EDUCATING FOR RESPONSIBLE MANAGEMENT

Putting Theory into Practice

Edited by **Roz Sunley** and **Jennifer Leigh**

PRME Principles for Responsible Management Education

Greenleaf Publishing/PRME Book Series – For Responsibility in Management Education

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Foreword

Wayne Visser

It is not unjust, in my opinion, to place a large portion of blame for the last global financial crisis—and more generally for unsustainable capitalism—squarely onto the shoulders of management education. The ubiquitous MBA programmes that churn out tens of thousands of executive graduates every year have done little to question the short-term, shareholder-value, profit-maximization dogma of decades past. Indeed, most still celebrate and reinforce the philosophy espoused by US economist Milton Friedman in 1970 when he claimed that "the social responsibility of business is to make profits".

But the world has changed. We face serious global challenges—from climate change and biodiversity loss to income inequality and corruption—and many of these continue to get worse, not better. Management education is, belatedly and slowly but surely, starting to wake up and smell the crisis, not least due to the laudable efforts of initiatives such as the UN Global Compact, Principles for Responsible Management Education (PRME) and, most recently, the UN Sustainable Development Goals. The journey of a thousand miles has indeed begun with the first step, but there remains a long road ahead.

I make these observations as a complicit insider-outsider, who has been involved with responsible management education in 46 universities in 17 countries over the past 20 years. This includes current roles at the University of Cambridge's Institute for Sustainability Leadership in the UK, where I am a Senior Associate and Tutor on their Master's programme, and the Gordon Institute of Business Science (GIBS) in South Africa, where I am an Extraordinary Professor teaching their MBAs and the Founder Director of their Integrated Value Lab.

What I have seen first-hand over the years is a gradual evolution of management education through similar stages as I have observed in corporate social responsibility (CSR) around the world, from defensive, charitable and promotional approaches, towards more strategic and transformative modes. For clarity, these

are described briefly in Table 1. Seen from this perspective, *Educating for Responsible Management* is a timely travel guide for our journey of maturation, as it explores how business schools can navigate through to stages 4 and 5.

Table 1 **Stages of evolution in management education**

Stage of maturity	Keywords	Typical practices
1. Defensive	Compliance, risk	Links ethics to corporate governance or legal context
2. Charitable	Voluntary, philanthropic	Offers optional business ethics module
3. Promotional	Marketing, branding	Offers optional CSR or sustainability module
4. Strategic	Management, codes	Has CSR or sustainability as a core, compulsory module
5. Transformative	Integration, innovation	Has integrated social, ethical and environmental considerations into all management subjects; emphasizes systemic leadership, futures thinking, eco-innovation, social entrepreneurship, inclusive business and circular economy

This is not the first book on responsible management education, but a number of features make it stand out. First, the chapters are presented as a collaborative dialogue between academics and practitioners. As a "pracademic" myself, I see enormous value in straddling both worlds, thereby providing a much needed space for convocation and creativity between the ivory tower and the boardroom. *Educating for Responsible Management* is proof that this approach is essential to producing relevant, emergent, applied research at its best.

Second, the editors have ensured that the book focuses on the *process* of responsible management education, more than the *content* (which other books have covered before). This is critical if we are to inculcate more transformative approaches in our business schools, since, as the writer and poet Ben Okri observes, "form endures longer than content".[1] And it is precisely the form of education, as much as the content, that has kept management students' minds trapped in outmoded ways of seeing the world.

Conversely, it is innovation in form—in the *way* we teach as much as *what* we teach—that is most likely to bring about the much needed paradigm shift in management education. This was confirmed by pedagogical research I did for the Cambridge Institute for Sustainability Leadership, which found that education using experiential learning and action research was far more likely to result in significant changes in executive thinking and practice on sustainability. Or, as the editors of

1 Okri, B. (2011). *A Time for New Dreams*. London: Ebury Digital.

this book put it: it helps move business students "out of the comfort zone—into the learning zone".

The third and final distinguishing feature of *Educating for Responsible Management* is that the authors not only present the "how", but also wrestle with the "why" and "so what" of their proposals. They realize that until management educators can answer the sceptics and critics of CSR and sustainable enterprise—in terms of why this is a better approach, not just for society and the planet, but also for business—all our efforts, PRME inspired or otherwise, will be like shifting deck chairs on the *Titanic*.

This touches on the essence of our reformation challenge for management education, which is finding credible ways to question, re-assess, re-imagine and redirect the purpose of business. In this sense, we are in the midst of a pivotal existential crisis in management education. I congratulate the authors of this book for tackling this collective challenge that we face so bravely, intelligently, honestly and passionately. And I heartily recommend *Educating for Responsible Management* to anyone who is concerned about business, society and nature surviving and thriving in the coming decades.

Dr Wayne Visser
Cambridge, UK
May 2016

The Six Principles of PRME

Source: www.unprme.org/about-prme/the-six-principles.php

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | 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.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

1

Introduction

Jennifer S.A. Leigh
Nazareth College, USA

Roz Sunley
University of Winchester, UK

> Provide leaders for tomorrow who have been educated to think critically, to act ethically and always to question.
>
> *Louise Richardson, New Vice Chancellor of Oxford University at her installation, January 2016*

This edited collection profiles cutting-edge approaches to teaching and learning for the Principles for Responsible Management Education (PRME) that move beyond current discussions of sustainability and corporate social responsibility *content*, to include a wider lens that highlights the *process of educating* the next generation of responsible managers within and beyond the boundaries of higher education. The completion of this book coincides with the release of the newly negotiated United Nations Sustainable Development Goals or Global Goals. These inter-governmentally created goals released on 25 September 2015 follow up on the Millennium Development Goals (MDGs), and form an ambitious backdrop for all nations, sectors, industries and organizations. This inspirational goal architecture offers an exceptional opportunity to fundamentally rethink management education.

Writers from around the world share their ideas and experience of the six Principles of the PRME (see page 10). A unique aspect of this book is that each chapter integrates original content from academic authors, together with commentary from practising managers. This collaborative approach allows integration of academic and business voices on education for responsible management, in essence modelling the PRME Principles 5 and 6, Partnership and Dialogue. In this introduction

we begin by demonstrating the Principles through the book's fundamental framework, and discuss briefly the global need for management education reform. After discussing the book's theory-practice structure, we share the genesis of the book and then the subsequent themes that emerged across the chapters. We use these themes, as well as the PRME Principles, to introduce the chapters. With this thematic and Principles framework the chapters appear more than once, indicating the multi-dimensional character of the teaching and learning innovations.

Starting with **Principle 5**, our book models Partnership explicitly as the authors "interact[ed] with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities, and to explore jointly effective approaches to meeting these challenges" (PRME, 2015, p. 170). When crafting this new model of scholarship we sought to bring research and teaching practice to practitioners for their perspective, and practitioners to research in order to understand the opportunities and challenges instructors face. The depth of interactions in these chapters varied from co-authorship to consultation and testimonial to joint action research and co-instruction. These book chapters represent varied responses to effective approaches to "meeting these challenges" through minor and radical changes in our classroom practices.

We engaged **Principle 6** by requesting the integration of academic and managerial perspectives in each chapter. This chapter structure of co-authorship "facilitate[d] and support[ed] dialogue and debate among educators, students, business,…civil society organizations,…and other stakeholders on critical issues related to global social responsibility and sustainability" (PRME, 2015, p. 170). In this book we move the dialogue beyond the business case for responsible management education (RME) to a conversation about *how* to educate managers and leaders, and the value of the numerous experiential, engaged and ethics focused approaches for learners. In the conclusion we reflect more on this approach and its upsides and downsides.

While many academic journals, websites, conferences and teaching resources testify to growing interest in PRME, attention has been focused on the initiative itself rather than how management educators prepare themselves, their students, the learning environment and their teaching resources for this arena of learning. Little is known about the pedagogical frameworks that underpin educating for PRME, or their assessment by practising managers. As growing numbers of academic institutions sign up to PRME—600 and counting—it is important that management educators understand that a variety of pedagogical approaches and strategies can provide effective learning experiences for PRME related topics beyond traditional instruction such as lectures and case studies. This text aims to provide comprehensive and detailed coverage of innovative pedagogical approaches being used around the world, drawing together leading thinkers and management educators in this field, to share their practice, primary research and scholarship on this topic.

Global needs

The urgency for management education reform is evident in recent global agreements such as COP21 and the United Nations' 21 October 2015 release of their 2030 agenda for people, planet, prosperity, peace and partnership which highlighted their 17 Sustainable Development Goals and 169 targets (United Nations, 2015). Their report titled *Transforming our World: The 2030 Agenda for Sustainable Development* outlines their aspirations: "We envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all" (UN, 2015, p. 4). The UN acknowledges the fundamental role of commerce; however this vision will require a new level of commitment, dedication and collaboration:

> Private business activity, investment and innovation are major drivers of productivity, inclusive economic growth and job creation. We acknowledge the diversity of the private sector, ranging from micro-enterprises to cooperatives to multinationals. We call upon all businesses to apply their creativity and innovation to solving sustainable development challenges (UN, 2015, p. 29).

Article 12 of the COP21 agreement signed in December 2015 suggests "climate change education, training, public awareness, public participation and public access to information" are essential if this global framework is to be effective.

It is clear that now, more than ever, the global community is looking towards business and education to play their role in creating a just and fair economy, which in turn increases the urgency and relevance of management education reform. PRME offers business schools a systematic and holistic framework to revise both content and process. The book's 15 chapters with 44 contributing authors and practitioners, representing many places including Aotearoa (the nation also known as New Zealand), Colombia, India, Italy, Spain, South Korea, the United States and the United Kingdom, provide a truly international perspective on new ways forward.

Our book fosters a deeper understanding of the interdisciplinary nature of responsible management education. It goes beyond traditional management functions to explore a deeper more holistic formation of individuals who, as the next generation of global leaders, will be called cognitively, emotionally and behaviourally to respond to the complex challenges of our world. We argue that responsible management content is no longer enough, but that we must radically broaden the way in which we inspire and enrich the education of our future business leaders.

Structure of the book

To embody Principles 5 and 6, this book incorporates two types of chapter structure to capture the dual voices of academic educators and practising managers:

- Academic authors with practitioner commentary
- Co-authorship between academics and practitioners

These blended voices approaches seek to support a new model of academic writing that bridges the theory–practice divide, with conversation across practice lines. The practice voices in the chapters critically reflect on the utility of a particular academic idea, and draw out subsequent implications for teaching practice in higher education.

The book is designed for responsible management educators, deans, faculty developers and corporate trainers. Responsible management educators will benefit from the leading practices profiled in the chapters, all of which include sections with guidance for individual interpretation in the classroom. Anyone engaged in innovative pedagogy will find inspiration in the various models from around the globe. Deans supporting curricular reform will gain a deeper understanding of how practitioners view the relevance of the various pedagogical practices detailed in the book. We believe this academic–practitioner partnership in each chapter directly addresses the ongoing issue of relevance in the responsible management domain. Additionally, we hope it can help academic administration understand the benefits of such pedagogical practices and the resources needed to construct these learning environments. Lastly, we believe that corporate trainers will benefit from understanding the challenges inherent in responsible management education, which may stimulate new approaches in their own professional work.

Origins of the book

The vision and genesis of this book occurred in a small coffee shop in Copenhagen, following a Research in Management Learning and Education Unconference attended by both editors. We quickly entered an intense dialogue that evidenced Jennifer's broad scholarship of PRME and Roz's passion for practical pedagogy, which this book now reflects with the help of all our contributing authors.

The process has been somewhat akin to what is known in software development as the principle of "scrum", in that the book has developed iteratively and holistically with writers contributing their ideas towards the vision of a book on educating *for* responsible management, rather than content *about* the topic.

Emergent themes about responsible management teaching

Teaching responsible management (RM) topics is much more than curating the newest interdisciplinary knowledge on the various complex issues facing business

in the 21st century. This book provides clear evidence that responsible management education (RME) requires us as educators to utilize more experiential and engaged approaches to help guide our learners and emerging leaders. We believe we must begin with the problem or responsibility focus, which then leads us to the appropriate teaching approaches, instead of taking RME and inserting it into our normal teaching protocols. The minimal training and attention given to pedagogy in many institutions, which is amplified by reward systems endorsing narrow disciplinary scholarship over investment in teaching, often thwarts change. Despite these barriers we see academics from all over the globe, and at all stages of their careers, innovating and experimenting with new RME teaching and learning methods and philosophies.

As we read the first drafts of the chapters at an intensive editing retreat we were excited by the emergence of several shared themes within the chapters—none of which was scripted within the strictures of the initial call. We share these themes below as a means of introducing the chapters. Following this section we classify chapters by PRME Principles for readers seeking this focus.

