

Humanism in Business Series

Series Editors

Ernst von Kimakowitz
Humanistic Management Network
Humanistic Management Center
Geneva, Switzerland

Wolfgang Amann
HEC Paris in Qatar
Doha, Qatar

Pingping Fu
University of Nottingham Ningbo China
Ningbo, China

Carlos Largacha-Martínez
Fundación Universitaria del Área Andina
School of Management
Bogotá, Colombia

Kemi Ogunyemi
Lagos Business School
Pan-Atlantic University
Lagos, Nigeria

Agata Stachowicz-Stanusch
Canadian University of Dubai
Dubai, United Arab Emirates

Shiv S. Tripathi
IIHMR University Campus
Jaipur, India

Since its inception in the year 2011, the Humanism in Business book Series is brought to you by a dedicated editorial board representing the Humanistic Management Network (www.humanisticmanagement.network). The Humanistic Management Network is a global network registered as a Swiss association that lives, works and acts through chapters and collaborations in many countries around the globe. Its purpose is to encourage, promote and support economic activities and business conduct that demonstrate unconditional respect for the dignity of life.

* * *

Following the purpose of the Humanistic Management Network this book series serves to enhance and consolidate the body of knowledge on Humanistic Management and surrounding topics such as business ethics, leadership, CSR, corporate citizenship, sustainability, executive education, impact investing or purpose driven organizations to name but a few.

The books in this series all view Humanistic Management through their own lens, focusing on different aspects and highlighting different dimensions of humanism in business. What unites the books in this series is that they are all aligned to the three stepped approach which defines how we view Humanistic Management. It is based on the unconditional respect for the dignity of life, the integration of ethical reflection in managerial decision making and the active and ongoing engagement with stakeholders.

Furthermore the volumes in the series are an open invitation to join our efforts to make impact towards a more equitable and a more sustainable planet.

Christian Hauser • Wolfgang Amann
Editors

The Future of Responsible Management Education

University Leadership and the Digital
Transformation Challenge

palgrave
macmillan

Editors

Christian Hauser
PRME Business Integrity Action Center
University of Applied Sciences of
the Grisons
Chur, Switzerland

Wolfgang Amann
HEC Paris in Qatar
Doha, Qatar

ISSN 2662-124X

ISSN 2662-1258 (electronic)

Humanism in Business Series

ISBN 978-3-031-15631-1

ISBN 978-3-031-15632-8 (eBook)

<https://doi.org/10.1007/978-3-031-15632-8>

© The Editor(s) (if applicable) and The Author(s), under exclusive licence to Springer Nature Switzerland AG 2023

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG. The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Acknowledgments

This book would not have been possible without the vibrant UN-backed Principles for Responsible Management Education (PRME) community globally and all the educationists in all types of higher education institutions. Business schools have been criticized for several things, such as relevance, a too weak ethics orientation, commercialization, and so on. Simultaneously, there has been much positive change and accelerated dynamics toward building future-ready institutions. This book outlines key thoughts based on a group of international experts in their field. We are grateful for their unique contributions on how responsible management education can successfully cope with the digital transformation challenge.

We want to reserve a special place in this acknowledgments section for two dear colleagues who unfortunately left us during the finalization of this book project: Consuelo Garcia De la Torre and Mark Meaney were tremendous contributors to both the academic community and practice. They are lost, but never forgotten.

Contents

1	Introduction to the Problems and Opportunities	1
	<i>Wolfgang Amann and Christian Hauser</i>	
2	Creativity and Disruptive Technology	19
	<i>Gary Evans and Xiao Chen</i>	
3	Challenges for Responsible Management Education During Digital Transformation	35
	<i>Dušan Kučera</i>	
4	PRME Principles: A Framework for Addressing Digital Transformation Challenges	61
	<i>Consuelo García de La Torre and Osmar Arandia</i>	
5	Responsible Management Education in the Digital Age: An Experiment with Liberal Art and Science Education in China	79
	<i>Liang Yu</i>	

6	Responsible Management Through Responsible Education: The Central Role of Higher-Education Lecturers	99
	<i>Jorge Gomes and Tania Marques</i>	
7	Marketing and Artificial Intelligence: Responsible Management (and Marketing) Education at the Nexus of Today and Tomorrow	115
	<i>Al Rosenboom</i>	
8	Compliance and ICT as a Tool to Generate Certainty in Countries with High Corruption Levels: The Case of Blockchain	139
	<i>Jose Godinez</i>	
9	Compliance and Integrity as Core Elements of Governance in the Educational Sector in the Digital Age	153
	<i>Bartosz Makowicz</i>	
10	Need for Silence, Craving for Communication: The Dyad Digital Education and Soft Skills in an Emerging Economy Context	173
	<i>Luciana Cezarino, Lara Liboni, Flavio Martins, and Alessandro Goulart</i>	
11	Advancing Responsible Management Education (RME) and Education for Sustainable Development (ESD) Through Online Resources	193
	<i>Florencia Librizzi, Carole Parkes, and Ana Simaens</i>	
12	Developing ‘Moral Awareness’ and ‘Moral Assertiveness’ in Future Professionals Using a Digital Learning Module	223
	<i>Abiola Makinwa</i>	

