# Qualitative Analysis of the Components of Responsible Management Education in Training Based on the theme analysis approach

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**Abstract**

   **Purpose**: In 2007, a responsible management education program began working on a global scale at the United Nations. This program is a framework for changing curriculum, research and orientation, and experimenting with new educational methods. The program seeks to create social responsibility among graduates of the educational system. The conditions for regulating affairs through social commitment, which is one of the important pillars of your social system, can create a discipline in society and provide predictive power. Social commitment is a factor for the satisfaction of the mutual needs of the community as well as social solidarity. The purpose of this paper is to identify the components of responsible management education and to examine educational practices and provide responsive instructional solutions to improve the status quo. **Methodology**: In this paper, the Atrid-Sterling (2001) method used to analyzing the subject in deductive approach. **Findings**: The research environment included 46 papers from 2007 to 2017, a book, and a thesis addressing directly the subject of management education. Findings of this study based on the six principles of responsible management education (purpose, values, method, research, participation, dialogue). **Discussion**: These findings include 16 themes organizer. they named (student initiatives, promotion of curriculum, the use of value concepts in the training course, institutional solutions, evaluation, infrastructure, training procedures, internal support, research results, participation with industries, participation with industrial universities, participation with the private sector, participation with learners, participation with other organizations, Communication tools and selection methods) as well as 48 basic themes.

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## 1. Introduction

The quality of education during different periods has been a major concern for the educational system. Since the past, much effort has made to improve the quality of education and achieve the required standards. In this context, the analysis and evaluation of educational systems plays a key role in this regard. The management course is one of the areas in which training is of particular sensitivity. Currently, the field of management taught in most universities of the country with tendencies and at different levels of education. In spite of quantitative development, in qualitative part of the responsible management education there is no movement as expected, because these differences felted in comparison with the leading countries in this regard. The aim is to investigate the problems and solutions by considering responsible management education (Dixon, 2013).

## 2. literature Review

With pay attention to responsible management in the area of management, responsible management education can make a significant contribution to better education in this field. At the beginning of the 21st century, people faced significant challenges, the most notable of these, at the social and environmental levels, are climate change and high economic inequalities all over the world. This has caused communities and consumers ask companies to engage actively in solving social problems that societies encounter. Therefore, the World Trade Organization (1999) states for sustainable development that social responsibility of companies is a firm commitment to ethical behaviors and participation in economic development while improving the quality of life of employees and their families in Local communities. So far, there is no precise definition of corporate social responsibility, and different authors have come up with different concepts. (Lantus, 2001). However, what can definitely say is that social responsibility of companies has evolved from the net profit to three parts, which includes the economy, the environment and corporate social responsibility (Norman, 2003).

Lawrence, Weber, and Poet (2005) in their book "Encyclopedia of Law" ("Donate, law"), suggest another attitude on corporate social responsibility, which named "Principles of Devotion and Goodwill". According to this theory, companies must be representative of the people's demands. It can be argued that in the 21st century, concerns such as environmental and social, voluntary measures, ethical behavior, economic development, improving the quality of life of citizens, human rights, labor rights, environmental protection, the fight against corruption, Encouragement of transparency and accountability integrated (Laurence, 2005).

Today, this concept has widely accepted and covered the areas of safety, product, and integrity in advertising, employee rights, environmental sustainability, ethical conduct, and global responsibilities. It includes a wide range of employees, customers, communities, the environment, competitors, business partners, investors, shareholders and governments. It is also important to note that according to the results of studies conducted within the country, the level of attention to social responsibility is low, and this level of attention to social duties in different institutions has different levels (Dixon, 2013).

Howard and Bowen raised the issue of social responsibility, influenced social responsibility, and discussed it. Perhaps the first issues discussed about the factors influencing the company's tendency or lack of orientation towards social responsibility on the issues raised may found in the discussion of the fans of the

management's view of the stakeholders. The emphasis of stakeholder management is on the formulation and application of organizational policies and activities aimed at achieving the goals of all stakeholders (poest and Preston, 2002). This time-consuming approach the business ethics movement began just in the late 70's. At that time, business ethics focused more on moral principles and the application of moral theories to make ethical judgments about decisions. In addition, to demonstrate the impact of benchmarks, judgments and ethics of the stakeholders on management decisions, it is necessary to distinguish between ethical standards, value judgments and ethical principles (Hosmer, 2005).

