

# Are emerging countries walking their talk?

## The internalization of responsible management education in Asia, Africa and Latin America

### Introduction: the PRME agenda

Back in 2007 and under the auspices of former UN Secretary-General Ban Ki-moon and the UN Global Compact, the “Principles for Responsible Management Education (PRME) initiative were launched. The PRME agenda was conceived as a call to action, based on six principles (PRME, 2019), of which the first three are of particular relevance for this article:

**Principle 1: Purpose.** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2: Values.** We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3: Method.** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The PRME agenda got a new boost and was further informed by the UN approval in September 2015 of the Sustainable Development Goals (SDGs). In the last few years, if anything, the PRME agenda has been gaining more traction, as it became clear that the thousands of graduates that business schools (B-schools, hereafter) churn out every year “go on to lead and influence virtually every type of organisation, and each and every one of them has the opportunity to impact what our future will, or will not look like” (Weybrecht, 2017, p. 85).

Delivering on those commitments posed substantial challenges for B-schools, as it entailed rethinking anew their traditional role, from being “a training center for functional specialists” towards becoming a steward who “helps to improve organizations and companies in their functionality for society” (Bieger, 2011, p. 104). A little over a decade has passed since the launching of PRME, so the time is appropriate to stake stock of what has happened in response to those calls, with a focus on emerging countries. We want to ascertain to what extent we, as management educators from the Emerging world, are truly walking our talk. To explore that topic, our quest was structured around the following research questions: (a) What forces prompted B-schools from emerging countries to take action? (b) What exactly did they do in response to those calls? How far did those actions go? (c) Are there meaningful differences in the drivers for change in the 3 regions studied? And finally, (d) Are there meaningful differences in the scope and/or depth of change in the 3 regions studied? In particular, we focused our data query in academic activities, curricula and educational frameworks and methodologies. We left out other relevant aspects of B-school life, such as operations or strategy.

In this piece, we limited our query to a part of the world that sometimes is relatively neglected: the group of countries broadly known as “emergent”, roughly associated with the Southern hemisphere (hereafter, the emerging South). In particular, we will examine the B-schools of South East Asia, Latin America, and Sub-Saharan Africa, filtered through membership in the most inclusive regional industry association in each of those geographies. For Latin America, we targeted the membership of the “Latin American Council of Management Schools” (CLADEA, hereafter). For Sub-Saharan Africa, we used the members’ database of the “Association of African Business Schools” (AABS, hereafter). Finally, for South East Asia we used the database of the “Alliance on Business Education and Scholarship for Tomorrow, a 21st Century Organization” (ABEST21, hereafter).

The rest of this article is structured as follows. We start by reviewing the incipient PRME literature, and formulating hypothesis with each of the gaps found. We then describe the study and the methodology followed. Finally, results and its implications for responsible management teaching and learning are presented.

## **Theoretical framework and literature review**

**Responsible management education.** In the 1970s, a nascent literature moved away from the normative tone of previous works on corporate social responsibility (CSR), and placed increasing emphasis on outcomes. In those years “we find mention increasingly being made of corporate social performance (CSP)” in parallel to the more traditional CSR construct (Carroll, 1999, p. 249), in the work of authors such as Carroll (1979), Preston (1978) and Sethi (1975). A critical component of the CSP construct was “social responsiveness,” or the capacity of the organization to adapt its behavior to

social needs (Sethi, 1975). From the 1980s on, that body of literature started to pay attention to the way in which organizations in different contexts responded to stakeholders' needs. Given that CSR is considered a culturally loaded construct (Burton, Farh and Hegarty, 2000), a strand of publications analyzed the way in which national differences influenced firms' stakeholder orientation (Van Heuvel, 2011; Burton, Farh, & Hegarty, 2000; Wanda et al, 2007).

These comparative studies of social responsibility focused exclusively on private companies. The emergence and consolidation of the PRME agenda has given way to a related emerging area of intellectual inquiry, known as Responsible Management Education (RME) (Beddewela, Warin, Hesselden, & Coslet, 2017; Storey, Killian, & O'Regan, 2017; Sunley & Leigh, 2016), which looks at the extent to which B-schools delivers in response to their stakeholders' demands. As it is to expect in any novel field, a number of alternative competing labels have been mushrooming, such as "Education for Sustainable Development," or "Business Ethics Education." For example, Matten & Moon (2008) found over 40 different labels used for RME-related courses in European B-schools. The lack of consensus is not limited to form and labels, but also extends to the field's substantive agenda. However, as Storey and colleagues explain, although "the field of RME is diverse, with a wide range of actors, not all of whom share a common view on... the purpose of education... a frame emerging as a key element of the dominant doxa is Agenda 2030 and the Sustainable Development Goals" (2017, p. 93).

In practice, the field of RME is clustering around the PRME agenda for B-school transformation. Within this stream of work, a number of studies have stressed the importance of going "beyond knowledge" (Reficco, Jaén, & Trujillo, 2019) in managerial education, to encompass the development of socially desirable attitudes and values. Kleymann and colleagues (2010) stress the importance of educating students as citizens; Jaén et al. (2014) argue that civic behavior can and should be developed through classwork. To structure our review of the literature, we rely on a conceptual map (**Figure 1**) adapted from Reficco et al. (2019). The process described in that map can be summarized as follows. High-profile corruption scandals led societies to pressure business schools to go beyond technical education, internalizing the values of sustainable development. Those pressures led B-schools to implement changes, both in content and methodologies. Among the latter, active learning methodologies gained ground vis-à-vis traditional lecturing, as these proved to be "particularly apt for shaping well-rounded leaders in value-intensive courses" (Reficco & Jaén, 2015, p. 2548). If those reforms were effective, we should expect to see perceivable behavioral change in students. Each of these steps was turned into a hypothesis (shown in the map as H1, H2, etc.), that the rest of this section develops.

PLEASE INSERT FIGURE 1 ABOUT HERE

**Normative calls for change, and stakeholder pressure.** Many normative calls have been made for a stronger commitment to social and environmental topics by B-schools (Hulsart & McCarthy, 2012). As Khurana put it, “For business schools and for management itself, the times seem ripe for reopening the question of what exactly this institution is for, what functions we as a society want it to perform, and how well it is performing them” (2010, p. 5). In the early 2000s, a number of critical voices expressed concern about the pernicious role B-schools were playing in society (Ghoshal, 2005; Pfeffer & Fong, 2004). The decisions that took us to rather problematic state of affairs, were “not the work of ignorant people (but those) with BAs, BScs, LLBs, MBAs and PhDs” (Orr, 1994, p 7). In particular, the fact that elite B-school graduates were implicated in high profile accounting scandals, did not go unnoticed (Klimek & Wenell, 2011). The 2008/9 financial crisis made this criticism even more acute. According to Hayes and colleagues, “business schools... stood accused of perpetuating a flawed focus on growth, profit and greed, seen by many as the root causes of the financial crash” (2016, p. 14).

This created in emerging countries’ societies the perception of a widespread ethical problem and an impending value crisis (Reficco & Jaén, 2015), which in turn coalesced into a societal demand for a different type of business leadership --committed to people and planet, not just profits. As Doherty and colleagues explain, “society has a significant stake in the performance of business schools as training grounds for corporate leaders... (and) ignores the agency function business schools provide between themselves and its future business leaders at its peril” (2015, p. 37). The result is that for various authors, the basis of B-schools legitimacy has changed: is not just based on the effective delivery of pertinent technical contents, but also on their wider role in society, as they are expected to become active agents for societal betterment (Hommel & Thomas, 2014; Pfeffer & Fong, 2004; Wilson & Thomas, 2012). Of particular relevance were the concerns voiced by direct stakeholders, such as companies (employers, funders, donors) and students (Reficco et al., 2019). To our knowledge, no study has sought to investigate empirically this process, at least in the emerging countries of the Southern hemisphere. Did B-schools in emerging countries actually reconceive their role in society? If so, did that have anything to do with stakeholders’ demands? What kind of pressure did they feel, if any? What specific stakeholders led the charge? To put these ideas to the test, we frame the following hypotheses:

- **H1. In the last decade, B-schools from the emerging South changed the way they perceive their self-assigned role in society, toward a value-based education of leaders.**
- **H2. B-schools from the emerging South where subject to strong contextual pressures to redefine their role as educators.**

The extant literature posited a link between prestige and societal expectations. According to these authors, the more prestigious the business school is deemed to be, the greater the expectation that the school will make RME will be a key organizational objective (Evans, Treviño, & Weaver, 2006;

Rasche & Gilbert, 2015). Legitimacy and prestige are intertwined in business schools, because legitimacy expectations are particularly high for prestigious organizations; thus external stakeholders subject prestigious organizations to greater scrutiny than less prestigious ones (Gioia & Corley, 2002; Moon & Orlitzky, 2011; Pfeffer & Fong, 2004). However, it has been claimed that while society at large places expectations on its most visible institutions, those that are less prestigious and prominent are more exposed to the pressures of their immediate stakeholders (such as the student body, or companies) whose viewpoints cannot be ignored (Reficco et al., 2019). To put these ideas to the test, we frame the following hypotheses:

- **H2.a. High-prestige B-schools in each country will feel more pressure for change from society at large.**
- **H2.b. Lower-prestige institutions in each country will be primarily exposed to pressure from their direct stakeholders.**

**The reaction of B-schools.** Are B-schools from emerging countries really “walking their talk”? Concerns were raised about the extent to which B-schools are in fact delivering on stakeholders’ expectations, or merely engaged in academic window-dressing (Hervieux, McKee, & Driscoll, 2017; Snelson-Powell, Grosvold, & Millington, 2019). Published studies report that internalizing RME contents in B-schools’ curricula has been fraught with challenges (Cornuel & Hommel, 2015). However, sustained contextual pressures for change seem difficult to ignore: “it appears the need to embed ...RME is not a passing phase or fad, and business schools will need to respond to this agenda” (Doherty et al., 2015, p. 52). A number of studies have reported the internalization of sustainability content in business teaching (Exter, Grayson, & Maher, 2013; Maloni, Smith, & Napshin, 2012; Solitander, Fougère, Sobczak, & Herlin, 2012), including a special issue in *Management Education* in 2009 on the topic, focused on “Greening and Sustainability Across the Management Curriculum” (Rusinko & Sama, 2009). However, this literature suffers from two limitations. On the one hand, they take courses as discrete units to be counted, in isolation from organizational context. As Rasche points out, “We lack knowledge about whether and to what extent ethical issues are integrated into disciplines such as marketing, finance, and accounting. Existing research has been limited mostly to a discussion of stand-alone courses” (Rasche, Gilbert, & Schedel, 2013). Those studies, “do not capture the systemic nature of such curricular initiatives” (Painter-Morland, Sabet, Molthan-Hill, Goworek, & de Leeuw, 2016, p. 737), a topic we go back to in the next section. On the other hand, all of those studies with no exception were focused on countries from the developed Northern hemisphere. No study to-date has looked into the breadth and depth of implementation in B-schools from emerging countries from Latin America, Africa and Asia.

