Volume : 2 | Issue : 5 | May 2013 • ISSN No 2277 - 8160

Research Paper | Management

Responsiveness of Management Education- An appraisal on directional alignment

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ABSTRACT

This paper reflects the concordance of commitments of different management institutions around the world who have registered for following international guideline. The responsiveness includes creation, development and adoption of educational frame work in order to create sustainable economic, social and environmental values among the management students, the future business leaders. This paper will examine the alignment of the concordance of educational commitment of social responsiveness of the participants in Principle of Responsible Management Education (PRME).

KEYWORDS: International guideline, sustainability, management education, responsiveness, UNGC, PRME

Introduction

Managers to act conscientiously are an axiomatic realization. We are most likely have some notion of what is being "socially responsible" which might be being a good citizen, or acting for the wellbeing of others, etc.(*Holistic-Education. Net*). With this notion in episode of management and business, the business schools are looking for ways to play their part in meeting the challenges of an uncertain future dominated by the existential and moral anxieties represented by climate change and its global implications (*Bird, and et.al 2010*). It is often said that traditional management education programs focused on providing knowledge leading to wealth creation and profit making became the primary issue. The corporate houses who recruited the management graduates were busy in becoming rich organizations with accumulated wealth being increased year after year. This philosophy got a kind of acceptance to such an extent that ethical practices became exceptions rather than rule (*Jagadish*). A contesting notion is appearing that the social responsibility doesn't mean only protecting the environment, adopting eco- friendly operations or being philanthropic in nature. It goes beyond these popular tactical drills. The educators need to clearly emphasize that social responsibility means to make certain as no one at the end becomes victim of the operations and triggers the collapse of the organizations. In the same tune Barman (2012) emphasized that "higher education must have to discharge its responsibilities by creating socially responsive knowledge; imbibe the socially responsive practices; values etc". It is realized that not only corporations must take care for the society, but also all other public, private and social institutions and organizations. By mixing the Windsor (2008) statement 'responsibility is the fundamental management issue of the 21st century', the concept of institutional social responsibility (ISR) has becoming a new notion in the sphere of social responsibility of management (Stark., Stöckmann. & Tewes.). Within curricula flexibility and adaptability are crucial attributes of MBA programs (Kiran and Sharma, 2011). To consider as an effective MBA program the program must change, continually adapts the content and structure as ushering by the needs of the business world. Baruch and Lemming (1996) suggested that "the aims of Business Administration programs (MBAs) are to prepare graduates for managerial roles, to help them gain a better understanding of the industrial and business world and its needs, enrich their skills and provide them with competencies relevant to their careers."

Review of literature on Educational Social Responsiveness

The literatures in regard to necessity of social responsiveness of management are quite plenty. **Saraf** (2010) in his article named "Corporate Social Resposibility and Education in India" pointed on industry-institution collaboration and he said that the educational policy should encourage greater industry-institution collaboration in curricula, course design and research to meet the need of changing economy and industry. **Saha** (2012) in his article "Management Education In India, Issues and Concerns" emphasized on more close and strong relationship between institutes and industry. The main strength of top class B-School like Kellog ,Wharton, solan, Harward is their strong relationship with industry through training, problem solving, placement, research, teaching etc.There should also be institute-industry relationship developing mechanism in the institute. **Reddy**(1992) in his article "Management Education In India" stated that lack of inter-disciplinary orientation, contact between academicians and practicing world, responsiveness to the needs of practicing world are the major constraints in management education in India.**Barman** (2010) in his article "Social Responsibility of Management Teacher- Beyond Teaching, Post modern Opening" mentioned that the responsibilities of teachers should be enhanced from the bookish knowledge to shape a better world. Further he said that the adoption of holistic approach in management education curriculum is essential for enhancing the social responsibility of management education. **Kumar and Dash** (2011) in their article "Management Education in India- Trends, Issues and Implications" emphasized on regular update of the curriculum to deal with the advancements. He also added that the curriculum should also be change driven and reviewed at regular intervals to match the industry needs but in India it takes years to review curriculum due to bureaucratic setup. **Graham**(2003) in his interview with **Times of India** (06-09-03) in Kolkata said that the regular update of course and curricula is essential to meet the changing requirement of the industry. There should be application based course and curricula which can encourage the management students to come up with real life applicable solution for the business. **Sinha**(2004) in his literature "Management Education in India-Perspective & Challenges" expressed that management education has been emerged as a most catchy choice of professional and higher education among the students which will be increasing more in future but more serious attention should be given to the qualitative aspect of management education. **Shevgaonkar** (2010) in his interview with **The Indian Express** (19-07-2010) said that change in approach in higher education is necessary. There should be focus on innovative research jointly between institute and industry.