Out of the comfort zone—into the learning zone

It appears to be a fundamental process that RME topics, and the often purposefully disruptive teaching and learning processes highlighted in the book, move students out of their comfort zone and attempt to push them into a learning zone. This can also be a place of discomfort for instructors as students adjust to new boundaries of learning.

- This theme begins in Chapter 3 by Sunley and Coleman, "Establishing a foundational responsible learning mind-set for business in the 21st century", which discusses a pilot class where the instructor purposefully integrates liberal education practices into a first year undergraduate orientation course, which results in some students embracing, and some contesting, the need for more authentic engagement with their learning.
- Humphries, Casey-Cox and Dey in Chapter 4 titled "Choosing food yet consuming plastic: Learning to notice the difference in management education" catapult both instructors and students into the learning zone of Radical Human Ecology theory and an experiential exercise focused on modern lifestyles and plastic.
- Swamy and Keegan share in Chapter 12, "Developing responsible managers through service-learning at Goa Institute of Management, India", that service-learning in Goa, India continues to be a pedagogy for pushing student and academic boundaries.
- "Experiential learning through shared responsibility and risk" by Wagenberg and Gutiérrez in Chapter 5 brings moving students out of their comfort zone to the course level with a semester long entrepreneurship class where

investment funds come from their personal funds in order to create higher accountability.

- Lastly, Tyran and Garcia in Chapter 14 protest the systematic omission of socioeconomic and cultural class issues in management education within their chapter "Management education and social class: Can managers do more to encourage social equality and meritocracy in the workplace?"

These chapters collectively contest fundamental assumptions about teaching and learning and disrupt the traditional roles of teachers and learners. Fortunately, the practitioner commentaries repeatedly validate the relevance of this approach in order to prepare 21st century responsible managers. Pushing, prodding and provoking students is not for the meek, as discussed in these chapters. It requires a high level of emotional and social intelligence on the part of instructors as well as modelling an element of risk taking.

Risk taking

Traversing into the learning zone away from our habitual practices, as instructors and students, requires risk taking. Despite institutional disincentives, academics in these chapters demonstrate creative risks in contesting the normative teaching and learning practices through themes discussed above and below. Humphries, Casey-Cox and Dey in Chapter 4 ask us to take risks by modelling how to bring our full identities into the classroom, which in their case includes their family roles as mothers, grandmothers and as social justice activists. Wagenberg and Gutiérrez in Chapter 5 detail their experiences of financial risk taking with their personally funded entrepreneurial student start-up companies in Colombia. Sunley and Coleman in Chapter 3 foster structured risk taking that pushes first-year students ("freshers") off campus and into the wider community. With risk comes reward, as it introduces more emotion into learning. Thus, we observe that RME educators seeking risk need high levels of emotional intelligence to manage their own and students' affective needs. Moving out of one's comfort zone by taking risks inherently evokes ambiguity.

Ambiguity

In numerous student quotes and practitioner comments throughout the book we see the challenge and need for RME to embrace ambiguity as a part of learning. This is typified by "It's been an incredible ride that brought forth just as many questions as there were answers". This quote from the Pragmatic Inquiry method is an example described in Kelley and Nahser's Chapter 8 "Integrating PRME principles in practice through pragmatic inquiry: A sustainable management case study", which purposely embraces the unknown as they put students in the proverbial "driver's seat". Similarly, Swamy and Keegan's self-study (Chapter 12) on service-learning in India pointedly highlights uncertainty experienced by both faculty and students in

this pedagogy. While new pedagogies sometimes create discomfort for all partners in the learning equation, we observe that RME educators can productively leverage ambiguity for richer learning experiences. This stance, however, requires that instructors release the need for certainty as a subject matter expert embodied in the traditional professorial role and become more facilitators of student engagement with learning.

Engagement

The above qualities highlight that the type of RME advocated for in this book requires entirely new levels of engagement for the institution, faculty and students. Several chapters addressed this topic from various vantage points at the field, institutional, curricular, delivery platform and conceptual levels. First, the survey of RM educators conducted by Forray, Leigh, Goodnight and Cycon presented in Chapter 16, "Teaching methods and the Kolb learning cycle: Pedagogical approaches in the Principles for Responsible Management Education domain", provides a broad landscape of engagement practices in the RME field based on an experiential learning model. Second, at the institutional level, we noted the more interdisciplinary, intentional and innovative the curriculum, the more stakeholders needed to be considered, as is seen in Chapter 10, titled, "The Daniels Compass: Global business education for management professionals". This chapter by Mayer and Hutton catalogued the evolution of an RME curriculum at the University of Denver business school starting in the 1990s. This systematic engagement is also addressed in the change-focused chapter (15), titled "The drivers, barriers and enablers of institutionalizing responsible management education" by Warin and Beddewela, which identified the engagement levers needed for institutionalization. Third, we noted in Chapter 14 the logistical creativity needed for global digital engagement as actualized through Chapter 13 "The Global Integrative Module: A competency based online learning experience to help future managers understand complex global social challenges" by the international team Iñesta, Valencia, Rovira, Caporarello, Choi, Statler, Mària, Sayeras, Serlavós, Marin, Obeso, Wilson, & Gessi.

From a conceptual perspective, we discovered that many chapters conceived engagement comprehensively from a holistic stance: Chapter 11, Heaton, Schachinger and Lazlo's consciousness-based education; Chapter 9, Rimanoczy's sustainability mind-set; Chapter 4, Humphries, Casey-Cox and Dey's notion of leveraging multiple identities in the classroom; Chapter 8 Kelley and Nahser's Pragmatic Inquiry process; and Chapter 3, Sunley and Coleman's being-knowing-doing model. These approaches envisioned RME engagement as a multi-dimensional teaching and learning process that considers cognition, emotion and action or "Head, Heart, and Hands" in tandem. These chapters underscore the need for a deeper and more integrative learning process—one that incorporates our cognitive, emotional and behavioural dimensions. The models, practices and sensibilities require a holistic approach where we bring our whole selves to the learning—instructors and students alike.

Interdisciplinary intersections and integration

Those engaging in RME have, and will continue to push and disrupt discrete disciplinary notions. These chapters testify to the fact that RM educators must learn alongside their students as new discoveries are made in the natural and social sciences and historic and contemporary insights, with the humanities informing our notions of business and society. Example chapters that illustrate this disciplinary variety include wisdom traditions and management education seen in Heaton, Schachinger and Laszlo (Chapter 11), introductory business and behavioural ethics described in Manwaring, Greenberg and Hunt (Chapter 6), virtual classrooms and social impact project teams (GIM) detailed by Inesta *et al.* (Chapter 13), intersections between business and liberal arts featured in Chapter 3 by Sunley and Coleman, and curricular revisions that demand interdisciplinary courses recorded in Mayer and Hutton (Chapter 10). These disciplinary fusions forecast what we see as the forefront of what is needed and desired in RME.

Mind-sets

The educational mavens and mavericks showcased in this book model a different teaching and learning mind-set or teaching philosophies, "narrative description[s] of one's conception of teaching, including the rationale for one's teaching methods" (Beatty *et al.*, 2012, p. 100). Teaching philosophies incorporate many dimensions that include our deeply held ideas about who we are (ontology), what we know (epistemology), what we value (axiology), the teacher's role, the student's role and educational goals.

First, in terms of knowledge, this new RME mind-set moves beyond the exclusive basis of traditional empirically based positivist knowledge from the sciences and social sciences to holistic consideration that knowledge can originate from numerous sources including experts, individuals' reason, sensory experiences or one's intuition (Beatty *et al.*, 2012). Second, the authors in this book are keen to prepare students for responsibilities that are unknown in their entirety, ones that must increasingly address "super wicked problems". These unique global challenges are vexing to solve due to incomplete information, changing parameters, under conditions where time is running out, there is no central authority in charge of the issues, and those attempting to address the problem are also contributing to it (Levin *et al.*, 2012). Examples of super wicked problems include global warming, economic inclusion, refugee diasporas and obesity. Third, explicit in the shared mind-set of these educators is the value of RME content and process—how learning moments are developed and created. For the process orientation, most chapters in this book reconceive the instructor role as a facilitator and the student role as an engaged learner. Lastly, in all instances the chapters' multifaceted instructional goals go beyond exclusive RME content coverage and focus on innovative learning processes intended to prepare students for tackling complex organizational and societal challenges.

Chapter structure: the PRME framework

In this section we offer a reading menu of sorts based on the principles. When we initially structured the book we anticipated broad coverage of all six Principles for Responsible Management Education through the lens of teaching practice and below we divide the chapters according to them for those who have particular interest in specific principles. What developed as we read the chapters is that many cover more than one principle, so our classification speaks to what we see as the primary contributions; however we acknowledge some overlap in the categorization that follows.

We refer the readers to the PRME Principles included at the beginning of the book (page x), which form the basic organizing framework. Each chapter follows a general pattern starting with a connection to a main PRME Principle. This is then followed by a description of the innovation or study and then ends with an implications for practice section. A more extensive discussion of the history of PRME and related research, written by Hayes, Parkes and Murray is provided in Chapter 2.

Principle 1: Purpose

Heaton Schachinger and Laszlo in Chapter 11, "Consciousness development for responsible management education", argue that to better assist students with generating sustainable value, educators need to place more attention on psychological differences researchers call consciousness development. Manwaring, Greenberg and Hunt with practitioners Augsburger and Houlker, in "Walking the talk: Empowering undergraduate business students to act on their values" (Chapter 6), discuss strategies for this principle because in their view teaching productive ways to deal with ethics challenges is fundamental for responsible leadership. Wagenberg and Gutiérrez, in "Experiential learning through shared responsibility and risk", explore how the fundamental teaching philosophy and instructional design choices in an entrepreneurship course could be revised in order to enable effective learning experiences for responsible leadership. Humphries, Casey-Cox and Dey, in "Choosing food yet consuming plastic: Learning to notice the difference in management education" (Chapter 4), push our traditional notions of theory and practice by utilizing personal experience as activists and consumers, concepts from Radical Human Ecology, and indigenous Maori traditions to provoke our notions about purpose and a sustainable global economy for all peoples.

Principle 2: Values

Mayer and Hutton provide an in-depth case study from their institution's ongoing journey towards identifying shared responsible management values throughout their curriculum in "The Daniels Compass: Global business education for management professionals" (Chapter 10). Tyran and Garcia along with practitioner Debbie

Ahl in "Management education and social class: Can managers do more to encourage social equality and meritocracy in the workplace?" push us to consider the role of social class as a critical and often ignored responsible management dimension.

Principle 3: Methods

Sunley and Coleman's ideas in "Establishing a foundational learning mind-set for business in the 21st century" (Chapter 3) argue that developing a foundational responsible mind-set starts with an undergraduate student taking personal responsibility for his or her own learning and provide an educational framework for responsible learning as the basic infrastructure for Principle 3. Rimanoczy in her chapter titled "A holistic learning approach for responsible management education" offers a responsible management model called the "sustainability mind-set" that addresses foundational questions proposed by Principle 3: What are the learning methodologies most appropriate to develop responsible managers? Iñesta *et al*. provide an innovative process and environment in their competence-based responsible management module where students work together in multicultural teams via an online learning ePlatform to present social impact solutions to global social challenges. Kelley and Nahser in "Integrating PRME principles in practice through pragmatic inquiry" introduce their integrative, interdisciplinary teaching method "Pragmatic Inquiry" which is rooted in the tradition of American Pragmatism and holds that learning and the discovery process begin with the recognition that there is a challenge or opportunity that is not being met with existing capacities.

Principle 4: Research

Four chapters focus on Principle 4, Research, covering a wide range of levels. Hayes *et al*. (Chapter 2) provide a review of the PRME literature to date including discussion of journal articles, chapters and relevant RME books and textbooks. From Warin and Beddewela (Chapter 15 we learn more about drivers, barriers and enablers to the process of institutionalizing RME into current business school curricula within the UK. Forray *et al*.'s research in Chapter 16 provides descriptive insights to the most common and least common pedagogical practices used in RME classrooms. Lastly, Swamy and Keegan (Chapter 12) conduct a self-study of service-learning expectations and outcomes of a service-learning course in Goa, India.

Principle 5: Partnership

The unique theory–practice model of this book allowed all authors to interact to some extent, and a handful to a large extent, with managers of businesses and organizations. These exchanges have allowed us to extend our pedagogical knowledge with a deeper understanding of their challenges in meeting social and

environmental responsibilities. We note the following chapters as ones that modelled a deep partnership in developing the ideas for the book where new ideas were developed through conversation and co-authorship. First, Sunley and Coleman in Chapter 3 blended their knowledge to explain the relevance and strategies for increasing personal responsibility for learning. Next, Glaser and Sunley in Chapter 7 "Thinking Conversational Intelligence for sustainable business relationships in an age of digital media", partnered to bring a well-known practitioner communication model into the higher education classroom—thus offering us a practice to [what we're teaching] theory connection. Third, Wagenberg (entrepreneur) and Gutierrez (academic) in Chapter 5 share their reflections on the entrepreneurship class they co-taught with the intent of developing responsible managers and social impact. Lastly, Swamy and Keegan in Chapter 12 bring us their collegial insights and analysis of service-learning in India.

