

Value-driven Thinking Framework for Developing Responsible Management Learning and Education Programs in Business Schools

Abdalla Khidir Abdalla¹, Ilham Hassan², Saud Ben Khudair²

¹Vision Realization Office, Ministry of Education – Saudi Arabia

²Fathelrahman H. Mansour, School of Management Studies, University of Khartoum, Sudan, Email:

*Corresponding author: drattaya@yahoo.com

Abstract

Business schools need help to create appropriate programs for implementing concepts and principles of corporate social responsibility and sustainability. That is because there are not enough practical frameworks. This study presents a practical and adaptable framework for building Responsible Management Learning and Education (RMLE) programs in business schools. The study adopted a "value-driven thinking" oriented approach. The proposed framework is constructed around the interactions between the education and learning inputs (value stores) in phase one. This phase serves as the foundation for the framework. Phase two is the targeted learning outcomes (value promised to be delivered). Phase three deals with the learning and education process (value chain and value generation). Phase four deals with the actualized learning results, reporting, and feedback (or the value delivered). The proposed framework lays out a precise, flexible road map that business schools worldwide can use in various settings to create successful RMLE programs. The need for additional and future studies to examine the applicability and value of the framework in practical settings is urged.

Keywords: Business school; Responsible Management Education; Education for Sustainability; Value-driven Thinking

Introduction

The needs of numerous stakeholders are causing quick changes in the commercial and educational worlds. Due to the growing stakeholder awareness of sustainability, corporate social responsibility (CSR), and business ethics, business schools now face new difficulties and hazards. According to Abdalla et al. (2020), stakeholders are becoming less and less tolerant of business schools that continue to prioritize profit maximization at the expense of their expected contributions to society and the environment. Future business leaders are expected to be aware of and understand the new risks and problems that face business organizations. This expectation applies to both undergraduate and graduate business and management students. Business and management schools are essential in developing the abilities and perspectives of future business leaders and maybe strong forces for sustainability and CSR, according to Edelman (2012). Since the 2008 financial crisis, there has been increasing pressure for such regulations on how a firm builds value over time to benefit stakeholders. Numerous business schools will be compelled to create Responsible Management Learning and Education (RMLE) programs to explain and express their solutions to the social and economic effects and repercussions of the COVID-19 epidemic.

According to the 2019 CEO research of UN Global Compact (UNGC) members, 86% of CEOs agree that the global economic system must prioritize equitable growth. Only 25% of businesses have corporate objectives that sufficiently serve societal objectives. Additionally, business support for Global Goals is kept outside of the overall business plan. Consequently, it has no significant impact on the UNGC's products, services, or business methods - the UNGC progress report (2019). The UN started the Principle of Responsible Management Education (PRME) program in 2007 at the UNGC Leaders' Summit in Geneva after realizing education's critical role in achieving the Sustainable Development Goals (SDGs). The PRME effort has grown to be the United Nations and business school partnership that is most formalized. The

mission of the PRME is to "convert business and management education, research, and thought leadership globally while promoting awareness about the SDGs and developing the responsible business leaders of tomorrow. "The PRME is categorized as purpose, values, methods, research, partnership, and dialogue.

The extent to which business and management education produces leaders and managers who are moral, effective, and efficient has come under intense scrutiny during the past ten years (2005). According to Ghoshal (2005), business and management education needs to do more to promote the knowledge and abilities related to sustainability. That is directly applicable in the workplace, Crawford and Wall (2018). The triple-bottom-line and social responsibility models have grown in popularity, but the idea that modern business and management education encourages profit-driven attitudes persists (2017d). Miller and Xu (2019) claim that alumni of MBA programs—the purported flagship postgraduate program of business schools—are blatantly more self-serving than other graduates.

Higher education institutions tend to declare in their policies that they are concerned with sustainability without implementing the required institutional and strategic changes. Akrivou and Bradbury-Huang; Snelson-Powell et al. (2016); Painter-Morland et al. (2018); Mburayi and Wall (2018); (2015). More efforts should be devoted to developing a comprehensive framework for designing RMLE programs in business schools. Previous works of Laasch et al. (2020), Wall et al. (2019), Rusinko (2010), and Wall et al. (2017b) concentrated on developing frameworks to learn how to practice, instruct, and conduct complex responsible management. The literature review above shows that more complete, adaptable, and flexible frameworks should be used globally to develop and administer a suitable RME program in business schools. This introduction's conclusion highlights the urgent need to devote more time and resources to developing practical and flexible frameworks so that business schools worldwide can strengthen their role in forming the talents and mindsets of future business leaders. Therefore, this study aims to help business schools develop appropriate Responsible Management Learning and Education (RMLE) programs by providing a practical and adaptable framework.

The Conceptual Framework: The Approach

The study adopted an integrated research approach called "Value-driven thinking." This approach sees education and learning as providing more value to students or learners (The objects). The learning and education system comprises numerous integrated, interrelated, and complementary operations and activities where value is co-created, accumulated, and shared. Abdalla et al. (2020) empirical study developed an integrated framework for building the RME program in business schools, figure (1). The framework illustrates how values co-created and shared by RME connect with sustainability-related factors. The framework shows the desired learning set of competencies (outcomes) that business students can obtain through a suitable RME program. Porter and Kramer's (2011) paradigm calls these competencies "RME co-created and shared values," spanning the critical facets of responsible management and sustainability (i.e., economic, social, and environmental). Abdalla et al. (2020) further placed the framework into context by emphasizing the need to consider internal and external environmental elements surrounding the business school or institution. These elements are the country's level of development, political and social stability, environmental sustainability, and societal beliefs and values.

The conceptual framework is contextualized to consider the stakeholders and the business school setup.

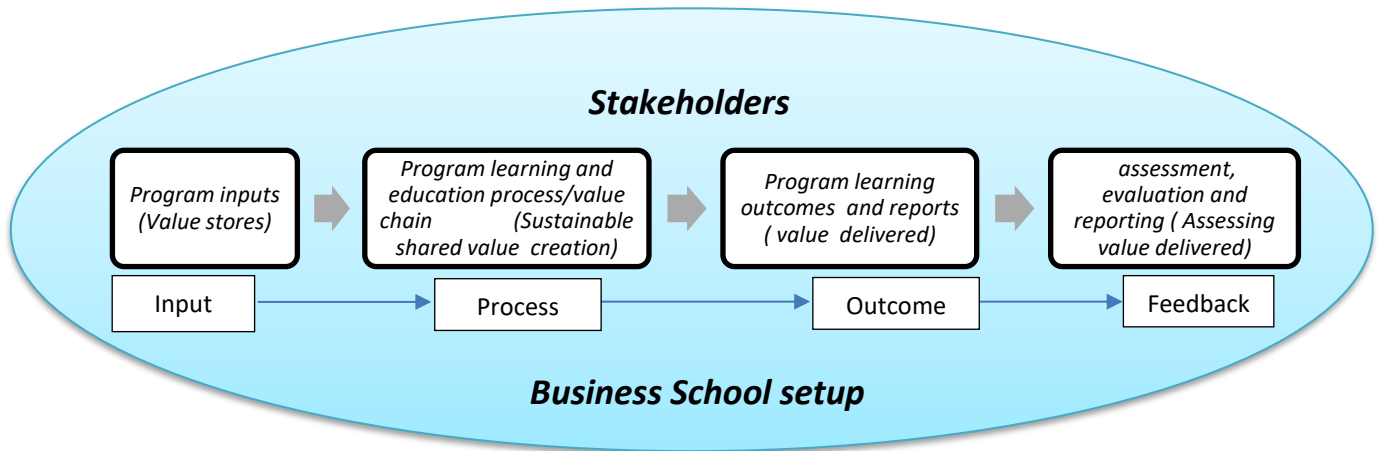


Figure 2: “Value-driven thinking” approach for developing RMLE programs.