Working group report on PMRE(2012) stated that socially responsible value based theories and educational framework should be constructed which can encourage new line research in order to explore the relationship between organization and society & environment. **Kaul** (2011) mentioned in her article "Management Education in India-A Case Study" that the management education has become more theoretical and less practical which expands the gap between the skill & competence and requirement of industry. It also results ill-equipped management graduate for corporate leadership. **Brown and Cloke**(2009) in their article "Corporate Social Responsibility in Higher Education" pointed out that partnership and alliances are fruitful for the society and it brings educational awareness and community empowerment.**Gill** (2007) in his article "Corporate Social responsibility: Issues and implementation in APO member countries" stated that management education needs to blend social responsibility issues and practices in leadership development program. **Havaldar**(2012) in his article "Management education in India: The present status and future direction" said that management education should not produce only business leaders but it should also produce national and educational

leaders. He further added that business schools focus on theory, models and statistic which develop analyst than leaders and entrepreneur who know how to get the things done. **Antonacopoulou**(2004) in the paper "Introducing reflexive critique in the business curriculum, Reflection on the lesson learned" articulated that MBA curriculum comprises functionally based courses like Accounting, Finance, Marketing, Human Resource Management etc. and applies economic logic for managing resources within the organization. This orientation leaves a very small scope to experiment with the ideas that work outside the dominant economic logic and as a result of that social aspect within the management is often neglected. **Rita and Lakshmi** (2009) wrote in their article "Mechanics of how to apply Deming's PDCA cycles to management institute" that revision of syllabus, upgrading faculty's capability, refining teaching learning process and evaluation are essential to fill the gap between the actual performance and the target performance to meet the desired goal. **Barman** (2012) in his paper "Whether Indian management institutes are globally responsive" expressed that there should be constant value addition through various activities and approaches like updating and advancement of curriculum, infrastructure, organizing staff meeting, conferences, industry- institute linkage, task based learning etc in order to provide the students a wide exposure to the practical world along with theoretical knowledge to co relate between theory and it's application. **Zsolnai and Junghagen and Tencati** (2012) in their paper "Redefining the role and duties of management" indicated that management education can play a vital role in renewing business management and they defined future managers as an impulsive practitioner who is committed to environmental sustainability, social responsibility, sensitivity towards gender and diversity issues, application of holistic point of view in problem solving and engagement in progressive entrepreneurship. **Vidyakala and Suvha and Poornima** (2009) in their paper "Talent Acquisition and The Role of Management Education in India" stated that in order to have better global exposure and to meet the requirement of industry under globalization there is an urgent need for globalization of management education which should have a global outlook and multidisciplinary content. **Manimal** (2006) in his paper "Management Education in India, A perspective on quality improvement" said that the quality of education should be dynamic and multi dimensional and hence it needs continuous improvement through various actions on several aspects involving regular interaction with all stakeholders which will enhance quality in long run. **Pirson and Amann** (2010) in their paper "Humanistic Management Education, Concluding Observation and Suggestion" stated that the role and responsibility of management institutions to provide not only management professionals with theoretical knowledge to acquire a job but rather to equip the students with capacity and leadership through different activity based learning and personal development so that they can become positive change agents for the society. **Philips** (2009) in his paper "Zen and Management Education" pointed that management education should be more action oriented but also incorporate the ways to foster integrity, judgment and perception. **Samuelson** (2003) in his key note address in AACSB international Dean's conference on "The State Of Affairs for Management Education and Social Responsibility" said that social impact management is a critical part of