

Postmodern Openings

ISSN: 2068 – 0236 (print), ISSN: 2069 – 9387 (electronic)

Coverd in: Index Copernicus, Ideas RePeC, EconPapers, Socionet,
Ulrich Pro Quest, Cabel, SSRN, Appreciative Inquiry Commons,
Journalseek, Scipio, CEEOL,
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Arup BARMAN

Postmodern Openings, 2012, Volume 3, Issue 2, June, pp: 19-36

The online version of this article can be found at:

<http://postmodernopenings.com>

Published by:

Lumen Publishing House

On behalf of:

Lumen Research Center in Social and Humanistic Sciences

Social Responsibility of Management Teacher - Beyond Teaching -

Arup BARMAN ¹

Abstract:

In the emerging world, responsibilities of a teacher have increased many folds. From being a person that just imparts bookish knowledge, a teacher now has the power to shape a better world. So, perhaps it's time to understand the emerging teacher's roles in irrespective of the subjects and levels of education. This article critically posits the responsibility of management teacher and also highlights on role beyond class room in Indian context of management education. The authors urge that the management educators should not forget the general responsibilities of teachers and should follow the frame of responsibility matrix for every walk of teaching profession.

Keywords:

Excellence, Competence, CSR, Intellectual Social Responsibility (ISR), 21st Century

¹ Arup BARMAN – Ph.D., Deptt. Of Business Administration, Assam University, Silchar-788011, Email: abgeet@gmail.com

Introduction

Social Responsibility refers to recognition of responsibility towards the wider community. The teaching job is a single most responsible job in terms of humanity than any other jobs in the world. It is not a catwalk or cakewalk profession. The responsibilities and duties of a teacher are many and varied. Teachers act as facilitators for incorporating and encouraging intellectual and social development in the formative years of a students' life. The emphasis that education will help uplift one socially, intellectually, emotionally and personally is what a teacher fosters in children/learners all through the preschool, high school , colleges, universities and through institutions. The degree of responsibility lies in the job of teaching or educators can be understood from "believing in the worth and dignity of each human being recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of the freedom to learn and to teach and the guarantee of equal education opportunity for all" - *National Education Association's (NEA) Code of Ethics for the Education Profession*. In the commonest way for understanding the social responsibility of teacher or educator is creating a society for human being by creating professionals who practice the principles for human society in every walk of the life. In the same sense the management teacher must have to bolster the "intellectual social and business responsibility" for the global goals as promoting human rights, protecting the environment and ending wars for productive resources through their intellectual and academic exercise. They should have to work as the a responsive educator by keeping in mind as the *educator should cultivate the belief in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles in every walk of life*. Social responsibility of management teacher is to implement systemic practices that create safe, caring, and equitable socio-business system. They should ensure that the budding managers and practices the principles for humane business within an enterprise(s), also should help the young managers in succeeding the business, personal and social life through the intellectual exercises for shaping a safe, democratic and a just world for mankind.

The Presumptions

Are these above adequate under the label of social responsiveness of a management teacher? We can't avoid the issues of psychology and social psychology in the management teaching. Thus, by teaching management, a management teacher can discharge his social responsibility along with the normal part of his duty. In discussing about social responsibility of management teachers, it is obvious that one would face a lot of debates and has to clarify the doubts overlapped by the responsibility of common teacher in common parlance. The conjecture of responsibility of teacher is suppressed by the overlaps of morality, values of profession, as well as the morality, social, ethical values embedded in the society. On this issue there are lot of research and works that need a minimization to understand clearly. To minimize the confusions and debates we can cite the findings of *Mike Adendorff and et.al. (2010)*, titled 'Being a Teacher-Professional Challenges Choices' as the presumptions. They are-

“1. Nothing in teaching is ever free of value questions or social dimensions. Nothing in teaching is ever concerned purely with facts, and nothing in teaching is ever entirely an individual concern;

2. We can attach two rather different types of value to human choices and actions: some values (professional or educational) relate to competence or quality in some field of human activity; and other values (moral values) enable us to judge whether an action is 'good' or 'bad' in itself, whatever the field of human activity;

3.Values not only provide the criteria by which we evaluate or judge human choice and action, they also provide us with much of the motivation and purpose that drive human action. The teacher's role in influencing learners' values is twofold. There is teaching itself: for teachers to feel confident in this area, they will need to have a good understanding of values themselves. Then there is the teacher's active role in modeling a principled approach to life, and making morally justifiable decisions in the classroom;

4.Many people would question the place of values (especially moral values) in education. This is partly because of its association in the past with imposing certain values on learners. Another reason is that many people hold the view that all values are merely relative. Some believe that values are really nothing more than expressions of what

individual people think or feel. This leads them to conclude that it is wrong for teachers to impose particular values on learners;

5. Another form of moral relativism is called *cultural relativism*. Cultural diversity gives rise to the idea that what we think of as 'right' or 'wrong' is simply relative to culture. In other words, actions are not right or wrong in themselves; if they 'work' within a cultural belief system of values and practices, they are beyond criticism. Many think this a good reason not to teach moral values – they may offend learners whose cultural beliefs involve different moral codes;

6. However, for teachers, avoiding the topic of moral values and attempting to remain neutral in the classroom is both undesirable and, in the end, impossible.