Principle 6: Dialogue

Following again from our fundamental design of academic–practitioner co-authorship each chapter speaks directly to Principle 6. The book's design allows for a variety of dialogue models as described above in the chapter structure. In the introduction section for each chapter the authors explain the different voices and when and where they appear in the chapter. This allows readers to look for these sections. Our dialogue includes perspectives from consultants, managers in small companies, non-profits, social enterprises and large corporations. Despite the range of sectors and organizational size, the perspectives of these managers reinforce the value of seeking dialogue and debate on critical issues related to global social responsibility and sustainability.

Final thoughts

The final chapter provides commentary for the future of responsible management education. First, we begin with a synthesis of the key theoretical traditions seen in the chapters and the implications for management education. Second, we share our insights as editors and authors in light of these themes and the book's intended purpose. Last, we provide implications for action or further research.

A final comment: as part of preparing this book for a global audience we realized that there are a variety of different teaching terms that we take for granted in our different higher education contexts. While we have pushed authors to define key practices, we would like to note a few important terms you will see commonly in our book. In Canada and the US learning is often structured into semesters (13–15 weeks) and called a course. In the UK learning can be structured into terms or semesters, with teaching programmes split into different courses or modules.

Those who assist academics with teaching in the North American context are often called teaching assistants (TAs), in the UK context, associate, or hourly paid lecturers can offer additional teaching support. In the European context they are called tutors.

This book testifies to the breadth and diversity that constitute responsible management education in the 21st century. To equip and empower our business leaders of the future, we really do need to educate for critical thinking, ethical behaviour and questioning minds.

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8

Integrating the six Principles of PRME in practice through Pragmatic Inquiry®

A sustainable management case study

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We are all familiar with the six Principles for Responsible Management Education (PRME)—Purpose, Values, Method, Research, Partnership and Dialogue—and their impact on business education at the institutional level. But how do students experience their impact in practice? This chapter will argue, using the case method, that the educational experience in a capstone course for the MBA concentration in Sustainable Management at DePaul University, titled *Developing Sustainable Strategies: Capstone Practicum*, highlights the challenges and opportunities of integrating the PRME Principles into management education from the student perspective. It explains how one student engaged in an arc of Pragmatic Inquiry® (an example of Principle 3: Method) to develop a sustainable strategy (an example of Principle 1: Purpose), but Pragmatic Inquiry touches on each of the PRME principles. In this case we introduce Steve Lu and Garfield Produce, the sustainable value he created, and then we explain how Steve's educational experience using Pragmatic Inquiry helped him create sustainable value using illustrations from his coursework to show his arc of inquiry from idea to reality. The chapter includes a number of specific Pragmatic Inquiry exercises to facilitate the creation of sustainable value, and concludes with a summary of how classroom endeavours, at any level of higher education, can benefit from it.

An introduction to Steve Lu, Garfield Produce and Pragmatic Inquiry

When Steve Lu decided to leave his job at Weber Grill in autumn 2012 to develop the idea of an urban, indoor, hydroponic farm, he took a significant risk. There was no guarantee that his venture would succeed, and he had enough life experience and wisdom to know that many entrepreneurial ventures fail. On top of the usual business challenges facing his venture, Steve also faced an additional set: he wanted to generate sustainable value by breaking into a new market, by developing a production facility in an abandoned part of Chicago, and by providing a handful of new jobs to people in the area looking for stable work. If his management education did not prepare him to succeed in *this* venture, then its value to live up to the Principles for Responsible Management Education would be dubious. It is one thing to prepare for advancement in a well-established company such as Weber Grill, it is another to generate the kind of sustainable value that disrupts decades of neglect and serves new labour markets in a troubled area of a large metropolis like Chicago. In what ways did his educational experience inform his entrepreneurial experience? Did it prepare him to create sustainable value in an underdeveloped urban environment?

The result: Garfield Produce Company

Garfield Produce Company is an urban hydroponic farm located in Chicago's west side that seeks to empower the community through wealth creation. Since it opened in 2014 it has received significant recognition and was featured on GoodWorkChicago, an initiative that brings together non-profit leaders, social entrepreneurs, government officials, philanthropists and civically minded business people to share best practices and exchange ideas (see Fig. 8.1). Garfield Produce was also asked to cater for On The Table, hosted by Breakthrough Urban Ministries, a non-profit that focuses on social services, housing and education in the Garfield Park neighbourhood of Chicago that has high rates of unemployment, homelessness and a host of other social challenges.

Garfield Produce Company did not pop up overnight; it was not a rushed business plan that caught the eye of an angel investor or venture capitalist. Rather, it was an idea that developed gradually and methodically over two years through an arc of inquiry that moved from a general idea through critical analysis to reflective interpretation to a robust business plan, all of which eventually culminated in the business itself. As he developed the concept of Garfield Produce Company, Steve's educational experience became much more than the acquisition of a set of skills or an accumulation of business theory or technical terms. It was, at its most basic, a process of formation and discovery—the cultivation of a dynamic, innovative, learning mind-set equipped to generate sustainable value. The produce on display at the 61st Street Farmers Market stand (Fig. 8.2)

reflects technological, entrepreneurial and social innovation that also took time and care to cultivate.

Figure 8.1 **Steve being recognized at GoodWorkChicago**

Figure 8.2 **Produce sold at the 61st Street Farmers Market**

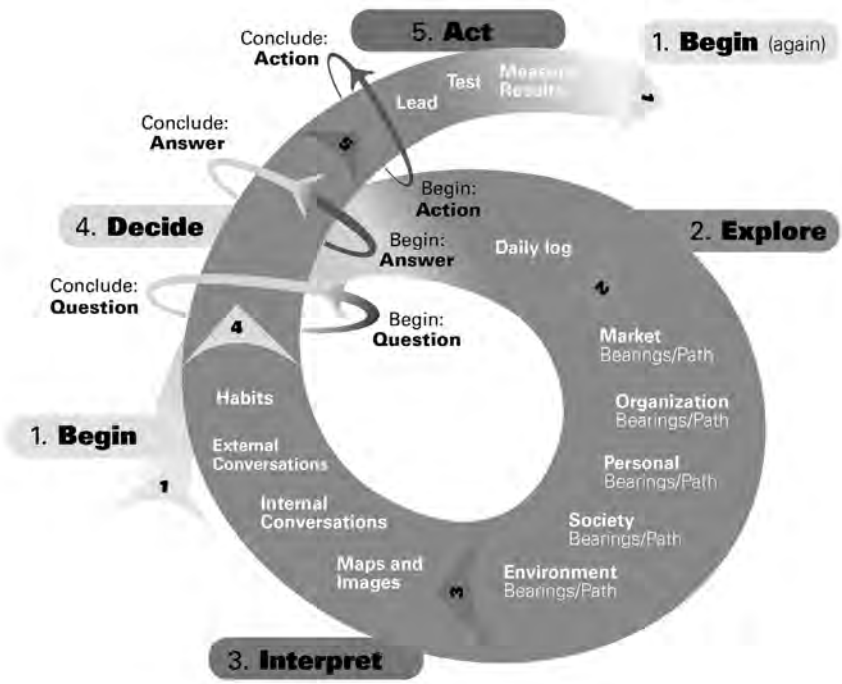
Source: https://www.facebook.com/GarfieldProduce/photos/pb.651863228215632.-2207520000.1434391809./758742890860998/?type=3&theater

The process: Pragmatic Inquiry

In many ways, Steve's experience in the classroom has been a kind of litmus test for PRME. The purpose of PRME described in Principle 1 is to help students become "generators of sustainable value", to create "an inclusive and sustainable global economy". Steve's educational experience illustrates how the method of Pragmatic Inquiry enables students to be generators of sustainable value moving through five distinct phases and their corresponding mind-sets: Begin *attentively*, Explore *openly*, Interpret *imaginatively*, Decide *responsibly*, Act *courageously* (see Fig. 8.3). In each phase students are challenged to observe the movement of their own thought over time and to adopt a certain stance towards the insights they discover in each phase. In the Begin phase, students are encouraged to be attentive to the concern, doubt, challenge or opportunity that initiates the inquiry. In the Explore phase, students are encouraged to be open to new data and new facts, especially when they challenge or contradict assumptions. In the Interpret phase, students are encouraged to imagine new possibilities and drivers of value. In the Decide phase, students are encouraged to identify responsible courses of action. In the Act phase, students are encouraged to communicate and take action with the kind of courage that comes from clarity and conviction.

Figure 8.3 **Visual representation of the phases and activities of Pragmatic Inquiry (note the cyclical and dynamic nature of the diagram)**

Source: Created by Corporantes Inc. Copyright 2015 and used with permission



Pragmatic Inquiry and the reflective mind-set

Pragmatic Inquiry differs from a traditional case study because of its explicit focus on the reflective mind-set throughout the five phases, but especially in the Interpret phase. In the traditional case study, students are asked to analyse a given set of data, largely outside the realm of their own experience, and to arrive at a decision through careful analysis. The mind-set is analytical, not reflective, and the control of meaning is logic. There is little, if any, room for intuition, or wisdom that transcends logic. In a traditional case study, the student *presumes* that the data is worthwhile, that the circumstances constitute a problem that is worth paying attention to, and that the solution can be found through a "scientistic" analytical process. Pragmatic Inquiry, in contrast, asks students to evaluate their own experience as a source of value: to identify a challenge that matters to *them*, to analyse the challenge with the same rigour as the case approach, but to also reflect on the pre-scientific acts that uncover sources of meaning that are driving the inquiry. Unlike the traditional case study, students are asked to do something about it—to develop a strategy and act on it. Through the Pragmatic Inquiry process students discover that they are originators of value themselves, that they are responsible in the fullest sense of the self and not just machines for analysing data.

While beginning with corporate engagements over 30 years ago, Pragmatic Inquiry was early on deployed in a variety of educational contexts, engaging business executives and students in programmes such as undergraduate, graduate and executive education at DePaul University, the Presidio School of Management, Stanford Graduate School of Business, Kellogg EMBA, Beta Gamma Sigma business honours society, executive education at the Notre Dame Mendoza College of Business, and most recently at the 2015 Global Forum for Responsible Management Education—6th PRME Assembly in New York.

Educating for responsible management is a big promise. While the principles of responsible management education are both noble and needed, it is a very big challenge to develop the capabilities of students to be future generators of sustainable value for business and society at large, especially when contrasted with the dominant belief that "the social responsibility of business is to increase its profits", as Milton Friedman (1970) and his many followers have professed for over four decades. Management education cannot develop the capacity of students like Steve Lu to become the generators of sustainable value that the PRME envisions if it narrowly frames the role of business in society in the way that Milton Friedman did. Management education as a whole must unlearn some of its most deeply held assumptions about business, about society and about knowledge itself. Pragmatic Inquiry helps students become generators of sustainable value because it operates from five basic principles concerning the nature of knowledge, value and responsibility that challenge many of the assumptions of traditional management education:

- All learning begins from doubt
- Insights emerge within an arc of inquiry

- Social responsibility emerges from systems thinking
- Generating value requires that students become sources of value
- Sustainable strategies must be driven by personal and organizational values

We will analyse each of these foundational claims in relation to Steve's arc of inquiry, following the five phases of Pragmatic Inquiry: Begin, Explore, Interpret, Decide and Act.

All learning begins from doubt

Fostering the capacity for ongoing critical inquiry is a very different approach to learning from the transmission of an "already out there" set of insights aggregated over many years by a community of experts in a particular discipline. In *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development*, Henry Mintzberg (2004) criticizes the way that management developed into a "coalition of functional interests" (p. 31) that ceased to have an organizing or integrating framework. The evolution of specialized sub-disciplines had the net effect of conflating management to decision-making, decision-making to analysis and analysis to technique (pp. 36-39). As a result, inquiry and discovery have not been a significant part of the overall management educational experience. Even innovations in management pedagogy, like case studies and game simulations, often reflect the ongoing specialization that can take faculty and students further away from the very foundations of learning that are necessary to generate sustainable value. Responsible management education is more than the mastery of settled management wisdom.

When Steve Lu began a course titled "Developing Sustainable Strategies" for the Sustainable Management Concentration offered through the Kellstadt Graduate School of Business at DePaul University in the spring quarter of 2012, he began an approach to learning called Pragmatic Inquiry that is a foundation, method and pedagogy for developing sustainable strategies (Kelley and Nahser, 2014). In the Begin phase of Pragmatic Inquiry, Steve identified a baseline challenge question, or **Cq** in the shorthand of Pragmatic Inquiry, and created a digital ePortfolio that would capture his own arc of inquiry as it unfolded. The premise of Pragmatic Inquiry is a simple one: putting into practice the philosophy on which it is based, learners at all levels discover the experience of inquiry and values-driven decisions when they seek to solve a problem.

