

Crafting Educational Programs in Modern Business Schools: A Transformative Shift in Values and Culture

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ABSTRACT

The study is dedicated to determining the association of responsible management in education on the transformation of education in contemporary business schools. The research examines the association of responsible management on the survival of companies established by business school graduates, based on a survey of 140 graduates from colleges and universities in the United States and Canada, whose companies have been operational for over three years. Using ANOVA to compare respondents' assessments across socio-demographic and educational groups (gender, background, work experience, and education quality), it was found that the evaluations of the influence of responsible management vary statistically significantly between these groups. These results suggest potential implications for business education, while remaining limited to associative interpretation.

Keywords: business education; entrepreneurship; moral approach; responsible management; sustainable development

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INTRODUCTION

Many researchers, educators, and observers argue that business education faces a persistent crisis (Bennis & O'Toole, 2005; Nichols, 2024; Phillips et al., 2016). Criticism often targets the gap between what business schools teach and the demands placed on graduates in complex economic and social environments. Ethical failures, environmental pressures, and growing inequality continue to shape expectations toward business leaders and, in turn, toward business education (Friedland & Jain, 2022; Hoffman, 2021). At the same time, programs often emphasize financial outcomes and market value as primary indicators of success, while broader social and environmental considerations receive limited attention (Anjum, 2020; Patrinely Jr et al., 2020).

Students and researchers report that many global challenges remain marginal within business curricula or appear only in a simplified form (Caruana et al., 2021; Harley & Fleming, 2021). Teaching practices tend to frame social and environmental issues as constraints on profitability instead of integral elements of decision-making (Burns, 2022; Krishnamurthy, 2020). Furthermore, educational outcomes often rely on financial indicators as proxies for success, reinforcing a narrow view of managerial effectiveness (Igberaharha & Onyesom, 2021; Kikbanova & Zhiyenbayeva, 2026; Minazheva et al., 2023; Timan et al., 2024). In parallel, the diversification of educational formats and alternative training pathways has reduced the perceived value of formal business education (Barcelona et al., 2023; Boubker et al., 2021).

Responsible management has emerged as a response to these concerns. According to Carroll (1991), responsible management integrates ethical, social, and environmental considerations into organizational decision-making. The approach aims to balance economic objectives with broader societal expectations and to support long-term sustainability. However, its implementation within business education remains uneven, and researchers continue to debate how such principles shape graduate behavior and outcomes (Nonet et al., 2016; Shahzad & Soroya, 2025). In particular, limited empirical evidence connects responsible management education with measurable post-graduation outcomes.

A gap therefore remains between the stated goals of responsible management education and its observable effects in practice. Many graduates face pressure to prioritize short-term financial performance, which may constrain the application of ethical and sustainability-oriented approaches (Mintz, 2021; Nichols, 2024; Phillips et al., 2016). As a result, questions persist regarding how educational experiences relate to entrepreneurial performance and whether responsible management education aligns with measurable business outcomes.

Research Purpose and Contribution

The study examines whether graduates' perceived exposure to responsible management education is associated with entrepreneurial outcomes among surviving firms. The analysis focuses on subjective evaluations of responsible management education and their relationship with financial performance indicators, alongside socio-demographic factors.

LITERATURE REVIEW

Recent studies question how business education prepares graduates for complex economic and social environments (Bennis & O'Toole, 2005; Giacalone & Wargo, 2009; Mintz, 2021). Scholars report fragmentation across MBA programs and a lack of coherence in learning objectives, which complicates the definition of expected outcomes (Boubker et al., 2021; Giacalone & Wargo, 2009). At the same time, disciplinary silos persist, and programs adapt slowly to changing economic conditions (Donthu et al., 2020; Harley & Fleming, 2021). As a result, teaching often relies on established analytical tools, while broader social and environmental issues receive limited integration into core curricula (Nichols, 2024; Phillips et al., 2016).

