Special Section Cluster on Responsible Management Education: Nurturing an Emerging PRME Ethos

With the emergence of initiatives such as the U.N. Global Compact (www.unglobalcompact.org) and the Principles for Responsible Management Education (PRME, pronounced "prime") (http://www.unprme.org), which encourage the development and dissemination of socially responsible business practices and enlightened management education, many educators grapple with the means by which learners at all levels and circumstances may be introduced to the multifaceted issues involved and develop the skills necessary to be competent in these practices. To support *AMLE* readers in these endeavors, we are pleased to offer the first set of reviews of resources in the PRME domain, including four new books and an overview of two on-line repositories of PRME-related teaching resources.

As explained in the original PRME document, "any meaningful and lasting change in the conduct of corporations towards societal responsibility and sustainability must involve the institutions that most directly act as drivers of business behavior, especially academia" (U.N. Global Compact, 2007, p. 3). Thus, the PRME were introduced as a set of voluntary principles (see http://www.unprme.org/about-prme/the-six-principles.php) to which business schools and programs agree to adhere for the purpose of developing future leaders with the necessary insights, skills, and competencies to deal with the complex issues that businesses and other institutions face in the 21st century. Principle 3, Method, speaks to the creation of "educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership." Committing to a process of continuous improvement, business school deans and other high-level decision makers from all regions of the world have added their institutions to the PRME membership list, thus publicly proclaiming an adoption of the PRME Principles. In fact, as can be seen in the 2014 PRME Annual Report (available on-line at http://www.unprme.org/news/index.php?newsid=343), the PRME membership list includes close to 600 active member institutions from 80 countries. As a testament to the high expectations and committed nature of these memberships,

13 institutions were "delisted" during 2014 based upon failure to engage and report.

There can be no doubt that as of today, the middle of 2015, the PRME community is moving forward at an accelerated pace. We see activity in numerous forms including knowledge sharing through both global and regional conferences, with the smaller conferences often linked to PRME chapters. In addition, there are six active PRME Working Groups organized to develop and publish resources relevant to increasing Responsible Management Education: (1) Business for Peace Workstream; (2) Working Group on Anti-Corruption in Curriculum Change; (3) Working Group on Gender Equality; (4) Working Group on Poverty, a Challenge for Management Education; (5) Working Group on Sharing Information on Progress (SIPs); and (6) Working Group 50+20 – Management Education for the World Joint Project. Three of these working groups have developed print and open-source digital teaching resources:

- Anti-Corruption: Toolkit http://actoolkit.unprme.org/ Eleven modules, which can be used individually or as a stand-alone course, designed to address the ethical, moral, and practical challenges of corruption that students will face in the marketplace.
- Gender Equality: Repository http://prmegender-equalityworkinggroup.unprme.wikispaces.net/Resource+Repository Links to teaching resources for integrating gender equality into management education.
- Working Group on Poverty: Teaching Resources http://www.ceeman.org/docs/default-source/hc-presentations/poverty-wg-collection-of-best-practices-june2012.pdf?sfvrsn=0 A compendium of teaching resources on how to integrate poverty into management courses utilizing a wide range of teaching approaches, such as case method, video or film, and experiential learning.

Living up to the Principles, including designing and implementing effective change initiatives to do so, creates a number of challenges for management education at both individual and institutional levels. The PRME organization supports these efforts by fostering new and invigorated networks within

business schools to accelerate much-needed dialog on social, ecological, and economic priorities. Much of the information disseminated has focused on introducing the initiative (Alcaraz & Thiruvattal, 2010; Kell & Haertle, 2011; Rasche & Escudero, 2010), providing case studies about early adopter institutions (Fougère, Solitander, & Sobczak, 2009; Horwitz & Grayson, 2010), addressing challenges associated with institutionalizing PRME (Maloni, Smith, & Napshin, 2012; Rasche & Gilbert, 2015), and addressing other macro-level issues, such as curriculum or program design (Blasco, 2012; Fougère, Solitander, & Young, 2014). In addition, while elements of the social responsibility domain have been present in management education for decades (see Forray & Leigh, 2012), there has been notable growth over the last 4 years in PRME-specific teaching and learning resources. These include PRME-sponsored publications (two of which are reviewed in this section), a PRME book series published by Business Expert Press, and on-line repositories of resources developed by several PRME working groups as noted above.

Given the breadth and depth of the PRME agenda, we offer the materials described above and the books reviewed in this Books & Resource Reviews cluster as a "work in progress." We fully expect (and hope) that during the next few years we will see the development of other PRME-related resources (e.g., Book 2 in the *Socially Responsive Organizations and the Challenge of Poverty* series is due in late 2015), as well as the creation of additional venues for resource sharing. Given the information that currently exists coupled with what is likely to emerge in the next few years, it is clear that the Responsible Management Education (RME) movement is no longer limited to those who are signatories to PRME, rather, it represents an ethos that may be taken up by all.

