



OBTC 2016 at Walsh University
June 8th – 11th, 2016

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) The Influence of Principles for Responsible Management Education initiative in Higher Education

The Principles for Responsible Management Education initiative (PRME) seeks to, "...To inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration among the United Nations, the Global Compact, and academia." Higher Education Initiatives (HEIs) and partners of PRME form a network of the world's leading voluntary corporate citizenship initiatives, which, in collaboration with the UN Global Compact, includes thousands of businesses from every continent, hundreds of Higher Education Institutes worldwide, and numerous other stakeholders.

PRME provides a platform for Signatories to engage with each other, as well as business, civil society and individuals around the world. This engagement is supported by their Steering Committee, including accreditation organizations AACSB, EFMD and many others; the UN Global Compact; UN partners; and numerous other Supporting Organizations. PRME is committed to their the six principles, to uphold practices for responsible management education and to demonstrate responsible leadership to their stakeholders.

Participation in PRME offers many competitive advantages to a Signatory (HEI partner) or Supporting Organization (business partner). Through their annual conferences, regional meetings, and working groups, PRME is able to promote a theme of service and goodness globally through management education.

Through this session, the study seeks to highlight the value of PRME globally, as well as through the North American context. This study seeks to explore PRME resources as a means of teaching and learning responsible management education throughout the context of higher education. This will be accomplished via discussing the regional programs and partnerships, student organizations, testing mechanisms, and physical resources which PRME has inspired. Further discussion on how PRME is being or can be modeled to fit individual HEI contexts can be developed through discussion and dialogue.

Keywords: Principles for Responsible Management Education (PRME), UN Global Compact, Responsible Management Education, Sustainable Development Goals (SDGs)

2) Format

___ General discussion session

This framework is suited for students in a traditional, online, or blended classroom. It may be easiest to implement in a traditional classroom, however online has the advantage of having a broad reach. Students may be undergraduates, postgraduates or PhD level students. Material is mostly geared for students in business or management courses, as it primarily focuses on PRME's mission, "...To inspire and champion responsible management education, research and thought leadership globally."

3) Time Requested:

___ 30 Minutes

4) Planning Details:

No further material required at this time

5) Teaching Implications:

The Principles for Responsible Management Education is an initiative of the United Nations and Global Compact. PRME is a truly global initiative with established Chapters in Brazil, DACH (German speaking areas), Latin America and Caribbean, MENA, Nordic, and UK & Ireland. Emerging Chapters are developing as PRME Chapter ASEAN+, Australia/New Zealand, CEE, East Asia, Iberian, India, North America and South America.

As PRME is already quite developed in it's promotion of responsible management education, the initiative has developed a proven record of connecting like-minded individuals and working groups to promote issues of Human Rights, the Sustainable Development Goals, and Agenda 2030. This is a very relevant time to discuss the resources and opportunities that PRME generates as a catalyst for responsible management education. Additionally, the PRME North America Chapter plans to evolve from an "Emerging" to "Established" Chapter at the upcoming 2nd PRME Regional Meeting North America, 4-6 February 2016. All of these updates and advancements surrounding the PRME community make it a highly relevant time to discuss the influence of PRME as bridge for connecting academics and industry practitioners from around the world.

Learning Objectives include:

- Discuss the work of the Principles for Responsible Management Education, and tactics for teaching Agenda 2030 and the Sustainable Development Goals (SDGs)
- Highlight interviews with PRME staff, including Jonas Haertle, Head; Florencia Librizzi, Senior Manager of Chapters; and Sigrun Skudem, Coordinator.
- Examine management theories surrounding the PRME initiative, and how the mission can be translated across different teaching and learning contexts
- Converse about the advancements of PRME internationally, and how North American Colleges, Universities and Business Schools can work to engage with the themes of the Sustainable Development Goals

6) Session Description and Plan:

This session will first clarify what PRME is, how PRME fits with the UN Global Compact, and United Nations as a whole. The mission and applications of PRME will be discussed by highlighting best practices from HEIs globally, by use of their individual Sharing Information on Progress (SIP) reports. Further examination of the individual Working Groups and resources available online for the promotion of Anti-Corruption, Business for Peace, Business and Human Rights, Climate Action, Gender Equality, Poverty, and many more. Participants will be involved by taking this discussion to a personal level, and discussing how PRME can be promoted amongst their own HEI community and classroom.

7) Application to Conference theme:

“Service” implies the action of helping others. This cry is echoed through throughout each of the Sustainable Development Goals. From the Goals of “Quality Education”, “Reduced Inequalities”, and “Poverty Eradication” to more environmental based goals for “Climate Action” and “Affordable and Clean Energy,” the seventeen Sustainable Development Goals and 169 targets take up the call for individuals to serve their world over the next fifteen years and into the future.

