

Social Responsibility and Business Management Education

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Background and significance of the research on Social Responsibility

- At the DLSU RVR Graduate School of Business, we are undertaking an action research called "The Dynamics of a Mission Driven Social Responsibility in Management Education at the De La Salle University Ramon V. del Rosario Sr. Graduate School of Business."

Background...(2)

- The main impetus behind the study is the dynamic change in business education internationally in response to the growing demand for re-examining the way future leaders should be educated.
- Recent events have confronted the world with issues involving violations of international human rights; failure to comply with applicable national environmental laws; and fraudulent social and business practices.

Background...(3)

- Not a few of the best and brightest business graduates of top business schools are known to have been responsible for these scandals leading to a criticism of business schools in effectively inculcating values (Manalastas, 2007).
- In particular, critics of business schools have centered on their failure to provide a consistent emphasis on ethical leadership.
- This challenges existing assumptions how best to prepare students and managers for the global business environment.

Background...(4)

- According to Teehankee (2007), the legal principles underlying the social responsibility of corporations must be taught to business students, with emphasis on understanding the true spirit of the law.
- Ethical education must be strengthened and the depiction of the corporation as a profit maximizing machine must be completely overhauled and (transformed into) one that promotes common good principles.

Background...(5)

- He stressed that the modern manager must make the common interest of the whole community his own self-interest and that the business of business is to build an enterprise (anchored) on the total development of man.

Background...(6)

- As a Catholic school of management, the De La Salle University Graduate School of Business (DLSU GSB) has a vision and mission that include as a most essential element, inculcating among the professionals and entrepreneurs under its care, a commitment to social responsibility and more fundamentally, a commitment to become and enable others to become imbued with humanistic values.

Background...(7)

- The school not just recognizes but embraces the principle that being imbued with humanistic values is only possible when one believes in the primacy and dignity of the human person.

Background...(8)

- The dignity of the human person lies at the core of Catholic Social Teaching (CST). The human person is never a means, but always an end.
- Through the years, the social teachings of the Church have provided an important and developing view of the human person in relation to economic activity.

Background...(9)

- While recognizing the value of efficiency and profitability in business, CST calls all within the enterprise to recognize the dignity of every person affected by the firm.
- For this alone, CST has much to say on the role of business in society and the DLSU GSB has to recognize the role and continuously discern what specific actions need to be taken to make CST a living part of any business enterprise.

Background...(10)

- Without going further into detail and without any desire to prematurely court debate at this time, there are some writers who, for example, propose CST as an alternative to the globalization of business management theory for many reasons that I need not expound at this time since globalization contrasted with CST is not the main topic of this presentation.

Background...(11)

- Rather, through this action research being conducted, it is our hope that by focusing on a framework for integrating social responsibility in business management education in our own Graduate School of Business, we may be able to have a better handle on some of the social, business and environmental problems that the world faces today and may confront in the future and thus contribute, even in a very modest way, to their alleviation.

Background...(12)

- The practice of social responsibility, ultimately, is a function of man's value systems. Reaching at the heart of these problems through the integration of SR in business management education seems to be a worthy endeavor.

Action Research Framework

➤ Our approach to this study on integrating social responsibility in business management education is as follows:

➤ A. Statement of the problem

The study seeks to examine and further operationalize the integration of social responsibility into the DLSU GSB as a way of delivering its Lasallian core values and revitalizing its Catholic mission in responsible business management.

Action Research Framework (2)

- This main problem leads to the following specific objectives:
- 1. To look at business social responsibility in the light of DLSU GSB:
 - a. As a Catholic University;
 - b. With a Lasallian Mission;
 - c. For responsible Management Education.

Action Research Framework (3)

- 2. To examine the social responsibility value proposition of the DLSU GSB as defined through its:
 - a. Core values;
 - b. Vision; and
 - c. Mission.

