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Critical effectiveness of the implementation of responsible management education (RME) within UK Business Schools: a process change perspective

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Critical Effectiveness of the Implementation of Responsible Management Education (RME) within UK business schools: A Process Change Perspective

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Outline

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Problem Statement



RME is of growing importance to business schools, yet its implementation remains a challenge.



Support for Problem Statement



- Slow adopters of RME, though its rhetoric is visible throughout the sector (Cornuel and Hommel, 2015).
- Lack of consensus about best practice for RME implementation (Bendell, 2007; Bahrami, 2014; Doherty et al., 2015).
- Rare fundamental changes in business schools organizational cultures, structures and practices, despite PRME (Louw, 2014; Sharma and Hart, 2014; Burchell et al., 2014; Rasche and Gilbert, 2015; Doherty et al., 2015).



Support for Problem Statement (cont.)



- Difficulties surrounding RME implementation remains under-theorized to date (Rasche and Gilbert, 2015).
- RME issues still treated as 'optional extras' in UK business schools (Lozano, 2013; Sharma and Hart, 2014; Burchell et al., 2014; Doherty et al., 2015).
- A low level of elaboration on their understanding of and contribution to sustainability research (Stachowicz-Stanusch, 2011; Godemann et al., 2011; Dyllick, 2015).



Purpose of Study



- Explore the effectiveness of UK business schools' strategy for implementing RME.
- Propose a framework for effective RME strategy implementation within UK business schools.



Theoretical Framework

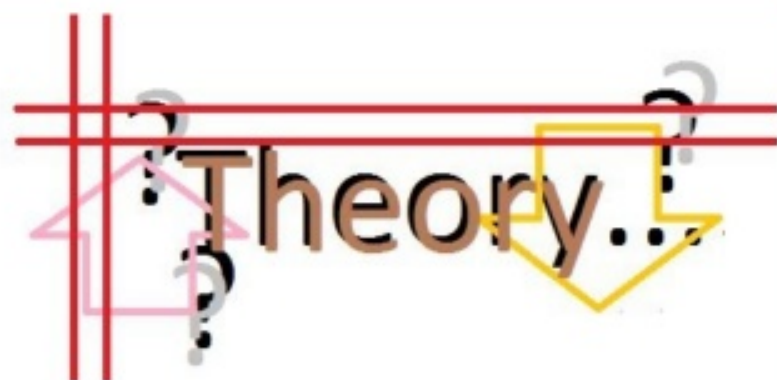


Three principles of effective strategy implementation (Beer and Eisenstat, 1996).

- The change process should be systemic.
- The change process should encourage the open discussion of barriers to effective strategy and adaptation.
- The change process should develop a partnership among all relevant stakeholders.



Theoretical Framework (cont.)



Process models of change (Van de Ven and Poole, 1995).