However, the lack or shortage of accountability skills is one of the most serious issues in coping disorder and social incompatibility of management learners. Responsibility training is a skill that enables a person to take responsibility for his or her behavior, not to endanger himself as impulses, past events, or other people, or environmental contexts, and by accepting individual responsibility can take a picture of the changes. Therefore, the responsibility training is not an overnight mode, but it is an effective permanent way. Responsibility is one of the basic characteristics of a person that has been the subject of debate amongst different theorists since the beginning. Adler, for example, emphasizes personal and social responsibility (Gerald Cory, 2013).

Therefore, with regard to the above, accountability should not have the same definitions in different views. For example, from the viewpoint of the existentialists, humans are free to choose, in this view, human being is an entity that is conscious of existence and consciousness and is responsible for its own behavior, he is aware of his existence and his effective events, and it makes a decision for that. As a result, he is responsible for his own choices, and heredity, environment, and education are no excuses (Lawrence, 2005). According to Argyll, self-learning, as one of the ways to increase accountability, makes the learner responsible for learning. Unlike higher education institutions, students do not feel that they are under the control of others and external forces and experiences do not shape their individual feelings, but they recognize that they have the right to choose and are responsible for making their lives. Alice (1995) said human behavior derives from his thoughts. He believes that everyone is responsible for his actions and feelings, and believes that one can intervene between what takes place and his emotional efficiency. Therefore, it seems that the attitudes of individuals about education and schools can influence the choice of goals and their orientation in learning activities (Chaudhannari, 2006).

As the development of efficient and responsive force can largely have achieved through education based on current and future needs, universities today are the main producers of human capital. In fact, education is the most powerful, efficient and least costly tool in updating skills and skills, while skill is also a key factor in competitiveness and job security (Charles C Haysney, 2008)3. In fact, education is the most powerful, efficient and least costly tool in updating skills and skills, while skill is also a key factor in competitiveness and job security (Charles Haysney, 2008). At the beginning of the decade, several scandals of corruption and a financial crisis have provided grounds for questioning the goals, beliefs and courses of business schools. Due to the confusion of many businesses on ethical issues, these concerns became greater. For this reason, the ethics-training department in business has faced with the need to review and learn its mistakes to address the loopholes in the process of educating honest and responsible people. There are initiatives in the Principles of Responsible Management Education (PRME) to improve the business education process; there are still many questions and doubts about the training of business ethics after corruption scandals. In addition to trying to learn from the latest scandals and financial crises, we need to examine new field of teaching. We

need to know that for future business leaders to find the best preparedness to face the challenges of the global environment, why and what they need to trained. (Rach, 2009). Innovation in Responsible Management Education Principles began in 2007, and has now approved more than 370 business schools and academic management institutes in 60 countries. These types of innovations used as a guide for management education providers to strengthen educational, research and training courses, and build organizational leaders that meet their economic and social goals (Scudrome, 2010).

Members should constantly share their efforts to integrate corporate social responsibility issues and corporate sustainability into training and research curricula in the Principles of Responsible Management Education. Principles of responsible management education depend on the actions and cooperation of their partner organizations. These principals are as follow: United Nations Global Compact, European foundation for the Promotion of the Management of the Association of Professional Business Schools (EFMD), Master's Degree in Business Administration (AACSB), Central and Eastern European Management Development Association (AMBA), The Global Accountability Leadership Initiative for schools and business programs (CEEMAN) (Kiel & Hertl, 2011). Because the effective factors of learners' accountability are very broad and wide-ranging. Identifying these factors seems necessary in solving the problems and inadequacies in the management education system. Therefore, the aim of this study is to fill the gap in available studies in this field and to answer the question of which components are responsible for teaching responsible management in education.