Action Research Framework (4)

- And as imbedded in its:
 - a. Curriculum/instruction;
 - b. Research; and
 - c. Community service.

Action Research Framework (5)

- 3. To assess the issues and challenges encountered by DLSU GSB in integrating a mission-driven social responsibility into its core operations as a school of management; and

Action Research Framework (6)

- 4. To propose a social responsibility model for management education that would integrate and mutually reinforce the Catholic character and Lasallian identity of DLSU GSB with its commitment to Responsible Management Education.

Action Research Framework (7)

- B. Operational framework for action research – As an action research, the study follows the operational framework presented in Figure 1.

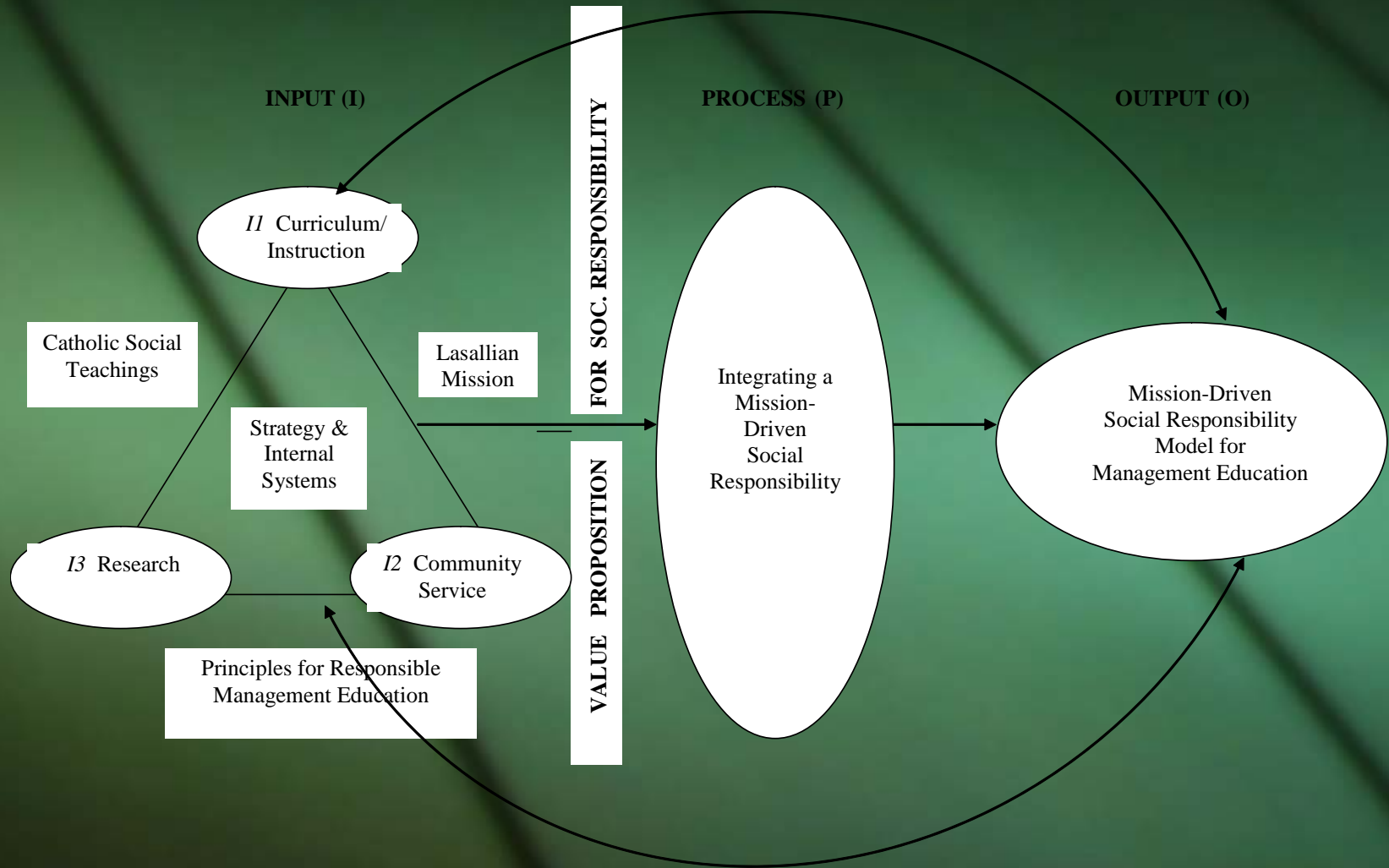


Figure 1. Operational Framework of the Study

Action Research Framework (9)

- 1. The research examines the vital elements or inputs that may drive the process of integration of social responsibility into management education at the DLSU GSB given its Catholic nature and Lasallian character. These vital elements or inputs are:
 - a. Catholic Social Teaching (CST) which articulates the demands of the Catholic faith;

Action Research Framework (10)

- b. Lasallian Mission which is a particular response to the demands of the Gospel, expressed in the three core values of faith, zeal for service and communion in mission; and

Action Research Framework (11)

- c. Responsible Management Education which is social responsibility viewed in the context of management education, i.e., educating and forming all students on the roles and responsibilities of business in society in the light of the CST and the Lasallian formation and educational philosophy.

Action Research Framework (12)

- The Lasallian educational mission includes all other stakeholders and members of the school community who share in the task of forming students.
- 2. The research considers the efforts from the global platform for responsible management education through the principles for Responsible Management Education crafted by the United Nations Global Compact.

Action Research Framework (13)

- The DLSU GSB, as an institution of higher learning involved in the education of current and future managers, is committed to these six principles encompassing the following:

Action Research Framework (14)

- a. **Purpose:** To 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.

Action Research Framework (15)

- **b. Values:** To 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.

Action Research Framework (16)