Research on responsible management education proposes a shift in focus from financial performance toward ethical awareness and long-term value creation (Hoffman, 2021; Nonet et al., 2016; Phillips et al., 2016). Many studies examine how educational programs incorporate sustainability, stakeholder thinking, and social responsibility into teaching practices (Arief et al., 2021; Bellido-Jiménez et al., 2021; Jena, 2020). These approaches often emphasize personal development, ethical reflection, and self-awareness as key outcomes of education (Easterby-Smith et al., 2021; Friedland & Jain, 2022). Consequently, researchers link responsible management education to changes in individual attitudes and decision-making patterns.

However, empirical evidence connecting these educational experiences to measurable entrepreneurial outcomes remains limited. Some studies suggest that education may support business survival and performance, although results vary across contexts (Bellido-Jiménez et al., 2021; Del Sarto et al., 2021; Keogh & Johnson, 2021). General statistics show high failure rates among new ventures, with most firms closing within the first five years (McCormack, 2022). Although graduates with business education may show certain advantages, findings remain inconclusive and depend on multiple factors, including experience, background, and market conditions (Chu & Chan, 2025; Igberaharha & Onyesom, 2021; Murad et al., 2025).

At the same time, the concept of responsible management lacks a unified definition, which complicates both measurement and implementation (Nonet et al., 2016). Frameworks such as the Principles for Responsible Management Education

(PRME) promote the integration of ethical and sustainability principles into business education, yet their application varies across institutions (Barcelona et al., 2023; Friedland & Jain, 2022). Furthermore, existing research rarely connects these frameworks to observable post-graduation outcomes.

Recent studies extend the discussion of responsible management education by focusing on pedagogical design, institutional context, and the formation of individual perceptions. For example, Adiningrum et al. (2026) show that adaptive scaffolding and design thinking approaches support the development of sustainable entrepreneurship competencies, particularly when teaching integrates culturally grounded practices and empathy-driven learning. Their findings suggest that responsible management education operates through both cognitive and emotional engagement, which aligns with the development of ethical decision-making and stakeholder awareness. At the institutional level, Hashmi and Singh (2026) emphasize the role of organizational culture in embedding sustainability into business education. Their work highlights how leadership commitment, shared values, and participatory learning environments shape the integration of responsible management principles into curricula. Furthermore, Syed et al. (2026) identify key factors influencing perceptions of responsible management education, including individual traits, ethical orientation, social awareness, and contextual influences such as family and institutional norms. They also point to practical mechanisms, such as experiential learning and role modeling, that translate educational content into managerial behavior. Together, these studies support the view that responsible management education operates through interconnected individual, pedagogical, and institutional dimensions, which require empirical examination in relation to entrepreneurial outcomes.

Therefore, the literature highlights two gaps. First, studies focus on attitudes, intentions, and curricular design, while fewer examine behavioral or performance outcomes. Second, the link between responsible management education and entrepreneurial results remains weakly specified and lacks empirical grounding.

Conceptual Framework

The study treats responsible management education as an educational experience that may shape how graduates understand business decisions after graduation. Figure 1 presents the proposed framework. The framework links responsible management education to entrepreneurial outcomes through three mechanisms: value internalization, strategic orientation, and stakeholder awareness. Value internalization refers to the way graduates absorb ethical principles and use them when judging business choices. Strategic orientation reflects attention to long-term business stability instead of short-term financial gain alone. Stakeholder awareness captures the extent to which graduates consider employees, customers, communities, and environmental effects when assessing

managerial action. Together, these mechanisms describe how education may enter entrepreneurial practice through decision-making, planning, and performance evaluation.