- 13 Responsible Management Education and Digital Transformation Beyond SDG 12: B.A. Sustainable Procurement Management at Heilbronn University’s Bachelor’s Program as an Example for Integrating SDGs and Future Digital Skills Requirements** 245
Daniela Ludin, Wanja Wellbrock, Erika Mueller, and Andrea Herterich Suzana
- 14 Adapting Legal Education for Technological Changes in Business** 259
Lauren Traczykowski and Paul Dale
- 15 PRME Principle Three, 15 Years Later: How Exponential Technologies Can Enhance the Quality of Impactful and Meaningful Business Education** 277
Walter Baets
- 16 Pandemic, MOOCs, and Responsible Management Education** 299
Sreerupa Sengupta and Divya Singhal
- 17 Transforming Academic Journal Assessment from “Quality” to “Impact”: A Case Study of the SDG Impact Intensity Academic Journal Rating Artificial Intelligence System** 317
David Steingard and Simon Linacre
- 18 Giving Voice to Values as an Enabling Pedagogy for Digital Ethics** 357
Adriana Krasniansky and Mary C. Gentile

19	Society, Environment, Value, and Attitude: A Study on the Effectiveness of Digital Platforms in Enhancing the Sustainability Perspectives of Management Students	379
	<i>Arindam Das and Ishwar Haritas</i>	
20	Conclusions	395
	<i>Wolfgang Amann and Christian Hauser</i>	
	Index	399

About the Authors

Wolfgang Amann, Dr. oec. EdD D.Ed.Psy. D.Litt. (hon.) graduated from the University of St. Gallen in Switzerland with a doctorate in international strategy. He added further qualifications in educational leadership and learning psychology. He is a graduate of key faculty development programs, such as Harvard University's Institute for Management and Leadership in Education, IESE's IFP, IMD's ITP, the EFMD International Deans Program, and CEEMAN's IMTA. He won numerous awards for his teaching, case and book writing, and academic impact initiatives. He serves as professor of strategy and leadership as well as academic director of degree, certificate, open enrollment, and custom programs at HEC Paris.

Osmar Arandia is the postgraduate program director of Organizational Development and the Health management program at UDEM Business School. Previously, he was part of the digital transformation team, collaborated in the same university as director of postgraduate courses in management, and was also the chair of the administration department at the same university. Dr. Arandia teaches courses in Social Responsibility and Strategic Management in undergraduate and postgraduate degrees. He has occupied the position of the vice president of strategic development at Cristóbal Colón University in Veracruz, México, where he also serves as professor of marketing undergraduate and graduate programs in

business administration, marketing as well as a doctorate in management science of the university. Dr. Arandia is also the coordinator of linking in the Academy of Administrative Sciences ACACIA. Dr. Arandia has several publications in both academic journals and chapters in books. The topics of interest of Dr. Arandia are humanistic management, welfare, social responsibility, sustainability, and strategy.

Walter Baets is Professor Emeritus at the University of Cape Town (South Africa), professor at the Rotterdam University of Applied Sciences, and Learning Officer at Eindhoven Engine. He is a renowned international speaker and teacher in the areas of complexity and the quantum interpretation of innovation and transformation, an area in which he specialized over his academic career. At the University of Cape Town, he was Dean/Director of the Graduate School of Business and the Allan Gray Chair in Values Based Leadership. He graduated in econometrics and operations research at the University of Antwerp in Belgium. After a corporate career in financial modeling and strategic consulting, he obtained a PhD (at Warwick Business School) and a Senior Doctorate (HDR, Aix-Marseilles). He has then developed an academic career which brought him in seven countries on two continents. His key publications include *Complexity, Organisations and Learning: A Quantum Interpretation of Business* (2006), *Rethinking Growth: Social Intrapreneurship for Sustainable Performance* (Palgrave, 2009 coauthor Erna Oldenboom), *Values Based Leadership in Business Model Innovation* (2013, coauthor Erna Oldenboom), and *Une Interprétation Quantique de l'Innovation* (2017). He is the Past Chair of the Association of African Business Schools (AABS). He is an astute photographer, and his life goal is to become a flamenco guitarist.

