

11th RME Research Conference

**Doing the Next Step: Responsible Management Education between Transforming and
Radicalizing - Opening a Dialogue Framework and a Roadmap for the Sustainable
Future of Business Schools**

Call for Papers

Choose one of the proposed tracks and send your abstracts

to: anastasios.fountis@berlinsbi.com

On a rolling basis, you will be informed for the acceptance and the track under which your
paper will get presented.

Track 1

**Futures Literacy in Responsible Management Education: Envisioning Sustainable
Futures**

Track Chairs

Marina Schmitz (Researcher and Lecturer, IEDC-Bled School of Management)

Antje Bierwisch (Professor, MCI ® Entrepreneurial School; UNESCO Chair in Futures
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Keywords

Education for sustainable development (ESD), futures literacy; imagination; competencies

Track Highlight

This track is dedicated to advancing the field of responsible management education by integrating and enhancing futures literacy within the business school curriculum. Our aim is to break through traditional educational barriers and foster a forward-thinking mindset that is crucial for addressing future global challenges. Participants will gain cutting-edge insights into exemplary practices and innovative strategies for reimagining current curricula and teaching methods. Through this track, we will explore how futures literacy can be effectively incorporated into educational frameworks to develop proactive, responsible, and visionary leaders.

Track Description

As we face unprecedented global challenges, the ability to anticipate and shape future scenarios becomes crucial for responsible management. This track, titled "Futures Literacy in Responsible Management Education: Envisioning Sustainable and Ethical Futures," focuses on integrating futures literacy into management education. Futures literacy, a critical competency identified by UNESCO, is essential for enabling leaders to navigate complex future scenarios responsibly and sustainably. Therefore, it is more crucial for them to cultivate proactive and

forward-thinking abilities in order to effectively navigate the swiftly evolving contexts they encounter.

The concept of "the future" is not a far-off endpoint but rather a dynamic and imaginative process in which we all have the ability to actively engage. As educators, our responsibility is to provide students with the necessary skills to effectively navigate and influence this process. This necessitates a reevaluation of our teaching approaches and resources, going beyond the conventional business discipline to unlock creativity and imagination. Futures Studies is an academic field that often depends on the use of creativity and the ability to explore uncharted areas of human experience (Miller et al., 2022). Nevertheless, the process of unlearning or "decolonizing" one's imagination is arduous (Björkén-Nyberg & Hoveskog, 2023). The process entails questioning established conventions and expanding the limits of the business and management curriculum, reintroducing innovation and originality (Bol & Wolf, 2023) in order to address the significant challenges of our era and enhance our ability to adapt (Häggström & Schmidt, 2021; Inayatullah, 2020), while also promoting a broader range of viewpoints (Mangnus et al., 2021). In order to accomplish this, we contend that it is imperative to provide students with the ability to effectively utilise future resources. This entails acquiring and maintaining futures literacy, which necessitates a consistent, forward-thinking, and iterative methodology (Kazemier et al., 2021). By doing so, not only will students benefit, but it will also create opportunities for impact-oriented business schools (Spanjol et al., 2023). This job entails developing linkages and encouraging transformational effects through our scholarly pursuits, particularly by driving attempts to incorporate them into the curriculum (Kononiuk et al., 2021). Hence, in accordance with our emphasis on "Futures Literacy in Responsible Management Education: Envisioning Sustainable Futures," this track invites submissions that aim to revolutionize the management curriculum by addressing and incorporating the futures literacy competence. Our focus is on receiving submissions that provide concrete, experiential illustrations of how to introduce new ideas and modify existing curricula and teaching methods. The contributions should highlight successful methods for preparing students with the essential abilities to actively participate in and shape diverse futures, guaranteeing that they are adequately equipped to navigate and impact forthcoming difficulties in a sustainable and responsible manner.

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Track 2

The Role of PRME Signatories and Responsible Management Researchers and Educators in Influencing Public Policy

Track Chair: Dr. Rumina Dhalla, Associate Professor and Director, Institute for Sustainable Commerce, University of Guelph, Canada

Track Description

We would like to propose a track on influencing public policy. The theme of the 11th RMER Conference is to help us explore responsible management education between transforming and radicalizing. We believe that unlike researchers in other sciences, management researchers are largely absent in conversation with public policy makers and regulators. We believe responsible management researchers and educators can play a significant role in influencing public policy for responsible Management and leadership research and practice. We want to invite researchers who are in this domain, and in particular, Principles of Responsible Management Education (PRME) Signatory schools, to explore how, or if, responsible management education scholars can influence public policy to accelerate and amplify the achievement of the United Nations Sustainable Development Goals, which at present is only around 15% globally.

Track 3

Climate Coaching and Mentoring in and for Responsible Management Education

Dr Karen Cripps (SFHEA), Oxford Brookes University
Prof Dr Petra Molthan-Hill (PFHEA), Nottingham Trent University

Keywords

Climate literacy, soft skills, green transition, coaching, mentoring

Track Description

This track furthers the discussion on climate change education through the lens of climate coaching/mentoring. Two broad sub-tracks within this relate to the role of climate coaching/mentoring 1) for the university educator/leadership community and 2) for curriculum development.

Coaching/mentoring are broadly seen here as any non-directive conversations, while recognising that mentoring might be seen as more holistic and potentially more instructional in nature (Andreanoff 2016). Reviewing climate mentoring and coaching as part of climate learning at university, Blaj-Ward and Molthan-Hill (2024: 113) conclude “The boundary between mentoring and coaching is not always clear-cut, and a combination of the two is likely to support richer professional development for academics and, consequently, for their students”.