contemporary business because without understanding of this interdependence neither the business nor the society in which it operates, can prosper. So it should be the main goal to produce the business leaders who can balance the interdependence between business and society. **Rasche and Gilbert and Schedel**(2012) in their paper "Cross disciplinary ethics education in MBA program: rhetoric or reality" stated that ethics education should be incorporated in management core curriculum especially when considering the persistence of ethical problems in nowadays business environment. More specifically there is a need of introducing core standalone ethic courses in management curriculum. **Williams** (2006) in his paper "the new world of management education" pointed that in this world of executive education, a new model of management education is necessary. **Cunha and Cunha and Cardoso** (2006) in their article "Looking for complication: the case of management education" commented that to meet the changes occurring in the organizational world, management education should consider the need to re think about some of its portion and pattern and adapt new approaches. **Barman** (2012) in the article "managing management system- will Indian system respond to early warning" said that management education needs to adopt personal support based pedagogy with a holistic approach and new curriculum which would incorporate interpersonal, social, international and global view with a real world learning which implies to avoid conventional Cut-Paste model of management education. **Dhillon**(2012) in the paper "New paradigm in business management education" mentioned that rapidly changing business environment made a gap between fastest changes in market situation and slow changes in management education curriculum .Business schools that prepare managers in different discipline should have the accountability to the gap between this acquirement and requirement. **Dutta and Shome and Angur** (2011) in their paper "Credibility of management education for enhanced sustainable development: a strategic quality of life model perspective" stated that the academic paradigm of professional courses especially management education should go beyond the 'profit first' theme and give more emphasis on broader aspects like sustainable utilization, compassion to environmental issues and adoption of green technologies because sustainable development and it's implementation should be the key responsibility of the managers and future business leaders. **Bavec** (2010) in his article "Social responsibility and professional ethics in management: does it matter" stated that the deficiency of social responsibility and business ethics invites corruption which the largest blockage for social and economic development of any country. Higher social responsibility and business & professional ethics significantly diminish corruption. **Kumar and Jha** (2012) in the article "Revitalizing Management education in India: a strategic approach" mentioned that management education needs an urgent correction of curricula to maintain the significance in the society. Survival of these institutions will depend on how much pro active they are to fulfill the needs of the corporate house in particular and society in general.

In regard to promoting of institutional social responsibility in the globe, various multilateral organizations to name a few, UNESCO, UN, OECD etc. are in limelight of this revolution. Among many global organizations those are promoting ISR, the United Nations Global Compact promoting the Principles of Responsible Management Education **i**n response to the issue raised by the business leaders who have committed themselves to the ten principles of Global Compact including human right, labour right, ecological sustainability and anti- corruption etc, PRME were developed between October 2006 and July 2007 by an international task force of 60 Deans, University president as well as scholars committed to the idea of responsible management education. To enhance the multi-stakeholder nature of the development process, the drafting of the principles was supported by representatives from the United Nations Global Compact (UNGC), the Association to Advance Collegiate Schools of Business (AACSB), the Aspen Institute's Business and Society Program, the European Foundation for Management Development (EFMD), the Globally Responsible Leadership Initiative (GRLI), Net Impact, a student organization with more than 13,000 members, the Graduate Management Admission Council (GMAC), and the European Academy of Business in Society (EABIS). All of these institutions remain partners of the initiative as they are members of the steering committee which guides the PRME. In July 2007, the outcome of this development process was presented to UN Secretary-General Ban Ki moon at the triennial Global Compact Leaders Summit in Geneva.