The baseline **Cq** exercise at the start of the Begin phase is a set of five basic questions that identify a baseline for the overarching question, answer and action:

Baseline questions:

1. As you move forward, what market need, problem, issue or opportunity do you see which you or your organization might address? Why is it important to you and the organization?

2. What challenge or question (symbolized as **Cq**) do you face in meeting this need? Who else is your challenge/question important to, and why? (**Cq** can also be described as a barrier, concern, problem or issue)

Baseline answer:

3. What is your preliminary answer now?
4. What are the values (organizational and personal) impacting your answer?

Baseline action:

5. What actions are you planning to take or are taking now?

Starting the course with the baseline **Cq** exercise serves a variety of purposes. It immediately engages the students with questions important to *them* and to *their* career aspirations. It positions learning in the context of problem-solving. It establishes a starting point that will be revisited numerous times. Most significantly, the baseline **Cq** exercise of Pragmatic Inquiry changes the student–instructor relationship by putting students in the driver's seat of their own learning. In this way, it differs from a traditional case study approach because the case is the student's own, not a hypothetical situation often outside the realm of a student's experience. The role of the instructor, then, is also changed at the very beginning to a kind of gadfly or midwife, as Socrates used to call himself. Students are not often prepared for this kind of personal investment in their own learning process, and can respond to the baseline **Cq** hastily without much thought. They soon discover, however, that if *they* do not truly care about their own **Cq** then the instructor certainly will not and the inquiry falls apart. It may take students some time to awaken the desire to know that underlies all inquiry, and so the instructor can push students by constantly asking, "who cares about this" or "what difference does this make" or "why do you care about this"? Students quickly discover that it is a waste of everybody's time to work on a **Cq** they are not committed to. This does not mean the **Cq** cannot change; in fact, students often do change their **Cq** as they feel the pull and tension of the challenge inquiry and their attention is drawn deeper and wider.

Looking back at Steve Lu's baseline **Cq** from his electronic portfolio in 2012, two full years before the launch of Garfield Produce Company, it is easy to see the seeds of a profound idea:[1]

> As more people are moving back to cities, the cost of transporting food to cities is also increasing. There is, and always will, be a need to feed people delicious and nutritious food at an affordable price. The farming industry needs to evolve in order to meet the rising demand of healthy food in a sustainable way. Resources should be used to add value to the crop growing and distribution chain, and not wasted on transportation and wasteful practices.

1 The following excerpts come from Steve Lu's Digication ePortfolio, which documents his learning throughout the course and the programme. All excerpts are used with permission and are available at https://depaul.digication.com/eco798_lu/About_me/published

He continued to refine the **Cq** in his response to the second question:

> For the industry, the biggest challenge is in educating consumers on the food distribution value stream. Consumers need to be more aware of how their food is grown, and where it's coming from. Change has to start from the consumers. Only then will the market respond to changing consumer demand. This problem impacts everyone, but has an especially large impact on impoverished areas, or food deserts. It is also our responsibility to teach future generations on the value of creating sustainable food sources.

In these basic responses, Steve had identified a social challenge and a basic value proposition from the start: to create an urban farm (with strawberries as the primary crop) that would: (1) demonstrate the feasibility of urban farming to consumers; and (2) provide a complete business plan for a commercially viable urban farm. Steve was also aware of the values that were driving his question and hypothesis:

- Emphasis on educating consumers
- Must build and cultivate community
- Business model must be profitable, and subject to the laws of supply and demand
- Use of industrial engineering background and experience with lean manufacturing, the operational model must be systemically efficient

At the outset of his project, Steve had already identified a way to test his assumptions: "in order to supplement my lack of agriculture knowledge, I've invested $600 in an ebb & flow hydroponics setup to be done right in my living room". Consistent with his engineering background, Steve wanted to better understand the inputs necessary to grow produce hydroponically, so he built a hydroponic lab in his apartment with materials he bought from a local hardware store.

Steve also took full advantage of the learning opportunities a university has to offer. After deciding to leave his job at Weber Grill and to develop the concept of Garfield Produce full time, he took a series of part-time jobs over the course of two years that contributed significantly to his discovery process. Learning is a process that integrates experiences from many dimensions of life, not just what happens in the classroom. Steve managed a rooftop greenhouse to learn more about the cost of energy inputs required to grow produce hydroponically. He managed an urban garden on campus to learn more about agricultural processes and techniques. Through these additional learning opportunities, Steve quickly developed the knowledge and relationships to launch Garfield Produce Company. The structured arc of inquiry that he experienced through Pragmatic Inquiry integrated insights from his own experience and oriented his learning towards action.

Insights emerge within an arc of inquiry

At its very core the PRME aspiration for students to be generators of sustainable value is about learning, discovery, innovation and disruption. As *Dealing with Disruption: Clearing Pathways for Entrepreneurial Innovation*, a 2014 report from the World Economic Forum argued, disruptive, transformative innovation is by definition uncharted. Established businesses rarely act as radical disruptors or innovators in their core business, according to the World Economic Forum report, because they often predict the future by extrapolating from the past more than inventing the future they want, one that is non-linear and full of new possibility. Disruptive entrepreneurs who are able to generate sustainable value for business and society will necessarily be masters of discovery, masters of innovation. PRME educators, therefore, must help students to become experts at discovery and innovation; they must rediscover in their own experience the arc of inquiry that includes questioning, answering, defining and testing. Educating for responsible management is less about the transmission of existing knowledge, the mastery of big data, or the development of a set of functional skills. It is about discovery. Unfortunately, management education has not given adequate attention to the centuries of philosophical debates over learning, inquiry, cognition or epistemology. As the Jesuit Philosopher Bernard Lonergan observed, "in all one's questions, in all one's efforts to know, one is presupposing some ideal of knowledge, more or less unconsciously perhaps" (as quoted in Morelli and Morelli, 1997, p. 351). When assumptions of knowledge are not made explicit, they often go unchallenged and are absorbed uncritically into one's pattern of thought. As Charles Sanders Peirce argues, "in order to learn you must desire to learn, and in so desiring not be satisfied with what you already incline to think" (Peirce, 1932, p. 56). Pragmatic Inquiry operates as an integrated arc, moving from initial doubt through analysis to interpretation and finally through decision to action. Prior insights yield entirely new questions and new assumptions that will also be tested and will subsequently lead to new courses of action.

A dramatic example: Archimedes' eureka experience

The desire to know that initiates the discovery process can easily be dismissed, overlooked or underdeveloped in any educational endeavour if the teachers assume that learning is merely the transmission of knowledge from an experienced expert to a novice. Answers often eclipse the very questions they address. One of the most important experiences a student can have, at any level, is to experience what it is like to be gripped by "intellectual desire, an eros of the mind" that is not satisfied with half-truths, ideologies or mistaken concepts (Lonergan, 1992, p. 372). When students experience the tension of a question, of wanting to find some insight they do not yet have, they begin a process that reconnects the open seeking of inquiry with the temporary satisfaction of answer, which is in turn expressed through action.

The story of Archimedes provides a dramatic illustration of the experience of insight. Having sought a way to differentiate real gold from fool's gold, Archimedes rushed naked from the baths of Syracuse shouting "Eureka!" or "I have discovered!" after he realized that measuring the different volumes of displaced water would be a viable way to accomplish his goal. His dramatic experience provides a number of clues about the nature of insight, as one moment in a longer experience. As Lonergan (1992, p. 27) describes:

- It comes as a release to the tension of inquiry that often lasts for a period of time
- It comes suddenly and unexpectedly
- It is a function of inner conditions, not outer circumstances
- It pivots between the concrete and the abstract
- And it passes into the habitual texture of mind

Like Archimedes, students must be prepared to recognize the arc of their own thinking that leads to insight. When students notice, in their own experience, that the tension of inquiry precedes insight, they become aware of the dynamic relationship between relevant questions, answers that address them, and the ongoing pull from what is yet to be discovered. In an era of big data especially, it is easy to privilege fact over inquiry, data over learning. Archimedes' experience was not a mastery of what had already been discovered; it was the profound experience of connecting the dots, of finding a pattern, of solving a problem. It is not easy to turn the fundamental orientation of a management classroom from the accumulation of data to an arc of inquiry. The focus on inquiry does not excuse students from mastering *content* in any given field, but it does mean students must locate their *own arc of inquiry* in the larger trends of a given field, in a given body of content.

Disruptive pedagogy

Pragmatic Inquiry can be viewed as a disruptive pedagogical innovation considering the significant critiques of management education over the last decade. In "Bad management theories are destroying good management practices", Sumantra Ghoshal (2005) argues that business schools have adopted and propagated amoral theories severed from the realm of human intentionality and, therefore, from any moral or ethical consideration. Business schools have increasingly adopted an approach that seeks to discover patterns and laws that function as causal determinants of corporate performance (Ghoshal, 2005, p. 77). Ghoshal refers to the economist Friedrich Hayek's critique in "The pretense of knowledge" (Hayek, 1975) to describe this mind-set. Hayek was highly critical of what he calls the "scientistic" attitude that has contributed to the propensity in economics to imitate the physical sciences. The scientistic attitude mechanically and uncritically applies habits of thought from the physical sciences to fields different from those in which they have

been formed, a problem Bennis and O'Toole (2005, p. 98) call "physics envy". Hayek has a more humble view about the acquisition of knowledge:

> if man is not to do more harm than good in his efforts to improve the social order, he will have to learn … he cannot acquire full knowledge which would make mastery of events possible… [h]e will therefore have to use what knowledge he can achieve … to cultivate a growth by providing the appropriate environment, in the manner in which the gardener does this for his plants (Hayek, 1975, p. 442).

Gardening is a fitting metaphor to describe the way insights emerge in the Pragmatic Inquiry process. By being attentive to the dynamic, and often subtle signs and indicators of the larger ecosystem, the gardener constantly adapts, adjusts and responds to the needs of the seedling at any given point in time, creating the conditions that encourage growth. In Steve's particular case, there were numerous insights that emerged because he was attentive, open, imaginative, responsible and courageous.

Social responsibility emerges from systems thinking

When Steve was interviewed for *Distinctions*, an internal DePaul University publication, he explained that the sustainable management programme "puts two skill sets together—business and sciences—so that students are prepared to tackle real-world issues". He continued to explain that:

> Sustainability is a "big picture" problem: It's not about changing light bulbs or driving electric cars; it's about our whole economic and social system. That's why the program is so good and so important: It takes students beyond a conventional, narrow framework (*Distinctions*, 2015).

Helping students get beyond a "conventional, narrow framework" that focuses exclusively on profits, as Steve alludes to, is precisely what PRME expects of the management classroom. The PRME aspirations require students to think in systems because a conventional, narrow framework focusing exclusively on profitability is not equipped to see the ways in which business ventures are embedded in larger socio-cultural and environmental systems. Through the Explore phase, Steve began to see that his **Cq** was embedded in an overlapping network of social, cultural, economic and ecological systems. Such an expansive vision requires an exploratory mind-set that seeks patterns of connection, which is increasingly difficult in an educational environment that Henry Mintzberg describes as a "coalition of functional interests" (2004, p. 31). In the Explore phase of Pragmatic Inquiry, students examine their **Cq** from multiple stakeholder perspectives, which significantly broadens Milton Friedman's notion of responsibility, and becomes a necessary perspective for the development of sustainable strategy.

Systems thinking: analysis and synthesis

The capacity to engage in systems thinking, which includes the mind-sets of analysis and synthesis, is a critical dimension of Pragmatic Inquiry and an important foundation for PRME. Pragmatic Inquiry aims to help students identify leverage points, the points where actions and changes in structures can lead to significant, enduring improvements (Senge, 1994, p. 114). When students are able to see the ways in which their **Cq** is embedded in a network of overlapping systems, they are better equipped to discover a specific leverage point for systems intervention.

In the Explore phase of Pragmatic Inquiry, students are asked to examine their **Cq** in the context of a network of overlapping systems (see Fig. 8.4):

- **Market** as a distinct system of needs being met (efficiently or inefficiently) by a number of organizations and sectors that operate competitively or cooperatively

Figure 8.4 **Visual representation of how multiple systems overlap**

Source: from Figure 9.5: Strategic Relationships, in Nahser (2009, p. 189). Copyright 2009. Image used with Permission.