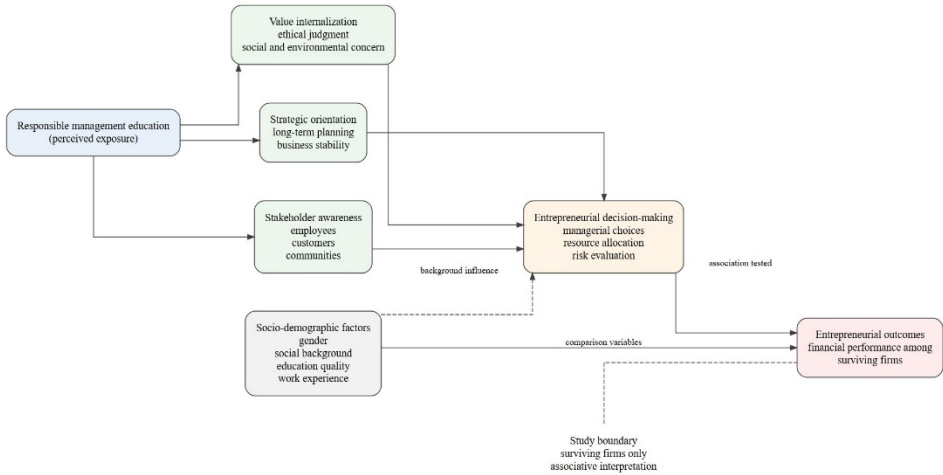


Figure 1: Conceptual Framework Linking Responsible Management Education and Entrepreneurial Outcomes

Note. The framework illustrates hypothesized associations; arrows do not imply causality. The sample includes only surviving firms.

The study operationalizes responsible management education through graduates’ subjective evaluations of the responsible management elements they encountered during their business education. Entrepreneurial outcomes are assessed through financial performance indicators among firms that survived for at least three years. Socio-demographic characteristics, including gender, social background, education quality, and work experience, enter the framework as comparison variables because they may also relate to entrepreneurial outcomes. Therefore, the model does not treat responsible management education as a direct cause of firm survival. It examines whether graduates’ evaluations of responsible management education are associated with variation in financial outcomes among surviving firms.

Problem Statement

Business schools increasingly incorporate responsible management principles into their programs, yet their content and implementation differ across institutions and lack a shared standard (Barcelona et al., 2023; Nonet et al., 2016). As a result, uncertainty remains about how these educational elements relate to graduates’ entrepreneurial outcomes. Existing research often focuses on intentions, attitudes, or curricular design, while fewer studies examine outcomes after graduation (Bellido-Jiménez et al., 2021; Del Sarto et al., 2021). In entrepreneurial

settings, financial performance offers a measurable indicator, although it reflects multiple influences beyond education (McCormack, 2022; Keogh & Johnson, 2021). The study addresses this gap by examining whether graduates' evaluations of responsible management education are associated with financial outcomes among firms that have remained operational. The analysis focuses on variation within surviving firms and does not extend to predicting business survival.

Research Objectives:

- to define an approach for examining educational and socio-demographic factors among graduates who established surviving firms;
- to assess whether perceived exposure to responsible management education is associated with variation in financial outcomes;
- to compare the role of responsible management education with other factors, including education quality, background, and work experience.

RESEARCH METHOD

Theoretical Background

For the purposes of this study, it is important to understand that, to date, the scope and content of courses taught in business schools that address responsible and ethical management, as well as the social and environmental aspects of business management and the education of entrepreneurs with a socially integrated approach to their activities, are not clearly defined. Therefore, it is practically impossible to determine the extent to which such programs are taught in depth and how deeply they penetrate students' perceptions and future behavior. It should also be noted that the presence of such courses, which are objectively increasing in business school curricula, does not necessarily translate into actual influence on the transformation of values. In fact, education continues to rely on and reinforce the same principles of prioritizing owners' interests, achieving measurable financial outcomes in isolation from their environmental impact, and so on. This issue was discussed in detail earlier and continues to resonate in publications by researchers, professors, and students.

Thus, the most accurate assessment of the presence of change may be obtained only through subjective evaluations from the students themselves, which can be gathered through surveys. After all, the student is the target of education and the focus of the stated changes and value transformations. On the other hand, the true effectiveness of transformational changes in education can only be assessed according to the actual results achieved by these students. The next step is to attempt to determine the impact of the value changes introduced in education on measurable student outcomes.

Based on this research paradigm, a survey was conducted among those who successfully launched and managed their own businesses, since evaluating those who joined large corporate businesses is more difficult, as the results are

shared among many actors. The assessment was also conducted for business school graduates whose personal businesses survived and remained effective during the first, most challenging years of their existence, a period during which most startups fail.