The 6 Principles of PRME
Principle 1Purpose: 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 and curricula 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.
Principle 4 Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
Principle 5 Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
Principle 6 Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
Source: http://www.unprme.org/

Tracks of Responsiveness and Problems Statement

The commitment letters downloaded from PRME repositories reflects the responsiveness of management education towards the international guideline to make future business leaders for an inclusive and sustainable socio-economic development. These guidelines includes development of capabilities of the management students, creation of educational framework , conceptual & empirical research, institute-industry partnership, opinion from the point of stakeholders engagement of the society in order to create sustainable social, environmental and economic values. The guidelines has been set for not only about teaching and pedagogical approach but with an underlying belief that high-quality research with regard to responsible management practices would encourage the creation of responsible managers and the creation of sustainable partnerships between educational institutions, businesses, and civil society organizations for a sustainable global socio-economic development. Thus, PRME reinstates the 'prospect for responsible management education in the first half of second decade of 21st century are mixed' (Windsor, 2008).

The commitments of submitted by the b-schools/ institutions to PRME indicates an interesting finding. Though there are guided principles under the PRME the participants are promoting the principles according to their own suite thus revealing a wide variety of actions and directions of responsiveness. But, where does their commitment aligned? What are the central activities are undertaken as stated by the commitment of B-Schools in the globe? Does the alignment are concordat to each other? These questions demand a systematic study on varieties of responsiveness to highlight the issues of actions and directional alignment.

Objectives of the Study

The present paper attempts to achieve the following objectives

1. To derive the content supremacy in the commitment reports of selected participating institutions under the PRME principles.
2. To examine the concordances of content supremacies in the commitment to the principles of PRME among the selected institutions of different countries the globe.
3. To draw the explicit layer of alignment of contents of commitment toward actions to PRME guidelines.

Hypothesis

For achieving the objective number-1 the following hypothesis is framed for testing

H_0: There is no significant difference in the level of agreement of content pre-eminence in the commitment reports of selected registered institutions under the PRME.

H_1: There is significant difference in the normal content pre-eminence in the commitment reports of selected registered institutions under the PRME.

Methodology

The study is mainly based on qualitative research design. The commitment letters submitted by PRME participant management educational institutions under United Nations Global Compact were collected by downloading from PRME repositories. The downloaded documents were readout thoroughly and consciously to find out the actions line described in the documents. These actions line were arranged on the basis of contents stated in the commitments for content analysis. The contents available were assigned binary number format (0- Non availability, 1-Available) thus transformed the descriptive contents to numbers. 30 numbers of documents of institution from 5 each of 6 (Table-1, in appendix) countries were analyzed activity tracks mentioned in the documents. The content numbers are fed into the MS-excel package of computer, thus transformed to SPSS for Kendal W Test analysis for concordance to examine the agreement of content dominance and content non dominance to understand the commonalities of institutional commitment and action lines under PRME.

To examine the directional alignment the data were again fed into Softmax (add-on software of SPSS) to draw hidden layer activation of the commitment and action contents in the alignment of PRME direction.