Luciana Cezarino is scientific researcher in the field of Applied Social Sciences in the field of Organizational Management. Its main research topics are corporate sustainability, in particular the systemic link between business strategy, socioemotional skills, and cleaner operations. She is a researcher at the Ca' Foscari University in Venice, Italy. In terms of professional training, she has a postdoctoral degree at the Polytechnic of Milan, Italy, for the Erasmus Smart-2 Program, a PhD and a Master's in Business Administration from the Faculty of Economics, Administration

and Accounting (FEA) of the University of São Paulo (USP). She worked during her PhD period at Luigi Bocconi University in Milan, Italy, under the supervision of Professor Maurizio Zollo. She also has a degree in Economic Sciences from the State University of Londrina (UEL). The research groups that it acts as coordinator are SSYSD Social Systems and Sustainable Development (SSYSD). As a member, she is part of the Golden for Sustainability hosted by the Bocconi University and ISSS (Brazilian Chapter)-International Society for the System Sciences at FEARP-USP. She is editor-in-chief of the *Latin American Journal of Management for Sustainable Development* (inderscience). She is master's and doctoral advisor at the Graduate Program in Organizational Administration (PPGAO) at FEARP/USP.

Xiao Chen PhD, is part of the faculty of business, University of Prince Edward Island, Canada. His primary research interests include the effects of goal setting/priming in organizational behavior and human resource management and cross-cultural management. His scholarly work has appeared in *Organizational Behavior & Human Decision Processes*, *Applied Psychology: An International Review*, and conferences of the Academy of Management, European Group for Organizational Studies, and others. Xiao was the sole recipient of the 2013 'Innovative Teaching Award' from the Academy of Management Human Resources Division.

Paul Dale is the LLB Programme Director and a Lecturer in Law at Aston University. He has previously lectured in law at the University of Birmingham, The Open University, and the Institute of Law, Jersey (CI). Paul's research interests and teaching portfolio include Technology and Law, International Human Rights Law, and Jurisprudence. He is a Fellow of the Higher Education Academy.

Arindam Das is Professor of Strategy and International Business at T A Pai Management Institute, Manipal, India, one of the premier, AACSB-accredited business schools in India, and an advanced signatory of UN PRME. Prior to this academic position, Prof. Das worked for more than two decades in the technology consulting domain, working with global businesses operating in the manufacturing industry sector. His research interests include technology-led business model innovation and interna-

tionalization of emerging market firms. Prof. Das is a member of the Strategic Management Society, Academy of International Business, and Association for Information Systems.

Gary Evans prior to embarking on an academic career was Senior Partner and CEO for KPMG Consulting for Central Eastern Europe and prior to that appointment was Partner in Charge of Chemicals, Pharmaceuticals and Energy for the London, UK office of KPMG for tax, audit, and consulting. As a partner in a professional firm, Dr. Evans spent substantial amount of time with corporate boards and the executive management of major international corporations. After retiring from professional practice, Dr. Evans has dedicated his time to research and teaching at the University of Prince Edward Island and completed his PhD in Corporate Governance at Liverpool John Moores University. Dr. Evans continues researching corporate boards globally and is on the editorial board of three academic journals, has been the guest editor for special corporate governance journal publications, and is considered a leading author within the field of corporate governance. Dr. Evans developed the Board Culture Theory using CGT. An active international speaker, he has given presentation on technology, diversity, and other key governance issues across Europe. Dr. Evans is an active member of the indigenous community and holds dual British/Canadian Citizenship.

Consuelo García de la Torre was a full-time research professor at EGADE Business School Monterrey, member of the SNI National Research System of Mexico (SNI1), and researcher at the Strategic Research Group in Social Innovation. Her fields of expertise included Sustainability; Ethics and Corporate Governance; Entrepreneurship; Social Responsibility; Consumer Behavior; Marketing Strategy and International Marketing; Social Marketing; Global Management; Industrial Psychology; Management and Humanism; Intercultural Negotiations.

Mary C. Gentile PhD, is Creator and Director of *Giving Voice to Values* (www.GivingVoiceToValuesTheBook.com), launched with The Aspen Institute and Yale School of Management and hosted at Babson College for 6 years, now based at University of Virginia-Darden School of

Business. This pioneering curriculum for values-driven leadership has been piloted and/or presented at well over 1300 sites globally and has been featured in *Financial Times*, *Harvard Business Review*, *Stanford Social Innovation Review*, *McKinsey Quarterly*, and so on. Gentile, Richard M. Waitzer Bicentennial Professor of Ethics at UVA Darden and educational consultant, was previously at Harvard Business School. She holds a BA from The College of William and Mary and PhD from State University of New York-Buffalo. Gentile's publications include *Giving Voice to Values: How To Speak Your Mind When You Know What's Right; Can Ethics Be Taught? Perspectives, Challenges, and Approaches at Harvard Business School* (with Thomas Piper & Sharon Parks); *Differences That Work: Organizational Excellence through Diversity; Managerial Excellence Through Diversity: Text and Cases*, as well as cases and articles in *Harvard Business Review*, *Stanford Social Innovation Review*, *Academy of Management Learning and Education*, *Risk Management*, *CFO*, *BizEd*, *Strategy+Business*, and so on. Gentile was Content Expert for the award-winning CD-ROM, *Managing Across Differences*. Among numerous honors, Gentile was named a 'Top Mind 2017' by *Compliance Weekly* and has been shortlisted for the Thinkers 50 2017 'Ideas into Practice' Award.