## 3. Methodology

In this research, based on the main theme 1of the research, the applied research method is comparative approach2 based on the Asteroid-Sterling method (2001). Thematic analysis is one of the effective methods of qualitative analysis (Holloway & Todres, 2003). In addition, the analysis of the subject is one of the common skills in qualitative analysis, which is why Boya Tazis (Boitsis, 1998, p. 4) introduces it as a particular method and tool for different methods. Ryan and Bernard describe the coding of the subject as a prerequisite process for the main and most commonly used qualitative analyzes, in a unique and specific way (Ryan & Bernad, 2000, pp. 110-101), but Braun and Clarke argue that this kind of analysis considered as the one of the benefits of the flexibility. Thematic analysis is a method for recognizing, analyzing and reporting patterns in qualitative data. This method is a process for analyzing text data. Dispersed and varied data into rich and detailed data. In addition, the analysis of the subject is a method used to express both reality and its interpretation (Braun & Clark, 2006, pp. 110-101). To identify the components and examples of responsible management education, 40 papers from 2007 to 2017, a thesis, and a book those all directly refer to responsible management education used. The research analyzed in the first step with the help of NVivo Content Analysis Software, taking into account the frequency and theme of the selected articles, and its output was more than seven hundred themes and terms used to extract this software. In the second step, considering the subject and focusing on the six predefined principles, we will screen and edit the extracted themes. Examples and applied components for responsible management education extracted. To assess the validity of this study, the main themes, the organizing and the main themes selected by studying the theoretical foundations, research background, research objectives and source. As mentioned, the themes are

descriptive and explicit, and the researcher has not been involved in the contents of the contents of the content and therefore has a high degree of accuracy (authenticity). The opinions and guidelines of a group of specialists have also taken into account in this regard and before the initial codification of the final adjustment made. In the first stage, the content extracted by the researcher himself and in the second stage, by referring to the experts, the themes related to the research questions monitored and retrieved. The final coefficient calculated by comparing these two steps based on the level of commonality of the two coding stages. Therefore, the Holst method has used, the formula is as follows:

$$PAO= 2M/(n1+n2): 2.48/48+59=0.897$$

Where PAO means the observed agreement percentage (coefficient of reliability), M is the number of agreements in two steps, and n1 is the number of units encoded in the first step, n2 is the number of units encoded in the second stage. This figure varies between zero (no agreements) to one (total agreement) and therefore the calculation response shows that the results of the research are highly reliable (Holst, 1994). Then, based on the concepts, definitions, and categories, the subject analysis was deal with and eventually the content network was set up.

## 4. Findings

Regarding the deductive method of this study and the identification of the six principles of responsible management training, the examples and the components extracted are six principles. In table (1), you can see the titles of the basic themes, along with their code and frequency, and the organizer's thread and chord.

**Table 1**. Basic, organizing and inclusive topics

| number | Basic theme code | Basic themes | Inclusive theme | Organizing themes |
|---|---|---|---|---|
| 5 | P1 | Student's association | objective | Student initiatives |
| 7 | P2 | Participation of learners in conferences, workshops, competitions and other events | | |
| 5 | P3 | Organize conferences, workshops, competitions and other events by learners | | |
| 7 | P4 | Case Studies in Curriculum | | Upgrade the curriculum |
| 11 | P5 | Formation of research teams in curriculum | | |
| 14 | P6 | Interacting with companies and the private sector | | |
| 19 | P7 | Business Ethics Training | Values | Applying curriculum value concepts |
| 21 | P8 | global values training | | |
| 18 | P9 | Sustainable Development Education | | |
| 25 | P10 | Social Responsibility Training | | |
| 19 | P11 | Learner-centered training | | |
| 17 | P12 | Practical and apprenticeship parts | | |
| 10 | P13 | Applying values to educational strategies | | |
| 19 | P14 | Creating values in conduct / ethics coding | | |
| 21 | P15 | The responsibility of the individual or unit for responsible management education | Method | Institutional solutions |
| 14 | P16 | Procedures and norms related to social responsibility that are implemented within the educational process | | |
| 12 | P17 | Indicators, committees and polls focused on evaluation | | Assessment |