Participants

For participation in the study, graduates from various types of business schools were invited, who, after completing their education, founded their own business that has been operational for at least three years, is not in a state of bankruptcy, has had positive profitability over the last six months, is not facing any issues with tax payments, and shows a positive asset growth trend over the past year. That is, it is assumed that the business generates regular, systematic income, covers current expenses, and is expected to maintain stable operations moving forward.

A total of 349 graduates from business schools in the United States and Canada were invited, of which 148 agreed to participate in the study. The participants are graduates of 8 different colleges in the U.S. and 4 in Canada. Potential participants were randomly selected from the college alumni lists so that the number of those who agreed to participate exceeded 10 people from each of the colleges whose alumni were invited. The invitation was sent via email or social media messaging (wherever and whenever convenient or the relevant information was available). Participants agreed to provide financial information on the condition that it be kept confidential and that the only copies stored via email would be destroyed and not copied to any other media. Participants believed the information provided did not contain any material or dangerous information.

The participants' ages ranged from 26 to 37 years (with an average age of 30.7); among them, there were 78 men and 70 women; their geographic origin was spread across most states in the U.S. and Canada; and their social background showed a wide range, from lower-income to higher-income groups. As per the conditions, they provided access to documents confirming the aforementioned conditions and achievements of their companies. The participants' companies represent virtually all sectors of the economy, from printing to food industry and IT. Additionally, under the condition of anonymity, they provided their socio-demographic data, which is necessary for assessing the various influencing variables.

Study Design

During the survey, participants were asked to assess the impact of responsible management elements and other transformative, value-based components of their education as future entrepreneurs on their personal experience, using a 5-point Likert scale. In this case, a score of 1 indicated almost no influence, while a score of 5 indicated a very strong and life-defining influence. Accordingly,

other scores represent intermediate values between these extreme points on a qualitative scale. The acquisition of such quantitative assessments was necessary to determine the significance of individual factors.

The influencing variables selected for the study included gender, social background (participant's family income level), education quality (based on GPA transcripts from exams across business classes), work experience (in years), and the participants' subjective evaluation of the level of responsible management taught during their education. The dependent variable considered is the business survival success of the participants, measured by the average net cash flow after taxes in the companies they founded over the last 6 months.

Responsible management was measured using a single self-reported Likert item. While this approach captures perceived exposure, it limits construct validity and may introduce subjective bias. Future research should employ multi-item validated scales capturing ethical orientation, sustainability integration, and stakeholder awareness.

Data Analysis and Statistical Processing

The survey results were analyzed using One-way ANOVA. To assess the normality of the distribution, the Shapiro-Wilk test and the Kolmogorov-Smirnov test was applied to test the possibility of using parametric methods for hypothesis testing. Homogeneity of variance was tested using the most commonly used Levene's test.

The impact of responsible management (RM) was measured using a single 5-point subjective measure. Because it is an ordinal singleton measure, nonparametric tests (Kruskal-Wallis correlation) were used alongside parametric sensitivity models. RM is presented as the average net cash flow after taxes over the past six months. Because absolute cash flow varies across industries, the analysis was conducted using both raw cash flow (log-transformed) and standardized within-industry z-scores. Therefore, the results are interpreted as associative within the sample population of surviving firms, rather than as causal evidence that RM is the cause of survival.

The randomness of the sample was ensured. Statistical data in the study were processed using the SPSS 26.0 statistical package; for data presentation, the Microsoft Excel 2019 package was partially utilized.

Ethical Issues

All participant data were encoded with random numbers to ensure that specific information could not be linked to any individual. This provided protection for personal information. Additionally, the obtained data were not stored or reproduced on any media. Participants provided written consent to participate in the study.

Research Limitations

The study covers a relatively small number of predominantly young entrepreneurs and does not include all business schools, so it may reflect trends but cannot be considered fully representative. The study includes participants from one large region of North America, which may also reflect local business practices and the characteristics of educational systems. All participants graduated from college or university during the COVID-19 pandemic or were in their final years of study at the time of the pandemic, which may also be an influencing factor that requires separate, specific research.

