and capitalism through active collaboration with scholars/practitioners from around the world. As a discussion-loving scholar, Rebecca has delivered speeches on comparative CSR in various nations including Japan, Korea, Malaysia, India, Indonesia, Vietnam, Philippines, Mongolia, the United Kingdom, and the United States.

Marcus Kreikebaum, European Business School, Wiesbaden, Germany, has been teaching Service-Learning and promoting PRME at EBS University since 2008. He has coached many cohorts of students in local and global Service-Learning projects and published several papers, some of them together with his father Hartmut, with whom he founded the Center of Business Ethics at EBS in 2007. Through field studies in Mexico and Guatemala during his studies in Cognitive Sciences, Philosophy, Literature, and Linguistics in Germany and Oregon, Marcus developed a deep interest in the potential of encounters of the social other. This is also the main thread in his work as a dramatist for several theaters. Marcus got his doctoral degree in 2002 for a dissertation on the Poems of Heiner Müller. He is currently the Director of Business Ethics Center at EBS University

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Lisa Marx is a Product Manager at a Tyrolean SME in the cosmetics industry. Before that, she studied part time (International Business and Management with a focus on Marketing and Digital Business) at the Management Center Innsbruck while working part time. Her great interest for digging into the human mind and understanding specific behaviors but also bringing attention to the importance of mental health led to the topic of this study. Moreover, putting research focus on the business context where this topic is often outmissed.

Helga Mayr is working in the Department of Digitalization, Education for Sustainable Development (ESD) and Quality Management at the University College of Teacher Education Tyrol (PHT). She coordinates the implementation of ESD at the PHT, teaches in ESD-relevant teacher training courses, and is involved in several research projects. Her research interest is in integrating ESD in teacher training as well as teaching practice. The focus of her PhD project is on ESD and Design Thinking. Helga studied international economics and business education.

Avvari V. Mohan is a Professor and Deputy Head (Engagement & Impact) at the School of Business, Monash University Malaysia. He received his doctorate in Management of Innovation from the Department of Management Studies, Indian Institute of Science (IISc), Bangalore, following which he visited South Korea on a Research Fellowship at the Korea Advanced Institute of Science and Technology (KAIST). Prior to joining Monash University, he served as a member of the faculty at Nottingham University Business School (Malaysia campus). His teaching and research interests are broadly in strategy and innovation with special interests in sustainability-related/responsible business strategies. His research focuses on innovations systems (interorganizational linkages) that help organizations to develop innovations and contribute to sustainable development. He has published his work in international journals and in reports for international agencies. He is on the editorial panels of international journals in the area of innovation and policy.

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Kristina Steinbiß holds a full professorship for Management with a focus on Marketing at the ESB Business School at Reutlingen University, where she teaches primarily in the Industrial Engineering programs. Her current research focuses on sustainable marketing, how to influence consumer behavior, and the implementation of new business models. She is the author of numerous publications in the above-mentioned fields, including the textbook "Marketing," the second edition of which has just been published. Next to her university activities, she is also enthusiastic about the TRIZ innovation methodology. As a trainer and coach, she likes to combine this methodology with her marketing approach.

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Foreword

By Wayne Visser

Management education has come a long way since I first did my business studies around 35 years ago. Back then, sustainable development had just been coined, and the 1992 Rio Earth Summit had not yet taken place. Subjects like business ethics and social responsibility were already on the academic research agenda but had not yet made their way onto most curricula. In contrast, if my experience was anything to go by, business students and business leaders were already actively engaging with social and environmental challenges.

What we have witnessed in the intervening decades is an incremental process of mainstreaming sustainability in business education. One key landmark was undoubtedly the launch of the UN Principles for Responsible Management Education (PRME) in 2007, which now has around 850 signatories. This is progress, but there are approximately 16,000 business schools, according to an AACSB estimate, so there is still a long way to go. Of course, even among PRME signatory schools, the progress is not even.