Climate coaching of educators/leaders, the first sub-track, responds to calls for climate change education across the entire community of students, faculty, staff, alumni, and the general public about climate change impacts and how universities can respond (Harvard University 2022). Western (2020) posits that “Coaching has a vital and unique part to play in developing eco-leadership cultures” based on ecosystem awareness of networks, connectivity and interconnections. Coaching can provide powerful leverage for the Green Transition, based upon its ‘inside out’ approach of individual-team-organisation-society (Outhwaite and Bettridge 2009). Cox and Flynn (2022: xv11) describe coaching “a dual focus of transforming powerlessness into possibility while creating accountability for getting things done, coaching can play a key role in reviving agency, helping people to connect better and generating action”.

As universities respond to the requirements of professional accreditation bodies and scaffold the engagement of all university stakeholders in addressing climate change, coaching/mentoring provides a means for embedding action across disciplines and services from executive leadership teams through to operational functions. For coaching/mentoring conversations to be effective, a mentor requires knowledge and competence to support the mentee through sense-making around climate action (Blaj-Ward and Molthan Hill 2024), and it is important to build insights into how this might be approached. Existing mentoring programmes might be adapted to include climate action, and where universities offer professional coaching services, these can potentially include coaches with relevant training.

The second sub-track concerns the role of coaching/mentoring within climate leadership, and how it can be embedded within the curriculum. Coaching can be considered as a “facilitator of change” and in particular, to enable leaders to “anticipate and be ready to adjust for possible future situations” (DiGirolamo 2022: 169). In a context of intensifying calls for climate leadership to address businesses as “a significant cause of climate change” (MacKie 2022: 1), the development of coaching skills can both mitigate against such accusations and mitigate climate impacts. 21st century leadership requires recognition that ‘every job is a climate job’ (Project Drawdown) and that every employee needs to be able to identify the most high impact solutions to embed into their work

Climate education typically captures technical knowledge, and awareness of emotions connected to this polarising topic. Climate leadership therefore calls upon soft skills such as empathy-building, engagement and influence. Deloitte and IEMA (2023: 22) highlight that because all jobs require green skills, organisations must develop an “environmentally sustainable mindset as the norm for everyone”. This depends upon developing an understanding of what skills/mindsets are needed, and how to go about developing them. Microsoft (2022) categorise green skills as encompassing; functional expertise, technical knowledge, data and digital expertise and broader transformational expertise (such as creative problem-solving and change management). This aligns with a spectrum of ‘instrumental’ skills that are more technical/functional in nature, through to ‘transformative’ that require a range of interpersonal and learning skills (Kwauk and Casey 2022). While coaching might currently feature within the leadership curriculum, there is an opportunity to support learners’ employability and better equip them for positively contributing to business innovations, if they join the workforce with climate coaching/mentoring skills.

According to a PwC (2024) CEO survey, despite the perceived significance of climate change in the way companies create, deliver and capture value, climate actions related to ‘implementing initiatives to upskill or reskill’ the workforce as part of a ‘just transition’ are not prioritised in the same way as actions related to decarbonisation and climate adaptation. It is therefore argued that there is a need for more research understanding of the relationship between mental health and workplace behaviour (such as productivity, absenteeism/presenteeism and turnover) in the context of climate change, and organisations need to be prepared to mitigate for potential negative impacts (Brooks and Greenberg 2023). This provides a further compelling rationale

for universities to develop future talent for the Green Transition by building capacity through coaching skills, that amplify more technical carbon solutions by engaging everyone in the organisational ecosystem. Contributions within this sub-track might therefore consider opportunities for alignment between climate education and the development of coaching skills for climate action.

We would welcome papers related but not limited to the following topics:

SUB TRACK 1 – CLIMATE CHANGE COACHING FOR UNIVERSITY ENGAGEMENT IN CLIMATE ACTION

- How universities currently, or could, use coaching/mentoring programmes available to staff to support work on climate action?
- Teaching and research engagement in coaching and mentoring: (potential) connections to climate education programmes
- Climate change coaching – potential value to universities from developing this expertise
- Coaching and mentoring as part of staff development: innovative approaches

SUB TRACK 2 – DEVELOPING COACHING SKILLS FOR CLIMATE ACTIONS AS PART OF RESPONSIBLE MANAGEMENT EDUCATION

- Current/potential curriculum approaches to embedding coaching/mentoring skills, and how this might be adapted to support climate education
- The contribution of climate change coaching within an organisational context – how can we prepare learners for organisational roles and contexts that support green transition work
- Soft skills and wellbeing for green transition work – how can coaching skills support leaders?
- Peer-to-peer coaching within the curriculum as part of climate education
- Elements of coaching and mentoring in curriculum design for climate education

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Track 4

Public Engagement in Responsible Management Research and Education. Good Practice from Case Studies and New Methods

Track Chairs:

Dr. Olivier Berthod, ICN Business School, Berlin, German

Dr. Krista Finstad-Milion, ICN Business School, Nancy, France

Dr. Leonhard Gebhardt, ICN Business School, Berlin, Germany

Keywords: public engagement, responsible management, sustainability, CSR

Track Description:

Engaging the public and making research results accessible to all is a central topic in contemporary science (Fischhoff & Scheufele, 2013). As such, public engagement describes the involvement of stakeholders in the activities of organizations and institutions (Bauer & Jensen, 2011). This can take many forms and relies on various mechanisms depending on the issues and disciplines at stake. Our interest here is specifically in the public engagement of and by researchers and educators of responsible management.