Content Supremacy

Table-1: Commitment to Principles of Responsible Management

University /Institute's Name	Country	Innovation	Change	Adoption	Seminar	Entrepreneurship	CSR to society	CSR to Environment
CARROL	USA	y	n	y	y	y	y	y
BAINBRIDGE	USA	y	y	n	y	y	y	y
BABSON	USA	y	n	y	y	y	y	y
BENTLEY	USA	y	n	y	y	y	y	y
St THOMAS	USA	y	n	y	y	n	y	y
CONENTRY	U.K	y	y	y	y	y	y	y
SURREY	U.K	y	n	y	y	y	y	y
HULL	U.K	n	n	y	y	y	y	y
LEEDS	U.K	n	n	y	y	y	y	y
BRADFORD	U.K	y	n	y	y	y	y	y
BOND	AUSTRALIA	n	n	y	y	n	y	n
CURTIN	AUSTRALIA	n	n	y	y	y	y	y
DEAKIN	AUSTRALIA	n	n	y	y	n	y	y
U.T, SIDNEY	AUSTRALIA	n	y	y	y	n	y	y
CATHOLIC	AUSTRALIA	n	n	y	y	n	y	n
CANARA BANK	INDIA	n	n	y	y	y	y	n
CHITKARA	INDIA	y	n	n	y	y	y	n
GOA INST.MGT	INDIA	n	n	y	y	n	y	y
LAKE INST.MGT	INDIA	y	n	y	y	y	y	n
XLRI	INDIA	y	n	y	y	y	y	y
CEIBS	CHINA	n	y	y	y	y	y	y
HKBU	CHINA	n	n	y	y	n	y	y
SANGHAI	CHINA	n	n	y	y	y	n	n
HKUST	CHINA	y	n	y	y	y	y	n
SHANTOU	CHINA	n	n	y	y	y	y	n
GIBS	SOUTH AFRICA	n	y	y	y	y	y	y
RHODES	SOUTH AFRICA	y	y	y	y	y	y	y
STELLENBOSCH	SOUTH AFRICA	n	n	y	y	y	y	y
CAPE TOWN	SOUTH AFRICA	y	n	y	y	y	y	n
MILPARK	SOUTH AFRICA	n	n	y	y	y	y	n
y= Yes, n=No								

From the *table-1*, the supremacy of the issue of responsiveness through curricula examined and found that innovations of curricula adopted by 14 numbers of institute, espouse change in curricula by 14 numbers of institute and adoption espoused by 2 numbers of instates. More numbers of Australian, Chinese and Indian management institutes deploys innovation in curricula (Table-2, Raw- Innovation). The Institutes of USA are considerably more espousing changes in curricula (Table-2, Raw-Change, and Column- USA). 1 institute each of South Africa and UK shows curricula adoption as way for social responsibility.

Table-2; Curricula

Curricula	Countries	Total					Total
	Australia	China	India	South Africa	UK	USA	
Innovation	4	3	3	2	2	0	14
Change	1	2	2	2	2	5	14
Adoption	0	0	0	1	1	0	2
Total	5	5	5	5	5	5	30

The next issue in the observed commitment documents of participating institutes was University and Industry participation. Within the university industry participation issue the contents were seminar and entrepreneurship. Out of observed documents Australian institute revealing (table-3) more responsiveness by seminar than the observed documents of the institute of USA. The other content is entrepreneurship adopted by observed institutes of South Africa, UK, followed by India and China. On the front entrepreneurship for social responsiveness, the observed number for the groups institute of US is lesser even South Africa, UK, India and Chinese groups of institutions.

Table-3: University-Industry Partnership

University Institute Interface	Countries						Total
	Australia	China	India	South Africa	UK	USA	
Seminar	4	1	1	0	0	2	8
Entrepreneurship	1	4	4	5	5	3	22
Total	5	5	5	5	5	5	30

The third issue of focus and commitment among the observed group of institute is 'Social and Environmental Responsibility'. Among the observed groups of institutes, Chinese and Indian institutions are espousing responsibility to society more than the observed group of institutes of UK and USA but the UK and US institute are responsive to society by espousing responsibility to environment followed by the observed group of institutions South Africa and Australia (Table-4, Raw-Responsibility to Environment).

Table-4, Social and Environmental Responsibility

Social and Environmental Responsibility	Countries						Total
	Australia	China	India	South Africa	UK	USA	
Responsibility to Society	2	4	3	2	0	0	11
Responsibility to Environment	3	1	2	3	5	5	19
Total	5	5	5	5	5	5	30

Concordance of Content's Supremacy

The observed contents supremacies for the observed groups of institutions of different country revealing considerable mix weight enforces the researchers to examine the level of agreement of commitment similarity (concordances) with the help of Kendal Coefficient of Concordance (Kcc) as deployed by Barman (2008). To interpret Kcc value, the rules is the value of KCC near Zero means there are little concordance (agreement), and the value near 1 indicates the there are high level of concordance (agreement).