Jose Godinez is Assistant Professor of Management at the Robert J. Manning School of Business, University of Massachusetts Lowell. His work lays at the intersection of the strategy, international business, entrepreneurship, and business ethics disciplines, and he focuses on strategies for firms to operate ethically in locations characterized by high corruption levels. He holds a PhD from the University of Edinburgh Business School.

Jorge F. S. Gomes is Full Professor in Organisational Behaviour and Human Resource Management at the Lisbon School of Economics and Management, University of Lisbon, and researcher at Advance/CSG. Dr. Gomes's research interests cover the HRM process view and alternative perspectives on leadership. He has written articles in *Technovation*, *International Journal of HRM*, *Human Resource Management*, *British Journal of Political Science*, *European Management Review*, and *Journal of Organizational Change Management*. He holds a PhD degree from the Alliance Manchester Business School (2001); an MSc in Statistics and

Information Systems Management from the Higher Institute of Statistics and Information Systems Management, Lisbon Nova University, Portugal (1995); and a BSc in Social and Organisational Psychology from the Higher Institute of Applied Psychology, Portugal (1992).

Alessandro Goulart is CEO of Bandtec Digital School. He holds Master in Business Administration from the University of São Paulo (2018). He has also done MBA and Bachelor of Business Administration from Fundação Getúlio Vargas (1993). He is creator of Bandtec's business model that brings together three pillars: pedagogical leadership, symbiosis with employers, and socioemotional training in technology graduation.

Ishwar Haritas is the head of TAPMI Centre for Inclusive Growth and Competitiveness at T A Pai Management Institute, Manipal, India. He heads sustainability initiatives at TAPMI and teaches strategy, sustainability, and international business courses to graduate students. In a career spanning over 20 years, Prof. Haritas has worked in diverse capacities as an advisor, consultant, and subject matter expert across industries—*for-profit* and *not-for-profit* organizations—as well as for intergovernmental agencies, in over 15 countries, across 3 continents, on scores of strategy design and execution projects and programs. Prof. Haritas obtained an MBA degree from HHL Leipzig Graduate School of Management. In his professional engagements, he actively collaborated across the UN system, with partner countries and with transnational organizations.

Christian Hauser is Professor of Business Economics and International Management at the University of Applied Sciences of the Grisons and visiting scholar at the Digital Society Initiative of the University of Zurich, Switzerland. He studied Latin American Studies at the Universities of Cologne, Germany, Lisbon, Portugal, and Fortaleza, Brazil, and earned his doctorate in Economics at the University of Cologne. He is a member of the topical platform Ethics of the Swiss Academy of Engineering Sciences (SATW), member of the United Nations Principles for Responsible Management Education (PRME) Working Group on Anti-Corruption, and head of the first PRME Business Integrity Action Centre

in Europe. His research interests include international entrepreneurship, SME and private sector development, corporate responsibility, business integrity, and data ethics.

Adriana Krasniansky is a technology researcher and ethicist with a specific focus on digital healthcare. Adriana has published research and led projects related to digital ethics, telemedicine ethics, and the digital divide in the United States. She has collaborated with the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics, the Massachusetts State Government, and other organizing bodies. Adriana holds a B.S. from Fordham University and an M.T.S. from Harvard University.

Dušan Kučera graduated from the Protestant Theological Faculty of Charles University in Prague. He completed additional semesters at the College in Friedensau, Germany, and Andrews University, MI, USA. He worked for 7 years as a pastor, editor, and teacher. After that, he changed to secular positions and worked for 15 years in some international companies as an HR manager, most of the years in the automotive company Škoda Auto/Volkswagen. During this time, he finished an international study of the MBA program at the Institute for Financial and Industrial Management in Prague in cooperation with Pfeiffer University, NC. He did PhD from the University of Economics, Prague, focusing on the spirit of capitalism as the potential of spirituality for managers and entrepreneurs. At the Faculty of Business Administration, he works as the Head of the Centre for Business Ethics and Sustainability Management. As an Assistant Professor for Managerial Responsibility and Business ethics, he teaches international master's courses, international MBA programs, and executive education. He is a member of the Steering Committee CEE chapter of PRME and Head of the Ethical Committee of the Institute of Physics, Academy of Sciences, Czech Republic.

Lara Liboni, Postdoctoral Scholarship Abroad 2019–2020—University of Western Ontario (UWO), Ivey Business School, is Associate Professor at the Department of Administration, FEARP/USP. She graduated in Business Administration from FEARP/USP (2002) and holds Master's (2005) and PhD (2009) in Business Administration from FEA—Faculty

of Economics, Administration and Accounting of USP—University of São Paulo. She did postdoctorate at UNESP (FEB-Bauru). She serves as Associate Professor at FEARP/USP Faculty of Economics, Administration and Accounting of Ribeirão Preto, University of São Paulo. Lines of research developed: sustainability and education for sustainability; green supply chain; dynamic capabilities and competences; and systemic view. She coordinates the Center on Innovation, Systems and Sustainability and participates in the NEB/USP and Inint Low Carbon Economics Center Research group on Internationalization at FEARP. Research group on Internationalization at FEARP. She is vice president of the Latin American Society for Systems and Sustainability. She is a referee for international conferences and journals, in addition to serving as a member of the editorial board of journals. She is executive editor of the *Latin American Journal of Management for Sustainable Development*.