Public engagement and science have a long tradition, ranging from improving scientific literacy to providing consumer education, adult scientific education, curating museums and exhibitions, and teaching. Many initiatives exist in natural sciences to address issues such as vaccines (CDC, 2024), and, more recently, climate change (NASA, 2024) or artificial intelligence (Nature, 2023). Similar initiatives can be found in disciplines such as criminology (Piché, 2015) or

public sociology (Smith, 2022). Teaching and pedagogical innovations aside, responsible management research and education examples are less visible. While misconduct in business receives a lot of publicity often, and for good reasons, the presentation of science on responsible practice in management receives less attention. This is surprising, especially if we consider the constant interest of management scholars in topics such as social impact, the rigor-relevance tradeoff, or, more recently, grand challenges. Against the backdrop of this problem statement, this track wishes to broadly attract presentations of public engagement initiatives around scholarship on responsible management. We are interested in sustainability, CSR, and any other dimension of managing responsibly as you see fit. Contributions should address one or more of the following questions:

- How do we translate research results into understandable and relevant terms for practice and society?
- What aesthetic modalities help engage stakeholders effectively?
- How do we map and prioritize stakeholders for engagement with digital technologies?
- What are the promises and pitfalls of using (generative) AI in public engagement? *
- What are the challenges of translating results and making them available to many stakeholders?
- What new mediums lend well to engaging (with) the public in responsible management research?
- What are the limitations of public engagement in responsible management research?
- How does caring about public engagement impact what research is worthy of being carried out?

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Track 5

Unveiling the Purpose of Corporate Purpose: Navigating between Transformative and Radical Approaches reshaping the future of Management and Management Education

Track Chairs

Prof. Dr. Maud Helene Schmiedeknecht (ESB Business School, Reutlingen University, Germany)

Prof. Dr. Cristian R. Loza Adai (THI Business School, Technische Hochschule Ingolstadt, Germany)

Keywords: Corporate purpose, mission-driven management, purpose-driven management, metaprofit, values-based management, benefit and corporations, impact business, social business

Track Description

Introduction:

The landscape of management education is rapidly evolving in response to global shifts demanding greater alignment with societal needs. Responsible Management Education (RME) has emerged as a critical framework, prompting a reassessment of traditional business school paradigms. However, progress towards truly transformative and radical approaches within RME has been hindered by lingering adherence to outdated models. This track seeks to explore the essence of corporate purpose and its pivotal role in driving meaningful change within management education.

Rationale:

The acknowledgment of corporate purpose as a driver of organizational behavior represents a paradigmatic shift away from profit maximization. The renewed emphasis on stakeholder value, exemplified by initiatives like the Business Roundtable Statement (Business Roundtable, 2019), underscores the urgency for transformative action. Moreover, the prominence of corporate purpose as a theme in prominent academic forums such as the Academy of Management reflects the growing scholarly interest in this area.

The paradigmatic shift towards corporate purpose represents a fundamental reorientation of organizational values and priorities (Hollensbe et al., 2014; Loza Adai & Mion, 2016). While this shift has far-reaching implications across industries and sectors, its significance is particularly pronounced within the realm of business education (Ghoshal, 2005). Business schools serve as the incubators of future corporate leaders, shaping their understanding of organizational objectives, decision-making frameworks, and ethical standards.

At the heart of the matter lies the realization that business schools play a pivotal role in shaping the purpose of corporations. It is within these institutions that the next generation of managers are not only equipped with the necessary skills and knowledge to navigate the complexities of the business world but also imbued with a sense of purpose that extends beyond profit maximization. As such, business schools serve as the primary conduit through which the values and principles underpinning corporate behavior are transmitted and internalized.

Considering this pivotal role, business schools cannot afford to remain passive observers of the paradigmatic change unfolding in the corporate landscape. Rather, they must actively engage with the discourse surrounding corporate purpose, critically examining existing paradigms, and embracing transformative and radical approaches to management education. By doing so, business schools can ensure that future generations of managers are equipped not only with the technical skills required for business success but also with a deep-seated understanding of the ethical, social, and environmental dimensions of corporate behavior.

In this track, we call for contributions dealing with one or more of the following key themes either from a research perspective or addressing the consequences of the research on these themes for responsible management education.

Key Themes:

Defining Corporate Purpose: Despite the burgeoning interest, a consensus on the definition of corporate purpose remains elusive (Florez-Jimenes et al., 2024; Henderson, 2021; Jasinenko & Steuber, 2022). This theme delves into the various conceptual frameworks, including mission-driven and value-based approaches, shedding light on the nuances of purpose-driven organizations.

Measuring Corporate Purpose: The challenge of quantifying corporate purpose poses a significant hurdle in empirical research (Barby et al., 2021; Gartenberg et al., 2019; Lleo et al. 2021). Scholars have explored diverse methodologies, from organizational citizenship behavior scales to comprehensive models accounting for strategic motives and monetary impacts. This theme unpacks the complexities of purpose measurement and its implications for organizational practice.

Corporate Purpose and Management Education: Corporate purpose intersects with management education in profound ways, necessitating a reevaluation of curricular content and pedagogical approaches. This theme examines how business schools can integrate ethical leadership, sustainable practices, and social responsibility into their programs, fostering a new generation of purpose-driven leaders.

Transformative Potential of Corporate Purpose: Beyond rhetoric, corporate purpose holds transformative potential in addressing pressing societal challenges (Arias et al., 2024; Serafeim 2022). This theme explores case studies and best practices where organizations have successfully aligned purpose with innovation, governance, ownership, and financial performance.

Institutional Innovations and Corporate Purpose: Institutional innovations such as benefit corporations and economy-for-the-common-good movements exemplify the tangible manifestations of the paradigmatic shift towards corporate purpose (Mion & Loza Adauí; 2020; Moroz et al. 2018). This theme investigates how these initiatives reshape the economic landscape and incentivize companies to embrace social and environmental responsibilities.

The “dark side” of corporate purpose: Corporate purpose can also be used as just symbolic management (Westphal, 2023), it has been criticized as mere verbiage (Ruggie, 2020), and there are several challenges linked to the practical implementation of corporate purpose (Kaplan, 2023): This theme looks for contributions dealing with the difficulties and problems that could arise from corporate purpose implementation.