**Contents.** While a modicum of content change may be inevitable (and even fashionable), there is ample variance as to the shape and depth it may take. Matten and Moon (2004) identify tree basic

(non-exclusive) paths change can follow. The first is the “elective module” approach, by which RME contents are included in stand-alone modules or courses. This is what Sharma and Hart (2014) call the “saddle bag approach”: RME contents are internalized but not integrated with mainstream activities. A number of articles published in the past decade (Christensen, Peirce, Hartman, Hoffman, & Carrier, 2007; Navarro, 2008; Nicholson & DeMoss, 2009) suggest this was the prevailing mode in which RME contents entered B-schools’ curricula.

The second variant is the “interdisciplinary” approach (Matten & Moon, 2004), whereby RME contents are spread horizontally throughout the curricula, and integrated with traditional functional courses (such as finance, operations, marketing, etc.). Thomas (2009) calls the former “build-in” alternative –as opposed to the “bolt-on” approach, explained above. Finally, schools can take what this author identifies as the 3<sup>rd</sup> path: “redesign.” This typology is roughly in line with Sterling (2004) who identifies a superficial response pattern (accommodative), a moderate one (reformative) and structural change (transformative). It is only in the third stage that RME spills over beyond the classroom and starts informing operations and strategy. Critics have warned that shaping a “rounder” business leader will require nothing short of this integrative approach. The lack of a coherent institutional ethos, and value dissonance between espoused values and actual practices conspire about RME effectiveness (Bruhn, 2008; Lozano, 2012; Parkes, Buono, & Howaidy, 2017).

Published studies suggest that this third path was followed only exceptionally (Maloni et al., 2012) and that was challenging to implement for those who dared to try (Painter-Morland et al., 2016). According to Page (2008), extensive sustainability integration tends to be rare, typically accomplished by small, non-traditional private institutions. Snelson-Powell et al (2016) reached similar conclusions. In gauging the extent to which sustainability has been engrained structurally in organizational life, a telling feature is the inclusion of RME-related contents in the organizational mission (Araç & Madran, 2014).

The prevailing view remains that “despite increasing efforts in the academic world to emphasize corporate social responsibility (CSR), sustainability, ethics, and similar issues, the full scope of the above-mentioned view has not yet become embedded in the mainstream of business-related education” (Alcaraz & Thiruvattal, 2010, p. 542). Yet, some scholars remain optimistic about the pace of change, as “there is clearly a tipping point in business schools’ models and paradigms which will lead to a period of experimentation and change” (Hommel & Thomas, 2014, p. 7).

In response to our initial question, two conclusions seem in order. First, most studies have relied on ad-hoc convenience samples, which fell short of identifying real trends. Second, those ad-hoc groupings of B-schools belong to countries from the developed North. Thus, there is a substantial empirical gap in our knowledge of the path followed by educational institutions of management in emerging countries of the South. What exactly did they do in the way of reform? How widespread

was that reaction? How far did they go? Who did what? To explore this, we frame the following hypothesis:

- **H3. B-schools from the emerging south reacted to societal demands for value-based leaders internalizing RME principles in various forms.**
  - **H3.a. Prestigious schools went further in internalizing RME principles into their institutional life.**
  - **H3.b. External strong signaling in favor of RME does not correlate closely with deep integration of RME.**

**Teaching & learning methodologies.** Internalizing RME is “not limited to modifying the curriculum, but [should] also include changes in research practices, pedagogies, organizational strategies, and extracurricular activities” (Rasche & Gilbert, 2015, p. 240). If our knowledge about RME content adoption is limited, research on RME-related teaching methodologies is even scarcer. Echoing Shrivastava, it seems fair to say that “there is (still) much... pedagogical development that needs to be done to fulfill the promise of passion in teaching sustainable management” (2010, p. 452).

What seems to be working when it comes to teaching RME? There is a substantial gap on this topic. Documented case-studies on RME teaching report using a combination of methodologies, which include teaching cases, role-plays, experiential learning, and cross-disciplinary team teaching (Bates, Silverblatt, & Kleban, 2009; Kurland et al., 2010; Roome, 2005). Only a handful of studies have looked into the issue of what methodologies are gaining ground in association with teaching of sustainability. Ortiz and Huber-Heim reviewed “what’s out there” (what is available), without quantifying actual practice or preferences, and identified “a clear tendency to apply problem-centered or problem-based learning (PBL) strategies, as well as experiential learning” –in other words, active learning methodologies (2017, p. 319). On a similar vein, Reficco and colleagues (2019) reviewed actual practices in Latin America and found that active learning methodologies--the case method in particular, followed by PBL, simulations and role-playing-- gained ground on those institutions that went further in the integration of RME contents. We know of no similar study outside of that particular region. Even less has been done in terms of the perceived effectiveness of those methodologies. To deepen our knowledge and understanding of this topic, we frame the following hypotheses:

- **H4. As B-schools increased RME-related content, they also increased the use of active learning teaching methodologies.**
  - **H4.a. Those B-schools that actively signaled commitment to RME through PRME membership, increased the use of active learning teaching methodologies.**

To sum up, by and large empirical research in the emergent field of RME is scarce. The findings tend to be inconclusive and share two substantial limitations. First, most published studies have a built-in geographical bias. Although PRME is a global movement, virtually all the empirical studies reviewed so far are based on samples populated by schools from the developed North. In way of example, Araç & Madran explain that although their team of researchers approached 141 schools from 7 diverse regions (North America, South America, Europe, Middle East and Caucasus, Far East, Africa and Australia), a “limitation of this global analysis is that there not many schools presenting reports from regions other than North America and Europe” (2014, p. 143). Additionally, most RME research is based on samples populated by PRME members. To the extent those organizations have willingly signed up for PRME membership, it stands to reason that there will be a self-selection bias in the sample.

This article addresses those limitations. On the one hand, it targets a wide and inclusive sample of organizations (as explained below) from emerging countries, regions that are usually under-represented. RME, and management research in general, needs to become more plural giving the realities of emerging countries from the South its own voice (Tsui, 2007). On the other hand, it targeted not just PRME members, but all B-schools operating in the selected regions, as explained in the Methodology section. This study heeds to the call made by Rasche & Gilbert: “the theoretical propositions presented in this article need to be supported or rejected by empirical research (... that will evaluate) how responsible management education shapes the structural elements of schools (e.g., their policies) with data on the organizational practices that are important for integration (e.g., changes to curriculum design)” (2015, p. 248).

## Method

Our survey targeted MBA directors or equivalent program directors, to capture orientation of critical policy decisions. As we also sought to identify classroom dynamics, we also targeted faculty members that were actively teaching in the MBA or equivalent Master programs.

To test our hypotheses, we conducted a survey with faculty members and managing staff of business schools in Latin America, South Asia and Africa. The survey consisted of 10 blocks of questions about the following topics: 1) Perceived change of BS role in society (1 question), 2) Influencers of change (5 questions), 3) Depth of change (1 question), 4) Dimensions of change within the BS (1 question), 5) Direction of change (3 questions), 6) Internalization of practices of responsible management education (7 questions) and 7) Changes in teaching methodologies during the previous ten years (11 questions). **Annex 1** contains the full questionnaire used.

The survey was administered on-line using Qualtrics. The questionnaire was pre-tested in a small subsample of educators/administrators among a few participating schools, in order to adjust it to local views and terminology. Respondents were initially contacted via email. Over 500 emails were sent in three waves over four months, followed by a final round of personalized telephone calls made to those who were remiss in answering the survey. This task was divided among the authors, so that one person took the lead in ensuring appropriate data gathering in each of the three encompassed regions. We obtained a total of 152 answered questionnaires, 85 from Latin America (56%) 32 from Africa (21%) and 35 from Asia (23%). In total there were answers from 70 schools.

Based on the nature of the data, which is mainly categorical or ordinal, we conduct most of our analyses using Multiple Correspondence Analysis (henceforth MCA). This is an interdependence technique that establishes the association between categorical variables based on the mathematical (Chi-square) distance between categories and objects within these categories (Greenacre, 2017; Hair, Black, Babin, Anderson, & Tatham, 2014). It is a compositional technique that provides a low dimensional representation of the multiple associations of all possible two-way cross-tabulations of a set of categorical variables. The geometrical distance between categories and category levels is a standardized measure of association based on the conditional probability of observations of a category a, given another category b. This technique is highly convenient because it allows to identify patterns of association among multiple categorical variables without functional assumptions (e.g. linear). Whenever appropriate and informative, but to a lesser extent, we also conduct factor and regression analyses.