Because the sample includes only firms that survived ≥ 3 years and met profitability/inclusion criteria, the design cannot identify predictors of survival vs. failure. The results describe associations among surviving firms only. Selection bias and industry heterogeneity of cash flow limit the generalizability of conclusions; future studies should include failed firms and industry benchmarks to evaluate causal effects on survival. The use of a single-item measure restricts the ability to capture the multidimensional nature of responsible management.

RESULTS

The normality of the distribution in the sample was assessed using the Shapiro-Wilk test on the survey data, resulting in $W' = .782$, $p = .001$, which indicates a deviation from normality. Given the sample size, an additional normality test was performed using the Kolmogorov-Smirnov test: $D(148) = .082$, $p = .28$. The Kolmogorov-Smirnov test does not indicate a significant deviation from normality. Further use of ANOVA revealed that the mean values obtained for the groups differ statistically significantly (Table 1) ($p = .002$). The results indicate statistically significant differences between group means.

Table 1: One-way ANOVA

	SS	df	MS	F	p	η^2	ω^2	partial η^2
Between Groups	81.372	5	16.274	3.802	.002	.121	.093	.12
Within Groups	594.940	139	4.280					
Total	676.312	144						

Note. $\eta^2 = .12$, $\omega^2 = .09$ indicate moderate effect sizes.

Calculating the effect sizes for the ANOVA revealed moderate but significant effects (Table 1). The eta squared estimate was $\eta^2 = .121$, indicating a moderate effect according to Cohen's conventions. The less biased omega squared estimate yielded $\omega^2 = .093$, confirming a medium-sized effect. Since this was a single-factor ANOVA, partial η^2 was identical to η^2 (0.12). Thus, the factor

explains approximately 9–12% of the variance in RM evaluations, which corresponds to a moderate effect size in behavioral research.

The results of Levene's test ($p = .273$) do not indicate significant differences in group variances (Table 2).

Table 2: Levene's Test

Levene	df1	df2	p
1.731	5	139	.273

The distribution of RM scores shows a unimodal pattern with slight positive skewness (.301) and near-zero kurtosis (-0.411). The shape remains consistent with approximate normality (Figure 2).