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Track 6

Transforming Sustainable Management Education into Regenerative Management Education-A Roadmap for 2030 and Beyond

Track Chairs

Prof Dr Petra-Molthan Hill (Nottingham Business School; Co-chair PRME Working Group on Climate Change & Environment)

Prof Dr Rajul Singh (Conestoga School of Business; PRME Chapter North America)

Keywords

Regenerative management education; transformative education; global citizenship; SDGs; systems thinking; skill development; planetary healing.

Track Highlight

This track aims to encourage discussion and reflection on the topic of regenerative management education. While management education is supporting the industrial transformation required to minimize negative impacts on society and environment, the approach is still incremental instead of transformational. It is now time to elevate our ambition and pursue regenerative management education that develops skills for restoring, renewing, healing and flourishing of people and planet.

Track Description

The transformation of management education toward responsible management education has created a positive impact since 2007 (Wall, T. et. al., 2020). While management education is trying to keep pace with industrial transformation required to minimize negative impacts on society and environment, the approach is still incremental and limited to skill development for reducing negative impacts of business (Van den Berg, et.al. 2022). As we are now in the second half of the decade of action (World Business Council for Sustainable Development, 2020), this is the time to strengthen focus on responsible management education, while progressing further toward regenerative management education. The goal of regenerative management education is to accelerate progress toward achieving the Sustainable Development Goals (SDGs) along with training a workforce that will restore natural systems and help the planet heal itself from the damage done by business over the past centuries. While sustainable business education has an incremental approach that involves skill development for measuring, monitoring and reducing negative impacts of business, there is a growing need for regenerative education that focusses on skill development for restoring, renewing, healing and flourishing of people and planet (Buckston, J.S. et.al. 2023).

This track aims to encourage discussion and reflection on the topic of regenerative management education. It also elevates the ambition to reimagine what business education transformation is needed today, so that learners are equipped to neutralize the harmful impacts of businesses and create positive impacts. The goal is to integrate both academic and practitioners' viewpoints and promote dialogue for depth and breadth of skills that should be developed in learners so they can contribute toward restoring, renewing, healing and flourishing of people and planet.

Answers to pertinent questions like what gaps exist in management education, how can we mainstream regenerative management education, what systemic changes are required and what challenges exist in transforming management education to become regenerative, will be explored. Also, how should we develop skills related to global citizenship, transformative leadership, systems thinking, ecosystem resilience and planetary healing that are typically not a part of management education?

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Track 7

The use of Artificial Intelligence (AI) in responsible management learning and education: open call for the use of AI in responsible management

Track chairs:

Raga Teja Sudhams Kanaparthy, ESCP Business School Berlin
Janina Sundermeier, Freie Universität Berlin

Track highlights: Artificial Intelligence (AI) has emerged as a transformative technology with significant potential to shape the future of responsible management education and learning (RMLE). The track focuses on using different kinds of artificial intelligence (AI) as a technology to drive this trend. As such, the track's primary goal is to explore AI's multifaceted role, which has assumed a prominent position in the contemporary landscape, and underscore its significance in fostering sustainable education and learning practices worldwide.

Track descriptions: Artificial intelligence (AI) has assumed a prominent role globally, rapidly evolving to become a transformative force for various domains, including education. As AI technologies continue to advance, there is growing attention to their implications for educational practices, particularly in the context of sustainability, ethics, and responsibility. Technological innovations such as Copilot and GPT-4 are already enhancing tasks such as assessment, grading, curriculum tailoring, and mental health support (Mills et. al, 2023). The integration of AI seeks to further enhance the teaching, learning and decision-making processes, showcasing the immense potential AI for the educational sector. Moreover, AI in education also addresses critical challenges such as ethical concerns and biases, underscoring the imperative for ethical AI implementation (Sharma & Sharma, 2023). In fact, there is a growing recognition of AI's potential to enhance teaching and learning experiences through innovative pedagogical approaches (de Paula Arruda Filho & Beuter, 2020). Developing AI with a focus on ethics, sustainability and responsibility is paramount (Laasch, 2024a), as it holds the promise of improving the effectiveness of RMLE (Laasch 2024b). This aligns with the broader goals of Education for Sustainable Development (ESD) (Ssossé et al., 2021).

To explore the idea of integrating AI as part of RMLE, the 11th Responsible Management Education Research Conference invites scholars, researchers and practitioners to submit original research papers to contribute to the AI in the responsible management for learning and education from theoretical, empirical and practical perspectives. By addressing the intersection between artificial intelligence and responsible management education, our discussion will contribute to the new line of sustainable research with a focus on the sustainable and ethical use

of AI in education for better pedagogy practices which contribute directly to the conference goal of ethical, responsible and sustainable practices in the education. We would like to invite you to submit your work that addresses the following topics but is not limited to them.

Potential Topics:

1. Use of different forms of AI in responsible management practices
2. Governance and regulations on AI-based RMLE
3. AI-driven human and no human interaction in RMLE.
4. Algorithm-based biases in the AI-driven responsible management practices in education and learning (RMLE)
5. Integration of AI tools in education within contexts of ESD (Education for sustainable development)
6. Development of AI-based responsible management framework

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Track 8

The Role of Mindset Development – Addressing the Root Cause of Radicalization of Management Education

Track Chair: Klemens Höppner with Isabel Rimanoczy, PRME Working Group on the Sustainability Mindset

Track Highlight:

Topics can include: Experiential sessions / hands-on experience in combination with theoretical framework used; Pedagogical Approaches for Mindset Development; Philosophical Frameworks underpinning Mindset Change; Connections between Mindset and Systemic Levers

Track Description:

Individual assumptions, beliefs, mental models, and values (mindsets) have been contributing to the shaping of collective paradigms and vice versa. Collective paradigms in turn inform the current understanding of the role of business and management within society and the planet. As UN PRME and committed business schools open to radical overhaul of their curricula and

programmes, they need to consider the role of mind[set] as root cause, victims and obstacles as well as leverage point.