Florencia Librizzi is a sustainability and education professional and international attorney licensed to practice law in Argentina and New York. As Head of Program and Partnerships, she leads the SDG Academy, flagship education initiative of the UN Sustainable Development Solutions Network (UNSDSN). She was appointed the Co-Chair of the UN Higher Education for Sustainability Initiative (HESI), where she aims to scale up the impact of higher education on the SDGs by bringing together and mobilizing key stakeholders. Previously, she devoted over 6 years to building the Principles for Responsible Management Education (PRME) initiative, United Nations Global Compact Office, reaching 730+ participants in 90+ countries under her strategic leadership. She also served as a research consultant for the International Center for Transitional Justice (ICTJ), advising on issues of postconflict societies and addressing human rights violations through truth, memory, reparations, justice, and other measures. Florencia has practiced law since 2006 as a sole practitioner, mediator, and an attorney at a law firm advising business and non-business clients on a wide range of legal and sustainability issues. Florencia has taught several courses and seminars at Universidad Empresarial Siglo 21, Universidad Nacional de Córdoba (UNC), NYU School of Law, and Columbia Institute for Study of Human Rights and actively contributed as a member of the UNC Institute for Environmental Law and Policy.

She graduated from the Conservatory of Music as a Professor of Piano and received her first law degree magna cum laude from Universidad Nacional de Córdoba, School of Law. She earned her Masters of Laws (LL.M.) at NYU School of Law, where she was granted the Dean's Award and distinguished as a Transitional Justice Scholar. Florencia served as a graduate editor for the *NYU Journal of International Law and Politics*, has written several articles, book chapters, and expert reports (for NGOs and UN), and is a PhD candidate at UNC. Florencia has addressed issues of education, policy, and leadership for sustainable development to diverse audiences on all continents around the world.

Simon Linacre is a marketing director at Cabells with almost 20 years of experience in academic publishing. He is a Trustee of the Committee on Publication Ethics (COPE) and Tutor at the Association of Learned and Professional Society Publishers (ALPSP). His background is in journalism, and Simon has written on the topics of bibliometrics, publication ethics, and knowledge transfer. He holds a master's degree in philosophy and international business and has global experience lecturing to researchers on publishing strategies.

Daniela Ludin has held the Chair of General Business Administration at Heilbronn University in the Faculty of Management and Sales at the Schwäbisch Hall campus since 2015. For her, it is part of her self-image to anchor the principle of sustainability as a central moment in her courses. Since 2017, Prof. Dr. Daniela Ludin has been head of the B. A. Management & Procurement, MAP; since 2019, head of the B. A. Sustainable Procurement Management, SPM. Since 2015, Prof. Dr. Daniela Ludin has also been a member of the Council for Sustainable Development of Heilbronn University, which she has also chaired as the Sustainability Officer of Heilbronn University since 2019. In addition, Prof. Dr. Daniela Ludin is also a member of the University Council. Prof. Dr. Daniela Ludin's research focuses on sustainable procurement management, sustainable consumption, and sustainable innovations.

Abiola Makinwa, LL. B (Ifé), LL. M (Lagos), LL. M (Rotterdam), PhD (Rotterdam), is a Principal Lecturer in Commercial Law at the Hague University of Applied Sciences in the Netherlands. She is a professional

member of the International Compliance Association and served as Chair of the International Bar Association, Structured Criminal Settlements Subcommittee from 2016 to 2018. In 2020, Abiola served as Consultant to the UN Financial, Accountability Transparency and Integrity (FACTI) Panel as author of the background paper on ‘Current Developments in Foreign Bribery Investigations and Prosecutions.’ Abiola is the creator of the Integrity Digital Training Module (IntegrityDLM <https://integrity-dlm.net/>), which she developed under the auspices of a Comenius Senior Fellow Grant from the Netherlands Initiative for Educational Research. Abiola is a well-published and frequent speaker on anti-corruption law and policy, as well as integrity training.

Bartosz Makowicz is university professor at the Faculty of Law, European University Viadrina in Frankfurt (O.), Germany. He is director of the Viadrina Compliance Center, which is an interdisciplinary research center and a think-tank for Governance, Ethics, Compliance & Integrity (ECI). He has been the Head of Delegation of Germany and an international expert to ISO TC 309. Bartosz is author of over 100 publications on ethics, compliance, and integrity and gave over 100 speeches on ECI in past years.