Source: Field Survey, 2023.

RMLE Program Development at Business Schools: A Value-driven Framework.

As was previously mentioned, the input-process-outcome-feedback (or "value creation chain") elements form the foundation of the RMLE framework—additionally, adopting an interdisciplinary viewpoint and "value-driven thinking" approach.

The phases and Components of the Value-driven RMLE Program.

"Value-driven thinking" is further segmented into operations and activities clustered into phases. Therefore, as shown in Figure (3), the proposed framework comprises four primary interrelated and interconnected phases and substances. The framework was first built on the interplay and dependence between and among the inputs into education and learning (value stores) in phase 1. Second, the targeted learning outcomes (value promised to be delivered) as phase 2. Phase 3 is the learning and education process (value creation and delivery). Phase 4 includes the actualized learning results, reporting, and feedback (value delivered).

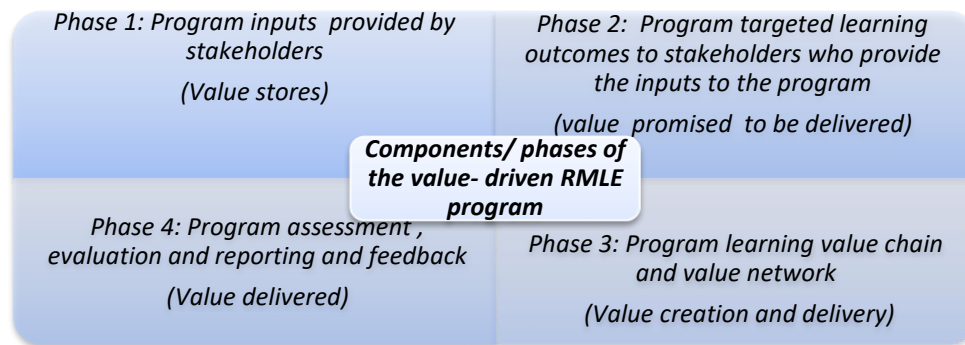


Figure 3: Phases and components of the value-driven framework for developing the RMLE program.

Source: Field Survey, 2023

For illustration, students are considered the framework's main stakeholders throughout development. In addition, references to earlier studies are given where needed. The main phases are broken down into steps in Figure (4).

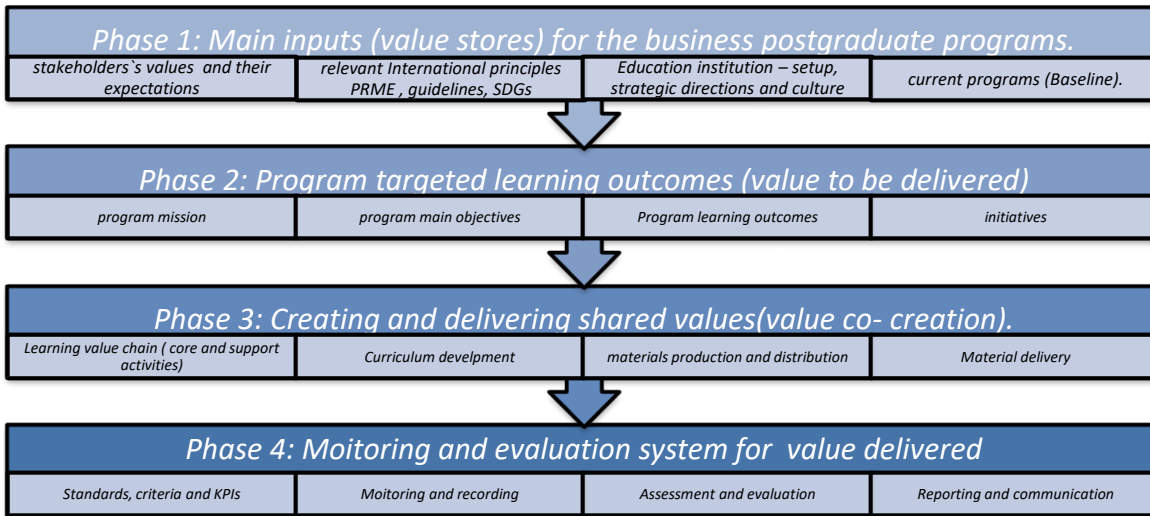


Figure 4: Phases and steps of building the framework.

Source: Field Survey, 2023

Phase 1: Identifying the primary inputs (value stores) for the RMLE program.

The primary inputs (value stores) for the program are shown in Figure (5).

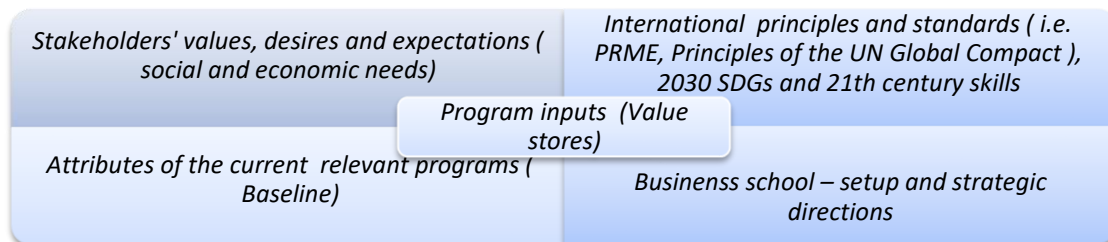


Figure 5: Sources of the inputs (value stores) for the RMLE program.

Source: Field Survey, 2023.

Step1.1: Identifying the program's stakeholders, values, and expectations- (social and economic needs).

Step 1.1 symbolizes the beginning of the framework-building process. The expectations represent the driving force and the independent aspect of the stakeholders' framework, wants, and aspirations. Students, faculty, employers, employers, accreditation agencies, administration, regulatory agencies, investors, professional associations, international organizations and institutions, international standard-setters, academics, researchers, and the public are typical stakeholders in business programs.

In contrast to Carroll's (1991) pyramid, students in the Macquarie Graduate School of Management (MGSM) research (2011) had a favorable attitude toward CSR. Most students agreed that a corporation should focus more on ethical issues than financial ones. Wang J. et al. (2020) study findings assert that the higher level of perception from private university students towards sustainability issues is due to active campus sustainability engagement and positive stakeholder relationships managed by university management. Students regarded ethical responsibility as essential, financial responsibility as second, and legal responsibility as third, according to a study by Abdalla et al. (2020).

Step 1.2: Study relevant international principles and guidelines.

After researching and comprehending the values and expectations of students and other stakeholders, we move to step 1.2. This step is complementary to step 1.1. It aids in identifying additional sources and types of inputs for the RMLE program. The emphasis in this step would be on the pertinent principles and guidelines related to RMLE. A particular focus should be placed on

1. the PRME initiative launched by the UN Global Compact (UNGC), Figure (6),

2. The ideas and concepts developed by UNESCO and
3. the Education for Sustainable Development (ESD).

These universal principles represent the fundamental values that business schools should embed in their RMLE programs. The 21st-century skills need to be considered when developing the RMLE program to foster achieving the 17 UN SDGs and agenda for 2030.