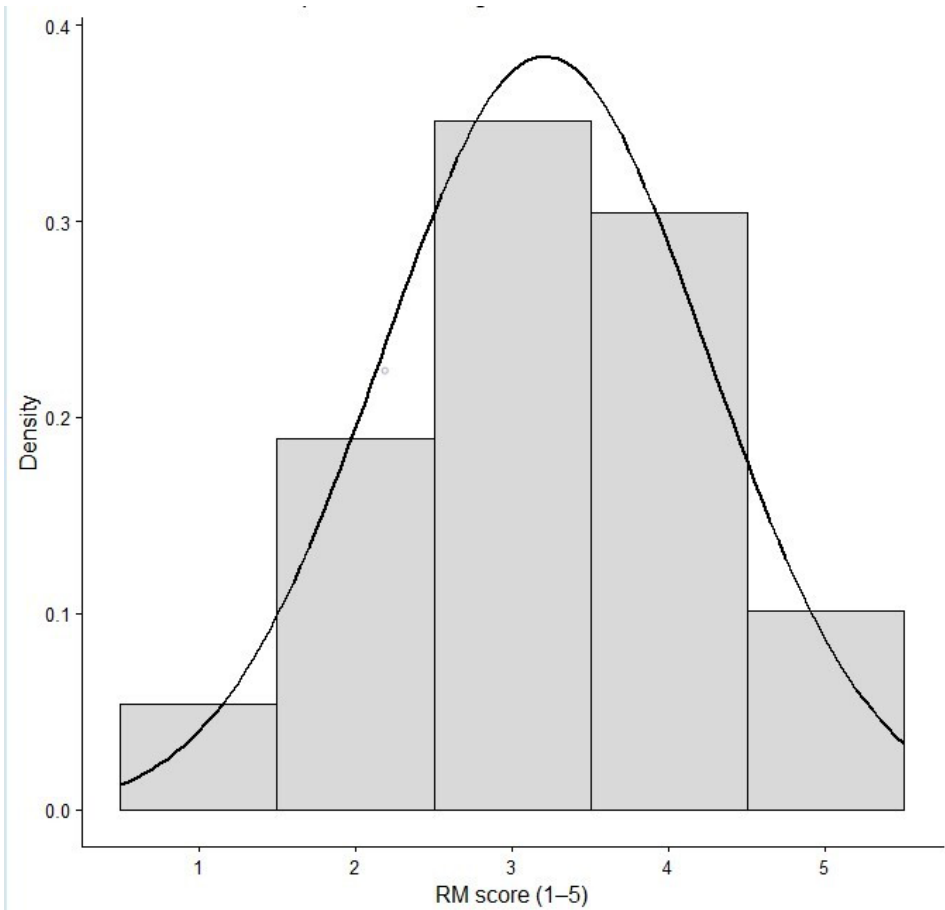


Figure 2: Distribution of Responsible Management (RM) Scores with Fitted Normal Curve

The median RM values in the groups were tightly clustered, typically around 3-4, and the interquartile ranges (IQRs) overlapped significantly. The box plots exhibited symmetrical dispersion without elongated whiskers or disproportionate tail behavior. Notably, no significant outliers were observed; the group distributions remained compact and well-controlled, indicating no major deviations from homogeneity of variance. Visual homoscedasticity in the box plots was consistent with a non-significant Levene's test, confirming the absence of systematic differences in the group variances (Figure 3).

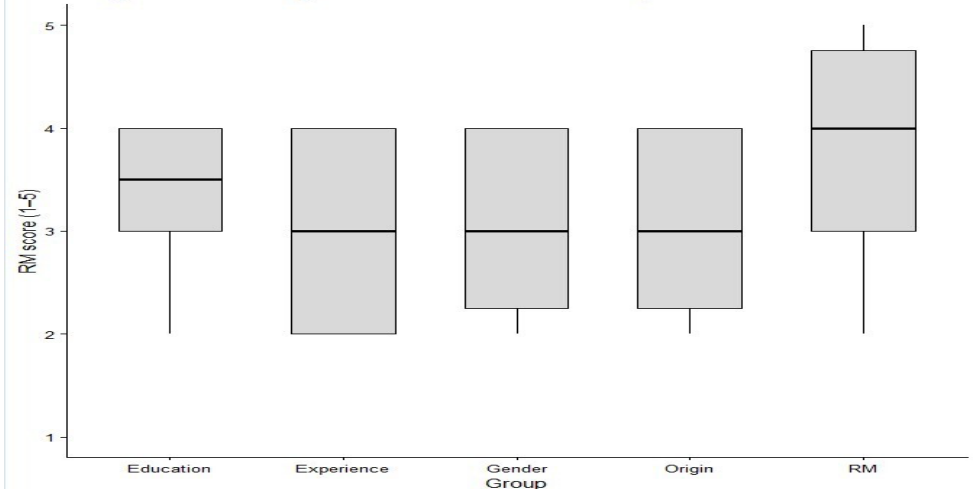


Figure 3: Distribution of RM Scores Across Groups (Boxplot)

Combined with the histogram results, these patterns indicate that the RM values behave sufficiently like interval data and support the use of analysis of variance (ANOVA).

Taken together, both the histogram with normal curve and the group-wise boxplots indicate that RM ratings demonstrate approximate normality, symmetry, and homogeneity of variance. Although RM is technically an ordinal 5-point Likert measure, its empirical distribution shows central tendency and shape characteristics consistent with interval-level behavior.

Table 3: ANOVA and Kruskal–Wallis Results Comparison (Factor = Experience)

Test	Statistic	df	p	Effect size
ANOVA	F = 3.80	(5, 139)	.002	$\eta^2 = .12$
Kruskal–Wallis	H = 14.2	5	.014	$\epsilon^2 = .10$

Complementary non-parametric analyzes (Kruskal–Wallis and Dunn post-hoc tests) led to the same directional and inferential conclusions as ANOVA, producing consistent results with ANOVA (Table 3).