- **Organization** as a singular, discrete system that aims to serve market needs in ways that assemble and utilize natural, financial and social capital
- **Personal** as a set of ethical, intellectual and emotional systems comprising assumptions, values, inherited viewpoints, needs and desires that shape one's world-view
- **Society** as a distinct network of complex social systems including the political, legal, religious, economic and cultural, where each system operates on different levels of scale including the micro, local, regional, domestic, international and global
- **Environment** as a finite set of ecosystems that create the conditions for all human activity, including energy, water, soil and climate that also operate on different levels of scale including the micro, meso and macro

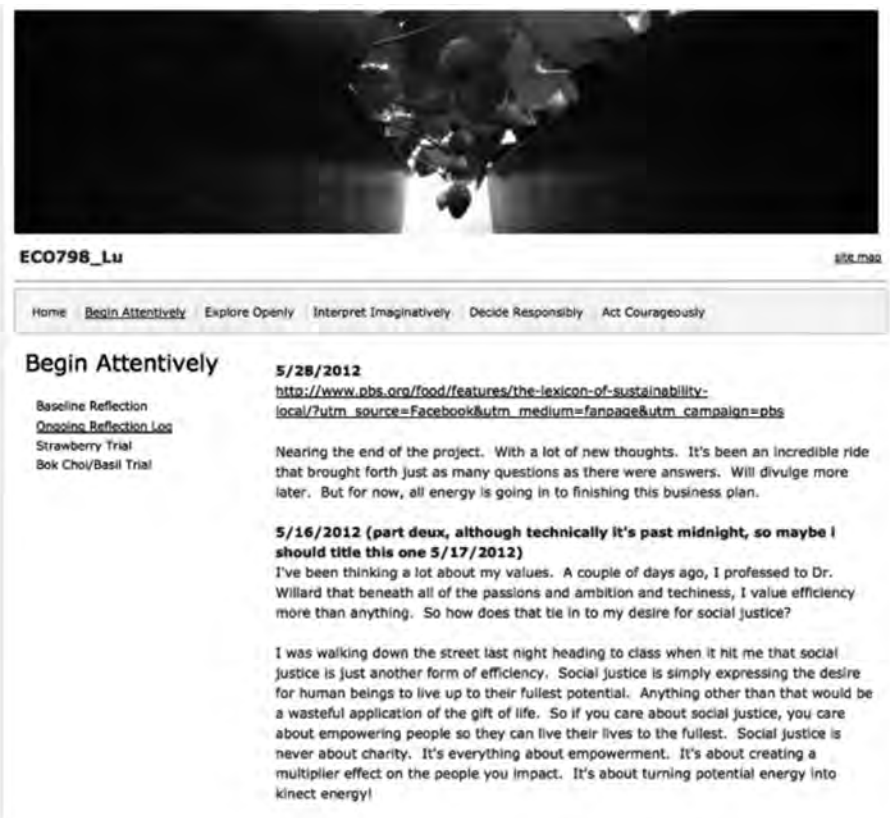
In order to facilitate such a comprehensive stakeholder systems analysis and for students to become more aware of their own habits of mind, Developing Sustainable Strategies requires students to address particular questions about each of the stakeholder perspectives in an ongoing reflection log in their ePortfolios (see Fig. 8.5). Students are also required to develop an annotated bibliography (see Fig. 8.6) of resources that sufficiently capture the various systems perspectives being considered, and the sources that will constitute their evidence. In the Explore phase students are encouraged to engage in divergent thinking, where data from their own research and reflections inspires new sets of questions, challenges assumptions and introduces entirely new perspectives, especially ones that contradict their own assumptions. Students can often be overwhelmed by complexity in this phase, which is perfectly appropriate. In later phases, students converge to a single point of action.

Understanding the analytical mind-set

The analytical mind-set is what discovers facts. From the original Greek *ana* meaning "up" and *lyein* meaning "loosen", analysis loosens complex phenomena by breaking them into component parts. It is a foundational intellectual skill of the business mind. Good analysis provides a tool for common language, shared understanding and measurement for performance (Gosling and Mintzberg, 2003). From market segmentation to pricing strategies, business students must develop the analytical skills necessary to carefully make distinctions between elements of a larger whole. While analysis is a necessary mind-set for clue gathering, it is not sufficient to yield understanding of complex systems or the explanatory narrative that binds clues together. Analysis alone can, in fact, lead to significant distortions if not balanced with the mind-set of synthesis, as Donella Meadows argues in *Thinking in Systems: A Primer* (2011). Since the Industrial Revolution, she argues, "Western society has benefited from science, logic, and reductionism over intuition and holism" (p. 4). On one hand, she continues, we are taught to analyse using rational ability—tracing paths from cause to effect, looking at things in small pieces, solving

Figure 8.5 **View of Steve's Pragmatic Inquiry digital ePortfolio (note the tabs correspond to the five phases of Pragmatic Inquiry)**

Source: used with permission and available at https://depaul.digication.com/eco798_lu/About_me/published



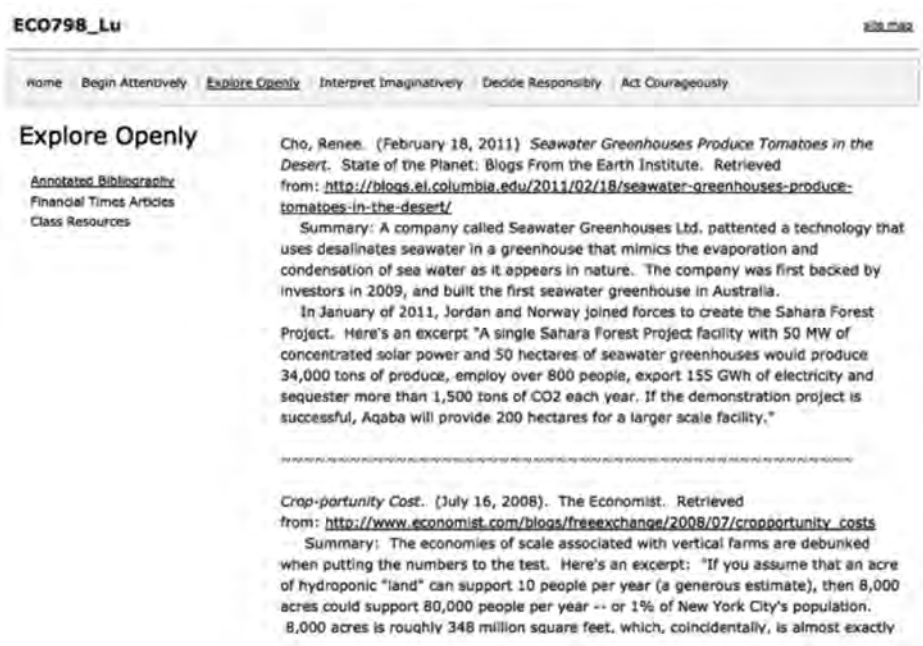
problems by controlling the world around us. On the other hand, however, we all deal with complex systems, including our own bodies, long before we were educated in rational analysis (p. 3). Insight, then, necessarily involves both mind-sets, the analytical to gather data and the synthetic to put things into a larger context:

> You can see some things through the lens of the human eye, other things through the lens of a microscope, others through the lens of a telescope, and still others through the lens of systems theory. Everything seen through each kind of lens is actually there (Meadows, 2011, p. 6).

Understanding the systems mind-set

While analysis is necessary for understanding component parts of a system, it is not sufficient for understanding the behaviour of the system as a whole. Bernard

Figure 8.6 **Steve's annotated bibliography**



Lonergan's detective analogy is helpful for seeing the relationship between analysis and synthesis:

> In the ideal detective story the reader is given all the clues yet fails to spot the criminal. He may advert to each clue as it arises. He needs no further clues to solve the mystery. Yet he can remain in the dark for the simple reason that reaching the solution is not the mere apprehension of any clue, not the mere memory of all, but quite distinct activity of organizing intelligence that places the full set of clues in a unique explanatory perspective (Lonergan, 1992, p. 3).

To continue with the detective metaphor of learning and discovery, the detective is a person who is able to connect the dots, to piece together a coherent explanation from a set of given facts. A fact or data point only becomes a *clue* when its relationship to a larger story emerges. The detective does not merely accumulate new facts or new data through analysis, she also discerns possible connections and patterns until she arrives at a coherent, explanatory narrative. Arrival at an explanatory narrative is experienced as a release to the tension of inquiry, where one may shout "Eureka!" as Archimedes did. Insight, then, is "not any act of attention or advertence or memory but the supervening act of understanding" (Lonergan, 1992, p. 3).

Clues disclose a larger explanatory narrative about an event in the way that facts can disclose a larger system as "an interconnected set of elements that is coherently organized in a way that achieves something" (Meadows, 2011, p. 11). Systems thinking, then, provides a way to piece together diffuse clues, disjointed bits of data

and an array of facts into a coherent, explanatory narrative. While such a narrative may be tentative and evolving, it is essential for discovering broader patterns of relationship and potential responses.

Some clues Steve pieced together

On 16 April , Steve discovered a clue while listening to a story on National Public Radio that examined the spread of Salmonella in some Dole brand salads. He began to think about food safety as another potential point of differentiation for his crop:

> When food is brought to these huge processing centers, the entire stock of food is then exposed to any infections, like salmonella. So the origins of the poisoning may have started in 1 farm, or maybe even introduced to the processing center from another source outside the farm. But by the time the infection is caught, thousands of pounds of food may have been infected… if food is purchased locally … the source can be more easily traced. The counter argument for that maybe that it's easier to regulate food safety if it were done aggregately… I need to think about that one.

The natural unfolding of Steve's desire to know had discovered that the larger story of food safety could be a significant reason for consumers to consider local, hydroponically grown produce:

> Last year, the Center for Science in the Public Interest compiled a list of the 10 foods that had been recalled most often by the FDA since 1990. Of all the foods in the country, leafy greens topped the list, with 363 reported outbreaks resulting in more than 13,000 illnesses … "It comes down to concentration and centralization of the food supply", said Marion Nestle, author of *Food Politics* and a food studies professor at New York University. "If something goes wrong at a place that produces hundreds of thousands of eggs, they all have to be recalled. If it's just a local farmer, it's just a few dozen".

In the Explore phase of Pragmatic Inquiry, Steve was able to analyse and synthesize different data points to see how urban hydroponics could be a disruptive innovation in a food system that is highly centralized, highly commoditized and vulnerable. Steve was also able to challenge some of his own assumptions:

> When I was talking to farmers at the Good Food Fest, I noticed that some of the farmers really loved their crop, almost as if they were their children. I can understand that now. I found myself showing pictures of my strawberries to co-workers and friends this past weekend as if they were my own kids.

But two days later, he discovered a challenging clue:

> … during class on Monday … [The professor] had mentioned to be careful not to fall in love with the product, but fall in love with the market … so many of the farmers there were really in love with their crops. And I really

> admire that … So maybe to amend [the Professor's] comment, maybe it's my job as the visionary to *fall in love with the market, so that I can help create opportunities for others to fall in love with the product* … I must remember this. Otherwise I will become too disconnected from the people that I'm trying to serve.

Learning how to fall in love with the customer, not the product, was a subtle insight that inspired Steve to pivot from growing strawberries to focus more on leafy greens, like bok choi and basil. Seeing that his venture was embedded in a larger market system allowed Steve to find other market opportunities, because the primary insight was not about strawberries, but about urban hydroponics.

Learning to become a source of value

Systems thinking is a foundational requirement for pursuing the lofty aspirations of PRME, but it is not sufficient for generating sustainable value. Managers must also understand meaning: "[t]hese days, what managers desperately need is to stop and think, to step back and reflect thoughtfully on their experiences" because "[u]nless the meaning is understood, managing is mindless" (Gosling and Mintzberg, 2003, p. 57). The reflective mind-set demands that attention be turned *inward* so that the turn *outward* is likely to see something familiar through a new lens.

The reflective mind-set in practice

Steve's ongoing reflection log reveals the importance of a reflective mind-set. He wondered if produce really was a commodity or if there could be meaningful product differentiation:

> How can one have a competitive advantage when it comes to commodities? Commodities are defined as not having any qualitative differentiation across the market, no matter who produces it … are crop (*sic*) really commodities? I believe the answer is no … Even for low quality differentiated crops like wheat or rice, the real/perceived qualitative difference can be linked to ethical factors, such as the following:
>
> 1. Method of production (hydroponics? traditional? permaculture?)
> 2. Place or origin (local produce? or imported from 2000 miles away)
> 3. Distribution method (farmer's market produce vs. mass retail)

Steve questioned whether the explanatory framework of "commodity" accurately described how he or others view produce because he found at least three elements that could be meaningfully differentiated. Had he continued to believe that produce necessarily functions as a commodity, he may not have had the insight that his crop could be meaningfully differentiated by the method of production, the place of production and the distribution method.