Table: 5 Concordance of Content of Commitment and Actions

Dimensions	Kcc	X^2	Sig.
Australia	0.721	21.643	0.001
India	0.523	15.692	0.016
China	0.669	20.077	0.003
USA	0.516	15.474	0.017
UK	0.650	19.500	0.003
South Africa	0.474	14.211	0.027

The KCC has been computed (table no-5) to find out the concordance of the commitments and actions among different countries and it was found that Australia (Kcc=0.721, near to 1,sig=0.001), India (Kcc=0.523, near to 1,sig=0.016), China (Kcc=0.669, near to 1,sig=0.003), for USA (Kcc=0.516, near to 1,sig=0.017), for UK (Kcc=0.650, near to 1,sig=0.003), for South Africa (Kcc=0.474, near to 1,sig=0.027), are having significant and high concordance level, thus we accept the H_0 (null hypothesis) and conclude that there are high level of concordance of the commitment and actions among the observed responsive institutes selected for test.

Directional Alignment

It may be too early to think about responsiveness of management educations can be extended to the discussion of Neuro-Responsiveness (Barman, 2011). Since we understand the simple relations of brain and emotions (Medical News Today. Com) i.e. brain controls emotion, and emotions and expression (Wikipedia) i.e. emotions controls expression. It is established fact that any commitment made by any group of participant institutions are obviously controlled and triggered by their own situations and emotions. In the case of PRME discussion, there are evidences reflecting the triggering emotions expressed in the form of commitment to content under PRME principle follows some specific directions. Thus, by adopting the Neuro-Extension of alignment of the contents (*Figure-Directional Alignment, in appendix*) executed by the soft-max software drawn the interplay of whole identified contents create a critically overlapped hidden layers of alignment to content dominance of commitment of aggregate observed institutes. The explicit direction emerged (Thick Line) explicit contents with supremacy in the commits are entrepreneurship, responsibility to environment and society, adoption and change followed by innovation.

Limitations and Findings

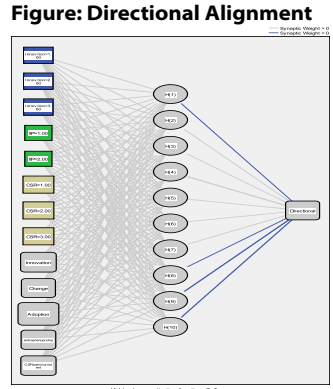
The study revealed the following facts and findings in the context of espousing the spirit of PRME by the practice and actions of observed groups of management education in the globe-

1. The explicit contents with supremacy in the commitments are Entrepreneurship, Responsibility to Environment and Society, Adoption and Change in curricula followed by the content Innovation to become responsive by observed groups institution of select countries. Thus, the study with the limitations achieved the objective number -1.
2. From the analysis of concordance of commitment and actions indicates the practices and action to follow the guidelines to impart responsive management institute is almost similar within India, China, South Africa, USA, UK but having the variability among the instates of these countries. In other word country to country the practice of responsive of management education are different. Thus, the paper could achieve the objective number-2.

Conclusion

The findings are suffers from the limitations of content analysis of the commitment document and due to limited numbers of observed groups of institutes does not reveal any conclusive results of state of affairs of responsiveness for any country. This may only initiate a scientific and systematic debate for furthering research on PRME participants. A full range of study may be conducted based on the content analysis on commitment of whole participating institutes under the repositories of PRME. Since, majority of stakeholders of management educations in developing and underdeveloped countries of the globe are in an impression that suffers from philosophical and value obsession, furthering the systematic research in this line may reduce such obsession. The research rigor on responsive management education may prove the legitimacies of PRME in future. As we realized "an essential core dimension of professional model for twenty first century is indisputably responsible management, (Windsor,2008)" by exploring the practices and principles of participating responsive management education may the path surgery on conventional management curricula elsewhere to transform to a socially relevant education in the days to come.

Figure: Directional Alignment



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