The most interesting results for the research question are provided by the multiple comparisons of group means, presented in Table 4. Here, the presence of statistically significant differences between individual groups can be assessed. In this case, no significant differences were found between the overwhelming majority of the groups studied. Only for the RM group, which encodes the assessment of responsible education, a significant difference was identified compared to all other groups.

The results show that the RM variable differs significantly from other examined factors. No statistically significant differences appear across most socio-demographic groups. The RM evaluations vary independently from age, gender, background, and work experience.

Table 4: ANOVA Multiple Comparisons

Mean Difference		SD	p	95% Confidence Interval	
				Lower Bound	Upper Bound
Gender	Origin	.246	1.022	-1.11	2.78
	Education	.318	.916	-.29	1.77
	Experience	.411	.886	3.01	4.86
	RM**	.687	.049	-2.75	-1.31
Origin	Gender	.246	1.022	-2.78	1.11
	Education	.559	.061	1.76	3.62
	Experience	.673	.041*	-2.12	1.09
	RM**	.511	.027	.23	1.29
Education	Origin	.559	.061	-3.62	-1.76
	Gender	.318	.916	-1.17	.29
	Experience	.467	.046*	1.35	3.14
	RM**	.319	.000	-1.17	3.49
Experience	Origin	.673	.041*	-1.09	2.12
	Education	.467	.046*	-3.14	-1.35
	Gender	.411	.886	-4.86	-3.01
	RM**	.602	.031	-4.21	-1.77
RM (Responsible management)	Gender	.687	.049*	1.31	2.75
	Origin	.511	.027*	-1.29	-.23
	Education	.319	.000*	-3.49	1.17
	Experience	.602	.031*	1.77	4.21

p ≤ .05; **responsible management

In addition, a statistically significant difference was observed between participants' background and experience ($p = .041$), as well as between experience and education ($p = .046$). These data can be explained by the significant influence of accumulated work experience and business-related communication, as well as the experience gained in the family, both through upbringing and involvement in parental businesses, if they had their own enterprises.

DISCUSSION AND CONCLUSIONS

The results indicate that graduates' evaluations of responsible management education are associated with variation in financial outcomes among surviving firms. The analysis does not show that responsible management education causes firm survival, since the sample includes only firms that remained operational for at least three years. Therefore, the findings should be read as evidence of association within a specific group of graduate entrepreneurs in the United States and Canada.

The observed pattern supports the idea that responsible management education may form a distinct part of entrepreneurial preparation. Graduates who rated responsible management elements differently also showed statistically significant differences in relation to the examined outcome measures. This finding aligns with prior research that links business education to entrepreneurial attitudes, decision-making, and venture outcomes, although earlier studies also report mixed results across contexts (Bellido-Jiménez et al., 2021; Del Sarto et al., 2021; Keogh & Johnson, 2021).

Responsible management education may matter because it connects financial reasoning with broader forms of managerial judgment. Prior research argues that business schools often rely on financial indicators as the main measure of success, while ethical, social, and environmental concerns receive weaker attention in core teaching (Bennis & O'Toole, 2005; Hoffman, 2021; Phillips et al., 2016). The present findings suggest that graduates' perceived exposure to responsible management education represents a measurable dimension that differs from gender, background, education quality, and work experience.

The findings also fit the conceptual framework proposed in this study. Responsible management education may relate to entrepreneurial outcomes through value internalization, strategic orientation, and stakeholder awareness. For example, graduates who engage with responsible management concepts may assess business choices through longer time horizons and broader stakeholder concerns. These mechanisms remain theoretical in the present study, since the survey measured perceived exposure through a single item. Future research should test these mechanisms through multi-item scales and separate measures for ethical judgment, sustainability orientation, and stakeholder awareness.