Radicalisation of management education then needs to address these aspects: Mindset development requires new educational and pedagogical approaches that goes beyond the change of programme titles and class content: Specific skills and competencies are required for vertical growth / transformational learning (Kegan & Lahey, Immunity to Change).

The intention of this track is to highlight the inner dimension; how different stages of mindset development impact what is considered ethical leadership, sustainable business practices or corporate social responsibility; which new pedagogical methods are supportive of mindset development; how experiential learning approaches contribute to transformational learning

Track 9

Responsible Management Practices and Learning: Understanding Practices and Navigating Changes to a Sustainable Future while Unveiling the Microfoundations

Track Chairs:

Richmond Kwesi Ansah, Alliance Manchester Business School, University of Manchester

Wen Fang, Alliance Manchester Business School, University of Manchester

Mohammad Asif Gazi, University of Manchester, Alliance Manchester Business School,

Track Highlight: This track delves into societal-institutional aspects, in exploring the multidimensional notion of Responsible Management as practices, and forges pathways toward a sustainable future. Parallely, the track will offer scrutiny of the cognitive and affective mechanisms of individuals and collectives to understand the causality of broader responsible management phenomena.

Track Background: The field of responsible management (RM) stands at a crossroad (Laasch, Moosmayer, et al., 2020). Despite the burgeoning literature on responsible management, there remains a gap in our discovering (Hibbert & Cunliffe, 2015) and understanding of the practices that define this discipline. How can we normalise responsible management practices without a thorough understanding of the cognitive mechanisms driving such behaviour? This is particularly crucial when individual actors remain central to the realms of responsible management (Laasch, Suddaby, et al., 2020). This paradoxical question raises a concern: How can we aspire to cultivate responsible management practitioners without a profound grasp of the responsible management paradigms we seek to impart? Addressing this gap, our track offers a vital space for discussion that delves into the microfoundations of responsible management, explores the generation and implementation of RM practices within the fabric of everyday organizational life, and envisages the new creative changes necessary to foster a sustainable future. We invite scholars to contribute to an expansive dialogue on three themes:

- Theme A: Responsible Management Practices: The Reality of Responsible Management in Action

Submissions are encouraged to illuminate the “as-practice” dimension of responsible management, detailing the enactment, evolution, and lifecycle of responsible management practices (Gherardi & Laasch, 2022).

- Theme B: Microfoundations of Responsible Management: Unlocking the Psychology behind Responsible Management Decisions

We seek to uncover the underlying emotional and cognitive drivers that fuel responsible management decisions and practices, examining how individual characteristics and other stimuli influences the mental representations of responsible management decisions and practices.

- Theme C: Changes: Creative Pathways to a Sustainable and Ethical Future

We invite conversations on the dynamic and evolving nature of responsible management practices. Contributions should examine the drivers and barriers to change within the sphere of responsible management, including the adoption of radical paradigms such as degrowth, humanistic management, and anti-paradigmatic thought (Laasch, 2024). Papers may also consider the transition from descriptive to performative practices in ethics and sustainability, and the emergence of novel responsible management practices in organizational contexts.

Questions to be addressed in submissions may resemble the following examples:

- How are responsible management practices generated and implemented within organizations?
- What micro-level factors influence the adoption and efficacy of responsible management decisions and practices?
- How do individual values, beliefs, and effects on change in the mental representations or mental models that reflect in responsible management decision-making processes contribute to the cultivation of responsible practices within organizations?
- In what ways can organizations navigate and instigate change towards more ethical, responsible, and sustainable management practices?
- How do responsible management practices get embedded into routine organisational activities?

By focusing on the microfoundations, the practical enactment, and the radical, creative changes in responsible management, this track aims to foster a nuanced and comprehensive understanding of how responsible management can be effectively studied, taught, learnt, and importantly, practiced.

Join us in exploring the intricate dynamics of responsible management and contributing to a more creative and beautiful future!

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Track 10

Integrating Ethics, Transparency, Sustainability and Humanism (ETSH) Education in Graduate Management Programmes: Challenges, Strategies and Best Practices

Track Chairs

Prof. Wolfgang C. Amann, HEC Paris, Qatar

Prof. Shiv K Tripathi, BSBI, Berlin

Introduction

Research shows that the issues of ethics, transparency (including anti-corruption) and sustainability are often handled separately in Business Schools, Universities and Higher Education Institutions (HEIs). The Principles for Responsible Management Education (PRME) Working Group on ‘Anti-Corruption in Curriculum Change’ developed and piloted an Anti-Corruption Toolkit during 2011-2015. Based on the research during piloting of the course, it was identified that some business schools preferred a standalone course of ethics and anti-corruption while some others preferred a combination of horizontal and vertical integration i.e. both course-component integration in other courses as well as a standalone course. This has also been experienced that the typical graduate level management education programme design leaves not enough space for integration of the issues like ethics, transparency, sustainability and humanism (ETSH). Through this panel we seek to explore the effective approaches to integrate ETSH in management and business education programmes.

Objectives

Identifying the challenges and issues in effective integration of ETSH education in management programmes;

Sharing the existing approaches and practices of ETSH education in management programmes;
Developing collectively the strategies for integration of ETSH teaching and research in graduate level management programmes.