Principles	Description
Principle 1: Purpose	We will develop students' capabilities to be future generators of sustainable value for business and society and work for an inclusive and sustainable global economy.
Principle 2: Values	We will incorporate the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact into our academic activities, curricula, and organizational practices.
Principle 3: Method	We will create educational frameworks, materials, processes, and environments that enable compelling learning experiences for responsible leadership.
Principle 4: Research	We will engage in conceptual and empirical research that advances our understanding of corporations' role, dynamics, and impact in creating sustainable social, environmental, and economic value.
Principle 5: Partnership	We will interact with business corporations' managers to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly practical approaches to meeting these challenges.
Principle 6: Dialogue	We will facilitate and support dialog and debate among educators, students, businesses, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical global social responsibility and sustainability issues.

Figure (6): Categories of the PRME.

Source: Principle for Responsible Management Education Mission- UN- 2021

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

Step 1.3: Business school – setup, strategic directions, and culture.

In step 1.3, the setup of the business school must be evident to the designer. That is, comprehending the current mission, vision, objectives, values, and instructional strategies used in the business undergraduate and postgraduate RMLE programs. In addition, one must research and comprehend the internal and external environment, particularly its strategic direction and policies.

Step 1.4: Study the current programs (Baseline).

Before adjusting, this stage involves assessing the RMLE substances that are already available.

Worldwide and according to the MGSM (2016) study, the respondents felt that their schools met their RME expectations to a high degree or better and felt they were either well-equipped or very well-equipped to apply their CSR knowledge in real life.

The students in Sudan strongly agree with several changes they would like to be introduced in the current programs. The most significant agreed-upon change is encouraging professors to introduce more relevant case studies in classes. The students suggested providing students with corporate responsibility/sustainability internships, Abdalla et al. (2020).

Phase 2: Determine program-targeted learning outcomes(value promised to deliver).

Phase 2 will determine the shared values to be delivered to students and, in turn, to other stakeholders. This phase constitutes the following steps-figure(7).

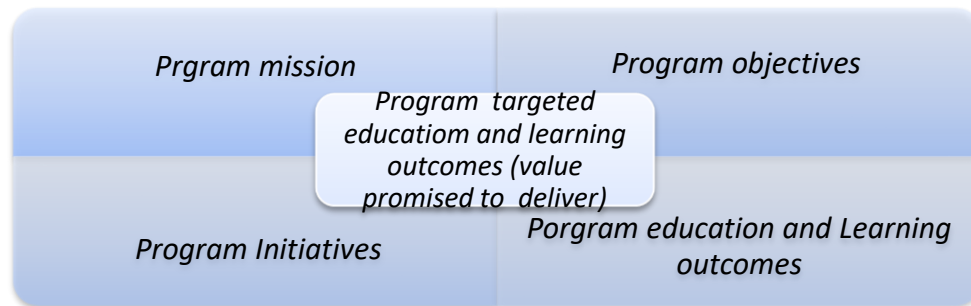


Figure 7: Program-targeted education and learning outcomes (value promised to deliver).
Source: Field Survey, 2023.

2-1: Developing the RMLE program mission.

The program's objective and purpose must be clearly defined. A strong mission statement explains precisely how, where, when, and for what shared values will be created and delivered. The program's mission must coincide with the outcomes of Phase 1 above.

2-2: Identifying the RMLE program's main objectives.

The program objectives outline the students' knowledge, abilities, behaviors, and attitudes that the RMLE generally targets. The following are some examples of the substances that characterize the fundamental components of responsible leadership (see Wilson et al., 2006):

- Acting with integrity
- Caring for people
- Demonstrating ethical behavior
- Communicating with others
- Taking a long-term perspective
- Being open-minded
- Managing responsibly outside the organization.

The program objectives and targeted knowledge, skills, behaviors, and attitudes must align with the shared values stated in the mission.

2-3: Defining program targeted RMLE learning outcomes.

It is necessary to assess each goal established in the previous step and identify the learning outcomes that support achieving it. Determine the competencies, an integrated collection of knowledge, skills, morals, and attitudes that help establish sustainable social, environmental, and economic values.

The program's core and elective courses, including RMLE concepts and methods, in turn, values, will be named in this step. The learning outcome for the RMLE program should be SMART (i.e., specific, measurable, attainable, relevant, and timely).

Additional findings from the MGSM (2016) study were offered, and they urged a change to the management paradigm that places the needs of people first. New skills would be needed to implement this paradigm. Future leaders should be able to act responsibly toward people and the environment. Thanks to the competencies, which encompass CSR and sustainability issues (such as economic, social, environmental, and governance).

Business school students must develop cognitive and affective competencies through the curriculum to practice responsible management. The competencies include

1. an awareness of how business, society, and the environment interact with one another,
2. the capacity to identify and address complex issues by considering a variety of viewpoints and
3. sympathy and empathy for those who suffer injustice.

According to the Economic Commission for Europe's approach to learning, the program outcomes must also give students the knowledge, attitude, and skills necessary to know, do, be, and live together (Figure 8).

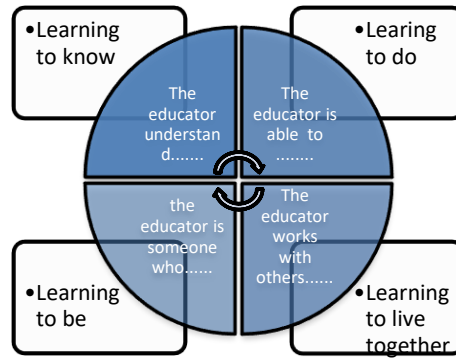


Figure 8: The Economic Commission for Europe’s approach to learning.
Source: United Nations Economic Commission for Europe Strategy for Education for Sustainable Development- 2021 https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf

Figure (9) portrays a framework to be adopted to accomplish this step.

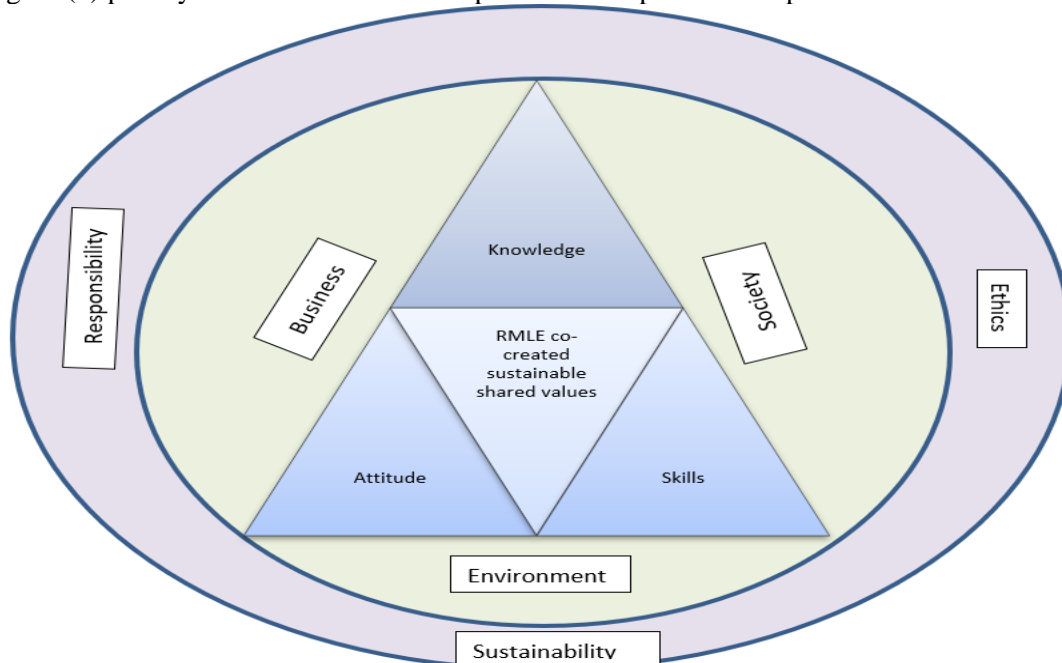


Figure 9: Framework to identify the required RMLE competencies and the related aspects,
Source: Field Survey, 2023.