The role of financial performance also requires careful interpretation. The study uses average net cash flow after taxes because it provides a measurable outcome across surviving firms. However, financial performance captures only one part of entrepreneurial activity. Research on responsible management suggests that social, environmental, and stakeholder-related outcomes also matter, yet these outcomes remain difficult to measure at the firm level (Barcelona et al., 2023; Murad et al., 2025; Nonet et al., 2016). Hence, the present findings should be understood as a first step toward linking responsible management education with post-graduation outcomes, not as a complete evaluation of responsible entrepreneurship.

The significant differences involving background, experience, and education also deserve attention. These variables may shape how graduates interpret business opportunities, handle risk, and use prior knowledge in firm development. However, the present analysis does not establish the direction or mechanism of these relationships. Further studies should examine how family background, work experience, and program quality interact with responsible management education over time.

The study contributes to higher education research by moving beyond student intentions and curricular descriptions. Many studies examine whether students support entrepreneurship or sustainability, while fewer studies connect educational experiences to outcomes after graduation (Ahmad et al., 2024; Hadi et al., 2022; Jena, 2020). The present study addresses this gap by focusing on graduate entrepreneurs and firms that remained active beyond the early survival period. The findings therefore add evidence to debates about how business education relates to entrepreneurial practice.

Several limits shape the interpretation of the findings. The sample includes only surviving firms, which prevents comparison with failed ventures. The responsible management variable relies on a single self-reported measure, which limits construct validity. The study also focuses on graduates from the United States and Canada, so the findings may reflect regional educational and business conditions. Future research should include failed firms, use longitudinal designs, apply validated multi-item measures, and compare programs across national contexts.

Overall, the findings support a cautious conclusion: responsible management education is associated with financial outcomes among surviving graduate-founded firms. Business schools may therefore consider how responsible management appears in curricula, how students experience it, and how it connects with entrepreneurial decision-making after graduation. Further empirical work can clarify whether these associations persist across broader samples, stronger measures, and longer time periods.

The study examines associations between responsible management education and financial outcomes among firms established by business school

graduates that remained operational for at least three years. The analysis focuses on graduates from the United States and Canada and uses self-reported evaluations of responsible management education together with socio-demographic characteristics. The results indicate that evaluations of responsible management education differ statistically from other examined variables, including gender, background, education level, and work experience. These evaluations are associated with variation in financial outcomes within the sample of surviving firms. Significant differences also appear between education and experience, and between socio-economic background and experience, which suggests that multiple factors relate to entrepreneurial outcomes. The findings do not establish that responsible management education determines business survival. The study design includes only firms that remained operational, and therefore the results describe associations within this group. The use of a single subjective measure of responsible management also limits the scope of interpretation. The study contributes to research on business education by linking graduates' perceptions of responsible management education with observable post-graduation outcomes. Most existing studies focus on intentions, attitudes, or curricular design, while fewer examine outcomes among active entrepreneurs. The present findings provide an empirical basis for further investigation of these relationships. Future research may extend this work by including firms that did not survive, applying longitudinal designs, and using multi-item measures of responsible management. Comparative studies across regions and educational systems may also clarify how institutional contexts shape these relationships.

IMPLICATIONS

Business schools may strengthen the integration of responsible management concepts with practical learning formats. For example, programs may include case-based teaching, project work, and interaction with practitioners who apply responsible management approaches in business settings. Such exposure may help students connect abstract principles with observable managerial practices.

Responsible management may be framed within broader business models rather than presented as a separate ethical component. Prior research suggests that integrating ethical, social, and environmental considerations into strategic decision-making aligns with long-term organizational objectives (Hoffman, 2021; Phillips et al., 2016). This perspective allows students to evaluate business performance using a wider set of criteria beyond short-term financial indicators.

Educational programs may also incorporate reflective elements that link managerial decisions with individual values and professional identity. For example, structured reflection, group discussion, and experiential learning may support students in examining how personal beliefs relate to business practice (Easterby-Smith et al., 2021; Friedland & Jain, 2022). Such approaches may

contribute to a more consistent application of responsible management principles in entrepreneurial contexts.

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