Session Structure

A.	Introduction	5 minutes
B.	Moderated Discussion	30 minutes
C.	Break-out Session Activities	25 minutes
D.	Reporting Back	20 minutes
E.	Discussion and Conclusions	10 minutes

Organizing Team/ Panelists

- i. Prof. Christian Hauser
University of Applied Sciences, Chur, Switzerland
- ii. Prof. Matthias Kleinhempel
IAE Business School, Buenos Aires, Argentina
- iii. Prof. Ronald E. Berenbeim
NYU Stern School of Business, New York, USA
- iv. Prof. Wolfgang C. Amann (Convenor I)

HEC Paris, Doha, Qatar

v. Prof. Agata Stachowicz-Stanusch
Canadian University, Dubai, UAE

vi. Prof. Ajai Prakash
University of Lucknow, India

vii. Prof. Shiv K Tripathi (Convenor II)
Berlin School of Business and Innovation, Berlin

We also invite proposals for poster presentation on institutional practices to integrate ETS education and research. Selected practices will be provided space for poster presentation during the RMER 2024. Also, post conference, the selected (maximum 20) best practices will be invited for submission of detailed case-study of ETS education integration experiences at their respective institutions/ universities.

Those who are interested to submit proposal for Best Practices in ETS education, should submit it to wolfgang.amann@hec.edu and shiv.tripathi@atmiyauni.ac.in with the subject-line 'RMER 2024 ETS Best Practices'. The proposal should be in editable word file. The word limit for proposal is 500 words maximum (excluding author/ presenter information). The proposal should include: A. Title of the Submission; B. Name of the Author/Presenter (with affiliation and email Id; C. Name of Institution/ University where the ETS Education is being offered. D. Context (including programme name, ETS component integration strategy, name of the specific courses, if any and description of approach); and E. Outcome (realized so far, may include learners and educators' brief testimonials).

Track 11

Radical, Relevant and Reflective Management Learning for Future of Business

Track Chairs: Dr. Divya Singhal and Dr. Sreerupa Sengupta

Track Description

The Brundtland Report (1987) had made it evident that while economic growth is essential for both developed and developing countries; the Report argued that unbridled growth will have unprecedented impact on our finite resources and will give rise to new forms of inequalities. Implicit in the Brundtland Report was also the fact that the current system of education, especially management educations needs to change. If businesses have to respond to environmental protection, social well-being and economic development, Management education need to equip students with new skill sets which help professionals balance profit and purpose. While the United Nations led initiative on Principles for Responsible Management Education (PRME) in 2007 did act as a catalysis for integrating sustainable development in the framework of management education, still business leaders lack adequate skills to embed sustainable development in their business models.

As businesses continue to face increasingly complex challenges related to climate change, social inequalities, and economic sustainability, there is a pressing need to radically rethink how future business leaders are educated. Traditional models of business education often

emphasize short-term gains, operational efficiency, maximizing shareholder primacy and one side thinking (Khurana 2007) but the future demands a broader, more inclusive, multi-stakeholder and responsible approach which is the limitation of traditional MBAs (Mintzberg, 2004).

To better align management education with contemporary needs, we must collectively steer our business schools towards a collaborative approach that acknowledges the limits of individual expertise (Singhal et al, 2023). A practical step in this direction includes integrating theory with practice more effectively, forging strategic alliances with competitors, and designing curricula (Schoemaker,2008) that are centered around real-world business challenges. This involves radically overhauling (Parker, 2018) the curricula with transformative educational strategies which will address emerging global challenges as well as emphasize on consciousness-raising, reflective and critical thinking (Mezirow, 2018).

The proposed track aims to explore and showcase radical innovations in teaching that prepare students not just to succeed in business, but to transform it for the betterment of society and the planet.

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Track 12

Responsible Management Learning and Education: Navigating the Waves of Organizational Transformation and Business Model Innovation in Business Schools

Track Chairs:

Keyang Zhou, University of Manchester

Hongwei He, University of Manchester

Oliver Laasch, ESCP Berlin

Track Highlight: This track explores the transformative interplay between evolving business models within business schools and the integration of Responsible Management Learning and Education (RMLE), emphasizing their role in the global shift toward sustainable academic practices.

Track Descriptions: In an era where Principles of Responsible Management Education (PRME) guide academic institutions towards global social responsibility, business schools face the urgent task of evolving beyond traditional business models to incorporate Ethics, Responsibility, and Sustainability (ERS) (Jun & Moon, 2021). This shift in business models is critical to the ERS principles. However, the process of fully accepting these principles and translating them into tangible organizational change and teaching practices faces complex

challenges. For example, aligning the traditional academic model with ERS principles may require a significant organisational and cultural shift (Doherty et al., 2015). Faculty need to be retrained to embed interdisciplinary ERS content into the curriculum, but the current system underestimates the challenges of pedagogical innovation (de Paula Arruda Filho & Beuter, 2020). Additionally, developing new success metrics beyond financial achievements to include social and environmental impacts presents a significant hurdle. Overcoming these requires a steadfast commitment to strategic change and stakeholder engagement. Without fundamental innovations in their business models, business schools may struggle to adapt to the demands of responsible management education and, subsequently, to contribute meaningfully to sustainable development goals (Stough et al., 2022).

The evolution of business models and RMLE practices within business schools are intrinsically linked and mutually reinforcing. This symbiotic relationship suggests that business model innovation can catalyse the integration of RMLE, and conversely, the deep integration of RMLE can reveal limitations within traditional business models (Malarski & Berte, 2023). For instance, business models that prioritize flexibility, inclusiveness, and sustainability are likely to bolster the effective implementation of RMLE (Viera Trevisan et al., 2023). In contrast, as business schools more thoroughly assimilate PRME principles and embed RMLE, they often encounter constraints posed by existing business models (Godemann et al., 2023). This interplay is crucial as it supports the capacity of business schools to adapt in a dynamic educational landscape. Consequently, this track invites research that illustrates the interdependence between business model transformation and the effective implementation of RMLE within the context of PRME. We also welcome submissions that address broader aspects of RMLE. Ultimately, this track seeks to uncover how business schools can innovate and transform to better support RMLE, embody PRME, and contribute to sustainable development goals.

