



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: PRME News: Citizen Reporting on Responsible Management Education

Abstract: This interactive session will follow a nightly newscast format where participants will share and identify new responsible management education (RME) scholarship of teaching and learning (SOTL) resources. Our anchors and field reporters (i.e., presenters) and participants will cover a number of stories related to teaching responsible management with classic news segments such as News-in-Brief, Features, Exclusive Interviews, Reporting from the Field, as well as other news flashes and breaking news.

Keywords: andragogy/pedagogy, responsible management education (RME), Principles for Responsible Management Education (PRME), and business ethics.

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

This interactive session is designed with respect to the OBTC tradition of being interactive and experiential. The primary learning objectives of this session are sharing, curating, and generating responsible management education (RME) scholarship of teaching and learning (SOTL) resources (for recent examples see Carteron, Haynes, & Murray, 2014; Flynn, Haynes & Kilgour, 2015; Laasch & Conaway, 2015; Laasch & Conaway, 2016; Parkes, Rosenbloom & Gudi, 2015; Rimanoczy, 2016; Sunley & Leigh, 2016; Verbos & Humphries, 2015; Wankel & Stachowicz-Stanusch, 2014.) RME is a long standing topic for business and society scholars and includes a myriad of “micro” and “macro” topics including business ethics, diversity, social entrepreneurship, corporate social responsibility, business & society, base of the pyramid, to name just a few (Forray & Leigh, 2012). The interest in RME has been propelled in recent years by both negative and positive factors, including continued criticism of the role of business in society and global initiatives such as the United Nations Principles for Responsible Management Education (PRME) respectfully. Our panel includes OBTC members active within the responsible management teaching and publishing. As community members, we can all play a role in sharing our resources through RME publication outlets and sessions such as this one.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

It has been a year from hope and despair for Responsible Management Educators (RME) from the *Accord de Paris* (Paris Agreement) and agreement focused on the [United Nations Framework Convention on Climate Change](#) (UNFCCC) and the release of the United Nations' new Sustainable Development Goals (SDGs) to the upset votes resulting in Brexit in the U.K. and the Trump presidency in the U.S. This session will use a news report framework to discuss emerging and perennial challenges and opportunities for business and society scholars in the classroom.

For this innovative program session, we adopt a narrowcasting approach¹ that transmits information relevant to a small and focused audience of responsible management (RME) scholars who share an interest in best practices in our business and society classes across all disciplines—organizational behavior, human resources, business ethics, managing diversity, strategy, business operations, and so on. The notion of narrowcasting lies in contrast to broadcasting, which delivers messages to a mass audience; narrowcasting allows more tailored messaging.

Our anchors and field reporters (i.e., presenters) will cover a number of stories related to teaching responsible management with classic news segments such as News-in-Brief, Features, Exclusive Interviews, Reporting from the Field, as well as other news flashes and breaking news. Serving as “citizen journalists” without formal professional journalism training, our metaphor of the newscast aims to convey that responsible management education is a dynamic and newsworthy area.

Introduction (5 minutes)

We will briefly explain the session format so participants know what to expect, and to let them know that the session will be interactive.

News-in-Brief (NIB): (15 minutes)

We begin with a “News-in-Brief” segment, with all the participants and facilitators “checking-in” with a highlight and/or lowlight of the past year from an RME perspective. The resulting newsfeed will feature our own collection of short stories that summarize our shared strengths and challenges, set in our own local and historical context. The information shared in this segment will assist the facilitators in creating break-out groups in the next segment.

News flashes: To Be Determined (5 minutes)

We expect there will be at least 1-2 “news flashes”, brief news stories on major breaking events in the business and society field which interrupts programming. These “off diary

¹ All news related terminology definitions are extrapolated from the webpage <http://www.thenewsmanual.net/Resources/glossary.html>

stories” (unexpected news stories) may include press conferences, “op-ed” U.S. media style essay arguments in opinion format by RME thought leaders, or “letters to the editor” from concerned RME educators and stakeholders. These may include topics and questions such as the following: What does Brexit and the Trump Presidency mean to RME? How do the breaking news issues for early 2017 relate to the RME classroom? What are some positive examples of business responses to our current global refugee crisis? In sum, the news flashes will allow us to connect our RME classrooms to the political, economic, and social reality of 2017.

Feature: RME Scholarship of Teaching & Learning Literature Review: (25 minutes)

In this section we will create our own in-depth “Feature Story.” The group will self-select into RME themed working groups with the task of identifying new RME teaching resources from SOTL literature, web, and other sources. Potential groups include teaching subjects (Business Ethics, Sustainability, Business, Government & Society, etc.), challenges (impact thinking, implementing SDGs, civility, etc.), or others as indicated by the participants in the “News-in-Brief” section. An anchor or reporter (i.e. panelist) will join the various teams and support the identification and cataloging of each group’s research using Google Docs. To close the session each group will provide a short summary of their research findings. One anchor will provide a “back announcement”— a short commentary for our session “viewers” about the summaries they have just heard.

Exclusive Interview-“Sign me up: A PRME Signatory Story”: (15 minutes)

Our global correspondent will conduct an exclusive interview in the field with a leading RME educator from Babson College, one of the original PRME signatories. The interview will focus on the institution’s process after signing PRME. The interview will include forthright discussion about the challenges, successes, and key learning about actions that need to be taken at different stages of the process if one is to integrate RME across the entire curriculum. We will get the insider’s perspective on the process of making PRME a core value and the twists and turns along the way.

Crowdsourcing for action: Q&A with our collective knowledge (15 minutes)

During this final “Feature” segment participants will provide problems and barriers related to RME as well as potential to classroom and institutional challenges—all generated by the audience. These could include enduring topics such as addressing ethics without a stand-alone course or emerging topics such as teaching RME topics like sustainability, social justice, and gender equity within increasingly politically polarized classrooms like the United States. We will begin with a broader example related to the problems of students accessing social media during class sessions. Then the anchor will move around the room, giving the microphone to those offering a discussion topic. Facilitators will take notes on the session’s Google Doc identifying resources and tips shared by participants.

Session Timetable

Topic	Time (minutes)	Elapsed Time
Introduction	5	5
News-in-Brief	15	20
Feature: SOTL	25	45
Exclusive Interview	15	60
Newsflashes	5	65
Crowdsourcing	15	80
Conclusion	5	85

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

This session is intended to generate dialogue on important topics related to the changing demands of higher education that need to be navigated—namely the role of business schools in preparing future managers to better contribute value to society. Additionally, this session honors the OBTS commitment as a PRME supporting organization to help “PRME Signatories (i.e. business schools and management-related academic institutions, individual faculty, researchers, and/or students affiliated with a PRME Signatory) in implementing the Principles of PRME” (UN PRME, 2017).

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This session has not been offered previously at OBTC or other conferences. A similar session is under review for IABS in 2017, however even if accepted this one will precede it. This submission is different because it is more focused, includes different facilitators, and the interactive knowledge building sessions are likely to generate different content based on the different expertise and emphasis of these two communities of practice (OBTC-pedagogy & andragogy and IABS business & society).

References:

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