Steve found another very important clue when researching urban farming in Detroit. After reading an article in the *Detroit Free Press* about Michigan State University's proposal to create a 100-acre urban-farming research centre in Detroit, Michigan, Steve discovered the importance of having representation from the neighbourhoods themselves: "If the people aren't ready to go, the good ideas get scrapped". The article triggered a reflective, self-critical mind-set:

> I'm reminded to be proactive in engaging the community. This is one of my weakest points right now. And if I were to really invest in this project, I also need to consider partnering with someone with a strong connection with the community.

Although the article added another data point that reaffirmed Steve's general commitment to urban farming, it also provided an insight into the importance of community support. Through reflection, Steve realized that he did not yet have community support.

By exploring other companies working in the same space, Steve found another important clue about his own system of value. GreenUrbanPonics is a for-profit social enterprise that seeks to provide a year-round supply of fresh, wholesome, locally grown produce to urban communities. Steve discovered that "they are a for-profit organization that works closely with the North Lawndale Employment Network to provide not only produce, but jobs for the local community. YES". He discovered that GreenUrbanPonics valued community support so much that they had a dedicated person to manage community development relations.

Sustainable strategies must be driven by personal and organizational values

Pragmatism holds that we know our values by looking at the evidence of experience. Values are what ultimately drive us, as we see in Steve's experience. As Ghoshal's critique points out, there really are no such things as amoral theories.

Vision, intuition and the pre-scientific act

In "The scientific process: Vision and rules of procedure" at the beginning of his classic work *History of Economic Analysis*, the economist Joseph Schumpeter (1949) argued the act of analysis is impossible without a "prescientific act" where sensory data is recognized as having some meaning or relevance that justifies further inquiry. Schumpeter used the terms "vision" and "intuition" to refer to the mixture of perceptions and prescientific analysis that are not entirely our own. Vision and intuition are shaped by the work of predecessors, contemporaries or by ideas that float around in the public mind. For this reason, critical self-reflection is imperative and cannot be dismissed as soft skills. Rather, it is foundational if one heeds

the arguments of management scholars like Mintzberg and Ghoshal or economists like Hayek and Schumpeter.

For Lonergan, who himself was a philosopher and an economist, self-awareness describes the evolving understanding that one's conceptual categories, one's interpretive filters, are not absolute and immutable but are shaped, coloured and nuanced by the emotional life, culture and social location. The responsible manager is a person who skilfully navigates a complex realm of emotion, commitment, aversion, fear, passions, culture and meaning.

The scissor movement of insight

The relationship between data, analysis and intuition is like a pair of scissors where the upward movement of the lower blade (the accumulation of data) meets the downward movement of the upper blade (mental categories) (Lonergan, 1990, p. 293). These two different dimensions of insight are captured in the Explore and Interpret phases, where data is collected through stakeholder analysis and where accumulated data is interpreted relative to one's values, world-view and conceptual framework. Insight involves the "cutting" intersection between the two blades, one accumulating data, the other interpreting it. As a narrow focus on the lower blade of the scissors alone, the scientistic attitude fails to grasp that the categories framing, directing and explaining the data are themselves historically conditioned, emergent, open to revision and animated by values. The framing categories are expressive of human values and merit attention on their own terms. Values select which questions are asked, which facts are judged to be relevant and which categories are most useful for analysis. Values, therefore, must be viewed as a *driver* of strategy and not just an afterthought. In the Interpret phase exercises students discover within themselves a source of originating value, the values that are driving their inquiry (see Fig. 8.7).

In one journal entry, Steve discovered a very important clue about his values:

> I'm at a very interesting intersection of my life, where my values, ambition, and creativity are all juxtaposing on each other … at 28 years old I think I have enough under my belt to know not to squander an opportunity like this. I know now more than ever that I'm heading down the right path.

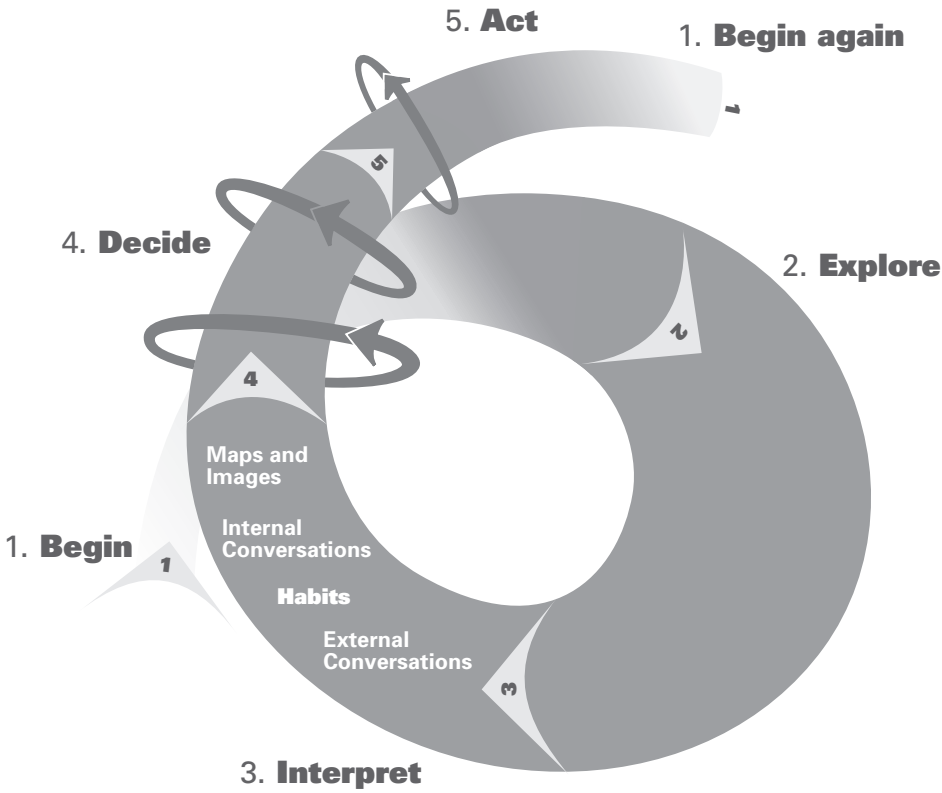
Not long after, Steve discovered even more:

> I've been thinking a lot about my values … beneath all of the passions and ambition and techiness, I value efficiency more than anything … social justice is just another form of efficiency. Social justice is simply expressing the desire for human beings to live up to their fullest potential … As a social entrepreneur, it's my responsibility to create platforms for people to find opportunities to live their lives to the fullest potential.

Having identified and clarified his own values, Steve not only found a source of meaning to sustain his ongoing inquiry, he also found a source of courage to act.

Figure 8.7 **Image of the Interpret exercises**

Source: Created by Corporantes Inc., used with permission



Pragmatic Inquiry in higher education

Steve Lu's learning experience is one of many that demonstrate Pragmatic Inquiry is a powerful pedagogical method for creating the kind of sustainable value envisioned by PRME.

Educating for responsible management is less about the transmission of existing knowledge, the mastery of big data, or the development of a set of functional skills, and we argue that the principles of Pragmatic Inquiry make a valuable addition to responsible management education and encourage students to become generators of sustainable value. PRME educators can adapt these principles in their own contexts:

- **All learning begins from doubt**. The baseline **Cq** is a set of questions that begin from a doubt, a challenge, an opportunity. This locates the entire learning process within the context of the student's experience, not a hypothetical case.

- **Insights emerge within an arc of inquiry**. At the heart of Pragmatic Inquiry is an ongoing dynamic of question-answer-action that unfolds in an arc that moves from problem to understanding to interpretation to decision and eventually to an action. Through each phase students constantly reconstruct their own experience based on new evidence.
- **Social responsibility emerges from systems thinking**. Systems thinking is one foundation of social responsibility, so students begin to think in systems when they examine their **Cq** from a variety of stakeholder perspectives. As they gather data relative to each perspective, students are constantly evaluating the credibility and sufficiency of the evidence they discover.
- **Generating value requires that students become sources of value**. Through a reflective mind-set, students begin to understand that their own values are operative in every phase of Pragmatic Inquiry, shaping the questions they ask, the answers they find and judge to be adequate or insufficient, and the actions they envision. The reflective logs help students understand what values are driving their inquiry.
- **Sustainable strategies must be driven by personal and organizational values**. Values are the dynamic source of sustainable strategy as the capacity to account for social and environmental impacts. By considering multiple stakeholder perspectives in their systems analysis papers, students uncover the extent to which their questions do or do not account for social and environmental impacts.

Additional Pragmatic Inquiry resources are listed in the Appendix.

The PRME aspirations are much bigger than management education, however, and point to a deeper commitment common to any higher educational endeavour: a desire to build the future we want. Pragmatic Inquiry is more than a pedagogical technique for the management classroom, and has been used at all levels of higher education, ranging from undergraduate courses focused on sustainability, ecology and business ethics all the way to executive education for professionals. Because Pragmatic Inquiry participants take ownership of their own inquiry, the learning environment is adaptive and responsive; the role of the instructor is not to transmit knowledge, but to facilitate ongoing inquiry. Naturally students discover and present their findings in different ways and with differing levels of complexity, but the underlying arc of inquiry is the same. As students proceed through the five phases—Begin *attentively*, Explore *openly*, Interpret *imaginatively*, Decide *responsibly*, Act *courageously*—their own habits of mind and their own values become transparent in response to a challenge they wish to address.

Considering various criticisms from scholars like Sumantra Ghoshal, there appears to be a significant disconnect between the aspirations of PRME and management education. As a result, it is reasonable to wonder how management education in its current form can develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for

an inclusive and sustainable global economy. How can the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact become drivers of business strategy?

This chapter has demonstrated that the PRME aspirations can indeed be a driver of business strategy, but only when PRME educators recognize that students themselves generate sustainable value through arcs of inquiry—Pragmatic Inquiry being one such arc—that lead to discovery and innovation. With Steve Lu's educational experience as an example, which culminated in the entrepreneurial venture of Garfield Produce Company, it is not difficult to see how the management classroom can put PRME into practice and help students become generators of sustainable value. Steve's arc of inquiry is one illustration of the power of Pragmatic Inquiry, which is why Georg Kell, former Executive Director of the United Nations Global Compact, has been so supportive: "we have begun to incorporate Pragmatic Inquiry in our work to further sustainable development—'The Future We Want'—the most pressing task facing us today" (as quoted in Nahser, 2012, p. ix).

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Appendix: Resources for educators

For a more complete overview of Pragmatic Inquiry, see the following list of resources:

Pragmatic Inquiry website http://pragmaticinquiry.org/
Nahser, F.B. (2009). *Journeys to Oxford: Nine Pragmatic Inquiries into the Practice of Values in Business and Education* (1st ed.). Global Scholarly Publications.
Nahser, F.B. (2013). *Learning to Read the Signs* (2nd ed.). Sheffield: Greenleaf Publishing. Appendix III includes a full copy of the Pragmatic Inquiry Field Notebook that explains the five phases (Begin, Explore, Interpret, Decide, Act) and the related activities, available at http://www.greenleaf-publishing.com/productdetail.kmod?productid=3793
Kelley, S. & Nahser, F.B. (2014). Developing sustainable strategies: Foundations, method, and pedagogy. *Journal of Business Ethics,* 123, 631-644. Retrieved from http://works.bepress.com/scott_kelley/16/
Steve Lu's Digication ePortfolio, which is used in this chapter with permission and is available at https://depaul.digication.com/eco798_lu/About_me/published

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Conclusion

Managing our students' learning through our professional practice

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This book enhances our understanding of responsible management education and the PRME Principles by deeply considering the *process of educating* the next generation of responsible managers within and beyond the boundaries of higher education. The authors—both academics and practitioners—share their perspectives on responsible management pedagogy from a variety of geographies (10), several academic and private organizations (over 50), numerous industry sectors and a wide range of theoretical orientations.

As a whole, the chapters in this book cover each PRME Principle and offer a variety of innovative strategies available to integrate responsible management education (RME) into existing classes, RME classes, modules, courses, curricula and co-curricular. Furthermore the authors address not just the "how", but the "why" and "so what" through the practitioner voices seen throughout the text. Some of the pedagogical ideas are well established through the long-term work of dedicated instructors, and some examples are early experiments with mixed results pointing us towards new possibilities and flagging areas for concern. One steadfast feature is that each chapter offers specific ideas for adaptation to different courses, classrooms and institutional contexts.

The chapters remind us about the numerous opportunities to innovate responsible management education by bringing attention to new pedagogies and change strategies that enhance responsible management content. As we know, specialized RME classes are not enough and the responsibility management complexities facing managers in all sectors—as highlighted in the Sustainable Development

Goals—urgently demand that we find even more approaches like these to help develop responsible management competences while learning responsible management content.