- c. **Method:** To create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Action Research Framework (17)

- d. **Research:** To 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.

Action Research Framework (18)

- e. **Partnership:** To 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.

Action Research Framework (19)

- f. **Dialogue:** To facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Action Research Framework (20)

- 3. The research determines how the aforementioned three ethical frameworks that shape the school's social responsibility (SR) identity may be operationalized and integrated through the organization's core values. This uses the concept of "Value Proposition for Corporate Citizenship" advocated by the Boston College Center for Corporate Citizenship which holds that:
 - a. A company should operationalize its corporate citizenship through its core values;

Action Research Framework (21)

- b. The way an organization delivers its core values is what distinguishes its corporate citizenship or business social responsibility; and
- c. A company's business success determines how well it defines its core values and imbeds them into strategy and performance.

Action Research Framework (22)

- 4. The research determines how the understanding of social responsibility is made operative and integrated into the Graduate School of Business. This operationalization is made through the school's value proposition in social responsibility which is:
 - a. articulated and defined through its core values, vision and mission; and
 - b. imbedded in its strategy and internal systems.

Action Research Framework (23)

- This operationalization is made with respect to curriculum/instruction, research and community service.
- 5. The research considers the issues and challenges encountered in translating the cited principles into practice from the perspective of stakeholder groups.

Action Research Framework (24)

- 6. The research follows the action research approach
 - a. Iterative process consisting of:
 - 1. Planning;
 - 2. Taking action;
 - 3. Evaluating the action leading to repeat of the cycle.

Action Research Framework (25)

- b. Variety of forms of information gathering, feedback to organization members, leading to problem solving dialogues.
 - 1. Documentary analysis;
 - 2. Questionnaire; and
 - 3. Interviews

Action Research Framework (26)

- All these considerations, approaches, and methods are inputs for identifying appropriate courses of action in proposing a social responsibility model for business management education at DLSU GSB.