## Results

- **H1. In the last decade, B-schools from the emerging South changed the way they perceive their self-assigned role in society, toward a value-based education of leaders.**

Data gives credence to H1, both on the existence of a change of perception by participating B-schools about their role in society, as well as on the direction of that change. On a Likert scale, from 1 to 5, the mean answer (see entire Survey in **Annex 1**) on the former was almost 4 (3.9), and on the latter was 4 points. This new self-assigned role in society brought about internal changes in surveyed schools. Our survey defined three alternative levels of change: superficial, moderate and structural (see definitions in **Annex 1**). As per respondents' answers, in the sample as a whole the dominant category was moderate change (57%), yet it is interesting to notice that over a third of respondents found the change in their institutions to be structural (36%), and that only 7% of responses reported merely superficial change.

It is worth noticing that all these three variables (existence of change, primary goal and depth of resulting change) associate together. After MCA with the three variables, the resulting biplot below (**Figure 2**) is produced (variance explained by each dimension is displayed in the figure); as explained in the methodology section proximity of plotted data points signals intensity of association among variables. Respondents who completely agreed (5) with the change in B-schools' roles are placed right next to responses that identified as its main driver the need to catalyze positive societal changes, and which assessed their institution's response as internal structural change. Those who agreed with the change in role with more moderate answers (4 and 3) also see the need to catalyze positive societal change as change driver but on more moderate terms (4,3), and consider that their schools embarked only in moderate changes. Those who failed to see any change in role are a minority of outliers, together with those that saw only superficial change in the institutions to which they are affiliated.

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**Figure 3** shows an extended MCA including the geographical dimension, to offer a glimpse on how these dynamics unfolded in each of the three regions encompassed in the sample. Data shows two clusters. In one, Africa associates with the strongest scoring (5) for both perceived role change and the catalyst change driver, as well as with a structural depth of change inside B-schools. On a different cluster, Asia is associated with somewhat lower levels of perceived change towards B-schools to change their role, and on the relevance of the catalyst driver (4 points in both), as well as with moderate change inside B-schools. Latin America is positioned in between both extremes.

PLEASE, INSERT FIGURE 3 ABOUT HERE

- **H2. B-schools from the emerging South were subject to strong contextual pressures to redefine their role as educators.**

We surveyed respondents on the factors behind that change in role by B-schools. Those factors emerged from previous work on this topic. Through grounded theory analysis, Reficco & Jaén (2015) found these factors to be the most frequently cited to explain the role change in Latin American B-schools, according to their faculty. As **Annex 2** shows, those factors clustered together in two groups. While the first group of factors revolves about national debates (crisis in values, demands for ethical leadership, climate change crisis, corruption scandals), the second set emanates directly from immediate stakeholders (student demand and pressure from companies for sustainability contents). Since those clusters of respondents correlate together, we created two constructs: we called the former "corporate responsibility" and the latter "stakeholders." Taking the sample as a whole, respondents confirm significant levels of pressure, both in terms of their perceived social

responsibility to be part of the solution to national debates, as well as from their direct stakeholders. The mean value for the former is 3.6, and for the latter 3.7.

- **H2.a. High-prestige schools in each country will feel more pressure for change from society at large**

Extant literature had posited a link between prestige and societal expectations. As legitimacy expectations are particularly high for prestigious organizations, external stakeholders will demand more of prestigious organizations (Gioia & Corley, 2002; Moon & Orlitzky, 2011). Our data confirms that claim, at least for the highly prestigious B-schools. As explained in the methodology section, we took EdUniversal ranking as a proxy metric to measure a school's prestige. This ranking lists institutions hierarchically (from 1 to 5 Palms), to measure their reputation, as per the perception of peers (Deans) based on a number of hard-variables.

As **Figure 4** shows, no respondent reported *not* feeling any pressure --1 appears as an outlier on the periphery of the biplot, isolated from the rest. Those schools with low prestige (0 and 1 Palms) perceived restrained pressures (2 & 3), a result that is in accordance with literature expectations. Also in line with the extant literature, we found that the “Universal Business Schools with strong global influence” (recognized with Excellence 5 Palms) reported feeling the highest possible pressure from society (5) to commit to sustainability. However those with 2 Palms appear right next to them, an anomaly from the perspective of the literature. In the way of explanation, it is worth keeping in mind that 3 & 4 Palms’ schools are --according to EdUniversal-- institutions seeking to build an international reputation.<sup>1</sup> Two Palms’ schools, on the other hand, have a regional (i.e. sub-national) domain of influence within their countries.<sup>2</sup> It stands to reason that such positioning may lead an organization to prioritize its salience and relevance vis-a-vis national audiences.

On the opposite end of the spectrum, as the literature would predict, low-prestige schools (1 Palm) report restrained pressure levels (2). Mid-prestige schools (3 Palms) also report substantial pressure (4). Four Palm-schools appear isolated, which indicates the absence of a clear pattern among them (high levels of responses’ variance).

PLEASE, INSERT FIGURE 4 ABOUT HERE

<sup>1</sup> 4 Palms = Top Business Schools with **significant international influence**.

<sup>3</sup> 3 Palms = Excellent Business Schools with **reinforcing international influence**.

Retrieved on Oct 11, 2019, from <http://www.eduniversal-ranking.com/methodology/palms-of-excellence.html>

<sup>2</sup> 2 Palms = Good Business Schools with **strong regional influence**.

Retrieved on Oct 11, 2019, from <http://www.eduniversal-ranking.com/methodology/palms-of-excellence.html>

We also looked at the geographical distribution of reported societal pressures. A clear pattern emerges from data (**Figure 5**), with Latin America and Africa reporting the highest pressure levels (4 & 5) (the former slightly more so), and Asia closely associated with moderate societal pressure (3).

PLEASE, INSERT FIGURE 5 ABOUT HERE

- **H2.b. Lower-prestige institutions in each country will be primarily exposed to their direct stakeholders' pressure.**

Previous empirical studies on the Latin American context found that while society at large tend to place their hopes and expectations on leading institutions, in the case of mid and low-prestige schools pressures for change tend to come primarily from their direct stakeholders --namely students, and companies (Reficco et al., 2019). Our data supports that link, expressed in H2.b.: as Graphic 4 shows, those schools with 0 and 2 Palms felt the highest pressure (5) from direct stakeholders. In the same line, those with 1 and 3 Palms follow suit with significant perceived pressure (3 & 4). Conversely, on the other end of the spectrum, “those Universal Business Schools with strong global influence” (5 Palms) reported low pressures (1 & 2) from direct stakeholders, also in line with expectations. In the same line, those “Top Business Schools with significant international influence” (4 Palms) report moderate pressure (3) from companies and students.

PLEASE, INSERT FIGURE 6 ABOUT HERE

The geographical dimension adds an additional perspective to perceived pressures from direct stakeholders. **Figure 7** shows two clear clusters: Latin American institutions reporting the highest pressure levels (4 & 5), and Asia in the opposite extreme, reporting very low pressure (1) from students and companies. African responses lack a clear pattern.

PLEASE, INSERT FIGURE 7 ABOUT HERE

- **H3. B-schools from the emerging south reacted to societal demands for value-based leaders internalizing RME principles in various forms.**

We now explore the different dimensions and depths of B-schools reforms. At the level of the entire sample, content reform is the area that emerges at the top, with over 82% of positive responses. Below that, 71% of respondents report changes in strategy and 69% changes in teaching/learning

methodologies. Almost half of respondents (48%) report changes in their schools' administrative structures in the process of internalizing the principles of RME.

- **H3.a. Prestigious schools went further in internalizing RME principles into their institutional life**

In line with the literature, we analyzed results from three different (non-exclusive) dynamics, seeking to capture the nuances of how RME was integrated in institutional life. The first is *piecemeal addition*, the creation of specialized courses on business ethics, social responsibility or environmental sustainability. Results were ranked from 1 to 3, depending on the number of categories that the new specialized courses belonged to. This is consistent with the “bolt-on” (S. Sterling, 2013, p. 35), or the “saddle bag” approach to sustainability education (Sharma & Hart, 2014), which stops short of implementing changes in the curriculum design and content offered (Snelson, 2007). Such an approach has been critically called "educating about sustainability," as opposed to "educating for sustainability," which calls for deeper changes (Snelson Painter-Morland 2016). The former approach has been criticized for failing to make a lasting impact on students' learning experiences (Rasche & Gilbert, 2015).

When then looked into *curriculum integration*, consistent with a “build-in” approach (S. Sterling, 2013, p. 36), defined here as the cross-disciplinary integration of RME contents with traditional management. From this perspective, we measured two actions. The first was the integration of contents related to business ethics, social responsibility or environmental sustainability into traditional functional courses. This generated a score of 1 to 3, depending on the types of content categories that were integrated into traditional courses. Additionally, we also probed which institutions had integrated sustainability content into the capstone courses taught at the end of the MBA program. This yielded binary results (Yes= 1, No= 2). Integration with curricula matters, because it helps students to contextualize issues, and signals the institutional relevance of sustainability contents (Dunfee & Robertson, 1988). The extant literature is adamant in considering this approach as superior to the previous one. “The key motivation behind responsible management education is to integrate relevant discussions into business schools to move beyond a situation where the topic is only treated as an add-on” (Rasche & Gilbert, 2015, p. 240).

The third relevant category we looked into is institutional transformation, which we operationalized through the redefinition of the school's mission and/or vision. In our survey, this action yields binary results (Yes= 1, No= 2). Different authors have stressed the need for profound changes in managerial education in favor of sustainability, urging schools to go beyond the instrumental level and encompass the institutional level (Painter-Morland et al., 2016; Setó-Pamies & Papaoikonomou, 2016).