Tânia M. G. Marques is an assistant professor at Polytechnic Institute of Leiria, Portugal, and researcher at CARME—Centre of Applied Research in Management and Economics. Dr. Marques holds a PhD’s degree in Management (‘Nuevas Tendencias en Dirección de Empresas’) from University of Salamanca, Spain. She is former Director of the Master in International Business. Dr. Marques’s research interests include organizational behavior, human resources management, downsizing, academic ethics, and cross-cultural studies, with a particular focus on responsible leadership.

Flavio Martins is a PhD candidate in Business Administration at the Faculty of Economics, Administration and Accounting of Ribeirão Preto, FEA-RP/USP. He holds Bachelor’s and Master’s in Business Administration from the same institution. He was also Diffusion and Innovation Manager at the Research Center for Inflammatory Diseases (CRID), a CEPID supported by FAPESP and linked to the Ribeirão Preto School of

Medicine (FMRP/USP). He is the scientific coordinator of the Latin American Society for Systems and Sustainability (Latin2s), educational consultant for the Ribeirão -3°C Program. He works in the research groups ‘Social Systems and Sustainable Development (SSYSD)’ at FEA-RP/USP and ‘Laboratory for Research and Integration in Technology, Psychology, and Education (ConectaLab)’ at FFCLRP/USP. His research interests are Education for Sustainable Development, Interdisciplinary, Public Policies for Sustainable Development, Education for Responsible Management, and Scientific Dissemination. He has professional experience in the area of public tenders and contracts.

Erika Müller holds a Master of Science in Forestry and has 10 years of professional experience with a nongovernmental organization. She works as a sustainability officer at Heilbronn University and is doing her PhD in sustainability and innovation at both Heilbronn University and Tallinn University of Technology.

Carole Parkes is Professor of Responsible Management at Winchester University Business School in the UK—a UN-backed PRME (Principles for Responsible Management Education) Champion School—and has both a business and an academic background. Carole was a member (and Acting Chair) of the PRME Global Advisory Committee and a former Chair of the PRME Chapter UK & Ireland. At the PRME 10th Anniversary Global Forum, Carole was presented with a PRME Pioneer Award ‘for her leadership and commitment to the development of PRME’ and appointed a Global PRME Special Advisor. As an *International Journal of Management Education* (IJME) Associate Editor, Carole edited the PRME 10th Anniversary Special Issue (2017) and the Implementing Sustainable Development Goals (SDGs) Special Issue (2020). Carole is an editor of *Fighting Poverty as a Challenge for Management Education* PRME Working Group publications and a coeditor of the Sage Handbook of Responsible Management Learning and Education (2020). She is also an Inaugural Fellow of the Environmental Association of Universities and Colleges (EAUC) and on the editorial board of *Society and Business Review* (SBR). Carole was previously Director of Social Responsibility & Sustainability at Aston University, where she developed and led ethics, responsibility, and sustainability, first in the Business School, the Aston

MBA, and for the MSc Social Responsibility and Sustainability then across all schools in the University. In 2012–2013, Carole was invited to be the Christopher Chair in Business Ethics at Dominican University in Chicago, and in 2015, a ‘Researcher in Residence’ at PRME in New York. Carole regularly speaks, publishes, and participates in academic and practitioner events locally and globally and works with a range of business and community groups.

Al Rosenbloom is Professor Emeritus and was the first John and Jeanne Rowe Distinguished Professor at Dominican University. His research interests include case writing, the application of the case method in management education, global branding, marketing in countries with emerging and subsistence markets, and the challenge of integrating the topic of poverty into management education. Al coleads the Anti-Poverty Working Group, Principles of Responsible Management Education (PRME), and participates broadly within PRME. He was a Fulbright Scholar in Nepal and Bulgaria and was honored twice with the Teaching Excellence Award from Brennan School of Business students.

Sreerupa Sengupta is Assistant Professor in Healthcare Management at the Goa Institute of Management (GIM). Her teaching and research interests are in the spheres of gender and governance, public policy, health, media, and qualitative research. Sreerupa is also associated with the Centre for Social Sensitivity and Action (CSSA) at GIM. She enjoys working on community-based projects and projects related to social action and sustainable development. She is the coeditor of a quarterly newsletter on SDGs published by CSSA known as SDG Samvaad. Sreerupa holds a PhD in Women’s Studies and a Masters in Sociology. She received the Sasakawa Young Leaders Fellowship Fund from the Tokyo Foundation for Policy Research, Japan, for her doctoral research on AIDS communication, gender, and human rights. She has been a Visiting Fellow at Howard University, Washington D.C., USA, and the American University of Cairo, Egypt. She is also an alumnus of the German Development Institute, Bonn, Germany.

Ana Simaens lectures at the Iscte Business School on the topics of Strategic Management and Sustainability, Ethics and Social Responsibility.