| 15 | P18 | Educational accreditation standards in the process of responsible management education | | |
| 21 | P19 | Laboratories, libraries and databases containing resources related to responsible management | | base |
| 17 | P20 | Conferences, seminars and meetings on educational procedures | | Educational procedures |
| 21 | P21 | E-learning, webinar, educational procedures | | |
| 19 | P22 | Research Unit Focused on Ethics and Responsibility | research | Internal support |
| 16 | P23 | Research team support | | |
| 12 | P24 | Support research projects | | |
| 10 | P25 | Research program focused on ethics and accountability | | |
| 17 | P26 | Publish and notify results | | Research results |
| 11 | P27 | Considering rewards for research projects | | |
| 21 | P28 | Prioritizing issues of ethics and responsibility | | |
| 19 | P29 | Consider the person or unit responsible for communicating with the stakeholders | taking part | Partnership with industries |
| 17 | P30 | Dispatched educational managers to industrial units | | |
| 14 | P31 | Joint projects with business enterprises | | |
| 12 | P32 | Taking into account the needs of the business environment in the educational process | | |
| 10 | P33 | Awards and support for businesses | | |
| 16 | P34 | Joint projects with industrial universities | | Partnership with Industrial University |
| 17 | P35 | Joint projects with industrial universities | | Partnership with the private sector |
| 14 | P36 | Joint projects with the private sector | | |
| 20 | P37 | Collaborate with scientific associations | | Participation with learners |
| 14 | P38 | Considering the material and spiritual rewards and support of student activists | | |
| 15 | P39 | Student exchange with other universities | | |
| 12 | P40 | Interact, discuss and exchange with learners | | |
| 16 | P41 | Joint projects with NGOs | | Partnership with other organizations |
| 12 | P42 | Awards and other support for organizations | | |
| 10 | P43 | Conducting a conference and seminar | Conversation | Communication tools |
| 19 | P44 | Use blog, newspaper, website | | |
| 17 | P45 | Use of specialized journals and journals | | |
| 21 | P46 | Application of renewable energy to reduce emissions | | Choose the best method |
| 22 | P47 | Responsible human resources policies | | |
| 20 | P48 | Helping to overcome the challenges of society | | |

Table 1 shows that the most frequently repeated themes are the following for examining the basic content with each other through a matrix table:
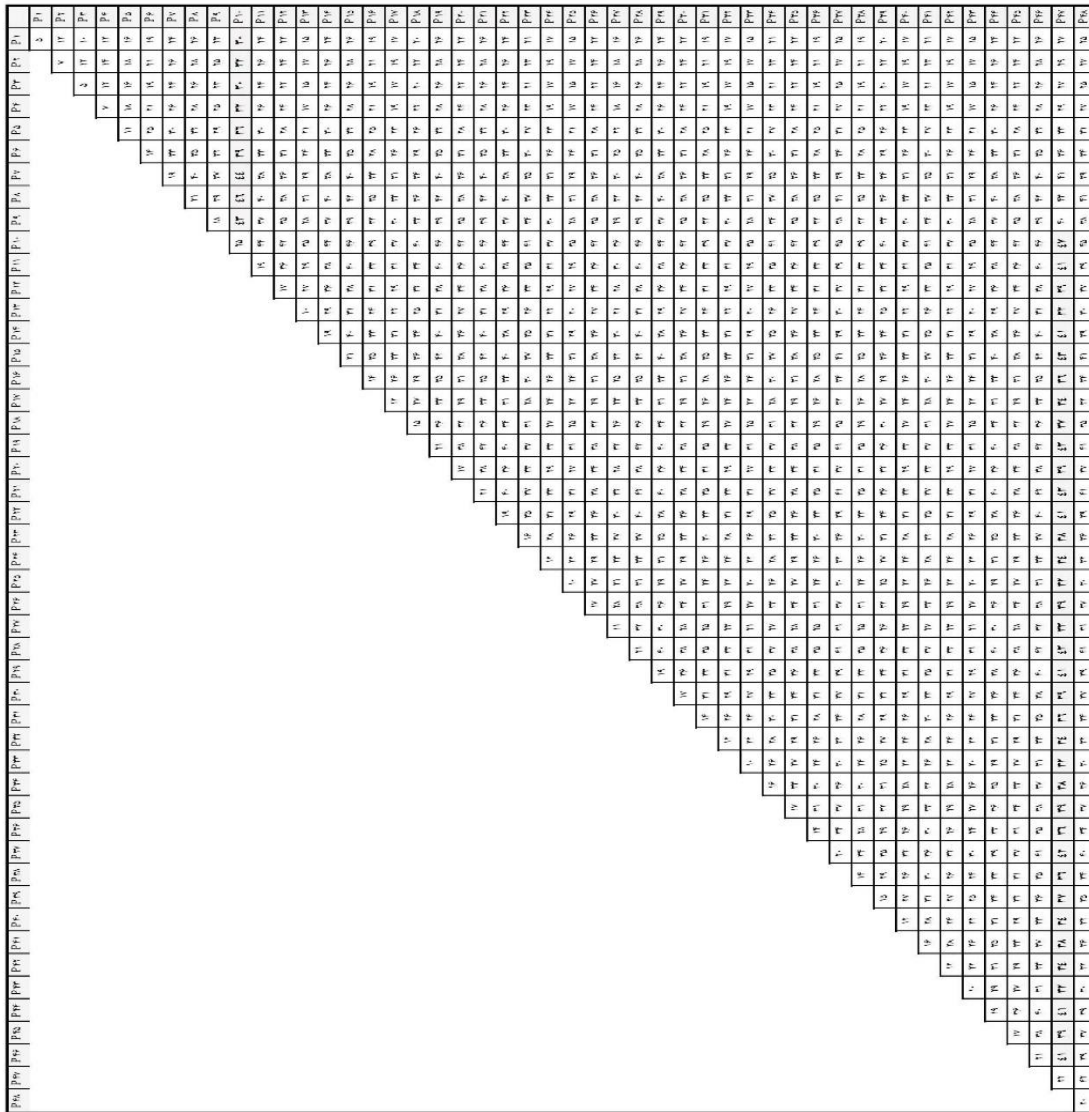
**Figure 1.** Relationship of the theme