My experience of working with over 50 universities and business schools around the world is that there are stages of maturity in the implementation of responsible management education, from ad hoc engagement on sustainability topics, such as through seminars or volunteer activities (stage 1), to a *pick-and-mix* offering of sustainability elective courses or research projects, sometimes called a saddle-bag approach (stage 2). Then, there's *embedding* of compulsory business ethics, CSR, ESG or sustainability courses or projects into curricula (stage 3), and *mainstreaming* sustainability by ensuring that it features in all taught subjects, research programs, and campus operations (stage 4).

Many believe that mainstreaming is the ultimate goal of responsible management education, but I would add a fifth stage, *transforming*, which is qualitatively different. Here, sustainability is mainstreamed, but there is also critical reflection on the unsustainability of underlying economic systems and business models, and a conscious focus on innovation to transition from systemic breakdown in nature, society, and the economy to breakthrough solutions and market opportunities. In this mode of engagement, through teaching, research, and outreach, responsible management education becomes a driver of systems change and a catalyst for positive tipping points.

The focus of this collection is exactly what we need right now to shake management education out of its complacency. Educational institutions – and especially those that are developing our current and future leaders – need to move

from being human capital factories that perpetuate the status quo to creative incubators of a radically different economy in which both nature and humans thrive. This is the essence of my book, *Thriving: The Breakthrough Movement to Regenerate Nature, Society and the Economy*, and the takeaway message from my poem, *Change the World*, with which I will end this Foreword.

Change the World

Part 1

Let's change the world, let's shift it
Let's shake and remake it
Let's rearrange the pieces
The patterns in the maze
The reason for our days
In ways that make it better
In shades that make it brighter
That make the burden lighter
Because it's shared, because we dared
To dream and then to sweat it
To make our mark and not regret it
Let's plant a seed and humbly say:
I changed the world today!

Let's change the world, let's lift it
Let's take it and awake it
Let's challenge every leader
The citadels of power
The prisoner's in the tower
The hour of need's upon us
It's time to raise our voices
To stand up for our choices
Because it's right, because we fight
For all that's just and fair
For a planet we can share
Let's join the cause and boldly say:
We'll change the world today!

Let's change the world, let's love it
Let's hold it and unfold it
Let's redesign the future
The fate of earth and sky
The existential why
Let's fly to where there's hope
To where the world is greener
Where air and water's cleaner

Because it's smart to make a start
To fix what we have broken
Our children's wish unspoken
Let's be the ones who rise and say:
We changed the world today!

Part 2

Let's change the world, let's move it
Let's chance it and free dance it
Let's feel its sliding rhythms
The echoes of its rhymes
The calling of our times
With signs of stars aligning
With mimes of joy and madness
Of syncopated sadness
Because we bend, because we tend
To lose the beat, then find it
To live life forward, not rewind it
Let's stamp our feet, link arms and say:
We'll change the world today!

Let's change the world, invoke it
Let's weave it and conceive it
Let's sing our songs of freedom
The myths of heroes' quests
The trial-by-fire tests
With rests to ease our struggle
With crests that draw us onward
Because we roam, because we've shown
With tears and wide-eyed wonder
These days are not for squander
Let's choose our narrative to say:
We changed the world today!

Let's change the world, let's heed it
Let's hear it and not fear it
Let's place our finger on life's pulse
Where mountain rivers flow
Where ancient forests grow
We know, for elders tell us
We grow by seeing what can be
Because within we find our jinn
And rub each deep desire
From sparks into bright flames of fire
Let's wish for every chance to say:
I changed the world today!

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Introduction

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Abstract

Despite long-standing efforts, higher education's transformation to meet the challenges of the 21st century and foster sustainable development remains elusive, particularly in management education. responsible management education (RME) emphasizes sustainability, ethics, and responsibility in business, yet progress is slow. This book, stemming from the 9th Responsible Management Education Research Conference, explores innovative approaches to RME. The book is divided into three parts, delving into curriculum design and policy directives, teaching methods, and insights from business practice. The book advocates for a paradigm shift in education, emphasizing the need for higher education institutions to embrace sustainable development principles. It provides inspiration for educators and practitioners to incorporate responsible management education into various contexts, aiming to drive positive societal change and shape future leaders with a social impact.

