

## **THE INSTITUTIONALIZATION OF RESPONSIBLE MANAGEMENT EDUCATION IN BUSINESS COURSES**

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Agradecimento à orgão de fomento:

I would like to thank CAPES for my PhD scholarship. This support is invaluable and promotes the education and research in Brazil.

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### **Introdução**

The United Nations underscores the transformative role of education in sustainable development. This study focuses on Responsible Management Education (RME), which blends social, environmental, and cultural values with economic management to prepare future business leaders for ethical and sustainable practices. However, institutionalizing RME in Higher Education Institutions (HEIs) faces challenges. This study uses a six-stage framework to explore these processes. Through qualitative analysis, it identifies key drivers and barriers, offering practical insights for implementing RME effectively.

### **Problema de Pesquisa e Objetivo**

The research aims to understand the stages of RME institutionalization in Brazilian HEIs, using Beddewela et al.'s (2021) framework. It explores key drivers and barriers, the legitimacy of changes, and the role of institutional entrepreneurs in promoting RME. The main questions are: What are the drivers and barriers to RME institutionalization? What elements confer legitimacy to these changes? How do institutional entrepreneurs facilitate RME?

### **Fundamentação Teórica**

Institutions follow cultural norms to legitimize actions, and institutional entrepreneurs drive changes. HEIs risk losing legitimacy by ignoring social expectations. Beddewela et al. (2021) propose a six-stage model for RME institutionalization: 1. Jolt - Disrupt the status quo. 2. Theorization - Justify and plan changes. 3. Mobilization - Implement changes. 4. Sense-making - Give meaning to changes. 5. Diffusion - Strengthen internal legitimacy. 6. Institutional Establishment - Formalize and monitor RME practices.

### **Metodologia**

This study explores the institutionalization of Responsible Management Education (RME) in higher education using a qualitative, exploratory-descriptive approach. Two data collection methods were used: document analysis and semi-structured interviews. The interviews were conducted with 15 faculty members across eight Brazilian HEIs, focusing on their experiences with RME. Secondary data were collected from the selected HEIs, which are PRME signatories, ensuring their relevance to the study. The interviews were transcribed, and all documents were analyzed thematically using ATLAS.ti software.

### **Análise dos Resultados**

The institutionalization of Responsible Management Education (RME) in Higher Education Institutions (HEIs) is primarily in its early stages. The process often involves overlapping stages rather than a strict sequence, and the revised framework incorporates external pressures and the organizational context, enhancing Beddewela et al.'s (2021) original model. The study highlights the importance of RME in shaping conscious and responsible managers, offering practical insights for HEIs on promoting and sustaining RME initiatives.

### **Conclusão**

This study explored the institutionalization of Responsible Management Education (RME) in Brazilian Higher Education Institutions (HEIs), aiming to support the 2030 Agenda, especially SDG 4 - Quality Education. The process is complex but offers significant opportunities to enhance future

managers' education. Leveraging incentivizing factors with an adaptive approach is crucial for advancing responsible and sustainable education. It underscores the social role of HEIs and their socio-environmental commitments, encouraging a stronger alignment with the extension pillar for student development.

**Referências Bibliográficas**

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