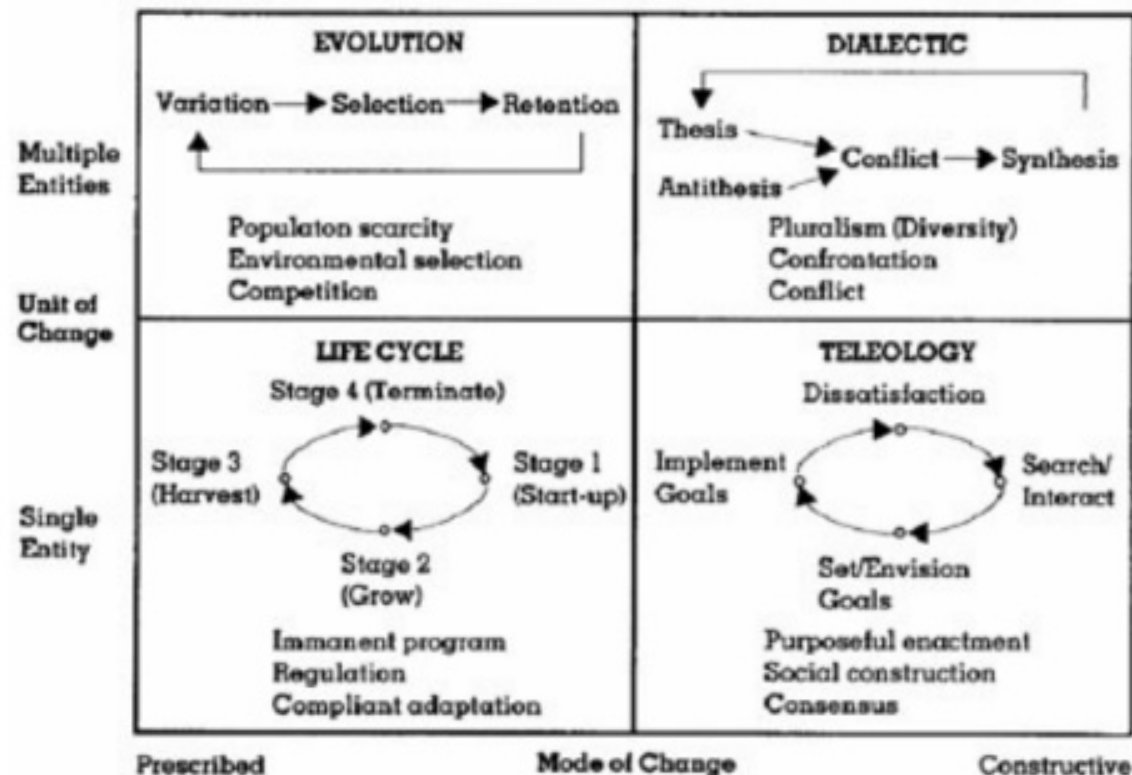
- Life-cycle or regulated change
- Teleology or planned change
- Evolution or competitive change
- Dialectic or conflictive change



Theoretical Framework (cont.)



Process Theories of Organizational Development and Change^a



^a Arrows on lines represent likely sequences among events, not causation between events.



Research Questions



- How are 'leading' UK business schools implementing RME?
- How effective are 'leading' UK business schools' strategies for implementing RME?



Research Method & Design



- Qualitative study (Multiple case study design).
- Inductive approach



Target Population & Sample



- 'Leading' UK business schools in RME implementation.
- Academic staff directly involved in RME implementation.
- Sample size to be established as study progresses.



Selection Criteria



-UK business schools that have consistently ranked top 15 in the following league tables (last 5 years):

- People & Planet University League table
- Aspen institute rankings (Beyond Grey Stripes)
- The Green league table
- Research Excellence framework (REF)



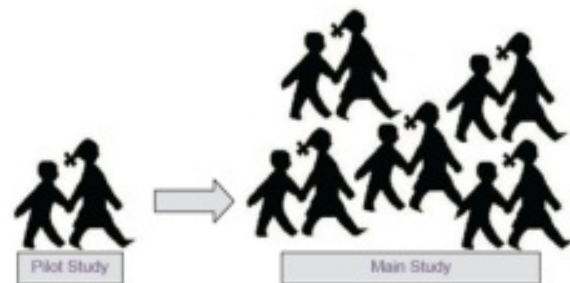
Reasons for Population Choice



- Perceived eco-narrative mask of engagement (Crane, 2000; Jones, 2012).
- Self-serving nature of league table position (Jones, 2012).
- Universities are enacting a journey metaphor (Milne et al., 2006).



Pilot Study



A pilot test with academic staff (at least two) directly involved in the implementation of RME in RGU to:

- Assess the procedures, identify possible mistakes and misconceptions from the respondents and make necessary corrections.
- Assess the flow of information before moving forward with the full field study.

Rationale - evaluation of each response's alignment with proposed research questions.



Data Collection (Interviews)



- 30-45 minutes face to face semi-structured interview.
- Audio recording to be transcribed (verbatim) at the end of each interview session.
- Non-verbal communication (body language) to be captured by memoing and observation.
- Data triangulation to validate interviewees' verbal account (review of relevant documents/publications).



Data Analysis

- Critical Discourse Analysis (CDA)



Contribution to Knowledge



- Facilitate a better understanding as to why RME implementation largely remains an unfulfilled promise in business schools.
- Propose a framework for effective RME strategy implementation within business schools.
- Basis for policy makers to make informed decision with regards to RME related issues in business schools.



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