The houses indicated in Table (2) represent the highest common frequency in the basic themes. According to the obtained information, the highest frequency between the basic themes in the analyzed sources is related to the content of the code (P10) called social responsibility education and the content of the basis of responsible human resources policies, code (P47) in the analyzed resources. In this sense, the content of the basis of social responsibility training, responsive human resource resources, with the other themes mention in the analyzed resources simultaneously, has considered with the highest frequency and identified together as factors influencing responsible management education.

Regarding the relationship between the content in the content network research, the components of responsible management education depicted in figure (2).
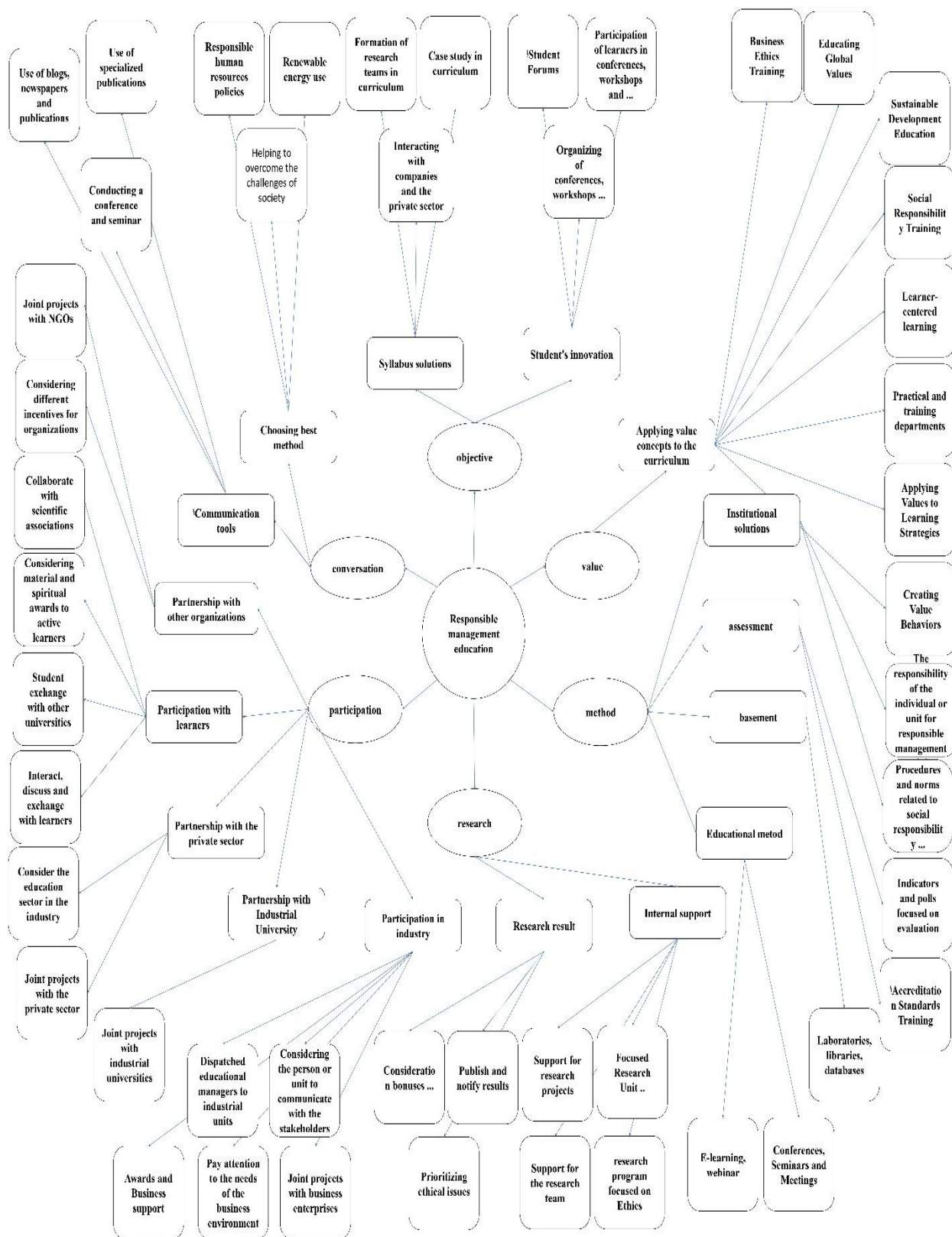
**Figure2.** Themes of Responsible Management Education Network