Results are displayed on **Figure 8**. For starters, no school has shunned entirely the internalization of sustainability (either through the *piecemeal addition*, or through the *curriculum integration* paths), as indicated by the zeros on the upper right extreme of the biplot. The most salient aspect of this graphic is on the left side, where various data points cluster tightly together (suggesting a very consistent pattern of actions), around the mid and low-prestige institutions (1 to 3 EdUniversal palms, with 0 Palms also plotted very near the cluster). Data shows that this group did change their mission/vision, that they did include sustainability in their capstone courses, that they did integrate sustainability content in all three possible categories, and that they did create new specialized courses in all three categories. In other words, the group of low and mid-level prestige schools got a “perfect score” in all the dimensions surveyed.

On the other hand, the group of “top Business Schools with significant international influence” (ranked with 4 palms), present paradoxical results. This group’s highest correlation (notice the close proximity with those zeroes) is *not* adjusting their institutional identity in favor of sustainability, and with *not* including sustainability in their capstone courses. When it comes to positive action, what this group did do is to create one specialized course on sustainability content --notice the #1 a bit removed from the cluster. In this scenario, students were exposed to sustainability topics only once during their MBA --a clear case of *piecemeal addition*. Finally, institutions with the highest prestige, those “universal Business Schools with strong global influence” (5 Palms) appear removed in the lower left side. The fact that no action is clustered near the group shows that the group lacks internal consistency (there is no clear behavioral pattern among them).

PLEASE, INSERT FIGURE 8 ABOUT HERE

**Figure 9** below adds a geographical layer to the analysis. The group of “high-changers” on the left (with “perfect scoring” on all surveyed forms of RME internalization) were primarily low to mid-prestige schools (1 to 4 Palms) located in Asia and Africa, while those “Top Business Schools with significant international influence” (4 Palms) who were not as active, were based mostly in Latin America. One caveat seems in order. We refrained from building one construct on which internalization could be measured, as this process is multidimensional and complex. What the internalization numbers are measuring is breadth of internalization; we are not saying anything about depth. Consider the following example. If Institution A created 1 course in business ethics and another course in environmental sustainability, it gets 2 points. On the other hand, if Institution B created 10 courses in environmental sustainability, it only gets 1 point --as all of those courses remain within the same category.

PLEASE, INSERT FIGURE 9 ABOUT HERE

- **H3.b. External strong signaling in favor of RME does not correlate closely with deep integration of RME.**

In addition to prestige, we also paid close attention to signaling. Insofar as legitimacy is to some extent based on organizational commitment to sustainability (Hommel & Thomas, 2014; Pfeffer & Fong, 2004; Wilson & Thomas, 2012), and closely linked to prestige (Gioia & Corley, 2002; Moon & Orlitzky, 2011), B-schools have strong incentives to issue clear signals in favor of sustainability that will be visible to their stakeholders. However, despite this increasing signaling in favor of sustainability, they may decouple their espoused commitments from their practices. "Rather than institute actual change and include sustainability in organizational activities, business schools may merely indicate that such change is taking place" (Snelson-Powell et al., 2016, p. 703). This is called "de-coupling".

Because reputation is affected by rankings (Wedlin, 2007) schools may invest in activities prized by rankings, while trying to decouple from actual structural change in favor of RME. Some prestigious schools "may follow a more implicit strategy by approaching relevant changes without joining highly visible initiatives such as PRME... which usually have low entry barriers and thus attract heterogeneous participants" (Rasche & Gilbert, 2015, p. 249). In this study, we followed that path, and took PRME as a proxy for RME signaling. On the one hand, it is a strong and clear signal, which is easy to decode by relevant stakeholders. On the other hand, it has low entry barriers and (contrary to prestige, which is defined and measured by external 3rd parties), the level of commitment with PRME is unilaterally established by each organization, in line with its own strategy. Accordingly, we scored each surveyed organization by their level of membership: Non signatory = 0, Non-communicating signatory = 1, Basic signatory = 2, Advanced signatory = 3 and PRME Champion = 4. This issue has not received enough attention on the PRME scholarly literature. As Rasche and Gilbert request, "future research on decoupling will need to gather information on schools' public claims around ethics education (...) and compare this to data on ethics-related courses in the curriculum" (2013, p. 82).

As **Figure 10** shows, those with the loudest signaling ("PRME Champions" or #4 category, and "Advanced signatory" or #3 ) closely correlate with the creation of capstone courses and show the maximum level (3) of content integration. Thus, as far as our results indicate, commitment to PRME is closely correlated with *curriculum integration*: the cross-disciplinary integration of RME contents with traditional management. As mentioned earlier, this approach is widely considered superior to piecemeal integration (Rasche & Gilbert, 2015), and in line with PRME principle #3 (PRME, 2019). Perhaps the most striking finding is that schools that are not PRME members (#0 category) show a pattern that is very close to those in the lower PRME categories (#1 & 2), and not far off from the

leading pack (cluster in dotted lines). Thus, with the exception of those schools that chose to engage in strong signaling (“PRME Champions”), PRME membership per se did not seem to make much of a difference when it came to RME internalization.

PLEASE, INSERT FIGURE 10 ABOUT HERE

- **H4. As B-schools increased RME-related content, they also increased the use of active learning teaching methodologies.**

We queried participants on their use of specific teaching & methodologies. We put to their consideration the 11 most frequently cited by sustainability teaching faculty (Reficco & Jaén, 2015), and defined their meaning (see full Survey in **Annex 1**).

As per **Table 1**, active learning does appear to be on the rise. When queried about the case method, 49% of respondents expressed increasing its use, 25% started using it recently and 12% kept using it as usual. Overall, data shows that the case method is used by 4/5 of respondents. Something similar could be said of problem-based learning (PBL). Its use increased in over a third of respondents (36%), recently started in 36% and remained stable in 15%, which suggests its relevance for almost 9 in 10 respondents. Conversely, lecturing appears to be on a declining path: 50% of respondents reported a decrease in its use, and 7% stopped using it altogether.

PLEASE, INSERT TABLE 1 ABOUT HERE

Now we explore the relation between the internalization of RME-related content and the use of active learning, as posted on H4. **Figure 11** shows in one glimpse "who is doing what." The left side shows a cluster of "high-changers," who have gone furthest in all the internalization actions measured (created capstone course, created 3 specialized courses and integrated content in 3 courses). Most of these schools are in Asia and Africa, and ranked as low to mid-prestige institutions (1 to 3 Palms). In this cluster, there is no clear pattern: some recently started with PBL and the case method, while others decreased their use. On the right side of the graphic, a second cluster emerges. These are schools that are one step behind in internalization, with 2 points in content integration, and 2-1 new courses, and are mostly located in Latin America. This cluster does show a clear increase in the adoption of active learning methodologies -- both PBL and the case method.

Thus, data does not show a linear and consistent pattern between RME internalization and the use of active learning, as hypothesized in H4. However, a clear geographical bifurcation emerges, between Latin America and the other two regions. The latter cluster seem to be experimenting with both content and methodologies. Latin America appears to be on a more sustained path where increased

RME content goes hand-in-hand with increased reliance on active learning, as predicted by the extant literature (Falkenberg & Woiceshyn, 2008; Hartman, 2006; Jaén et al., 2014; Murphy & Boatright, 1994; Reficco & Jaén, 2015). One can only speculate as to the reasons behind this. However, the different weight of accrediting agencies may be a factor. The latter cluster correlates to some extent with high prestige institutions (4 & 5 Palmes), for which the opinions of accrediting agencies weighs heavily --and institutions like AACSB have long been promoting “experiential and active learning”. Additionally, accreditation is not as widespread in Asia and Africa as it is in the Western Hemisphere. For example, of the world's total of B-schools honored with the “triple crown” of accreditations, Africa's share is 4.5%, Asia's is 6.1% and Latin America's 10.6% (MBA Today, 2019).

PLEASE, INSERT FIGURE 11 ABOUT HERE

- **H4.a. Those B-schools that actively signaled commitment to RME through PRME membership, increased the use of active learning teaching methodologies.**

To further put to the test the link between the internalization of RME and active learning, we resorted to signaling. Membership in PRME commits members to creating content relevant to RME; it stands to reason that active members will strive to operationalize this mandate. When H3b was discussed, we showed that both dimensions correlate positively. **Figure 12** shows the results of linking signaling (through PRME membership) and the use of active learning. Data appears to validate H4.a., at least on the extremes of the spectrum. “Prime champions” (4) cluster tightly together with a pattern of increased use of the case method and PBL. On the other hand, PRME lowest category of membership (Non-communicating signatory = 1), is plotted right next to decreasing use of active learning methodologies.

PLEASE, INSERT FIGURE 12 ABOUT HERE

## Discussion

Our study extends theory, by confirming and qualifying previous empirical findings in the literature. We add to the limited empirical literature that has looked into the internalization of RME. While this body of work is incipient in general, our contribution is unique in that it gives voice to the realities of the emerging countries. Such gap is only a reflection of a wider problem, which is the role of “Latin American scholars as peripheral actors in scholarly conversations” (Jaén, Auletta, Bruni Celli, & Pocaterra, 2018, p. 127) --an observation that can certainly be extended to scholars from other emerging countries.

Data confirms the perception among B-schools all across the board of external pressures on them to change (Reficco & Jaén, 2015), as well as a close correlation between (a) the intensity of received pressures and (b) the depth of internal changes that ensued in response to them, as well as with (c) the primary driver behind those changes —becoming catalysts for positive societal change. Overall, high-prestige B-schools (5 palms) felt the most pressure, as predicted by the extant literature (Evans, Treviño, & Weaver, 2006; Rasche & Gilbert, 2015). In particular, prestigious schools appeared to concentrate societal expectations to lead positive change, also confirming previous studies (Reficco et al., 2019).