2-4: Develop initiative to enhance RME.

After determining the program's goal, vision, objectives, and results, the next step will begin with identifying the program's initiatives. The initiatives could be projects or activities that help students achieve the RMLE targeted learning outcomes, which will help the program carry out its mission effectively. To meet the PRME, for instance, the following activities were started by the Palumbo-Donahue School of Business (PDSB) at Duquesne University in the US.

- MBA Programs:
 - Professional MBA
 - MBA Sustainable Business Practices
- Specialized Master's Programs:
 - Master of Science in Accountancy
 - Master of Science in Information Systems Management
 - Master of Science in Supply Chain Management

- Master of Science in Management (100% Online)
 - Executive Education Programs:
- Women's Executive Leadership Program
- Emerging Women's Leadership Conference
- Certificate in Financial Planning
- Professional Coaching Certificate

Phases 1 and 2 have been finished, suggesting that the RMLE program inputs have been established. After completing that, we can proceed to phase 3, the program's core, where the shared values are created and delivered.

Phase 3: Creating and delivering the program with sustainable and shared values.

Phase 3 will create and deliver the shared values once phases 1 and 2 have identified the RMLE program inputs.

The following actions define the program scope and boundaries (value chain), determine the program curriculum and courses, produce learning materials, and deliver the content to co-create and deliver the RMLE value, Figure (10).

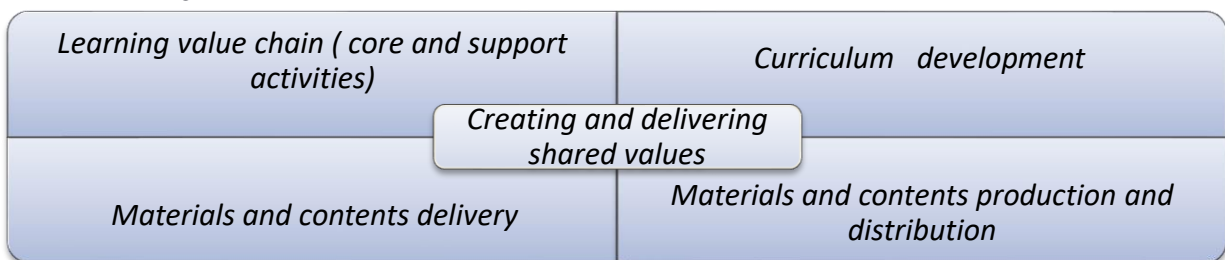


Figure 10: Program value-creating and delivery

Source: Field Survey, 2023.

We propose viewing the creation and delivery of the shared values of the RMLE (i.e., the teaching and learning activities) as a "**Value Chain.**" The student is viewed as the "object" in this value chain. This "object" will be developed in several unique but sequential methods throughout numerous learning stages. As a result, the RMLE program is discussed in this study as a series of different educational and learning processes and activities.

3-1: Determine Program Value Chain(s) Scope.

Identifying the activities (core and secondary) that must be developed, planned, and carried out to jointly produce the desired RMLE learning objectives established in phase 2 is the first step in this phase of building the RMLE program.

The initiative created in phase 2 determines the type and extent of the learning and educational value chain. Any learning and education initiative or program's typical main activities include developing the curriculum and its contents, producing learning materials, delivering the courses and events, and assessing and evaluating the learning outcomes, Figure (11).

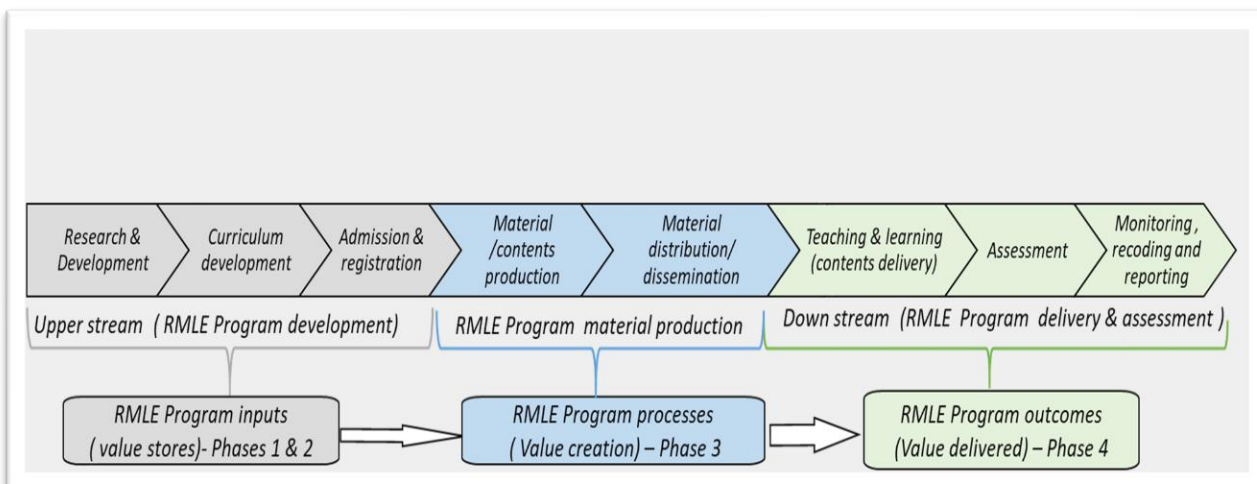


Figure 11: Program value chain

Source: Field Survey, 2023.

3-2: Develop a program curriculum.

The creation and distribution of the course syllabi for core and optional courses are the topics of this step. The RMLE learning outcomes are specified for each course or event.

Consumer and marketing are the most frequently taught essential RME topics at Sudanese business schools, followed by ethical decision-making and business ethics. Stakeholder management, on the other hand, was the most popular elective, followed by environmental sustainability, according to Abdalla et al. (2020).

Business ethics and global responsibility, sustainable business practices, systems thinking and managerial decision tools, and strategic sustainability and models are all part of the PDSB curriculum.

3-3: Production and distribution of program learning materials and contents.

One of the most essential parts of learning and education is creating and delivering content (i.e., the learning value chain). The creation and distribution of self-educational materials for the program's numerous courses are handled in this step. It involves producing and sending out study materials to students on time. Additionally, it coordinates the production of materials and assignments, prints the necessary quantity, stores and keeps track of the materials, and sends them to each student (by course and delivery method) via the postal service. The fact that many students frequently change their addresses, the medium of instruction, and courses makes the entire endeavor problematic. To encourage pupils to use digital materials, the school may give them the option of e-materials.