Ana holds a PhD in Management from Tilburg University in The Netherlands and is the Director of the MBA in Sustainable Management at Iscte Executive Education. As an integrated researcher at the Business Research Unit (BRU-Iscte), her work has appeared in various publication outlets, including the *Journal of Business Ethics*, *Public Management Review*, and *Sustainability* and is Associate Editor of the *International Journal of Sustainability in Higher Education* and Topic Editor of *Sustainability*. She is the Deputy Director of the Department of Marketing, Operations, and General Management and a member of the Scientific Committee of BRU-Iscte. Ana is collaborating as an Expert in the ISO TC323—Circular Economy, as Guardian of the GRLI Council (Globally Responsible Leadership Initiative), and Head of Programmatic Work at PRME Chapter Iberia. Ana was Executive Director of the Sustainability Knowledge Lab (SKL) at INDEG-ISCETE, and she coordinates the Prosperity dimension of Sustainability at Iscte and is the Interlocutor of Quality and Sustainability at the Iscte Business School. Finally, Ana has complemented her academic training with various professional training, including certifications such as Advanced Chief Sustainability Officer (CSO) Professional, GRI Certified Training Program, and Sustainable Business Strategy from the Harvard Business School online. Ana is a Certified facilitator of the LEGO®SERIOUS PLAY® method and materials, a Certified facilitator of Pro.play® with Playmobil®.pro, and Certified Reinvention Practitioner.

Divya Singhal is a professor at the Goa Institute of Management (GIM) and Chairperson of Centre for Social Sensitivity and Action (CSSA) at GIM. Applied aspects of the subject and learning-centric pedagogy are at the center of her teaching philosophy. She is passionate about teaching and research, sustainability, and pluralism. She holds a PhD in the humanities and social sciences and a master's in economics and journalism. She received an Indian Council for Social Science Research (ICSSR) Doctoral Fellowship for her thesis work on Human Development and role of Education in Rajasthan. She was recently awarded the United Nations Principle for Responsible Management (UN-PRME) to recognize achievements in integrating the SDGs into business schools in the period January 2020 to December 2020 that exemplifies one or more of

the six principles of PRME. Divya led the Indian component of the AHRC/PEC-funded project exploring the impacts of the COVID Pandemic on Indian Supply Chains (2020–2021) and British Academy and DFID-funded project Tackling Slavery, Human Trafficking, and Child Labor in Modern Business (2017–2019) with University of Leeds, UK.

David Steingard, PhD, is Director of the *SDG Dashboard* initiative and Associate Professor of Leadership, Ethics, & Organizational Sustainability at the Haub School of Business, Saint Joseph's University, USA. The *SDG Dashboard* is a collaborative, online platform that empowers higher education institutions to report and share their best United Nations Sustainable Development Goals (SDGs) impact practices. He also leads a partnership with Cabells to produce the *SDG Impact Intensity* academic journal rating system powered by artificial intelligence and data analytics.

Andrea Herterich Suzana studied International Cultural and Business Studies (BA) at the University of Passau and has been working at Heilbronn University as a program coordinator since 2019.

Lauren Traczykowski is a senior lecturer in law (Ethics) and director of external engagement for the CRISIS Centre at Aston University. Additionally, at Aston, Lauren serves on the Decolonizing the Curriculum Working Group (DCWG). She is a Board Director of the Birmingham Food Council CIC. Lauren's broad areas of research are disaster ethics and pedagogy, particularly playful learning. Lauren teaches (Global) Business Ethics and Ethics in a Crisis and is a Senior Fellow of the Higher Education Academy (now AdvanceHE).

Wanja Wellbrock holds the Chair of General Business Administration and Procurement Management at Heilbronn University. His main research areas are supply chain management, strategic procurement management, sustainability management, and big data applications in cross-company value chains. He is an author of several English and German publications and a project leader of several practice-oriented research projects in these areas. Prof. Dr. Wanja Wellbrock gained practical experience in management positions in the automotive and aviation industries as well as in management consulting.

Liang Yu works at Duke Kunshan University to oversee its executive education business. He partners with the leading companies to grow their leadership and organizational capability and enjoys the process of designing transformational learning journeys for leaders from around the world. Prior to Duke Kunshan, Liang worked for Deloitte Consulting in organizational change practice and Duke Corporate Education in senior executive development. Liang is passionate about developing future leaders in the digital age in a responsible and sustainable manner. His research focuses on developing purposeful and rooted global leaders in the digital age. Liang holds an MBA degree from Fuqua School of Business at Duke University, where he served as a COLE Leadership Fellow during 2012–2013. He lives in Kunshan, China, with his family.