On the other hand, the link between prestige and the internalization of RME was put into question by our findings. Contrary to expectations, the most prestigious schools (5 Palms) failed to show a robust and consistent pattern of RME internalization. In the case of 4 Palms' schools, the pattern that correlates most closely with this group is *not* changing missions to include RME, *not* including sustainability in their capstone courses, and with the creation of a specialized course in one category of RME contents —what we called the *piecemeal addition* approach. It may as well be that stakeholders do subject prestigious organizations to greater scrutiny than less prestigious ones (Gioia & Corley, 2002; Moon & Orlitzky, 2011; Pfeffer & Fong, 2004). However, it may also be that prestigious schools will internalize RME only to the extent that those actions are easy to notice and to decode by external stakeholders. These results echo concerns raised in previous articles. Snelson et al. found a mixed picture with the internalization patterns of prestigious schools, with some of them following a "tight coupling" path (deep internalization of RME), and others taking the opposite route: decoupling with a "bolt-on" strategy. These authors conclude that "the bolt-on strategy may indeed serve a role in decoupling; theory predicts these structures can be used to convey a confidence of activity (...) while separating the change from core activities" (2016, p. 717). In other words, to change a little in order to prevent real change --a modern day version of "Il Gattopardo," the famous novel by Italian writer Giuseppe di Lampedusa.

The piecemeal approach is the least costly, as it bypasses resistance to change in existing course content and program structure. It is also the easiest to notice and decode by students and businesses, who may be satisfied to see that RME content "has a place in this school" with the addition of just one elective. In the absence of deep-seated convictions, going beyond that point is likely to generate mounting costs (as it requires leaders to confront and negotiate resistance to change by faculty and administrators), and diminishing returns (as the implications of going deeper in internalizing RME may be lost to external stakeholders). Thus, a rational actor may have incentives to maximize utility doing "just enough" of what is expected of them, but not going any further. This, of course, is only a speculation that should be tested empirically.

Conversely, and following expectations (Evans et al., 2006; Rasche & Gilbert, 2015), low prestige (0 and 1 Palmes) reported restrained external pressures (2 and 3). Most interestingly, while the actions of low to mid-prestige schools may fall below the radar screen of mainstream society, data confirms that they felt the most pressure from their *immediate stakeholders*—namely, the student body, and companies whose viewpoints they cannot afford to ignore (Reficco et al., 2019). Data shows an inverse relation between prestige and perceived pressure from direct stakeholders: it is highest in low prestige schools, it is the lowest in high-prestige ones, and modest in mid-range prestige institutions.

When it comes to internalizing RME, we found that the group of low and mid-prestige schools went further than high-prestige peers, featuring a “perfect score” in all the dimensions surveyed. This finding goes squarely against the grain of extant literature. One can only speculate as to the reasons behind this trend, but a likely factor is the need for differentiation in an overcrowded MBA market. As a Dean of a small US school, which is well positioned in RME-based rankings, declared to this study’s authors on an off-the-record basis:

The emergence of sustainability as a new paradigm in management opened a window of opportunity for us. It was clear to me that we could not outcompete the big guys in the mainstream game of high impact publications and astronomical salaries for our graduates. But, because we are quick and agile, we could outmaneuver them and become leaders in coming up with an innovative MBA structured around the backbone of sustainability all across the curricula.

Our study zeroed into the role of signaling in the internalization of RME, to an extent that no previous study had previously done. We found that B-schools with the loudest signaling (4 and 3) correlate closely with the creation of capstone courses, and with the maximum level (3) of content integration across the curricula—an approach that published studies deem superior to piecemeal integration. This finding appears to disprove (at least in part) Snelson-Powell et al’s (2016) hypothesis of decoupling between signaling and actual RME internalization. While our measurement of internalization falls short of demonstrating structural change (S. Sterling, 2004), that level of content integration suggests that at least those schools did tackle some of the barriers identified in the literature (Cornuel & Hommel, 2015; Sharma & Hart, 2014), such as faculty reluctance to alter “their” courses.

Our study unveils regional trends among emerging countries, that no previous study had explored. Data showed that respondents from Africa and Latin America report the highest level of external pressure (5) for change—as well as the stated goal of turning their schools into catalysts for social change, and the prevalence of structural changes inside their B-schools. More specifically, both of those regions report the highest levels of perceived pressure from society at large (5 & 4), as well as

the highest levels of pressure from direct stakeholders (5 & 4). Asia, on the other hand, reports moderate pressure (3) from society at large, and the lowest possible level of pressure (1) from students and companies. Restrained societal pressure and nonexistent pressure from students and companies, led in Asian B-schools to only moderate change, as data shows.

We also probed the link between of the internalization of RME-related content and the use of active learning methodologies. While in general active learning appears to be on the rise, the link between RME internalization and active learning is unclear. The institutions that scored best in the internalization dimensions measured (low and mid-level schools, particularly in Asia and Africa) do not show a consistent pattern when it comes to active learning. On the other hand, high-prestige institutions (4 Palms), particularly in Latin America, report increasing their use of both the case method and PBL.

## Conclusions

Our study is not without limitations. The internalization of RME-related contents was measured in a rather imperfect way. Recognizing that this is a multidimensional and complex process, we refrained from building one single construct on which internalization could be measured, so that different internalization levels could be sized up and compared. Rather, we reported the specific ways in which schools could internalize (piecemeal addition or content integration), measuring breadth of internalization, and refrained from passing judgement of depth of integration. Additionally, our data did not provide elements to judge if and when an institutional chose to engage in the deeper level of RME internalization, or institutional transformation. Further studies could seek to refine our understanding and measurement of RME internalization, trying to go beyond reporting actions and seeking to identify and define underlying patterns or trends.

Our inquiry has brought to the fore a process that had received relatively little academic attention: the unleashing of societal pressures on B-schools from emerging nations, as well as the institutional responses triggered by those novel and enhanced expectations. We have unearthed the sources of those pressures, the institutional responses they triggered on B-schools, their depth and nature. Albeit imperfectly, we have measured changes in RME-contents and in the pedagogical methodologies used.

We have put to the test a total 9 hypothesis --4 main hypotheses and 5 subordinated-- all of them grounded in the relevant scholarly literature, and addressing a relevant theoretical gap. Of those, five of our hypotheses were validated, two were partially validated under certain conditions, and two of these hypotheses were refuted.

With this article the authors hoped to have given voice to a set of oft-times neglected realities, and in the process helping our educational institutions to take stock of the steps taken, and gain a little clarity of the long road that lies ahead.

## Annexes

### Annex 1: Survey questionnaire used

1. Would you say that in the last ten years your organization changed its perception about the role it is called to play in the society of your country?

Absolutely not (1)	(2)	(3)	(4)	Absolutely yes (5)

2. Which of these factors was influential in that change?

	Not at all influential (1)	(2)	(3)	(4)	Absolutely influential (5)
Perceived crisis in values					
Social demands for ethical leadership					
Climate change					
Corruption scandals					
Change in students' profiles and interests					
Pressures from companies					

3. How would you describe the change your organization has experienced, as described in the previous question? Choose one of the following alternative descriptions.

A	B	C
Superficial <sup>(1)</sup>	Moderate <sup>(2)</sup>	Structural <sup>(3)</sup>

1. By "superficial", we mean a few cosmetic changes, here and there, that leaves structure (departments, programs) and course contents largely intact.
2. By "moderate", we mean the introduction of a few changes at the level of program or courses,

which leave the structure largely unchanged. By structure we mean the organization's mission, the departments under which faculty is organized, the programs delivered, the profile of faculty hired or the type of courses taught.

3. By "structural" we mean deep and consistent changes in the school's structure, as per the definition given above.

4. If you did observe change within your organization in the last ten years, how would you describe the scope of that change? Choose all the dimensions you find relevant (you can select more than one option).

A	B	C	D	E
Not applicable	Administrative changes	Change of organizational strategy	Changes in content taught	Changes in learning methodologies

5. Which among the following statements would you say best reflects the direction of change in your organization? Choose and qualify all that apply (you can choose more than one answer)

	Absolutely disagree (1)	(2)	(3)	(4)	Absolutely agree (5)
Text A (below)					
Text B (below)					
Text C (below)					

- **Text A:** "We realized that without financial surpluses, it is impossible to scale up operations and reach the number of young people we must educate, in order to have a real impact."
- **Text B:** "We realized that the mission cannot be conditioned by prioritizing the financial stability of the institution."
- **Text C:** "We realized that it was not enough to train world-class professionals with solid technical skills, and that we had to become a catalyst for positive changes in society."

6. How would you say that the change discussed above impacted your organization? Choose all that apply (you can choose more than one answer)

	Yes	No
Redefinition of mission and / or vision		
Creation of specialized courses in business ethics		
Creation of specialized courses in social responsibility		

Creation of specialized courses on environmental sustainability		
Cross-disciplinary integration of business ethics content into traditional courses		
Cross-disciplinary integration of social responsibility contents within traditional courses		
Cross-disciplinary integration of environmental sustainability contents within traditional courses		
Creation of capstone courses that mix these contents (business ethics, social responsibility and environmental sustainability) with traditional functional contents (marketing, finance, etc.).		

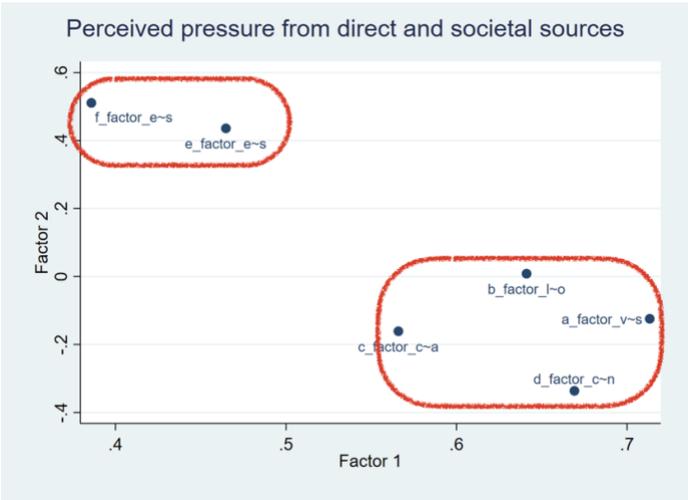
7. If you did notice changes in the teaching-learning methodologies used at your educational institution, what was the change? Choose all that apply (you can choose more than one answer). Note that at the bottom you will find the specific definitions for each listed methodology.