3-4: Delivery of the courses.

This stage deals with whether the content is delivered in class or outside. An educational institution must choose the best method (i.e., strategies) for delivering courses. Challenging learning environments must be created to promote active, problem-based, and self-directed learning among students. During the program, the students must collaborate on a real-life case study (an assignment) and Real-Life Student Business Cases to blend academic learning and real-world experiences.

The findings of the MGSM (2016) study highlighted the need for schools to reevaluate and modify how the courses are offered by implementing more pragmatic tactics. Professors should introduce More pertinent case studies in class and through experiential and field learning. The report also urged professors to place more emphasis on active learning than passive learning. They could draw from students' involvement in real-world initiatives or simulations to emphasize the interdependence of business and society and highlight the difficulties of making ethical decisions. Varma's (2019) study suggests that a critical determinant of use-value is the workplace utility of the knowledge gained. Over time, consistent derivation of use-value translates to exchange value as long-term behavior changes in the individual create positive workplace outcomes.

The findings of the MGSM (2013) study on RME provide some essential recommendations for the future. Preserving and broadening the breadth of RME in academic institutions' curricula would benefit postgraduate business programs. As a result, it would necessitate the participation of several necessary parties, including (1) business schools, (2) the business sector, (3) students, and (4) third-party initiatives (such as PRME). The study suggested that each group plays a particular function in supporting RME, Abdalla et al. (2020).

Critical thinking abilities, modeling uncertainty, and a deeper grasp of sustainability in action are all goals of the PDSB course materials. To speak to students about green, high-performance buildings, indoor air quality, dashboards, and other sustainability-related themes, the lecturers personally assemble eminent local experts, including engineers, architects, and construction specialists. Amreen et al. (2021) report that the COVID-19 pandemic has posed problems and caused disruption in the higher education industry, with university campuses closing and in-person instruction and evaluation moving to an online model.

Phase 4: Monitoring, Assessing, and Evaluating Program Learning Outcomes (value delivered).

This section begins the process of monitoring, analyzing, evaluating, and reporting program learning results after determining the RMLE program inputs in phases 1 and 2, the sustainable and shared value to be delivered, and the strategies to deliver in phase 3. (feedback). Precisely determine and appraise the delivered value, Figure (12).

An educational institution must choose the best strategy or approaches to measure, assess, evaluate, and report the program's performance based on the earlier phases' results. A combination of approaches (strategies) may be adopted depending on the desired learning objectives.

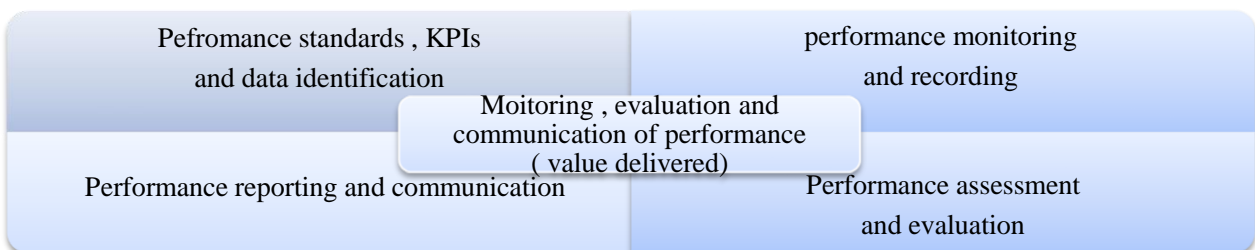


Figure 12: Monitoring, evaluation, and communication of performance.

Source: Field Survey, 2023.

4-1: Performance standards, KPIs, and data identification.

Choosing what data and information to get and how to gather and evaluate it are all covered in this stage. The desired goal and crucial success (focus) areas (i.e., drivers) established in the phases should be connected to the performance indicators. The degree to which the expectations of the education stakeholders are realized requires adopting an effective and efficient system. All parties participating in the teaching and learning processes must be measured, recorded, and reported in such a system. Abdalla and Khudar (2016). Any institution taking part in PRME has as one of its primary obligations to frequently update its stakeholders on the status of the Six PRME. Examples of the types of data to be gathered for each principle are shown in Figure (13). To that purpose, the global compact, Figure (14) architecture advocated by the PRME, and Sharing Information on Progress (SIP) could assist in identifying the data required for gauging and evaluating the performance of the RMLE program.

The SIP's goals include:

- disseminating knowledge about responsible management education.
- act as a vehicle for dialogue among stakeholders.
- Assist PRME signatories in creating a community of learning.

Additionally, different frameworks (such as 21st-century skills) may aid in determining the necessary data. One-on-one interviews, questionnaires, and regular in-person meetings are a few examples of data collection techniques.

Principles	Examples of what data to collect
Principle 1: Purpose	Statement of the school's vision, including the school's interpretation of what responsible management education means
Principle 2: Values	Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges
Principle 3: Method	Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni
Principle 4: Research	Assessment of the extent to which student is involved in PRME-related research
Principle 5: Partnership	Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government, and business)
Principle 6: Dialogue	Highlights of prominent or impactful events (e.g., forums, workshops, roundtables, conferences), including an assessment of their impact

Figure 13: Examples of data to be collected about PRME

Source: Principles of Responsible Management Education Mission - UN 2021

<https://d1ngk2wj7yt6d4.cloudfront.net/public/uploads/PDFs/PRMESIPPresentationSlides.pdf>

4-2: Performance monitoring and recording.

The next step is to record and compare actual performance to desired results after the critical performance criteria, descriptors, standards, and indicators (i.e., KPIs) have been decided.

4-3: Performance assessment and evaluation.

The evaluation methods use a range to score performance, which incorporates specific performance characteristics ordered in levels, showing either the level of a standard's fulfillment or the developmental sophistication of the employed technique. Monitoring the program's accomplishments, objectives, and targets is the goal of assessment and evaluation to promote ongoing progress.

4-4: Performance Reporting and Communication (feedback).

The stage is then prepared to generate reports outlining performance gaps, their reasons, and corrective measures to improve performance going forward. Feedback is crucial to this process since education is a complicated, information-based endeavor, and knowledge transmission is two-way. According to stakeholder feedback, working through questions is highly beneficial in identifying areas of weakness.

The following strategies can be used to track accomplishments, objectives, and targets between reporting periods:

- **Get stakeholders' feedback:** Contact other PRME signatories, regional PRME Chapters, academic institutions, local organizations, and businesses and request feedback on the report.
- **Review feedback and progress with the team:** Meet with the team after submitting the SIP to discuss and reflect on feedback.
- **Monitor usage:** Keep tracking those reading the report and stories of how the report is being used and shared.
- **Folders or documents** that the PRME representatives can update as initiatives develop.
- **Continually engage colleagues:** Regularly hold PRME-focused meetings and use these to discuss the SIP.

Keep track and share progress made in between reports: Maintain public relations.