IN THIS BOOKS & RESOURCE REVIEWS COLLECTION

In our first review, Danna Greenberg provides a detailed description of Joanne Lawrence and Paul Beamish's (2012) *Globally Responsible Leadership: Managing According to the U.N. Global Compact.* Greenberg begins by describing the resource as "a hybrid book . . . that is both an edited reader and case collection." She then goes on to share an overview of each of the book's three sections, which include: (1) an historical overview of responsible business practices and corporate social responsibility; (2) chapters written to contextualize the

four main components of the U.N. Global Compact as they relate to today's business environment and responsible business management practices; and, last, (3) a diverse set of cases written to encourage readers to consider appropriate action in the context of the U.N. Global Compact's main focus areas. Greenberg goes on to describe how she believes the book could be best leveraged in terms of both teaching and practice, providing us with concrete examples of how content selections from the book would fit within specific courses. For anyone interested in learning more about the nuances of the intersections between thoughtful leadership and globally responsible practices, Greenberg's review is a good place to start.

In our second contribution to this special resource review cluster, D. Jeffrey Lenn shares a thoughtful, descriptive, and at times metaphorically rich review of *Principles of Responsible Management: Glocal Sustainability, Responsibility, and Ethics,* written by Oliver Laasch and Roger N. Conaway (2015). Lenn's overarching view of the text is that it is a "comprehensive resource for charting the emerging trend of the practice of responsible management as well as teaching its principles within the university." He believes the book is "a welcome addition to the field" and one that will "force a reappraisal of the positioning of the introductory management course in the curriculum because of its integrative approach to managing the firm." Lenn walks us through a brief summary of the six parts of the book, which Laasch and Conaway have designed to link their three key domains (sustainability, responsibility, and ethics) with the four elements of the managerial process (planning, organizing, leading, and controlling). Lenn's review will be useful to anyone who is looking for "fresh" and "comprehensive" textbook for mature students, in either an upper-level undergraduate course or an introductory MBA core course.

Our next review is Maribel Blasco's overview of Milenko Gudić, Al Rosenbloom, and Carole Parkes' (2014) *Socially Responsive Organizations and the Challenge of Poverty.* Blasco begins her review with a subtle yet powerful message about the challenges of creating learning environments where students are exposed to the intricacies of the role of management education as it relates to poverty reduction. As she so aptly puts it "poverty is an exotic topic to most students of business in the Western world, most of whom will never experience it." Blasco then provides us with a comprehensive overview of each chapter in this edited text. Its

editors, Gudić, Rosenbloom, and Parkes, draw upon what Blasco has called their "humanist agenda" to create a collection of 16 chapters and 9 case studies representing a diverse array of countries and topics related to poverty. As a way of providing useful application ideas for readers, Blasco finishes her review with suggestions regarding which of the respective book chapters and cases would be most useful, in her opinion, for specific management courses (e.g., those focused on business ethics, international business, CSR, innovation, community engagement). Her concluding comments are best summarized in her belief that, "[t]he book will certainly raise awareness among those new to development issues of the crushing magnitude and complexity of poverty, the mechanisms perpetuating inequality, and the wide range of emerging and sustainable alternatives to mainstream business and business education."

In our last review of this collection, Dirk Moosmayer takes on the daunting challenge of summarizing the content available to readers in both the first and second editions of the *Inspirational Guides for the Implementation of PRME*. These guides are fully available on-line to PRME members, and partial content is available for other interested readers to download. Moosmayer eloquently sums up the aims of these guides in his statement that "[i]t would appear that the PRME inspirational guides were created to acknowledge initiatives and institutions at the forefront of PRME implementation with the hope that showcasing these exceptional programs and practices will encourage replication and adaptation." He continues his review with a detailed description of not only the structure and case "groupings" for each guide, but also an insightful summary of how the guides may be best utilized by faculty members, administrators, and researchers. Moosmayer concludes his comments with some thoughts on the future of the PRME *Inspirational Guide* publication initiative as well as ideas for researchers and educators interested in furthering the PRME agenda in their institutions and communities. This review will be an excellent "navigation tool" for anyone interested in drawing inspiration and ideas for PRME implementation through the examples showcased in the first two PRME guides.

It is our collective hope that you will find this Book & Resource Reviews collection on PRME not only comprehensive and informative, but also exciting and inspiring. The PRME community continues to grow at a rapid pace because faculty, administrators, and other educators from around the world, both individually and collectively, recognize how much we need it. There can be no doubt that active engagement in initiatives focused on furthering responsibility and sustainability is something we must do. The time has come for each of us to learn, engage, and move forward together.

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