	A	B	C	D	E
	We stopped using it	Our use has remained stable in the last ten years	Our use has decreased in the last ten years	Our use has increased in the last ten years	We started to be use it, but only recently
Lecture					
Case method					
Problem-based learning					
Simulations					
Role playing					
Tutorial					
Self-directed learning					
Experiential learning					
Fieldwork					
E-learning					
Blended learning					

- **Lecture.** Method in which contents are delivered based on a presentation or speech made by the instructor to an audience, around a specific topic.
- **Case method.** It is based on the discussion of a "case": a document that describes a management problem without a single solution, where assuming a position on the issue at stake requires some debate and / or analysis by the student. Students are expected to put themselves in the place of the protagonist. The scenario is usually taken from real life, to facilitate students' empathy with the protagonist.
- **Problem-based learning.** It is characterized by the use of real, unstructured scenarios that pose complex problems. The instructor's role is limited to giving introductory readings; Students are expected to identify the problem and actively build the solution, based on the material assigned by the instructor. The teacher offers support to students with the doubts that emerge in the learning process.
- **Simulation.** It offers structured experiences, analogous to real-world situations, but in simplified contexts. The students immerse themselves in different scenarios and work on solutions to the problems that each scenario poses.
- **Role playing.** The learner assumes a clearly defined role, in order to "live" in a realistic way an interactive experience with other classmates, who assume other roles. It is often accompanied by observation by other students, who analyze the interaction and learn from it.
- **Tutorial.** Class that complements a lecture, usually in smaller groups, where the instructor deepens or clarifies concepts covered in in the lecture.
- **Self-directed learning.** The student is the main agent and responsible for the process: she chooses contents and readings. The role of the instructor is subsidiary, and only at the request of the student (it usually does not require exams).
- **Experiential learning.** It which seeks to bridge the gap between theory and practice, to facilitate the internalization of concepts. Learning occurs by doing things, developing skills that involve understanding theory, and is based on active experimentation and reflection from self-observation.
- **Fieldwork.** It seeks to put into practice the learning materialized in the classroom through projects in the field. Examples: internships or pro-bono consultancies, where students intervene to generate solutions to real problems of real organizations.
- **E-learning.** Family of methodologies that became viable thanks to the intensive use of technology, seeking to replicate what happens in the classroom through other means. They can encompass a broad range of activities: from readings followed by multiple-choice questions, to virtual forums and more sophisticated interactions or simulations.
- **Blended learning.** A course or program designed so that learning combines a face-to-face component with a remote (e-learning) component. The combination assumes a substantial role of both component: one of them is not support or mere preparation of the other, but an actual synergistic combination of both.



# Annex 2: Factor analysis of Societal demands and direct stakeholders



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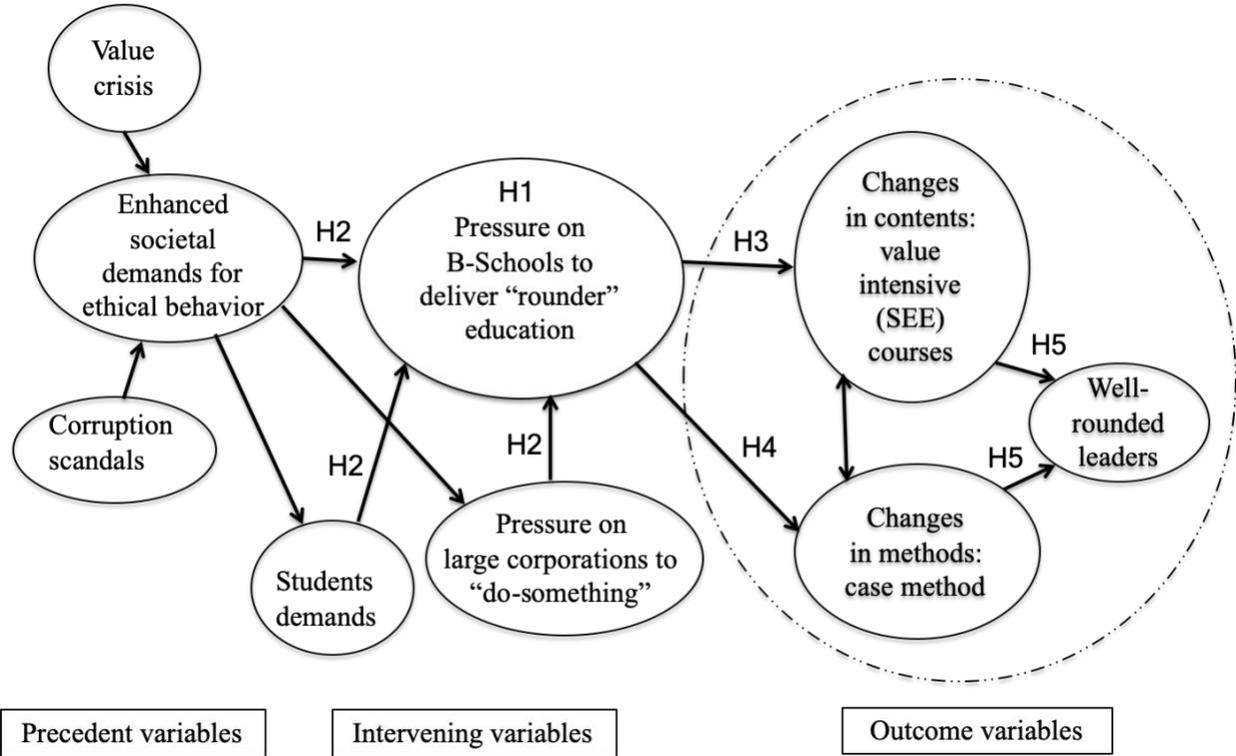
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Figure 1



Source: adapted from Reficco et al. (2019).