Keywords: Innovation; responsible management education; sustainable development; social impact; entrepreneurship

Despite several decades of efforts at policy and institutional level, the transformation of higher education required to prepare learners to tackle the pressing challenges of the 21st century and accelerate sustainable development remains fragmented and illusive. This is particularly problematic in the field of management education (García-Feijoo et al., 2020), where learners represent business leaders, managers, and decision makers of the future. Responsible management

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education (RME) is concerned with responsibility, sustainability and ethics in business and represents a growing field of research and practice (Laasch et al., 2020), but progress in implementation is still too slow and incremental to engender the fundamental economic and societal changes required (Maloni et al., 2021). The UN Sustainable Development Goals (SDGs) represent a useful framework for a holistic approach, but adopting and implementing SDGs in higher education is known to be a fuzzy project, which is demanding, intricate, and fragmented (Beddewela et al., 2021). What is required is no less than a paradigm shift (Pirson, 2020), where creative and innovative approaches to curriculum design and teaching and learning methods are implemented within a learning environment that recognizes and addresses real world challenges and is cognizant of the context within which these occur. A paradigm shift is not based on established pathways and pre-existing *modi operandi*. Instead, it calls for innovative and novel ideas, radical rethinking of existing practices and knowledge, and an entrepreneurial spirit that wants to invent new ways of doing things, and new things to do.

The book addresses new developments and approaches in the field of responsible management education, with a focus on the role of innovation. The chapters are based on contributions presented at the 9th RMER Conference on “Societal Impact through Entrepreneurship & Innovation: Responsible Leadership Education for the Change Makers of Tomorrow” and have been selected carefully to provide diverse and innovative perspectives. The volume is divided into three parts, with each part shedding light on a specific level of responsible leadership education from curricular to pedagogical to contextual aspects.

Part 1, Innovation in curriculum design and institutional policy, describes innovations and new approaches in the design and development of educational programs in business and related areas that aim to develop future change makers. Starting with a critical perspective on prevailing business models, the part includes discussions relating to learning goals with responsible management principles, impact of RME programs, and the question of policy directives for responsible research and innovation in the context of higher education.

In chapter 1, *Kim and Shinohara* seek to generate inclusive insights into the educational embeddedness of management and leadership members, and the consequences of such embeddedness on managerial processes, structures, and outcomes under contemporary capitalism.

In chapter 2, *Mach and Ebersberger* analyze 72 further education programs in Southern Germany (Baden-Württemberg) and relate them to the six Principles for Responsible Management Education (PRME), identifying a gap in higher-level learning goals for sustainable and ethical thinking among tertiary educational offers in this region.

In chapter 3, *Fearon* takes a closer look at business school curriculum to develop sustainable change agents. Her study applies a multi-case approach, investigating two different undergraduate business programs at Royal Roads University in Canada to find out how including sustainability in the curriculum contributed to changes in students’ conceptualization of sustainability and their sustainability-related attitudes and behavior.

Finally, *Grammenou* introduces responsible research and innovation (RRI) as a new policy framework for universities to handle the systemic change in higher education in chapter 6. The article describes drivers, barriers, best practices, and monitoring of this new approach, drawing on the case of Zurich University of Applied Sciences (ZHAW).

New designs at curricular level and the competences required for responsible management as discussed in Part 1 demand innovative and novel teaching and learning methods.

Part 2, Innovation in teaching and learning methods, provides descriptions of creative approaches for responsible management education at the level of individual courses. This part seeks to motivate educators to experiment with unconventional methods and formats to sensitize students for sustainable development in management, laying the foundation for future responsible leaders.