Sub-tracks (to follow): Submissions may address the following indicative questions, although exploration of related topics is also encouraged:

1. How does integrating RMLE affect business schools' organizational culture and values (Mousa & Arslan, 2023)?
2. In what ways can disruptive or radical business model innovations drive the adoption and effectiveness of RMLE (Laasch, 2024)?
3. How are business schools aligning their business models with PRME's principles (Azmat et al., 2023)?
4. What organizational changes have been spurred by RMLE, and their impacts (Moratis & Melissen, 2022)?
5. How do business schools' business models and RMLE practices influence each other (Laasch et al., 2022)?
6. What tensions and synergies arise in implementing RMLE, and how are they managed (Falkenstein et al., 2022)?
7. How does stakeholder engagement enhance RMLE initiatives (Laasch & Gherardi, 2019)?
8. What are the factors that influence the RMLE institutionalisation (Beddewela et al., 2021)?

Based on this, potential sub-tracks could be:

Sub-track A: Pedagogical Innovations - Focusing on how educational practices in business schools are adapting to incorporate ERS.

Sub-track B: Business Model Transformation - Exploring radical or disruptive business model changes in business schools striving to align with PRME.

Sub-track C: Stakeholder Engagement and Impact - Examining the roles and impacts of various stakeholders in the evolution of RMLE practices.

Aligned with the conference's focus on RMLE between transforming and radicalising, this track aims to deepen understanding of how business schools can not only adapt but lead in the creation of sustainable and responsible educational ecosystems. By addressing the interplay between business model transformation and RMLE, our discussions will contribute directly to the conference's goal of opening a dialogue framework and a roadmap for the sustainable future of business schools, helping us to develop a deeper understanding of how to embed PRME principles and RMLE in business schools.

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Track 13

Disrupting and Transforming Responsible Management Education through Poverty-focused Teaching and Research

Track Chair

Alfred Rosenbloom (Professor Emeritus, Marketing & International Business, Brennan School of Business, Illinois, USA)

Milenko Gudić (Founding Director, Refoment Consulting and Coaching Belgrade, Serbia)

Track Highlight

A showcase of the latest research, teaching and learning ideas related to poverty alleviation, as part of the SDGs, in the context of Responsible Management Education and Learning

Track Description

The focus of this track is to explore how either innovative teaching and learning strategies or original research that tackles poverty alleviation (SDG 1) in paradigm shifting ways can create significant and sustained breakthroughs that truly transform existing responsible management education curricula and programs. This track encourages conceptual or empirical research papers, along with works in progress and/or proposals for paradigm-shifting research designs that lead either to new insights that challenge established frameworks about poverty alleviation and the implications of the research for changing sustainable/responsible management education. Also appropriate for this track are papers and case studies that discuss transformative pedagogical methods, such as new uses of multi-/cross-disciplinary faculty teams, revolutionary curricular/program/course change strategies, or breakthrough engagements with stakeholders as responsible management eco-system learning partners, that result in significant, sustainable student learning transformations about poverty alleviation and related SDGs. This track is designed for maximum interaction, discussion and mutual learning

Track 14

Leveraging Youth Insights for Global Challenges: An Academic Exploration through the Youth Talks Consultation

Track Chairs: Marine Hadengue (SKEMA Business School and Executive Director of Youth Talks); Alec Wersun (Glasgow School for Business & Society, GCU); Al Rosenbloom (Dominican University) and Milenko Gudić (Co-chair, PRME Anti-Poverty Working Group)

Track Summary:

This track begins with the premise that understanding the perspectives and attitudes of youth are crucial for responsible management education and action. The Youth Talks (YT) consultation provides a fertile ground for such academic exploration. This track invites scholars to delve into this rich dataset to uncover insights that can inform strategies, policies, and educational approaches aligned with the aspirations and concerns of the younger generation.

As such, this track seeks contributions that leverage the YT consultation to address key questions around the determinants of young people's attitudes towards global risks, their willingness to translate beliefs into actions, and the competencies needed to navigate a rapidly changing world. It aims to foster a multidisciplinary dialogue on how academia can contribute to amplifying youth voices in discussions on sustainable and responsible management.

We invite researchers to present their papers, paper drafts, or even their paper ideas that would be developed using data from the YT consultation.

We welcome submissions on topics including, but not limited to:

1. **Analysis of Youth Attitudes:** Deep dives into the Youth Talks data to uncover how young people perceive global challenges and risks, including wars, climate change, growing inequalities and the advent of artificial intelligence.
2. **Sustainability Mindset:** Investigations into how young people perceive and prioritize sustainability, including detailed analyses of attitudes towards the above mentioned challenges and risks and other principles of the sustainability mindset.
3. **Action vs. Aspiration:** Studies examining the alignment between the expressed attitudes of young people and their willingness to act on these views, including barriers to action and enablers of change.
4. **Skills for the Future:** Research identifying the skills and competencies that young people deem essential for resilience, adaptability, and effective engagement with global challenges.
5. **Policy Impact and Visibility:** Papers exploring how insights from the Youth Talks consultation can enhance the visibility, legitimacy, and policy influence of youth perspectives in global discussions.
6. **Methodological Innovations:** Submissions that propose novel methodological approaches for analyzing the Youth Talks dataset, including qualitative, quantitative, and mixed methods.
7. **Sustainability and Social Responsibility:** Insights into how the aspirations and worries of young people towards sustainability and social responsibility can inform educational curricula, corporate strategies, and public policies.

Submission Guidelines:

All submissions should clearly articulate the research question, methodology, and potential implications for responsible management education, policy, or practice that arise from the YT consultation database.