Figure 2

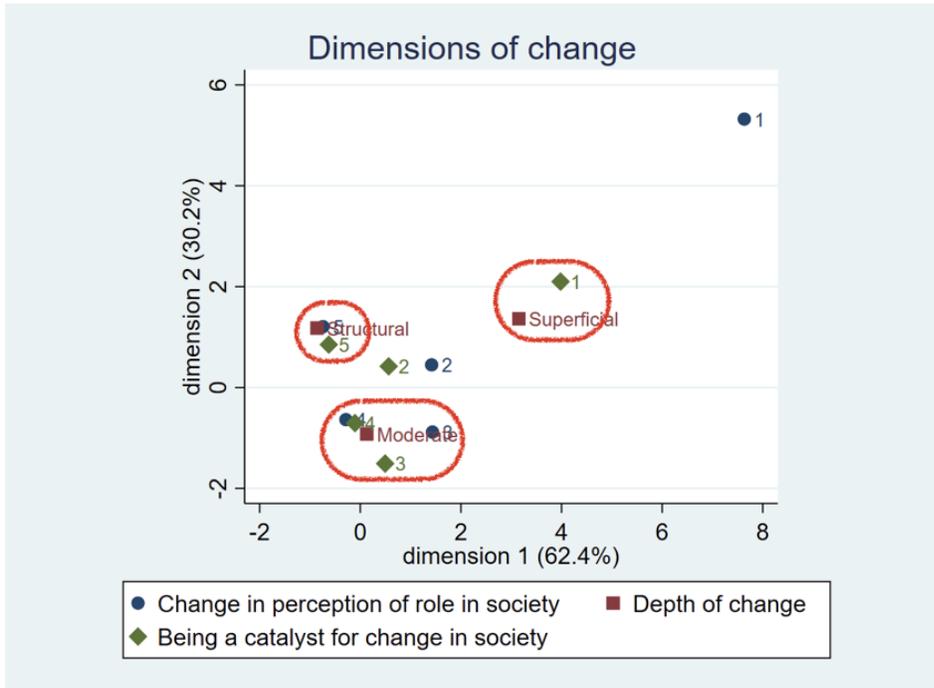


Figure 3

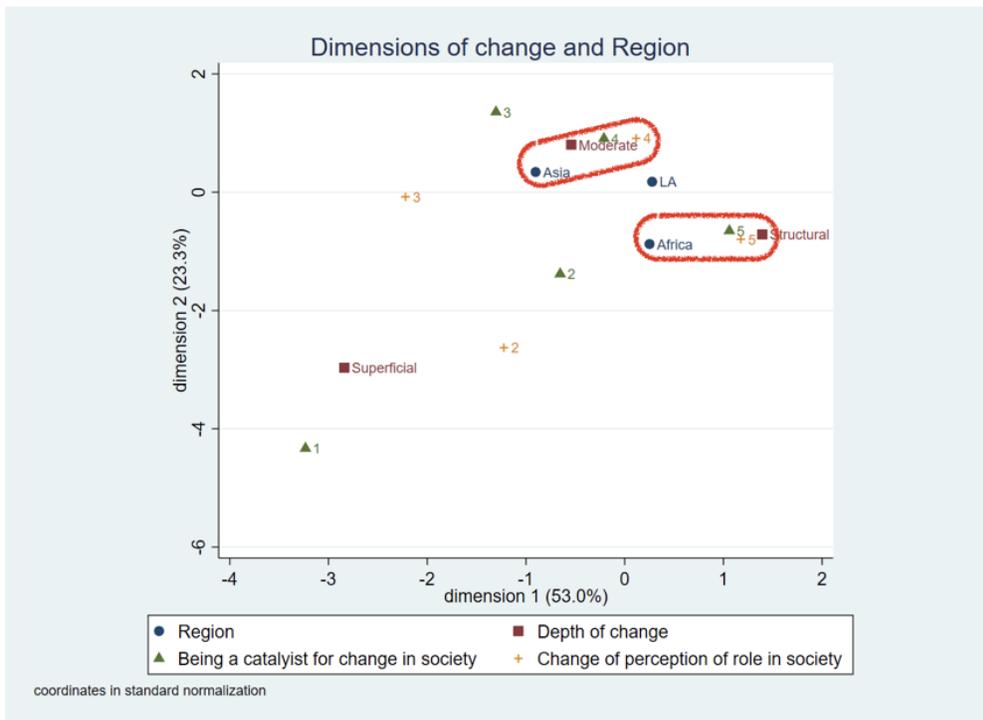


Figure 4

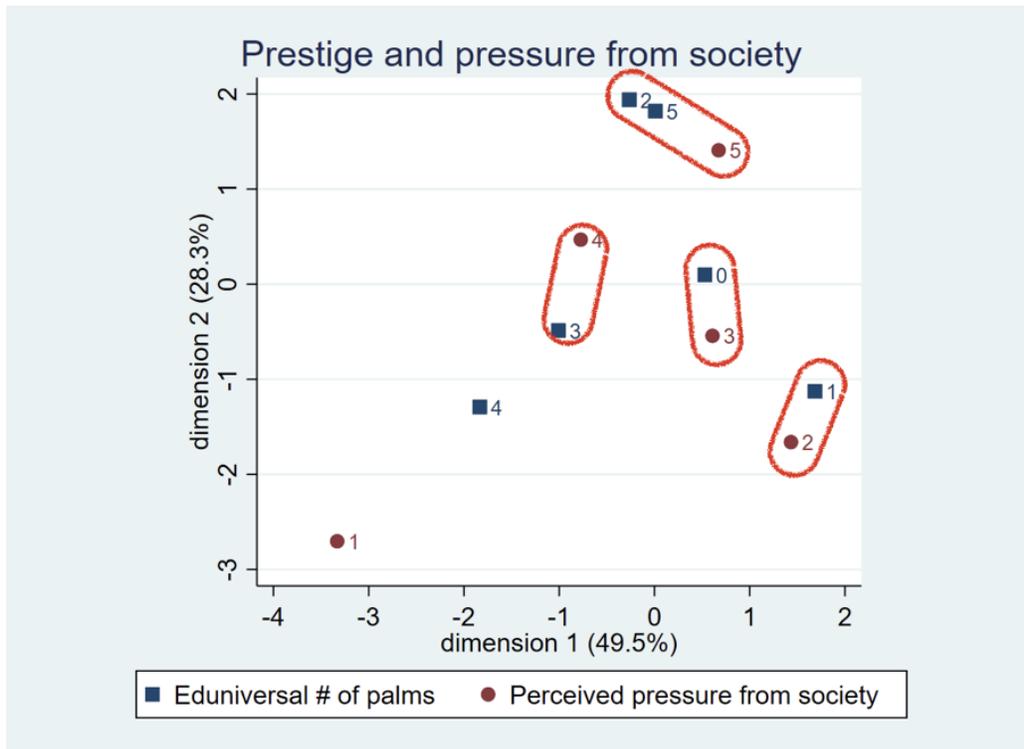


Figure 5

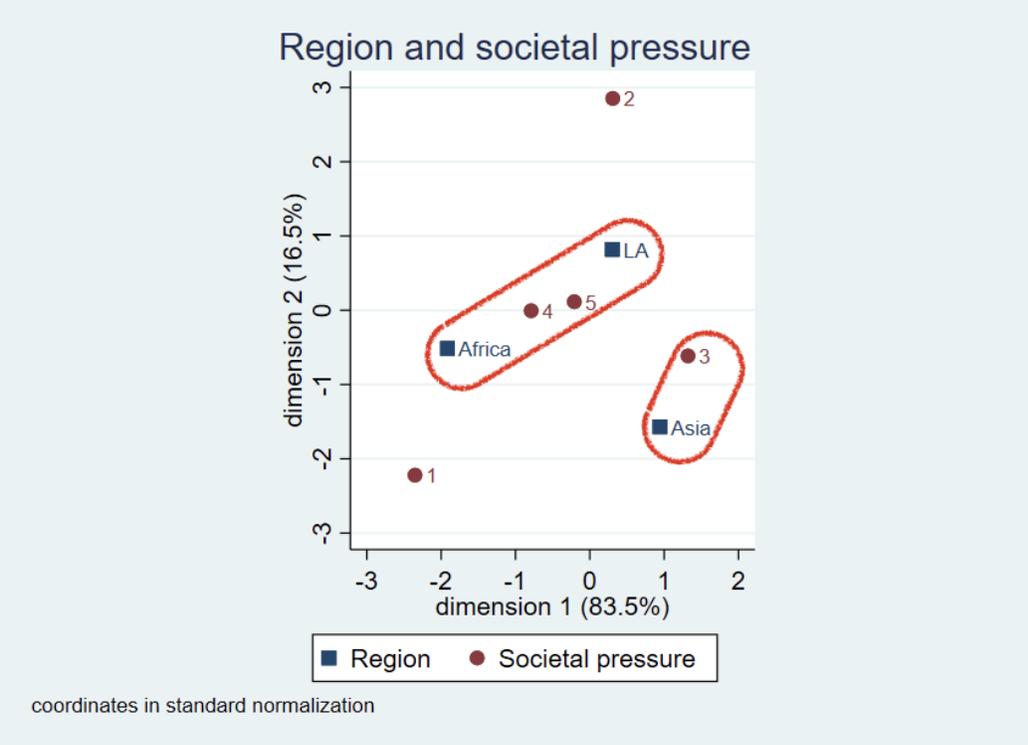


Figure 6

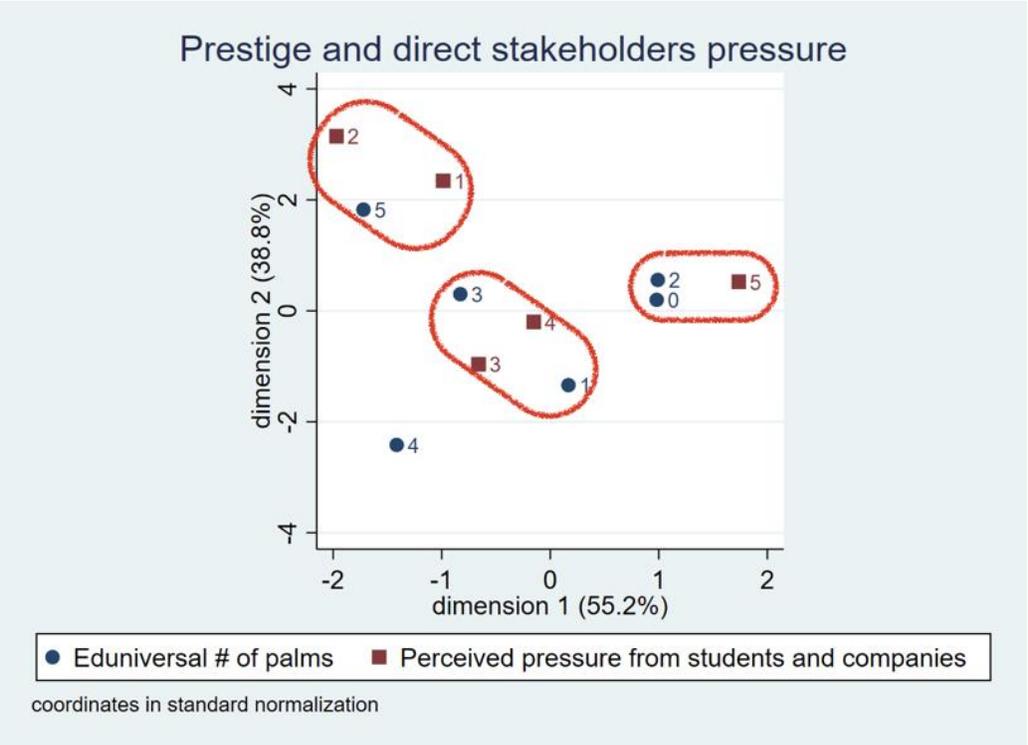


Figure 7

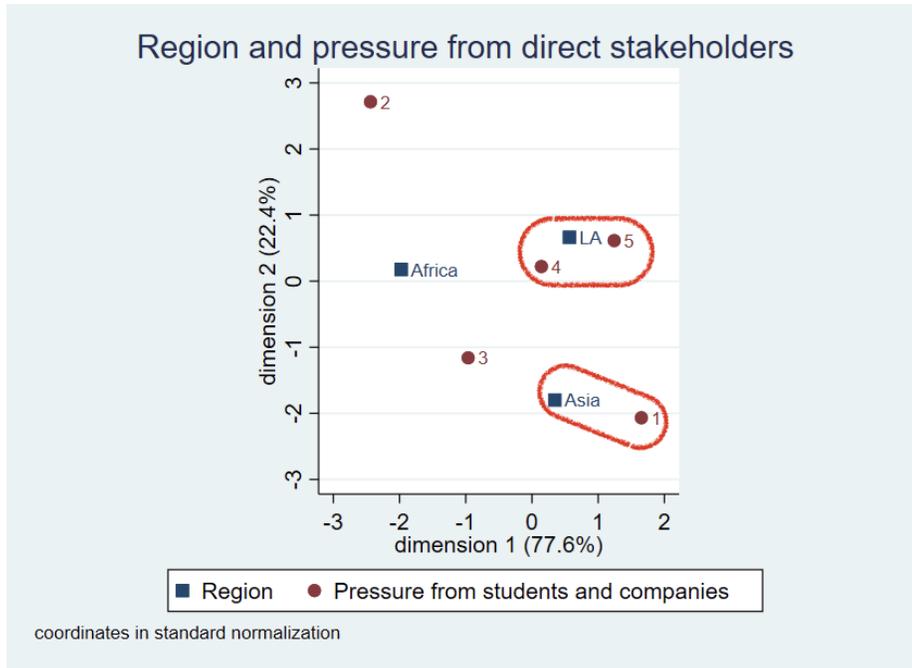


Figure 8

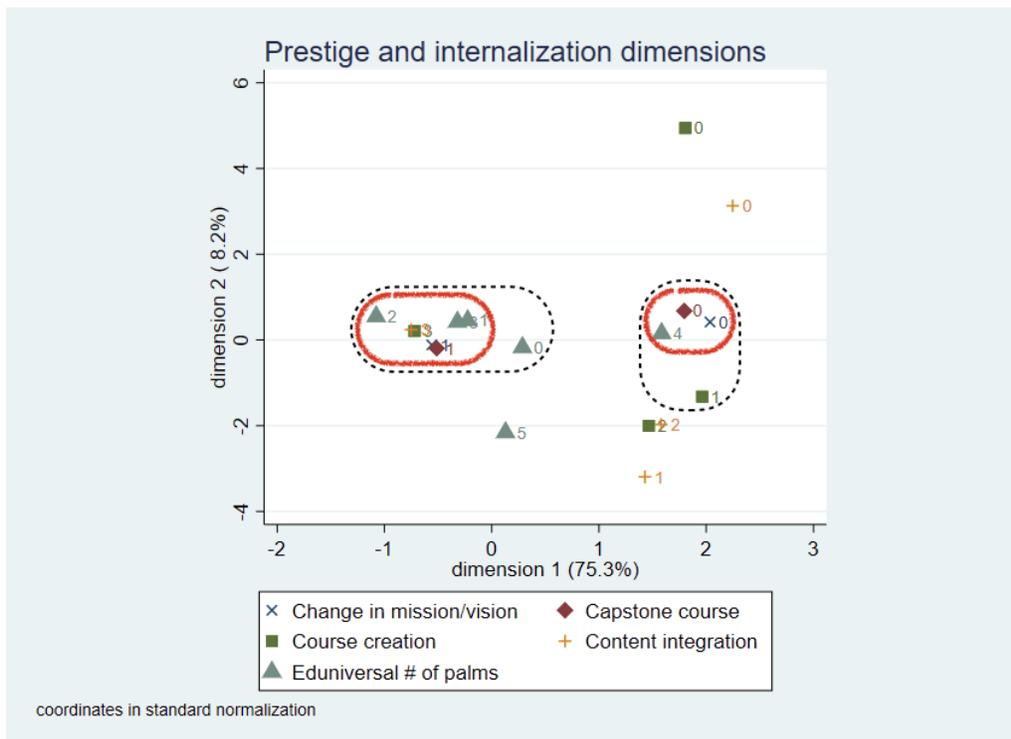


Figure 9