<https://d1ngk2wj7yt6d4.cloudfront.net/public/uploads/PDFs/PRMESIPPresentationSlides.pdf>

Business school	School Mission	PRME	Achievements	
Palumbo-Donahue School of Business (PDSB) - Duquesne University - the US	Provide Transformative Education in a Spirit ^{an} Tradition We develop ethical business professionals who understand the global marketplace and serve others by leading with integrity to transform their communities, organizations, and society. We engage our students, alums, and business partners with passionate faculty members who create impactful scholarship and innovative educational experiences that connect theory to practice.	Principle 1: Purpose	<ul style="list-style-type: none">- Professional MBA,- MBA in Sustainable Business Practice- Women's Executive Leadership Program- Emerging Women's Leadership Conference	
		Principle 2: Values	<ul style="list-style-type: none">- Ethics and integrity- Change and innovation- Respect for the world.	
		Principle 3: Method	<ul style="list-style-type: none">- Assignments that focus on corporate citizenship.- Case Analysis Principles Paper- Ethics Speaker Presentation Paper- Community-Engaged Project	
		Principle 4: Research	Example of publications: - Abboushi, S. (2017). Global Virtual Currency - Brief Overview. Journal of Applied Business and Economics, 19 (6), 10-18 - Craciun, G., Shin, D., & Zhang, J. Q. (2017). Safe driving communication: A regulatory focus perspective. Journal of Consumer Behaviour.	
		Principle 5: Partnership	Partner	Objectives
			Eat'n Park Hospitality Group	Identify and evaluate opportunities to leverage waste-to-energy systems and other sustainable design elements for a soon-to-be-built, upscale suburban restaurant.
			Phipps Conservatory	Identify potential sites and recommend concepts and an action plan for turning regional eyesores into green urban parks and landmarks while improving the social and economic outlook of communities
Principle 6: Dialogue	<ul style="list-style-type: none">- The Annual Presidential Conference on the Integrity of Creation focuses on the Global Sustainability Challenge.			

Figure 14: Example of Sharing Information on Progress (SIP)

Source: Principles of Responsible Management Education Mission - UN 2021

<https://d1ngk2wj7yt6d4.cloudfront.net/public/uploads/PDFs/PRMESIPPresentationSlides.pdf>

A detailed representation of the value-driven framework used to create RMLE applications can be found in Figure (15). Additionally, it illustrates how its constituent parts and pillars relate to one another and interact.

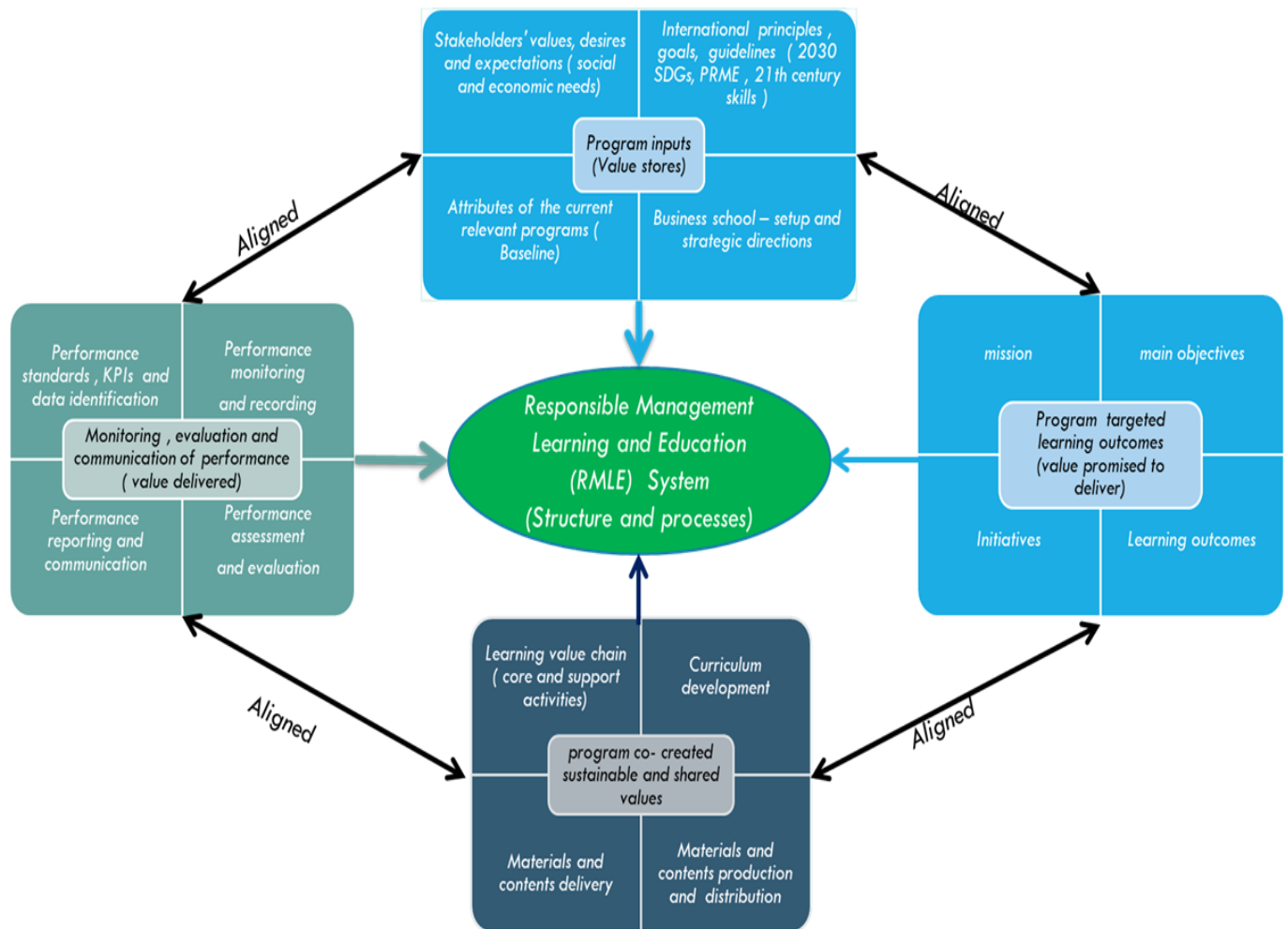


Figure 15: The Value-focused Framework for developing RMLE programs in business schools
Source: Field Survey, 2023.

Placing the framework into context.

Figure 16 illustrates how the surrounding internal and external environmental elements will impact the RMLE programs' pillars and constituents in business schools. These elements are the country's level of development, political and social stability, environmental sustainability, and societal beliefs and values.