In this chapter we begin with a discussion of the "So what?" including a reflection on the process of integrating theory and practice with our academic and managerial voices. Second, we identify the common and distinct educational philosophies, research traditions and theoretical models seen in the chapters. Third, we discuss opportunities for further responsible management education research in the various scholarships (Boyer, 1990). Finally, in the spirit of application incorporated in all the chapters, we close with two reflection questions for the book that support self-directed professional development and inquiry.

What were our aspirations for this book? We started with the idea that the book's unique selling proposition (USP), modelling Principles 5 and 6, Partnership and Dialogue, offered a new integration of management scholarship. This was our deliberate attempt to address the theory–practice division commonly complained about by managers and academics alike. What came of this notion included a variety of chapter structures and, more importantly, the emergent themes that we captured in the introduction: Out of the comfort zone—into the learning zone; Risk taking; Ambiguity; Engagement; Interdisciplinary intersections and integration; and Mind-sets. We acknowledge that these themes are the typical fodder of conclusion chapters, yet proved too insightful to hold back and thus created the new organizing structure for the book set forth in the introduction. These themes tell us that similar challenges are faced around the globe and responsible management educators benefit from specific abilities such as emotional and social intelligence, creativity, risk taking, managing uncertainty, co-learning, holistic thinking, and reflecting and interrogating one's fundamental teaching philosophy.

Management education is a constantly evolving field needing to react to new trends within our globalized business environment and adapting to the constant innovation and technological revolutions. We offer that RME must be both reactive to global trends and more proactive in terms of responding to the world's needs as were articulated in the first chapter within the Principles for Responsible Management Education (PRME) framework, as well as the new Sustainable Development Goals (SDGs) adopted by the United Nations. For a cohesive educational experience responsive to these dynamics we now conceptualize RME quite broadly: content (what), process (how), instructors (who) and the location (where). The "what"—as covered briefly in the Introduction and in Chapter 2, illustrated the dramatic growth of the RME field, which is providing more content on a monthly basis. The "how"—as demonstrated in numerous ways across chapters—detailed a wide range of possibilities at several levels: activity, course/module, curricular and institutional. The "who" is evidenced in the passionate commitment of responsible management educators to teaching and learning throughout the chapters. Furthermore, we have a broader understanding of the institutional side—the context and "where" the instruction happens and the type and scope of innovation needed and what's possible. Indeed, from these chapters we see plenty is possible within resource-rich and resource-constrained contexts.

Theory–practice challenge

We experimented with a new format for knowledge development in this book by utilizing the theory–practice chapter framework, and it is important to share our reflections on this experience, as we feel that it has the potential to influence the way we undertake management education. As captured in PRME Principle 5, Partnership, and Principle 6, Dialogue, PRME's fundamental opportunity is moving business schools towards broader engagement with society in their curriculum and in their organizing structures. Our notion was that bringing managers and leaders into the conversation about responsible management pedagogy would provide a direct validity test if you like. Furthermore, we sought to directly address the common critique of relevance, which is often a criticism of responsibility management topics: does learning social responsibility, ethics, stakeholder management or any of the myriad RME concepts really matter in the "cut-throat" world of business? It turns out, yes, it does matter, practically and urgently! This reality testing is a necessary part of keeping RME relevant, which is often challenging because it goes against institutional values, practices and reward systems.

Combining the academic and practice voices, however, proved difficult at times, despite our awareness of the challenges of the theory–practice divide (Rynes *et al.*, 2001; Van de Ven and Johnson, 2006). Initially we prepared for the uncertainty by creating an academic–practitioner template for chapters and then realized quickly that discussing alternative authoring options presented by authors would expand that framework further. Next, we developed a structured style of evaluating chapters. Yet it was hard to know initially when we were there, when chapters had achieved a point of integration between research insights and practical know-how. From our perspective, there were no current models for this style of writing within management education. Sure there were case studies that honoured and centred the storytelling of practitioner voices and, yes, there were textbooks with excellent highlighted boxes of best practice stories of responsible management leaders—but nothing quite like our vision.

Academic authors, including ourselves, needed to find ways to speak about our teaching and learning practices with managers without our typical jargon and assumptions about knowledge base. We also needed to reflect on our networks with managers and assess who might have the interest, ability and time to engage in such an endeavour. Managers needed to step back and reflect on the basis of their opinions and justifications, remembering to include both personal experience and research. We observed that managers typically do not get opportunities to comment and critique academic teaching, and this new territory required coaching and discussion.

All the chapter authors, even us co-editors, experienced challenges weaving these two voices into a harmony—new understanding for responsible management educators which is reflected in the various implications for practice sections. Despite these challenges and numerous revisions the nearly 20 practitioners

working across many sectors and many organizational forms (non-governmental organizations, social enterprise B Corps, worker owned, small business, large corporations) all willingly engaged with the academics. They urged us to continue experimenting with new approaches in the classroom and in our management education reform initiatives.

We hope that both academics and practitioners are motivated by this joint scholarship and continue to find other ways to integrate real world realities with systematic inquiry, through co-authorship such as in this book, practitioner peer review of academic scholarships and designing joint research projects. Based on our experience of academic–practitioner co-authorship, we acknowledge that this is a time-intensive commitment. While we would advocate this approach to readers, we acknowledge this is not possible in some circumstances.

Underpinning theoretical and educational frameworks

Educational philosophy

We can gain further insights by reflecting on the unifying and distinct educational philosophies, research traditions and theoretical models in the book. Broadly speaking, most of the authors approach their chapters from a constructivist perspective, which is an epistemology (theory of knowledge) popular in the humanities and social sciences, offering that humans generate understanding from their experiences and their ideas notably described by Jean Piaget among others. Not surprisingly, many authors explicitly claim the influence of pragmatism, an educational philosophy that values dialogue, joint knowledge development with students, and embraces ambiguity building (Ornstein and Levine, 1997). These educational philosophies have direct implications for the personal and teaching competences needed by RME instructors—those with strong facilitation skills, emotional and social intelligence, and ability to manage ambiguity.

Research traditions

This book included chapters positioned within different research traditions and for the purposes of this chapter, we discuss these distinctions in terms of first-, second- and third-person research practices. Starting with third-person research practice, this approach "aims to take small scale projects to create a wider impact" (Reason and Bradbury, 2006, p. 6). Third-person research practice includes familiar social science research approaches. In the book this included chapters covering survey research (Chapter 16 by Foray, Leigh, Goodnight and Cycon), comparative case analysis (Chapter 15 by Warin and Beddewela), the state of the literature in the field (Chapter 2 by Hayes, Parkes and Murray) and field critique (Chapter 14

by Tyran and Garcia). Collectively these pieces provide foundational information about our applied practices in the classrooms, in our institutions and emerging scholarly conversations to which all of the chapters can be connected. We see that this type of structured descriptive research is important for us to reflect on responsible management education—what is actually happening (or not), how disciplines engage RME and emerging ideas.

Our book's structure, with the theory–practice voices, is a type of hybrid second-person research approach since some of the chapter authors met together in person and others worked collaboratively, but virtually. Formally, second-person research practice, "addresses our ability to inquire face-to-face with others into areas of mutual concern" (Reason and Bradbury, 2006, p. 6). Within the context of this book, RME process formed the mutual concern for academics and practitioners, and numerous chapters highlight a variety of second-person research including the following: Swamy and Keegan's focus group interviews of faculty in their service-learning course (Chapter 12), Wagenberg and Gutiérrez's joint reflection on their responsible entrepreneurship course (Chapter 5), Sunley and Coleman's discussion about responsible learning mind-sets (Chapter 3), and Glaser and Sunley's chapter with the opening section that describes their transformative "Level III" conversation (Chapter 7). Additionally, the two in-depth case studies of the Global Integrative Module (GIM) and the Daniels Compass focus on the local and global levels, respectively. Mayer and Hutton with their alumni voices provide the readers with the long-term view of RME reform, as the chapter discusses the numerous iterations of a RME curriculum over the past several decades (Chapter 10). The GIM chapter evidences the possibilities of how mutual concern for social impact education can be delivered in a virtual platform (Chapter 13).

At the individual level, several chapters provide models and suggestions on how to enhance the first-person research practice, which is defined as "address[ing] the ability of the researcher to foster an inquiring approach about his or her own life, to act choicefully and with awareness and to assess effects on the outside world while acting" (Reason and Bradbury, 2006, p. 6). We observe this awareness taking many forms through student orientation to consciousness-based education (CBE in Chapter 11 by Heaton, Schachinger and Laszlo), pragmatic inquiry as a philosophy-based learning approach (Chapter 8 by Kelley and Nahser), and the sustainability mind-set (Chapter 9 by Rimanoczy). Of note, Humphries, Casey-Cox and Dey (Chapter 4) integrate both first- and second-person research practices by combining their own personal reflection on their identities and their community conversations about the role of plastic in food production.

Theoretical traditions

Theoretically, there is a wide range of conceptual traditions utilized in the book from traditional management education models to more normative and humanistic ones. For instance, Humphries, Casey-Cox and Dey (Chapter 4) introduce *mihis* that stem from indigenous traditions and these insights alerts us to the dialogic

richness and new frontier possibilities for responsible management education. The notion of consciousness-based education (CBE) in the chapter by Heaton, Schachinger and Laszlo (Chapter 11) alerts us to the power and potential of personal reflective practices such as the wisdom tradition of Transcendental Meditation. While present in management research, we see need and potential for these practices steeped in millennia of experiences in various parts of the world.

Several chapters emphasize the concept of holism and holistic educational practices as fundamental for student development. Holism is a concept which offers that systems, whether biological or social, must be viewed as a whole and not the sum of discrete parts. Holism is pointedly observed in all the first-person research chapters which take a systemic view of learning, incorporating personal discovery, cognitive knowledge, emotional intelligence and learning through doing. This integrative notion is seen in Sunley and Coleman's consideration of the "Relational Model of the Learning Self" (Chapter 3) and in Rimanoczy's notion of sustainability mind-set in "A holistic learning approach for responsible management education" (Chapter 9). Given that the main challenges facing RME are quite complex, we see that comprehensive learning that includes holistic concepts and systems thinking will be needed more and more by future managers.

Beyond management theory

The notion of learning from the humanities and other non-management social science research is a powerful focus in many chapters as our authors fused insights from numerous disciplines. Sunley and Coleman model this in their responsible learning chapter by synthesizing liberal learning with human spiritual growth and students as agents in their own developing narratives (Chapter 3). Kelley and Nahser demonstrate the utility of moral philosophy in their detailed chapter on pragmatic inquiry (Chapter 8). Finally, the practitioner-based research and insights from neuroscience informed Glaser and Sunley's chapter on communication (Chapter 7). Now more than ever new knowledge and enduring knowledge from humanities, social sciences and natural sciences should inform new ways of thinking in responsible management education.

Interdisciplinary starting point

As mentioned in the introduction, a handful of the courses discussed in the book began with an explicit interdisciplinary framework such as the introductory business class at Babson where integrative learning is enhanced with behavioural ethics in the "Giving Voice to Values" framework detailed by Manwaring, Greenberg and Hunt (Chapter 6). Likewise, the GiveGoa service-learning projects presented by Swamy and Keegan highlight the universal and particular challenges for community-based learning in emerging market contexts (Chapter 12). The Global Integrative Module (GIM), another type of social impact-focused project-learning, stretches our imaginations to think about how to move impact from local to glocal

context with the technology mediated, team-based project learning (Chapter 13). Again, we emphasize that integrative and interdisciplinary thinking is essential for management education reform because the challenges do not begin or end within disciplinary boundaries.

Future research opportunities

Responsible management education inherently pushes us to the edge of current knowledge and practices. To successfully teach RME topics we must stay in touch with current and emerging themes from a wide range of disciplines as the various responsibilities we seek to prepare our students for become increasingly complicated and urgent. To use a US metaphor, RME educators are creative outliers, proverbial "cowboy and cowgirl" instructors. What new knowledge, resources and competences will these educators need to push forward the frontier?

The premise of the book suggests that what we consider scientific knowledge (i.e. scholarship that identifies new discoveries or "Scholarship of Discovery") is not enough and we must have a deeper understanding of pedagogical process, known as the "Scholarship of Teaching and Learning", in order to deliver our important and compelling responsible management content. Furthermore, we offer that these scholarships in sum should promote skilful and useful application in the real world. We provide our suggestions by unpacking these "scholarships" popularized in Boyer's (1990) influential essay, "Scholarship Reconsidered".