List of Figures

Fig. 2.1	A typology of the “Pedagogical Mindset—Forces of Change” interaction effects on learner mindset	29
Fig. 3.1	AI investment plan (Source: European parliament, 2021)	43
Fig. 3.2	Reflection in changing scientific thinking (Source. Own adaptation)	45
Fig. 4.1	Two levels of analysis in technological inequality. (Source: Authors’ creation, 2022)	68
Fig. 4.2	NL 4.0 roadmap. Source: Authors based on NL government strategic plan, 2021. (Source: Authors’ creation, 2022)	69
Fig. 4.3	Principle 5 partnership as a means for developing digital capabilities. (Source: Authors’ creation, 2022)	71
Fig. 4.4	Principle 1 purpose as a driven for solving the ethical implications of digital transformation. (Source: Authors’ creation, 2022)	73
Fig. 4.5	Partnership and purpose as well-being generation in a digital transformation era. (Source: Authors’ creation, 2022)	75
Fig. 5.1	Key leadership capabilities for responsible leadership for digital transformation. <i>Note:</i> The figure demonstrates the capabilities that effective leaders need to have to drive responsible digital transformation	82
Fig. 5.2	Fusion skills for the missing middle in digital age. <i>Note:</i> These eight fusion skills demonstrate the skills that humans	

	need to have to effectively collaborate with machines to create new values (Dougherty & Wilson, 2018)	83
Fig. 5.3	Synthesis of 15 different twenty-first-century leaning frameworks into one visual image. <i>Note:</i> This is a study done by scholars at Michigan State University, where the researchers have synthesized 15 mainstream frameworks on twenty-first-century learning to identify common recommendations and elements into one (Kereluik et al., 2013)	85
Fig. 5.4	Problem-based curriculum from Duke Kunshan University and critical areas for development for undergraduate students	88
Fig. 5.5	The key components of Duke Kunshan University's undergraduate curriculum	90
Fig. 5.6	Specific requirement for the core components within the Duke Kunshan undergraduate curriculum	90
Fig. 5.7	Duke Kunshan undergraduate curriculum course distribution and graduation requirements	91
Fig. 5.8	Seven Animating principles for Duke Kunshan University's undergraduate curriculum. <i>Note:</i> These are the guiding principles for the undergraduate curriculum at Duke Kunshan University. These principles aim to "help students develop a sense of social responsibility and global citizenship as well as strong and transferrable intellectual and practical skills" (Duke Kunshan University, 2021)	92
Fig. 7.1	Definitions of artificial intelligence	118
Fig. 7.2	Integration of marketing strategy process (Rust & Huang, 2021) with Russell and Norvig's (2016) AI classification framework	121
Fig. 10.1	Clusters formed in the IT network	180
Fig. 10.2	Evolution of publications in soft skills thematic	181
Fig. 10.3	Peripheral position of e-learning in the soft skills network	181
Fig. 10.4	Representation of publications through the fields of knowledge	182
Fig. 13.1	Sustainability in the organization of Heilbronn University. Source: Hochschule Heilbronn (2020a)	254
Fig. 15.1	Input screen for the request or text to be analyzed	292
Fig. 15.2	The outcome of the machine in response to the request for analysis	293
Fig. 15.3	Related TedX videos	293

Fig. 16.1	Most followed topics on class central pre and during the pandemic. Source: Shah (2020)	310
Fig. 17.1	Praxis model for impact of academic research	320
Fig. 17.2	The 17 United Nations Sustainable Development Goals (SDGs) (United Nations, n.d.-b)	329
Fig. 17.3	SDG Impact intensity predictive hypothesis test for FT50 and SDG50	332
Fig. 17.4	Summary quartile SDG Impact Intensity ratings for FT50 and SDG50	337
Fig. 17.5	World cloud analysis from top-rated journal	337
Fig. 17.6	World cloud analysis from lowest-rated journal	338
Fig. 17.7	Sample published ratings of SDG Impact Intensity for Cabells Journalytics (full ratings available here: SDGImpactIntensity)	339

List of Tables

Table 3.1	The difference between AI prerequisites and human prerequisites for responsible management education	48
Table 4.1	PRME principles definitions and meanings	64
Table 5.1	How teaching in different development areas is fully integrated to develop students' capability in solving complex problems	93
Table 7.1	Selected AI marketing applications in use (Drift Report, 2021)	123
Table 10.1	Keyword string parameters	179
Table 10.2	Students' observations regarding technical, operational, and infrastructure challenges	183
Table 10.3	Students' observations regarding emotional and/or learning challenges	186
Table 13.1	Teaching courses against the background of the SDGs	252
Table 15.1	Key comparisons	282
Table 17.1	First quartile SDG Impact Intensity ratings for FT50 and SDG50	333
Table 17.2	Second quartile SDG Impact Intensity ratings for FT50 and SDG50	334
Table 17.3	Third quartile SDG Impact Intensity ratings for FT50 and SDG50	335
Table 17.4	Fourth quartile SDG Impact Intensity ratings for FT50 and SDG50	336

Table 19.1	Representative sample of SEVA 3.0 projects with extended scope due to COVID-related lockdowns	384
Table 19.2	Assessment of learners' competencies on a 5-point scale	388
Table 19.3	Assessment of projects' performance on a 5-point scale	389