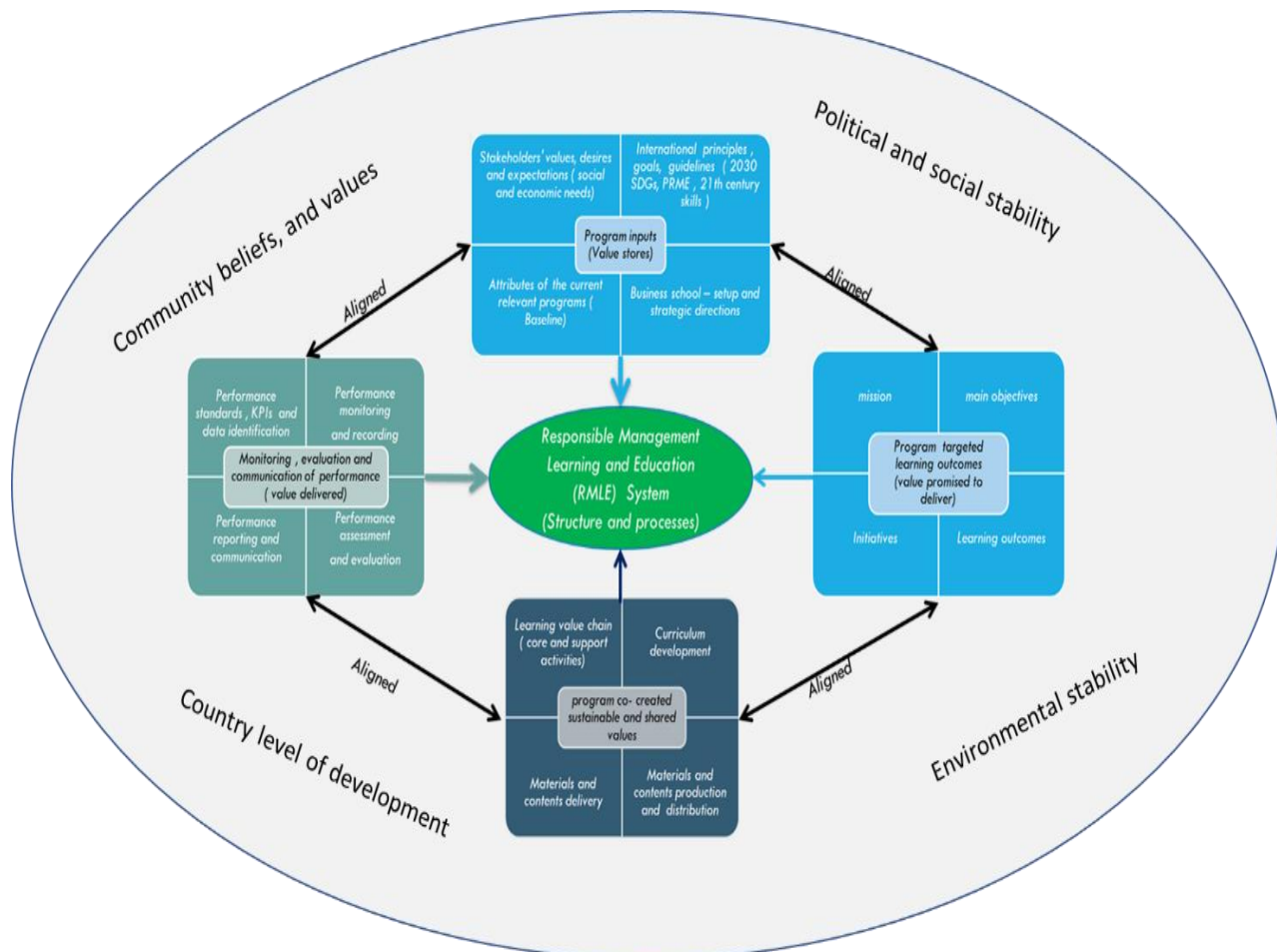


Figure 16: The Value-focused Framework for developing RMLE programs in business schools put into context
Source: Field Survey, 2023

Discussion.

The methodological, practical, and theoretical consequences and insights discussed in this section stem from the study's outcome (the proposed framework) and its construction.

It is essential to approach the framework proposed by this study as a synthesis of conceptual and theoretical frameworks from the outset. The four pillars or phases that make up the framework represent the conceptual framework. On the other hand, the concepts, principles, and theories drawn from literature and overall trends comprise the theoretical side of the framework. The theoretical framework used stakeholders and value chain analysis, as well as related concepts and techniques, in addition to the global guidelines and principles (such as the PRME, SDGs, and ESD).

The methods used in this study and the results (the proposed framework) show that the overall purposes pursued and attained by the study were argumentation, explanation, and knowledge development. The development of the proposed framework is a dynamic, sense-making process that takes many different shapes and occurs in a non-linear stage, Riggan and Ravitch (2017). The studies' data came from the author's experience, the literature, earlier research, and global trends in sustainability and education.

In addition to the theories, the proposed framework relies on, aligns with, and is informed by global trends, principles, and guidelines. As a result, this study promotes the application of pertinent international RMLE concepts and recommendations. These universal principles represent the core concepts that business schools should incorporate into their RMLE programs.

The study's **value-driven** approach allowed system components (such as input, processes, and output) to be seen as stages in creating value. It assists in highlighting the interdependence and even interconnectedness of the different parts. A fresh way of thinking about education and how to help students grow into successful and content members of society around the world is provided by such a perspective. The **value-driven** approach promotes introspective, inspirational, and value-adding traits and attitudes. It enables students to become decent global citizens and prepares them for the working world by assisting them in discovering their best selves. Additionally, it strengthens the product's investment in students' capacity and self-responsibility.

In addition to the interdisciplinary approach, principles- and concepts-based approaches were also used in developing the proposed framework. The RMLE program needs to be viewed as a procedure that creates social and economic values in a mutually beneficial way. When doing business activities in the context of responsibility, ethics, and sustainability, consider business, society, and the environment equally. As a result, both economic and social value can be produced at once. To do this, the methodology used in this study uses ideas, instruments, and techniques created in management, CSR, sustainability, stakeholders, and value chain analysis.

The study utilized the general contextual conceptualization (context inside the context), Figures (3), (9), and (16). These conceptualizations and contextualizations are crucial to developing the proposed framework. Because it directs the process and emphasizes that many elements affect how RMLE programs are developed and implemented. That includes the domain and inquiry, the group of stakeholders inside the setting (i.e., the business school), and the external environment.

We combined business and education theories and concepts and constructed such a complete framework because of the interdisciplinary approach used in this study. The framework's comprehensiveness of its features and parts and how they interact offers insightful and novel viewpoints that could serve as a new paradigm for future research.

This study emphasizes the importance of stakeholders' expectations and aspirations when developing RMLE programs. The Macquarie Graduate School of Management (MGSM) study (2011), Wang, J. et al. (2020), and Abdalla et al. (2020) agree with this.

According to the study, the creation and delivery of the shared values of the RMLE (i.e., teaching and learning activities) can be seen as a "Value Chain." Considering this, this study examines the RMLE program as a network of diverse educational and learning processes where value is jointly created. Consequently, offering a novel idea and introducing a new concept, the "**Education Value Chain**."

Phase 4 of this study involved evaluating and reporting the effectiveness of the RMLE programs and routinely informing its stakeholders of the developments in the program's implementation. As a result, it encourages using the PRME's Sharing Information on Progress (SIP) structure.

Conclusions and further research

The "**Value-driven thinking**" framework proposed in this study would support the implementation of RMLE and PRME in business schools. Encourage the achievement of the 2030 SDGs and agenda. Additionally, it encourages business schools to play a more significant part in developing the abilities and perspectives of future business leaders. Provide strong motivators for corporate responsibility, management responsibility, business ethics, CSR, and sustainability in terms of knowledge, skills, and attitudes (i.e., economic, social, and environmental).

The methodology outlined in this study provides a precise, flexible road map that any business school, regardless of location, can use to create successful RMLE programs. The structure is thorough and adaptable to function in various situations. Additionally, it improved how closely the RMLE program adhered to pertinent international norms and concepts. Consequently, bringing new ideas, concepts, and frameworks expands the knowledge and literature already present in RMLE. As a result, this study will

contribute to the knowledge about responsible management education that may be used to create standards and measures for PRME.

In terms of methodology, the "**Value-driven Thinking**" approach combined with interdisciplinary viewpoints demonstrated its value in creating a suitable framework for RMLE. According to the methodology used in this study, RMLE programs are seen as a system with numerous factors that are interconnected, interrelated, and changing over time and geographically. As a result, different study fields can use this methodology and approach. Therefore, the method used to define and address the research problem lends credence to those who favor an interdisciplinary research approach.