In this work, Boyer argued persuasively that academic knowledge production can be considered beyond our narrow conception of new scientific discoveries and instead be reconceptualized into four broader domains: 1) Scholarship of Discovery, 2) Scholarship of Integration, 3) Scholarship of Application, and 4) Scholarship of Teaching and Learning. First, Scholarship of Discovery focuses on adding new information to human knowledge. For example, in the responsible management domain we draw upon the essential work done by scientists who have come to understand the role of CO_2 in global climate change.[1] Scholarship of Integration involves making connections between disciplines for new insights—for instance, the rapidly developing field of environmental psychology. This is where interdisciplinary understanding is developed through synthesis. Boyer offers that integration stems from "new intellectual questions and pressing human problems" (1990, p. 21). Third, Scholarship of Application moves from knowledge development into more direct engagement by addressing the question: "Can social problems themselves drive an agenda for scholarly investigation?" (1990, p. 21). Scholarship of Application turns knowledge into action by addressing real-world issues. For responsible management educators, this can be taking water consumption

1 See http://climate.nasa.gov/scientific-consensus/ for a summary.

research and developing a simulation or assessment tool to determine an individual's or institution's water footprint.[2] Lastly, the Scholarship of Teaching and Learning (SoTL) is making public research on student learning to advance teaching. This book is an example of SoTL. In sum, these four types of scholarship are very relevant for responsible management educators as our competences relate to being able to access the latest scholarship of discovery and scholarship of integration in order to present relevant content to our students.

Of note, a few years later, Boyer extended his notion of scholarships to include an additional category "Scholarship of Engagement". In his essay he contended that: "[t]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement" (1996, p. 11).

Scholarship of Engagement (SoE), also known as public scholarship or community-engaged scholarship, disrupts conceptions of faculty work as research, teaching and service and instead encourages faculty to bring any of the scholarship categories together to address pressing social, civic and ethical problems. At its core SoE is about collaboration between academics and the lay public. Within the context of this book SoE is represented by the academic authors and the working managers and practitioners. Below we build upon these categories as a framework to encourage the development of new RME scholarships.

Scholarship of Discovery research: change focus

RME as it innovates educational practices, also contests long-standing practices and traditions as highlighted in Mayer and Hutton's chapter on three decades of RME reform (Chapter 10) and Warin and Beddewela's chapter on RME institutionalization barriers, drivers and enablers (Chapter 15). Thus, for deep change and systematic adoption of RME throughout an institution or, as PRME advocates, across all business schools, new insights are needed regarding organizational change within a higher education context. Therefore, we see that more research is needed to evaluate such questions as:

- What are the shared challenges for business schools creating sustainable economic, social and environmental value?
- What challenges are distinct in different regions of the world, economic contexts or institutional settings?
- How is institutional change similar and different in higher education institutions (HEIs) compared with other sectors?
- Which factors facilitate change towards more RME integration from the position of different internal stakeholder advocates (students, untenured faculty, tenured faculty, administrators, alumni, etc.)?

2 e.g. http://waterfootprint.org

- What are the challenges and obstacles to values-based education/management practice in politically and ideologically mixed contexts?
- How can external organizations accelerate change (i.e. accrediting agencies, government, NGO think-tanks [cf. Aspen Institute] and advocacy groups [cf. People & Planet], chambers of commerce, ranking organizations, etc.)?
- How do institutional resources impact RME change (i.e. doctoral granting institutions, teaching-intensive institutions, "Global North" vs. "Global South" HEIs)?
- Which stakeholders, constituencies and actors benefit from resisting RME?
- What can be learned from the history of management education and other large curriculum shifts in the last century?

Scholarship of Integration research

Given our modern social, economic and ecological interconnection, scholarship of integration, and its emphasis on knowledge synthesis, is critical for preparing responsible managers for the unknown complex challenges they will face. The following questions relate to practical dimensions of scholarship of integration.

- How can best practices for interdisciplinary and trans-disciplinary education from the humanities and other professions be utilized in RME?
- What PhD training and professional development is needed to help cultivate more integration between managerial and organization studies and other social sciences, humanities and natural sciences?
- What incentive systems, policies and organizational structures facilitate scholarship of integration research and use of scholarship of integration in the classroom?

Scholarship of Application research

We believe that the Scholarship of Application (SoA) with its focus on turning knowledge into action holds tremendous untapped potential for responsible management education. Our questions focus on applying managerial and organizational knowledge through course or module settings, although we acknowledge that SoA can occur in many other ways.

- What are the similarities and differences between the wide range of application-focused learning approaches such as problem-based learning, student consulting, design thinking, workplace learning, service-learning and action research? Which approaches are better suited for various student populations, development contexts and instructor ability or experiences?

- What changes are needed in policies and organizational norms to encourage more scholarship of application through class assignments and projects?
- What educational best practices support positive and fruitful application experiences by students within real organizations? Are there differences based on the organizational sector or size such as students working in family run organizations vs. larger corporations, students collaborating with NGOs vs. businesses, or students working with start-up ventures?

Scholarship of Teaching and Learning research

Scholarship of Teaching and Learning (SoTL) is the intent of this book, to make public research on student learning to advance teaching, especially as it relates to responsible management. Given the burgeoning RME literature and the contributions here, we sense that management education is on the edge of a fundamental shift and that many research opportunities remain for RME SoTL.

- What are the key RME skills and competences needed for future managers? Which pedagogies best support their development?
- How does co-curricular learning influence RME learning?
- What global differences exist in teaching RME?
- What competences do instructors need to teach RME?
- How do different learning platforms impact RME education (i.e. face-to-face, hybrid, virtual, MOOC [massive open online course])?
- How can gamification, virtual laboratories and other online technologies be harnessed to support RME learning?
- What is the state of affairs for undergraduate access to RME courses? How does access to RME courses at the bachelor level impact early career decisions and opportunities?
- What ethical values underpin education for socially responsible leaders? How are the values of social responsibility incorporated into academic and business activities? What are the challenges and obstacles to values-based education/management practice in politically and ideologically mixed contexts?

Scholarship of Engagement research

While similar to Scholarship of Application, Scholarship of Engagement (SoE) seeks to fundamental redefine the nature of academic work and knowledge development. In the SoE framework faculty reorient their focus on creating social impact through their research, teaching and service. This shift cannot come fast enough

based on the global needs specified in the UN SDGs. Numerous questions, conceptual and practical, remain in this domain.

- What models exist for faculty blending responsibility management research that impacts scholarship, practice (application), and teaching and learning?
- How can business schools learn from institutions that have institutionalized SoE at the department, unit, school or university level? How might institutional arrangements (public vs. private, unionized vs. at will contracts) and national rules and regulations impact policy changes?
- Which fundamental skills and competences are needed for SoE beyond the traditional social science training of typical business school faculty?
- How should faculty evaluation and reward systems be adjusted in business schools to allow for SoE?

As seen from the suggested research questions, responsible management education reform with Boyer's model provides a structured approach to considering where we need to proceed as a field. A unique aspect of this book—academic and practitioner co-authorship—provided a RME laboratory where we observed multiple scholarships simultaneously. The book's focus is on providing knowledge to advance RME teaching—SoTL, Scholarship of Integration (SoI) with the introduction of non-management disciplines and models, and Scholarship of Engagement (SoE) with the examples of faculty reworking their activities, courses and entire curriculum—to ensure a direct connection between business schools and society.

Challenges and suggestions

As responsible management educators, we are keenly aware that numerous challenges impede faster progress towards the types of innovative and integrative educational practices we advocate. We summarize them here to raise awareness and at the same time, point out how the pedagogies described in this book managed to negotiate with, out run and incorporate some of these barriers.

Over the years we have heard reoccurring complaints from responsible management educators and academic leadership favouring reform. The first is time constraints. With the changing and increasing demands on academics, time is our ultimate currency. Academics at all types of institutions struggle with finding space to refresh, renew and realign courses and curricula. Second, institutional policies and practices do not always support RME needs. For instance, many faculty have to choose between attending "research" (a.k.a. Scholarship of Discovery) conferences and pedagogy conferences (SoTL), specialized responsible management conferences (SoI) or practitioner conferences (SoE and SoA). Third, there is often a large gap between the espoused value of RME and the enacted value of how faculty is

rewarded. This relates to what "counts" (SoD) and does not count (SoTL, SoI, SoA, SoE) in faculty promotion. Finally, RME reforms can disrupt the power and politics within institutions, as such changes can contest the taken-for-granted arrangements (what classes are taught and how) and disciplinary assumptions (how fields contribute to sustainability or foster corrupt practices).

We offer that this book provides educators with several snapshots of RME pedagogy in action from a wide variety of settings. While individuals can work to identify RME resources strategically, more structural support is needed from academic administrators in two key areas: policy and culture.

To begin, institutional policies define the implicit and explicit values of institutions. Many business schools prioritize Scholarship of Discovery (SoD) by publishing in top tier journals. We agree that this is important; however it should not be the exclusive focus for faculty if RME is to be taken seriously. Therefore, institutions that seek to deeply integrate RME must consider adopting a wider view of scholarship and seek to translate these into policies such as travel reimbursement (i.e. allowing attendance at pedagogy conferences and RME convenings), professional development (i.e. supporting faculty with funds and time to develop RME skills), internal research grants (i.e. including RME SoTL as a valid category), and all other resources that support faculty training and networking. Additionally, all faculty reward and promotion policies need to be reconsidered in light of any RME reform so that the different scholarships, especially SoTL, are properly valued by incorporating inclusive language within faculty governance documents. A related action is assessing current institutional metrics in place at institutions, such as course evaluations and student evaluation of teaching (SET) which can provide useful information. However, the more innovative RME teaching practices are not always measurable and conceptually commensurate with traditional institutional metrics which are based on a positivist, within-the-classroom-walls view of learning. For instance, SETs prioritize structure and order, whereas experiential learning practices require different skills such as facilitation, improvisational lectures and co-instruction, which are often not measured. Steps such as these will help the next stage of RME reform by creating structural alignment between RME values and actual institutional priorities and desired outcomes.

Personal reflection

Following best practices for education and a core theme from several of our chapters, we invite you to reflect on your reading.

- **Theory**: Which of these concepts, themes and approaches resonated the most with your pedagogy and why?
- **Practice**: What will you now apply in your classroom practice?

The purpose of the concluding reflection was fourfold. First, we sought to offer our thematic integration, emerging from our small collective of global pedagogy innovators. Second, we aspired to share our reflections on the theory–practice authorship model. Third, we worked to prioritize research directions for responsible management education through the lens of Boyer's types of scholarship. Fourth, we developed opportunities to reflect on the book through the discussion questions. We believe this textbook complements the existing PRME scholarship by emphasizing the process, the how, the pedagogy for responsible management education. It calls attention to the creativity, resources and time needed to innovate and why we should. As spotlighted in these chapters, RME opportunities exist in all types of institutions and in all types of courses across the globe.

As we prepare the next generation of thought-leaders as managers and citizens, we as instructors must follow the insights from the (un)learning literature and to remain agile and adaptive we must "manage unlearning", which is a shedding of organizational schemas and routines in order to provide space for new ideas. For RME this process relates to our fundamental beliefs about teaching, historic practices and preferences (de Holan and Phillips, 2004, p. 1611).

We contend that managing unlearning will permit the transformation needed to broaden our perspectives. Helena Barnard, Director of Research at the Gordon Institute of Business Science, University of Pretoria, summarizes this situation for RME educators (Wright and Brown, 2014, p. 8):

> Thought leadership requires an even wider understanding of different worlds. This challenges us, the faculty, to be brave and open doors to worlds where our students may be scared to venture alone. We need to guide future leaders to engage more fully with the world. We need leaders who can look at the "margins" and not just the "centre" of business; leadership who can question those categorizations. The mechanisms of deprivation—poverty, poor education, crime—shape economies and business as much as mechanisms of privilege and excellence. We need to connect both those worlds.

It is our hope that the models provided in these chapters, and ideas generated by reading and applying them in your learning environments, will help build those connections and cultivate the new generation of responsible managers and leaders.

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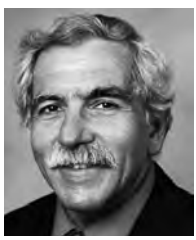

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It is well known that the global community is looking towards business to play its role in creating a just and fair economy. This increases the urgency and relevance of new approaches to management education that can engage and foster socially responsible leaders who are resilient, creative and innovative thinkers.

Educating for Responsible Management profiles cutting-edge approaches to pedagogy for the **Principles of Responsible Management Education** (**PRME**) that go beyond current discussions of sustainability and corporate social responsibility content, to include a wider lens that highlights the processes of educating the next generation of responsible managers.

The book draws together leading thinkers, practitioners and management education to share their practice and research on how management educators can prepare themselves, their students, the learning environment, and their teaching resources to meet these challenges. These conversations across practice lines highlight a range of innovative pedagogical approaches and methods, used by responsible management educators around the world, to provide effective learning experiences.

In an effort to transform management education, the understanding of transformative approaches is imperative. Demonstrated through original and collaborative content, from a vast array of practitioners and thought leaders around the world, this book provides innovative approaches to RME [responsible management education] that are easily relatable. It is a must-read for all individuals who are interested in shaping the business of tomorrow.

Jonas Haertle, PRME Secretariat, UN Global Compact

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