The Principles for Responsible Management Education initiative helps to promote this message through their Six Principles: Purpose, Values, Method, Research, Partnership and Dialogue. The resources and opportunities that PRME provides allow Higher Education Institutes (HEIs) to engage with this higher call to be “United in Service.”

8) Unique Contribution to OBTC:

This study has not been presented before, nor is it under current review elsewhere. This study will add value to other studies which OBTS promotes through the Journal of Management Education and Management Teaching Review. As educators and

researchers work to promote values of responsible management education in the classroom, this study highlights opportunities for international collaboration. Additionally, it provides a framework for implementing PRME resources, working groups, and UN SDGs in the classroom. While some conference attendees may already be engaged with PRME, it allows those that are not to develop their own ideas of how PRME may be used in their own classroom and regional context.

Additional Resources:

- Adler, N. J., & Harzing, A. (2009). When Knowledge Wins: Transcending the Sense and Nonsense of Academic Rankings. *Academy Of Management Learning & Education*, 8(1), 72-95. doi:10.5465/AMLE.2009.37012181
- Alcaraz, J. M., & Thiruvattal, E. (2010). An Interview with Manuel Escudero: The United Nations' Principles for Responsible Management Education: A Global Call for Sustainability. *Academy Of Management Learning & Education*, 9(3), 542-550. doi:10.5465/AMLE.2010.53791834
- Amann, W. (2015). Anti-corruption. Sheffield (Reino Unido): Greenleaf.
- Brink, K. E., & Costigan, R. D. (2015). Oral Communication Skills: Are the Priorities of the Workplace and AACSB-Accredited Business Programs Aligned?. *Academy Of Management Learning & Education*, 14(2), 205-221. doi:10.5465/amle.2013.0044
- Buono, A. F. (2015). An Introduction to Management Consultancy. *Academy Of Management Learning & Education*, 14(1), 144-147.
- Cop21paris.org,. (2016). UNFCCC COP 21 Paris France - 2015 Paris Climate Conference. Retrieved 15 January 2016, from <http://www.cop21paris.org/about/cop21>
- Costigan, R. D., & Brink, K. E. (2015). Another Perspective on MBA Program Alignment: An Investigation of Learning Goals. *Academy Of Management Learning & Education*, 14(2), 260-276. doi:10.5465/amle.2013.0315
- Csuri, M., Laasch, O., Nasher, R., & Weybrecht, G. (2013). *Inspirational Guide for the Implementation of PRME* (2nd ed.). New York: Greenleaf Publishing.
- Education), P. (2012). *Inspirational Guide for the Implementation of PRME*. Sheffield: Greenleaf Publishing.
- Flynn, P. (2016). *Overcoming challenges to gender equality in the workplace*. [S.l.]: Greenleaf Publishing.
- Forray, J., Leigh, J., & Kenworthy, A. L. (2015). Special Section Cluster on Responsible Management Education: Nurturing an Emerging PRME Ethos. *Academy Of Management Learning & Education*, 14(2), 293-296. doi:10.5465/amle.2015.0072
- Gentile, M. (2010). *Giving voice to values*. New Haven [Conn.]: Yale University Press.
- Gentile, M. C., & Samuelson, J. F. (2005). Keynote Address to the AACSB International Deans Conference, February 10, 2003: The State of Affairs for Management

- Education and Social Responsibility. *Academy Of Management Learning & Education*, 4(4), 496-505. doi:10.5465/AMLE.2005.19086791
- Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. *Academy Of Management Learning & Education*, 4(1), 75-91. doi:10.5465/AMLE.2005.16132558
- Giacalone, R. A., & Thompson, K. R. (2006). Business Ethics and Social Responsibility Education: Shifting the Worldview. *Academy Of Management Learning & Education*, 5(3), 266-277. doi:10.5465/AMLE.2006.22697016
- Greenberg, D. N. (2015). Globally Responsible Leadership: Managing According to the U.N. Global Compact. *Academy Of Management Learning & Education*, 14(2), 297-299. doi:10.5465/amle.2015.0080
- Grey, C. (2004). Reinventing Business Schools: The Contribution of Critical Management Education. *Academy Of Management Learning & Education*, 3(2), 178-186. doi:10.5465/AMLE.2004.13500519
- Gudic, M., Rosenbloom, A., & Parkes, C. Socially responsive organizations and the challenge of poverty.
- Hodgson, S., & Clausen, T. (2012). Business Education Accreditation in the Middle East and North Africa: An Interview With John Fernandes of AACSB. *Academy Of Management Learning & Education*, 11(4), 736-743. doi:10.5465/amle.2011.0537
- Kayes, D. C. (2002). Experiential Learning and Its Critics: Preserving the Role of Experience in Management Learning and Education. *Academy Of Management Learning & Education*, 1(2), 137-149. doi:10.5465/AMLE.2002.8509336
- Kickul, J., Terjesen, S., Bacq, S., & Griffiths, M. (2012). Social Business Education: An Interview With Nobel Laureate Muhammad Yunus. *Academy Of Management Learning & Education*, 11(3), 453-462.
- Lenn, D. J. (2015). Principles of Responsible Management: Glocal Sustainability, Responsibility, and Ethics. *Academy Of Management Learning & Education*, 14(2), 299-301. doi:10.5465/amle.2015.0080
- McTiernan, S., & Flynn, P. M. (2011). "Perfect Storm" on the Horizon for Women Business School Deans?. *Academy Of Management Learning & Education*, 10(2), 323-339. doi:10.5465/AMLE.2011.62798938
- Mintzberg, H., & Gosling, J. (2002). Educating Managers Beyond Borders. *Academy Of Management Learning & Education*, 1(1), 64-76. doi:10.5465/AMLE.2002.7373654
- Moosmayer, D. C. (2012). A Model of Management Academics' Intentions to Influence Values. *Academy Of Management Learning & Education*, 11(2), 155-173.
- Moosmayer, D. C. (2015). Inspirational Guide for the Implementation of PRME: Placing Sustainability at the Heart of Management Education. *Academy Of Management Learning & Education*, 14(2), 303. doi:10.5465/amle.2015.0080
- Murray, A., Baden, D., Cashian, P., Wersun, A., & Haynes, K. (2014). Inspirational Guide for the Implementation of PRME: UK & Ireland Edition. New York: Greenleaf Publishing.

