PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

ACHIEVEMENTS AND CHALLENGES IN COLOMBIA

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BOGOTÁ, COLOMBIA

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION - LATIN AMERICA REGIONAL MEETING
IAE BUSINESS SCHOOL – BUENOS AIRES, ARGENTINA
DECEMBER 6–7 2011
RESPONSIBLE MANAGEMENT EDUCATION

ACHIEVEMENTS AND CHALLENGES IN COLOMBIA

- WHAT ARE THE MAIN DRIVERS FOR ADVANCING PRME IN COLOMBIA?
  - KEY DRIVERS IN THE MACRO AND MESO LEVELS OF ANALYSIS

- WHAT HAVE WE ACHIEVED AS A MANAGEMENT SCHOOL?
  - EVIDENCE OF INSTITUTIONALIZATION

- WHAT ARE THE CHALLENGES AHEAD?
  - FACULTY INVOLVEMENT
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KEY DRIVERS

MACRO LEVEL (social structures and policies)
- Colombia: a complex scenario

MESO LEVEL (organizations and networks)
- Mission focus
- Active network memberships
- Accreditations
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KEY DRIVERS

MACRO LEVEL

- **Colombia**: a troubling context
  - 5% GDP average growth (last five years)
  - Gini 0.59 (second highest in Latin America after Brazil)
  - Poverty (Less than USD 550/month 4 people family):
    - from 54% (2002) to 46% of households (2009) – 20 million people
  - Extreme poverty (Less than USD 225/month 4 people family):
    - from 20% (2002) to 18% of households (2009) – 8 million people
  - Illegal Armed Groups
    - Among the oldest guerilla and internal armed conflict in the world (1940’s)
    - Drug trafficking (1970’s) and recent spill-overs (1990’s)
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KEY DRIVERS

MACRO LEVEL

- **Colombia**: a country of opportunities
  - Foreign Direct Investment
    - USD 6,8 billion (2010) down from USD 7.2 billion (2009)
  - CIVETS: “Next big emerging markets” (Economist Intelligence Unit, HSBC 2010)
  - Longstanding philanthropic tradition from the private sector
    - Among the oldest and most diverse in Latin America (Gutiérrez, Avella, Villar 2005)
  - Thriving Third Sector
    - High number of initiatives, lack of articulation
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KEY DRIVERS

MESO LEVEL

- Mission focus
- Active network memberships
- Accreditations and Rankings
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KEY DRIVERS

MESO LEVEL

- Mission focus
  - “To contribute towards the well-rounded education and development of socially responsible citizens, embracing an international perspective, committed to their country and capable of creating, understanding and furthering the advancement of organisations (...)

  UniAndes School of Management Mission Statement

- Active network memberships
- Accreditations and Rankings
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KEY DRIVERS

MESO LEVEL

- Mission focus
- Active network memberships
  - Social Enterprise Knowledge Network SEKN – Founding Member (2001)
    - “To advance the frontiers of knowledge and practice in social enterprise through: rigorous collaborative research, shared learning, excellence in participant-centered teaching, and strengthening management education institutions' capabilities to serve their communities.” SEKN Mission Statement
- Accreditations and Rankings

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KEY DRIVERS: SEKN, AN ACTIVE NETWORK MEMBERSHIP

SOURCE: SOCIAL ENTERPRISE KNOWLEDGE NETWORK

WWW.SEKN.ORG

DRIVERS

ACHIEVEMENTS

CHALLENGES

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KEY DRIVERS

MESO LEVEL

- Mission focus
- Active network memberships
  - Social Enterprise Knowledge Network SEKN – Founding Member (2001)
- Accreditations and Rankings
  - “Triple crown”: EQUIS, AMBA, AACSB
    - The School’s “new stakeholders”
    - Demands for assessment and continuous improvement

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THE SIX PRINCIPLES: WHAT HAVE WE ACHIEVED?