Bierwisch and Schmitz focus on fostering anticipatory and futures (thinking) skills in Chapter 5. The authors plead for the integration of the arts into management education (theater, visual arts, design) by introducing solarpunk-inspired role plays (inspired by sociodrama and improvisation in theater studies), visioning exercises, prototyping based on world-building, foresight, and forecasting-related tools as examples how to train futures literacy in students.

The next chapter by *Kreikebaum and Singh* puts the issues of food security, consumption, access, and poverty on the table by examining students' food consumption habits and attitudes. The authors qualitatively analyze student learning diaries and essays that have been created as part of an experiential service learning format at the food banks. Results reveal that students do not only enhance their knowledge about the community and food-related issues, but also develop a higher sense of purpose and empathy.

Avvari describes the Sustainable Decision and Organization (SDO) module in Chapter 7, which has been developed by and implemented at the Nottingham University Business School (NUBS) UK first and was later adapted for delivery in Malaysia and Singapore campuses. Using a stakeholder approach, MBA students are challenged to develop business strategies with limited resources, that lead to more sustainable value creation. The module is based on action learning and includes the transfer of conceptual and practical knowledge through the involvement of academic and business experts, including site visits, as well as group works and role plays.

Part 2 concludes with *Mayr and Baumgartner* introducing the Global Goals Design Jam as a playful, participatory, and creativity-enhancing learning format based on design thinking that can be used in different contexts. Following the principle of becoming active, students not only discuss challenges and opportunities, but also develop solutions in the form of prototypes. In addition, they are given the opportunity to pursue their projects in the further course of their studies, ideally also in cooperation with actors outside the university.

Part 3, Inspiration from innovative business practices, provides different perspectives on the business contexts and practices that learners will find when they enter the world of work. The business world forms an important background to the educational programs designed and delivered and can be seen as both an

ingredient and at the same time an outcome of responsible management education. The specific business contexts considered in the chapters in this part embrace problematic and critical business issues at different levels. The cases described serve to illustrate current business developments driven by and impacting on responsible management, thus building a direct bridge to practice and contributing significantly to the development of a holistic understanding of the competencies needed for future changemakers.

Steinbiß and Fröhlich address the topic of waste generation in the fast-fashion industry in chapter 9. Based on a quantitative analysis of consumer behavior and attitudes on sharing fashion platforms, the authors discuss the sharing economy as one possible business model of circular economy to solve the challenge of waste reduction and overconsumption in the fast-fashion industry.

In chapter 10, *Zehrer, Marx, and Glowka* discuss the importance of personal resilience in terms of SME change, crisis, well-being, and job performance. Conducting an exploratory study, they provide a framework of personal resilience of SME owners, building a basis for identifying stress triggers, sharpen self-awareness, and strengthen their own resources. This framework is a reference point to develop leadership programs that help foster resilience of future changemakers.

The concluding chapter by *Wieser, Obexer, and Rosenbloom* is a creative synthesis of various paths along which positive action can be taken in RME. The authors highlight, discuss, and further develop aspects of social impact and innovation in RME as they are enacted through institutional policies, curriculum designs, teaching and learning methods, competence frameworks, and business practices described in the preceding chapters.

To make a paradigm shift happen, we believe that higher education institutions and business schools must adopt a role model function in terms of sustainable development and responsible management by embedding associated values and principles deeply into their missions, curricula, educational models, and organizational practice. It is time for innovation, disruption, and action in education ([Borland et al., 2022](#)).

The present edition raises various aspects of these challenges and provides an information base as well as source of inspiration for further research for the academic and scientific audience, including scholars and researchers. More importantly, however, the various examples and cases serve as orientation points and outlooks for educators and practitioners to move forward and to incorporate responsible management education along different ways and within various settings.

With this book, we aim to provide innovative answers to the question of where management education needs to go and how to educate changemakers and leaders with social impact. By sharing visions of what RME could look like, this volume aims to raise awareness of the changes our society is facing and ideas of how we can address them in education for the future we want.

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Part 1

Innovation in Curriculum Design and Institutional Policy

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