- Navarro, P. (2008). The MBA Core Curricula of Top-Ranked U.S. Business Schools: A Study in Failure?. *Academy Of Management Learning & Education*, 7(1), 108-123. doi:10.5465/AMLE.2008.31413868
- O'Brien, J. P., Drnevich, P. L., Crook, T. R., & Armstrong, C. E. (2010). Does Business School Research Add Economic Value for Students?. *Academy Of Management Learning & Education*, 9(4), 638-651. doi:10.5465/AMLE.2010.56659881
- Parayitam, S. (2005). Leading Corporate Citizens: Visions, Values, Values Added. *Academy Of Management Learning & Education*, 4(3), 382-384. doi:10.5465/AMLE.2005.18122431
- Pfeffer, J., & Fong, C. T. (2002). The End of Business Schools? Less Success Than Meets the Eye. *Academy Of Management Learning & Education*, 1(1), 78-95. doi:10.5465/AMLE.2002.7373679
- Pless, N. M., Maak, T., & Stahl, G. K. (2011). Developing Responsible Global Leaders Through International Service-Learning Programs: The Ulysses Experience. *Academy Of Management Learning & Education*, 10(2), 237-260. doi:10.5465/AMLE.2011.62798932
- Romero, E. J. (2008). AACSB Accreditation: Addressing Faculty Concerns. *Academy Of Management Learning & Education*, 7(2), 245-255. doi:10.5465/AMLE.2008.32712622
- Salimbene, F. P., Buono, A. F., Lafarge, V. S., & Nurick, A. J. (2005). Service-Learning and Management Education: The Bentley Experience. *Academy Of Management Learning & Education*, 4(3), 336-344. doi:10.5465/AMLE.2005.18122423
- Sustainabledevelopment.un.org,. (2016). Higher Education Sustainability Initiative :.. Sustainable Development Knowledge Platform. Retrieved 15 January 2016, from <https://sustainabledevelopment.un.org/sdinaction/hesi>
- Sustainabledevelopment.un.org,. (2016). SDGs :.. Sustainable Development Knowledge Platform. Retrieved 15 January 2016, from <https://sustainabledevelopment.un.org/sdgs>
- Unglobalcompact.org,. (2016). Agenda 2030: the Sustainable Development Goals | UN Global Compact. Retrieved 15 January 2016, from <https://www.unglobalcompact.org/what-is-gc/our-work/sustainable-development/sdgs>
- Unprme.org,. (2016). PRME - Principles for Responsible Management Education. Retrieved 15 January 2016, from <http://www.unprme.org/>
- Unprme.org,. (2016). PRME News | PRME Secretariat Issues Overview of Climate Change Action Activities at HESI Conference. Retrieved 15 January 2016, from <http://www.unprme.org/news/index.php?newsid=376#.Vpk6AvmLSM8>
- Waddock, S. (2006). Forging a Path for Ethics and Business in Society. *Academy Of Management Learning & Education*, 5(3), 334-345. doi:10.5465/AMLE.2006.22697022
- Waddock, S. (2007). Leadership Integrity in a Fractured Knowledge World. *Academy Of Management Learning & Education*, 6(4), 543-557. doi:10.5465/AMLE.2007.27694954

Waddock, S., & Lozano, J. M. (2013). Developing More Holistic Management Education: Lessons Learned From Two Programs. *Academy Of Management Learning & Education*, 12(2), 265-284. doi:10.5465/amle.2012.0002