SOURCE: PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION WEB SITE WWW.UNPRME.ORG

DRIVERS

Achievements

Challenges

purpose

dialogue

values

partnership

method

research

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THE SIX PRINCIPLES: WHAT HAVE WE ACHIEVED?

INSTITUTIONALIZATION

- SEKN / Program on Social Enterprise – (Crosswise program within the School est. 2001)
- Masters in Environmental Management MEM – (Graduate Program est. 2008)
- Masters in Development Practice MDP – Earth Institute, Columbia University (Graduate Program, forthcoming)

HOW DO WE AS SCHOLARS UNDERSTAND AND EMBRACE THOSE PRINCIPLES?

- We cannot teach anything.
- We are facilitators of knowledge generation and attitude change.
- The first step towards advancing the PRME is for us to be able to incorporate those principles into our everyday practices. (Research and teaching)
RESPONSIBLE MANAGEMENT EDUCATION
THE CHALLENGES AHEAD: FACULTY INVOLVEMENT

<table>
<thead>
<tr>
<th>DRIVERS</th>
<th>ACHIEVEMENTS</th>
<th>CHALLENGES</th>
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<tbody>
<tr>
<td>LOW</td>
<td>HIGH</td>
<td>LEVEL OF ENGAGEMENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(SPECIFIC ACTIONS TO ADVANCE PRME)</td>
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<tr>
<td>HIGH</td>
<td>LOW</td>
<td>SPORADIC AFFILIATION</td>
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<tr>
<td></td>
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<td>“Zero-sum” game: activities to advance PRME compete with “central” activities.</td>
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<td>Underlying assumption: competition among functional areas of Management.</td>
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<td>COMMITTED AFFILIATION</td>
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<td></td>
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<td>Natural synergies between PRME, research and teaching activities.</td>
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<td>Underlying assumption: cross-fertilization among functional areas and among academic activities. (Research, teaching)</td>
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<td>LOW</td>
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<td>INDIFFERENCE</td>
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<td>Unawareness, lack of interest and/or perception of irrelevance.</td>
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<td>Underlying assumption: neglect of “softer” areas of Management education. (Lataif and Mintzberg, 1992)</td>
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<td>SELECTIVE AFFILIATION</td>
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<td>Involvement takes place only when certain incentives align.</td>
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<td>Underlying assumption: Management as a functional-based discipline. Efforts must go only where incentives are.</td>
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THE CHALLENGES AHEAD: FACULTY INVOLVEMENT

<table>
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<tr>
<td>SPORADIC AFFILIATION</td>
<td>&quot;Zero-sum&quot; game: activities to advance PRME compete with &quot;focal&quot; activities. Nodal topics definition: Those around which different disciplines, perspectives and areas most easily converge.</td>
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<td>INDIFFERENCE</td>
<td>Unawareness, lack of interest and/or perception of irrelevance. Underlying assumption: The bottom-up, project-based approach: &quot;Soft&quot; areas of Management education. (Lataif et al., 1992)</td>
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<td>SELECTIVE AFFILIATION</td>
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LEVEL OF ENGAGEMENT
(SPECIFIC ACTIONS TO ADVANCE PRME)

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### THE CHALLENGES AHEAD: FACULTY INVOLVEMENT

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<td>- Revise systemically reinforced incentives for teachers and for students and, consequently, the relative importance they give to different Management areas. &lt;br&gt;  - Multidisciplinary approaches are a necessity. The challenge is to address faculty who wouldn’t come to events such as this one!</td>
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<td>- Explore innovative crosswise PRME approaches to help overcome functional divides and false dichotomies. (i.e. the social vs. the economic)</td>
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<td>- Emphasis on Participant-Centered Learning as a way to improve Critical Management Education skills. (Mingers 2000, Perriton and Reynolds 2004)</td>
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<td>- Discuss what the impacts of research in topics related to PRME really are and how can they be achieved.</td>
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ACHIEVEMENTS AND CHALLENGES IN COLOMBIA

REFERENCES