Information for Researchers New to Youth Talks Research

Information about the Youth Talks (YT) project and research can be gained via the following link. This research kit gives a solid grasp of what YT is, the data available, how it was collected, along with a note on quality of data assessment to manage expectations. A data sharing agreement (DSA) is available inside the Research Kit and signed copies (or a collective document with all signatures on it) must be returned to info@unprme.org to access the full dataset.

1. Upon DSA approval, researchers interested in analysing the raw data will be able to access the data available. Similarly, upon DSA approval, researchers wanting to analyse the AI-generated data (i.e. the descriptive results produced in the YT Report and on the YT website) can access the overall YT Results in digital format <https://youth-talks.org/results/>; inside the YT Databoxes <https://youth-talks.org/question-box/> and explore the YT Library <https://youth-talks.org/media-library/>.
2. Also note: The sample data in the Research Kit is intended to be representative of the overall dataset. However, it is important to understand that some data may be sparse because the questionnaire completion was not compulsory for the participants. To provide further insight, researchers should review Document No. 3 in the Research Kit, the 'Dataset Quality Assessment.' This resource is designed to offer a transparent overview of the data quality and set appropriate.

Track 15 **General Track**

Track Chair:

Anastasios Fountis, Faculty, Berlin School of Business and Innovation

Lisa Fröhlich, President PRME DACH Chapter

Track Description

The 11th RMER Conference is striving to achieve a broad coverage on the current challenges on the newly introduced 7 Principles of the Responsible Management Education. The General Track has as an objective to conceptualize a methodology binding the proposed tracks and papers in the form of framework from which the themes and concepts of the future conferences will derive. The breadth and the width of the debates should include the proposed tracks, but also the discussions should be inclusive to perspectives that have not eventually being fully addressed during the conference. This will make possible the enhancement of the interdisciplinary nature of the scientific field of Responsible Management Education

Keywords: meta-PRME, PRME, sustainability, interdisciplinary research

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Track 16

Transforming Management Education through the PRME i5 Pedagogies

Track Chairs:

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Track Highlight

The track titled "Transforming Management Education through the PRME i5 Pedagogies" explores the profound shift in management education by integrating the innovative PRME i5 (Impactful 5) pedagogies. This session showcases leading examples where these pedagogies not only highlight sustainability and responsible management but also transform educational practices by deeply engaging students' personal values and linking theoretical knowledge directly to pressing global challenges. The focus is on transformative learning experiences that foster critical thinking, adaptability, and responsible leadership. We encourage contributions that demonstrate novel, creative, and interactive approaches to teaching, aiming to significantly enhance student engagement and learning outcomes in management education.

Track Description

In a time of significant change and global threats to the environment, economy, and social stability, educational principles and methods are largely based on outdated beliefs and ways of thinking, rather than being fully adaptable to the current circumstances and needs (Sterling, 2009). In order to address the aforementioned issue, it is necessary to undergo a significant and comprehensive overhaul in the field of business and management education. This is because the conventional approaches and techniques used in teaching, research, and evaluation may not be adequate in equipping our students, who are the prospective leaders of the business world, with the necessary skills and knowledge to tackle the complexities and possibilities of the 21st century, as they lack a holistic skill-set to tackle these global challenges society faces (Leicht, Heiss & Byun, 2018). We have a unique responsibility to train students in dealing with the complexities of corporate decision-making and questioning their belief systems (Shantz et al., 2023). They play a crucial role in helping individuals shift from traditional methods of acquiring knowledge to more innovative and interactive learning ways. However, business school students are not adequately trained to use the wide range of abilities that are urgently required to tackle the significant issues of the 21st century.

To tackle this problem, a creative collaboration has been established between the United Nations Principles for Responsible Management Education (PRME), Harvard Graduate School of Education's Project Zero, and Sulitest. This collaboration builds upon knowledge gained from the Lego Foundation, which has been transformed into teaching methods specifically designed for business schools, which follow below:

i5 Characteristics of Playful Learning

Make Learning Meaningful: The curriculum aims to provide students with authentic and meaningful opportunities to explore thought-provoking themes, ethical challenges, and moral difficulties. Through

these experiences, students are encouraged to critically reflect on their own values, beliefs, and understanding of themselves and the world. The curriculum also emphasises the development of responsible leadership skills and the ability to understand and respond to the many backgrounds and needs of students.

Facilitate Active Engagement: Learners engage in dynamic, interactive experiences that foster critical thinking, practical skills, and the ability to problem-solve. These experiences involve integrating real-world situations and taking action, as well as analysing problems and solutions from a multidisciplinary perspective.

Design for Iteration: Iterative processes of performance and feedback that offer chances for taking risks, conducting experiments, deriving lessons from errors, and implementing modifications in cognition and behaviour (e.g. documenting and reflecting on thinking over a period; employing various methods of evaluation).

Develop Supportive Social Interaction: Collaborative processes involve learners engaging in activities such as gathering information, observing, listening, thinking, communicating, negotiating, and taking action with individuals who have various viewpoints, practices, and cultures. These processes aim to create a genuine community and facilitate discourse on tough themes.

Foster Joy and Well-being: Experiencing good emotions such as happiness, satisfaction, excitement, enthusiasm, and enjoyment, but also considering the overall well-being of the individual (e.g. including moments of joy, lightness, and curiosity; fostering contemplative activities).

See <https://i5.unprme.org/> for further background on the PRME i5 project.

Hence, this track invites scholarly papers that showcase the influence of teaching and assessment methods that incorporate the different parts of fun learning and holistic development, specifically focusing on the i5 characteristics. We are looking for instances of inventive teaching methods that effectively include sustainability and responsible management by bringing forth students' personal beliefs, addressing real-world issues, and culminating in genuine evaluations. In addition, we are looking for innovative, imaginative, and captivating teaching and learning methods

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