Action Research Output: Model of Social Responsibility for Business Management Education

- The final output of our action research at DLSU GSB which is still ongoing is a framework or model for integrating social responsibility in business management education.
- It is designed to be a set or system of principles/values, criteria, standards, practices, processes and activities, altogether working towards DLSU GSB's unique brand of integrating social responsibility in business management education.

Action Research Output (2)

- The model is designed to possess the following attributes:
- **A. Comprehensive** to encompass all institutional functions, levels, sectors, and stakeholders;
- **B. Unified** toward the same theme of social responsibility in business management education;

Action Research Output (3)

- **C. Consistent** to ensure no conflict and contradiction among the component elements;
- **D. Mutually-enhancing** to promote reinforcing synergy among the component elements; and
- **E. Accurate** to reflect, to the extent possible, the true realities of the concepts and implications of the component elements.

Action Research Output (4)

- Our model for social responsibility in business management education consists of the system of all the determined practices, processes, and activities (SRP) imbedded in the functional categories of curriculum/instruction, research and community service (IFN) , to support the integration of Catholic and Lasallian principles and values (CLP).

Action Research Output (5)

- The model may be expressed in matrix form as in Table 1 as an illustrative example, given 5 ethical/value principles and the three institutional functions, curriculum/instruction, research and community development.

**Table 1. SR for Business Management Education
Matrix of Practices, Processes, Activities
(By Ethical/Value Principle and Functional Area)**

Ethical/Value Principle (CLP) _i	Curriculum/Instruction (IFN) ₁	Research (IFN) ₂	Community Service (IFN) ₃
(CLP) ₁	(SRP) ₁₁₁	(SRP) ₁₂₁	(SRP) ₁₃₁
	(SRP) ₁₁₂	(SRP) ₁₂₂	(SRP) ₁₃₂
(CLP) ₂	(SRP) ₂₁₁	(SRP) ₂₂₁	(SRP) ₂₃₁
	(SRP) ₂₁₂	(SRP) ₂₂₂	(SRP) ₂₃₂
(CLP) ₃	(SRP) ₃₁₁	(SRP) ₃₂₁	(SRP) ₃₃₁
	(SRP) ₃₁₂	(SRP) ₃₂₂	(SRP) ₃₃₂
(CLP) ₄	(SRP) ₄₁₁	(SRP) ₄₂₁	(SRP) ₄₃₁
	(SRP) ₄₁₂	(SRP) ₄₂₂	(SRP) ₄₃₂
(CLP) ₅	(SRP) ₅₁₁	(SRP) ₅₂₁	(SRP) ₅₃₁
	(SRP) ₅₁₂	(SRP) ₅₂₂	(SRP) ₅₃₂

Action Research Output (6)

- To interpret this table, we take as an example, $(SRP)_{111}$. It refers to the first socially responsible practice, process or activity which is integrated / imbedded in the first institutional function curriculum / instruction $(IFN)_1$, to support the first Catholic Lasallian ethical / value $(CLP)_1$.
- The first subscript of SRP_{111} refers to the first ethical value / principle which it supports. Its second subscript refers to the institutional function, curriculum / instruction, it is integrated or imbedded.

Action Research Output (7)

- Its third subscript refers to the first socially-responsible practice, process or activity in support of the first ethical value / principle, and integrated / imbedded under the first institutional function, curriculum / instruction.

Action Research Output (8)

- Therefore, Table 1 is just an orderly way of presenting the various practices, processes and activities that are identified by the action research, included or categorized by institutional functional area, all in support of the Catholic Lasallian ethical / value principles as articulated in the core values, vision and mission of DLSU GSB. In sum, it describes our model of social responsibility in business management education in capsule form.

Conclusion

- The DLSU GSB model of social responsibility for business management education is still a research in progress. But we are hopeful that this is a first step toward fulfilling our vision and mission of providing a more socially-responsible brand of business management for our current and future crops of leaders not only in business but in the world at large as well.

References

- Manalastas, P. (2007).
- Teehankee, B. (2007).

Thank you.