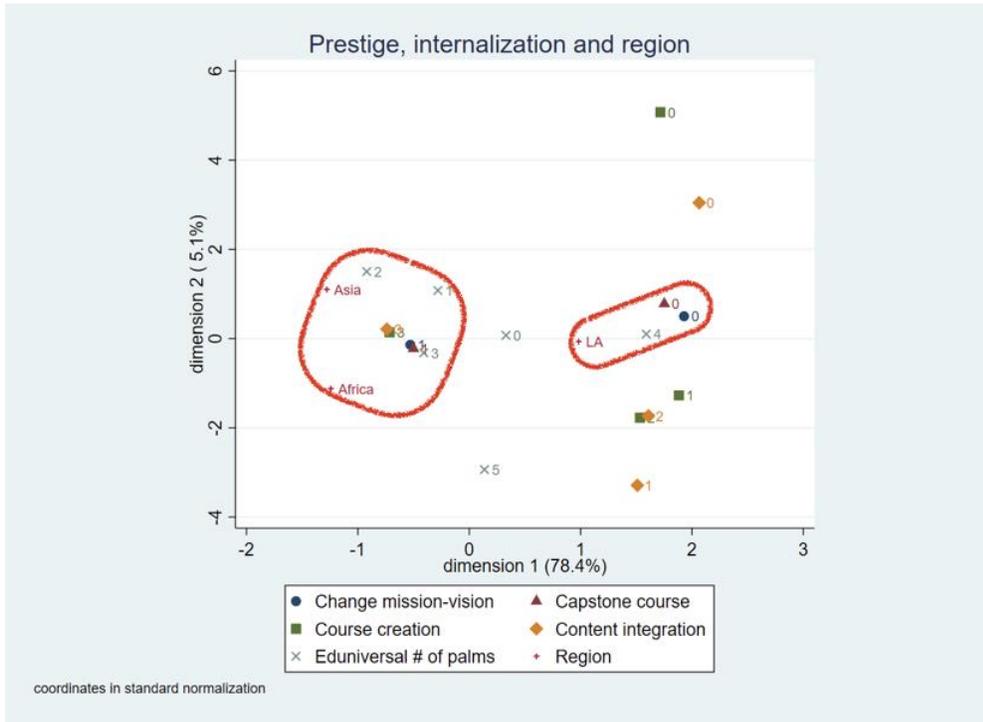


Figure 10

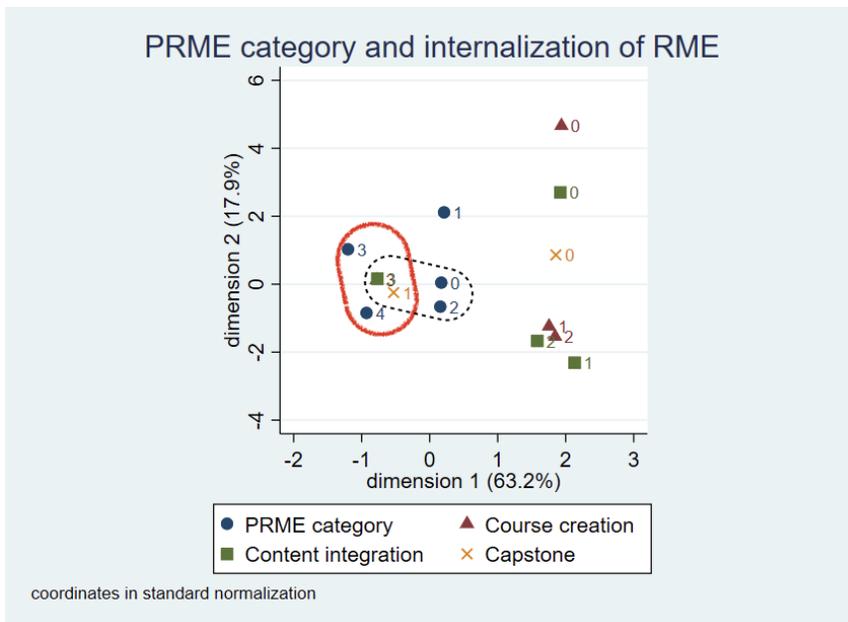


Table 1: Usage pattern of teaching methods over the last 10 years.

Usage of:	Case Method	PBL	Lecture
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Stopped	2%	4%	7%
Stable	12%	15%	35%
Decreased	12%	9%	50%
Increased	49%	36%	5%
Just started	25%	36%	3%

Figure 11

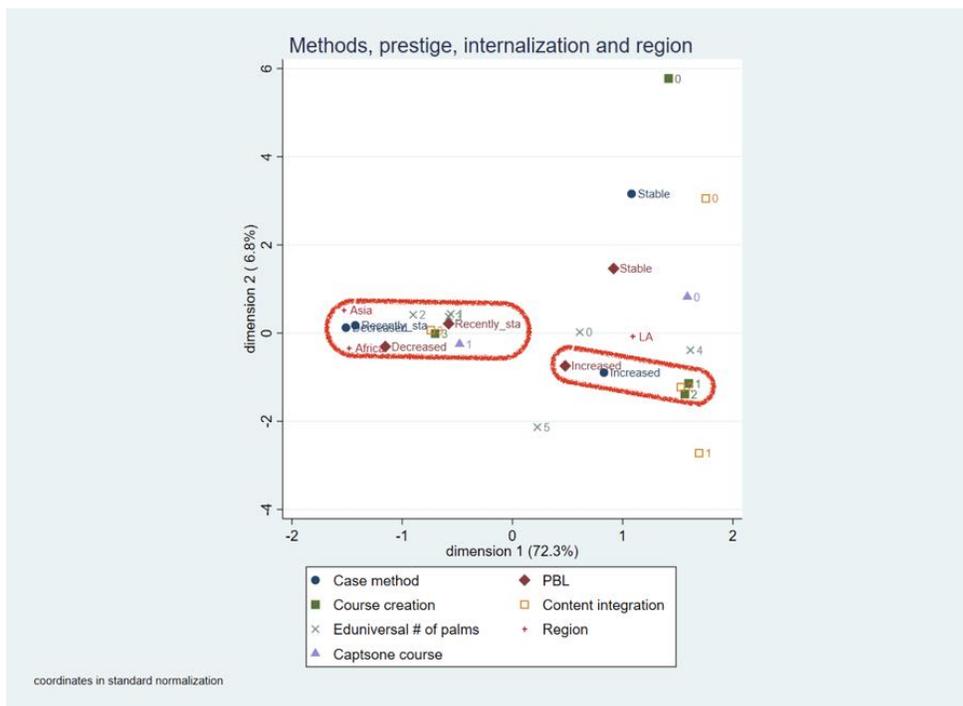


Figure 12