## 5.  Discussion

Organizations have faced new dynamics since the relationship between social, political, environmental and economic roles has grown in business. The challenge that organizations face is achieving simultaneously increasing profitability, responding to social expectations, and managing both of these requires the development of applied strategies and has a positive impact on society and organization. In this period, the effective quality management process in an organization should be a process that has left itself out of the scope of the organization's thinking and intended to reflect on a wider society and environments and has to think of a broader society and environments. Because of that neither organizations nor the community cannot continue without each other. What is certain is that since the beginning of the second half of the twentieth century, public awareness of the dependence of organization, society and environment increased. Therefore, everybody knows that, on the one hand, organizations achieve their goals by relying on facilities in the community and, on the other hand; the organization's actions should have benefits and achievements for society as well. Therefore, efforts have always made to improve the interests of the organizations in a way that the people of the society benefit from organizations more than the cost they paid in other words, organizations must have value in addition to profit making.

Considering the important role of economic activities in the employment of the people of the society, it is necessary to manage the education system in the development of these activities. Because of that, quantitative and qualitative development of economic activities requires responsible training. In the quantities dimension, the development of economic activity faced with increased human resources and it is evident that people who are in need of apprenticeship must trained. Universities have always been leading the way towards better lives. In fact, the mission of universities thought to be the discovery and dissemination of knowledge and facts. Graduates from universities expected to help educate citizens to improve their societies. Nevertheless, over the last few years, the system of general management education and business education has criticized in part because of the failure to introduce moral attitudes among learners and even to undermine their ethical qualities. According to the method used in this article and the six basic principles of responsible management training, the method of analyzing the subject with deductive approach used in this paper. For each of these cases, the basics and organizers extracted. The basic principles of management education included six items as follows: goal, values, methodology, research, participation and dialogue. The first broad subject that aims is to include two organizing themes called student initiatives and capacity building for learners through the curriculum.

These two organizing themes refer to student participation in a variety of dimensions and flexibility and the availability of a curriculum for the purposes of responsible management education. The broad theme of values includes the concept of organizer as the use of value concepts in the curriculum. This organizing theme refers to a variety of education including business ethics, global values, sustainable development, and social responsibility. The broad theme of the methodology consists of organizing themes, institutional solutions, evaluations, infrastructure, and training practices. In this context, they will create frameworks, materials, processes and environments that will provide effective learning experiences for engaging in learning. The comprehensive research topic includes the scope of the internal back-up organizer and the research outcomes, which is the result of empirical and conceptual research. By this way, our understanding of the role, dynamics and impact of corporate governance on the creation of sustainable economic, environmental

and social value increases. In this case, our understanding of the role, dynamics, and impact of corporate governance on the creation of sustainable economic, environmental and social value increases. The broad theme of the partnership includes the themes of organizing partnership with the industry, partnership with the industrial university, partnership with the private sector, participation with learners, partnership with other organizations. In this theme, we seek to engage with business executives to increase our knowledge of the challenges they have created about environmental and social responsibilities and provide effective approaches to address those challenges. The broad theme of the conversation involves the concepts of organizing communication tools and choosing the best practices. In this theme, discussions and debates between educators, learners, businesses, government, consumers, media, civil society organizations, and other groups and stakeholders who are interested in social responsibility considered.

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