Additionally, the methodology used in this study is distinctive in that it enabled us to define an issue from a real-world setting rather than a hypothetical one. The proposed framework focuses on the simultaneous consideration of theories and concepts from several disciplines and fields of knowledge. Most business schools have greater access to the fundamental data needed to apply the framework. Examining the circumstance and placing it within their surroundings is necessary. Additional and future research is required to evaluate these underlying assumptions and the framework's applicability in a practical setting.

References cited.

- Abdalla A.K., Ben Khudair, S., Eljelly, A., & Mansour, I. (2020). Stakeholders Perception and Attitude Based Framework for Developing Responsible Management Education (RME) Programs: The Case of Master and Doctorate of Business Administration Students in Sudan. *Journal of Business Ethics Education* 17: 47-74. NeilsonJournals Publishing.
- Akrivou, K., & Bradbury-Huang, H. (2015). Educating Integrated Catalysts: Transforming Business Schools Toward Ethics and Sustainability. *Academy of Management Learning & Education*.14(2):222–240. DOI: 10.5465/amle.2012.0343
- Amreen B., Shahreen B., Karan R., Peter L., Ann V. (2021). Post-COVID-19 Adaptations; the Shifts Towards Online Learning, Hybrid Course Delivery and the Implications for Biosciences Courses in the Higher Education Setting
- Ayansola, O. A. & Lawrence, A. (2020). Human Capital Formation for the Fourth Industrial Revolution, DOI: 10.4018/978-1-5225-9810-7.ch00
- Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons*. 34(4):39–48. Doi:10.1016/0007-6813(91)90005-G
- Crawford-Lee, M. S., & Wall, T. (2018). Sustainability 2030: A policy perspective from the University Vocational Awards Council. *Higher Education, Skills and Work-Based Learning* 8(3).DOI: 10.1108/HESWBL-03-2018-0043
- Edelman (2012). Citizenship Report. <https://www.edelman.com/sites/g/files/aatuss191/files/2019>
- Frodeman R. (2010). *The Oxford Handbook of Interdisciplinary*. New York: Oxford University Press.
- Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practice. *Academy of Management Learning and Education*. 4(1):75–91.Doi: 10.5465/AMLE.2005.16132558
- Khudar, S. & Abdalla, A. K. (2016). Value chain, stakeholders' analysis, and technology: A holistic and integrated approach for determining the cumulative added value of education. *International Journal of Educational administration and policy studies*.<https://doi.org/10.5897/IJEAPS2065.0474>
- Kijpokin K.(2017) . Advanced Issues and Applications. *Handbook of Research on Instructional Systems and Educational Technology*, DOI: 10.4018/978-1-5225-2399-4.ch013
- Laasch, O., Moosmayer, D., Antonacopoulou, E., & Schaltegger, S. (2020). Constellations of Transdisciplinary Practices: A Map and Research Agenda for the Responsible Management Learning Field. *Journal of Business Ethics* 162(4). Springer. DOI: 10.1007/s10551-020-04440-5
- Macquarie Graduate School of Management (MGSM) study (2011), (2013) and (2016).
- Mburayi, L., & Wall, T. (2018). Sustainability in the professional accounting and finance curriculum: an exploration. *Higher Education, Skills and Work-Based Learning*.8(4) DOI: 10.1108/HESWBL-03-2018-0036
- Miller, D., & Xu, X (2019). MBA CEOs, Short-Term Management and Performance. *Journal of Business Ethics*, 154(2): 285-300. DOI: 10.1007/s10551-017-3450-5
- Nonet, G., Kassel, K., & Meijs, L. (2016). Understanding Responsible Management: Emerging Themes and Variations from European Business School Programs. *Journal of Business Ethics* 139(4), 717-736. Springer. DOI: 10.1007/s10551-016-3149-z

- Orlando P., Daniel G., Ana and Isabel M. (2019). Handbook of Research on Transdisciplinary Knowledge Generation, DOI: 10.4018/978-1-5225-9531-1.ch020
- Painter-Morland, M., Pouryousefi, S., Hibbert, S., & Russon, J.A. (2018). Sharing vocabularies: Towards a horizontal alignment of values-driven business functions. *Journal of Business Ethics*. 155(4). 965–979. <https://doi.org/10.13140/RG.2.2.29530.03527>.
- Palumbo-Donahue School of Business (PDSB) - Duquesne University. <https://www.duq.edu/academics/schools/business>
- Porter & Kramer's (2011). The Big Idea: Creating Shared Value. How to Reinvent Capitalism—and Unleash a Wave of Innovation and Growth. *Harvard Business Review* 89(1-2):62-77
- PRME. (2007a). Overview. Retrieved from https://www.unprme.org/about-prme/PRME_ (2007b). Six Principles. Retrieved from <https://www.unprme.org/about-prme/the-six-principles.php>
- PRME. (2016). The UN Sustainable Development Goals realized through responsible management education: Strengthening PRME's network and aligning with UN priorities [PRME strategic review]—New York: United Nations Principles for Responsible Management Education.
- Ravitch, S.M., and Riggan, M. (2017). *Reason and rigor. How conceptual framework guide research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rusinko, A. (2010). Integrating sustainability in higher education: A generic matrix, *International Journal of Sustainability in Higher Education* 11(3):250–259. DOI: 10.1108/14676371011058541
- Snelson-Powell, A., Grosvold, J., & Millington, A. (2016). Business School Legitimacy and the Challenge of Sustainability: A Fuzzy Set Analysis of Institutional Decoupling. *Academy of Management Learning and Education*, 15(4), 703-723. DOI: 10.5465/amle.2015.0307
- UN Global Compact-Accenture Strategy (2022). CEO Study – The Decade to Deliver: A Call to Business Action, <https://www.unprme.org/prme-world-tour>
- UNPRME. (2019). Steering Committee. www.unprme.org/about-prme/the-six-principles.php
- Varma, S. (2019). Why learn business ethics?—Students' conceptions of the use and exchange value of applied business ethics *Asian Journal of Business Ethics* 8 (1):107-125
- Wall, T. Hindley, A. Hunt, T., Peach, J., Preston, M., Hartley, C., & Fairbank, A. (2017d). Work-based learning as a catalyst for sustainability: a review and prospects. *High Education Skills Work-Based Learning* 7(2):211–224
- Wall, T., Clough, D., Osterlind, E., Hindley, A. (2019). Conjuring a spirit for sustainability: A review of the socio-materialist effects of provocative pedagogies. In Leal Fihlo W, Consorte McCrea A (eds) *Sustainability and the Humanities*. Springer, Cham.
- Wall, T., Tran, L. T., & Soejatminah, S. (2017). Inequalities and agencies in workplace learning experiences: international student perspectives. *Vocations and Learn* 10(2):141–156
- Wang, J., Yang, M., & Maresovo, P. (2020). Sustainable Development at Higher Education in China: A Comparative Study of Students' Perception in Public and Private Universities. *Sustainability* 12(6):2158. DOI: 10.3390/su12062158
- WILSON, Andrew, Gilbert LENSSEN, and P. HIND. (2006) "Leadership qualities and management competencies for corporate responsibility: a research report for the European business in society." UK: European Academy of Business in Society-EABIS, UK.