7. Yet research suggests that conventional moral instruction does not work. Moral instruction depends for its success on a strong authority that is prepared to back teaching with strong sanctions. It also depends heavily on learners submitting themselves to the teachers' social control, rather than on their wrestling with moral problems themselves and taking on the moral values as their own;

8. Rather than attempting neutrality, it is more important to establish a climate in your classroom that encourages learners to discuss values and other ideas freely, including disagreeing with ideas you put forward. Teachers should model, not so much 'good behaviour', as the importance of values in their own lives;

9. Teachers daily face choices that involve moral values in practice, some of which may have serious consequences. The right choice and the good choice might not always be the same thing. A teacher may feel that doing the 'right' thing is not always the best thing to do;

10. The difference between the right and the good (when they do not correspond) has given rise to two different approaches in making moral decisions emphasizing what is 'right', or acting strictly according to an *absolute moral principle* (a good example is the principle that we should always act in such a way that our actions could be made the basis for a universal rule applicable to all human beings); and emphasizing what is good, or focusing on the best likely *consequences*.

11. It seems that neither the absolutist nor the 'consequences' approach is sufficient each view to some extent provides what the other

view lacks. Teachers should therefore be wary of treating either of these approaches as the only approach when making moral decisions;

12. However, two principles are important if both of these approaches are to be of any use. These principles should form part of the values 'climate' in the classroom referred to in point 9 above: the insistence on *using our reason*, and backing our actions with good reasons; and the insistence on *impartiality* – no individual or group should consider itself as having superior rights to favored treatment.

13. *Values clarification* and *stimulating moral development* are two ways to help learners develop sound values;

14. Treating others as ends in them; and realizing that there can be no democratic freedom without discharging the responsibility; and recognizing other human beings as indispensable to our own humanity”.

In Developing Fundamental Working Men

Social responsibility of teaching is a dynamic platform of professional practice for any type of teacher. The first and foremost responsibility of a business teacher is to teach their students to become a fundamental working men with the fundamental competences those are mutually relevant to business and society and the globe as a whole. These fundamental competences (figure-1) includes- ability to step forward (action); ability to think well (thinking); ability to work in a team (teamwork).

Figure 1: Competences of Fundamental Working Men
Source: Develop Global Human Resources through Industry-Academia-Government Collaborations; Report, April, 2010

The teacher can work at in the platform of education for sustainable development, environmental or ecological management and business ethics. On the other hand the business teacher and manager can also work under the labels ranged from corporate and public governance to culture, diversity, leadership or stakeholder management, and with the label CSR itself. Thus, CSR of education and educators appears as “a dynamic platform for teaching a number of current societal issues” (Matten and Moon, 2004: 10). By teaching CSR a management teacher must ensure the following few issues-

- provision of graduates with CSR skills;
- supply of CSR education for practitioners;
- specialist CSR education for industries;
- research to advance CSR knowledge;

To address the above issues aligning to CSR, a socially responsive teacher must have to perform several activities. In the day today walk of management teacher’s life they can exercise their social responsibilities by involving in the –Research; Preparation for class teaching; Consulting; Mentoring; Writing locally and Socially Relevant Cases; Reading International Journals, Magazines and books etc.. Beyond

these, management teacher can adopt a holistic approach for the following activities –

- Curriculum Based Analysis for Practice;
- CSR Pedagogy Development;
- Embedding Social Responsibility as the Theme in each Relevant Courses under the pedagogy;
- Developing and innovating the courses teaching methods those reflects the CSR and Social Responsiveness;
- Case design, delivery and publication on CSR;
- Development of socially relevant evaluation practice of management teaching as well as management learning;
- Evaluating the trainees and students from the perspective of society as well as humanity;
- Initiating socially responsive collaboration for human resource development;
- Taking participation in developing socially responsive policy research for institutional; social, state and national development.

Since, management is a multidisciplinary subject; management teacher should have to teach their subject from the holistic perspectives. Hence, need to adopt a holistic approach in teaching management curriculum. A management teacher should be able to talk about the Henry Ford`s mass production, Lee Iacocca, C. K Prahlad, Sam Walton, Al Ries, Kautilya, etc. etc.. A management teacher who has no idea about Darwin`s laws of survival of the fittest cannot teach a student about the consequences and the short run and long run costs in an imperfect competition and a market economy. A management teacher must be able to assimilate and correlate from all disciplines and give the same back to the students. As we all know that management is a social science and it embraces the other disciplines like public administration and political science too. Infact, Max Weber`s bureaucracy or Chester I Bernard`s Functions of Chief Executive are derived from Public Administration. Therefore, a teacher especially a management teacher should be a continuous learner which is accepted in all the subjects.

Responsibility in Developing 21st Century Management Skills

The present century (i.e. 21st Century) is century of challenges for business education. The prime skills are creativity and innovation, with the help of which the businesses would do the businesses in this century. The management teacher must inculcate creativity among the workforce through knowledge sharing and collaboration. To create an impact on future the management teacher must cultivate the new mindset and must create the new breed of managerial talents so that the talents force would influence on the business, society, technology and human education. Thus, the management educators must have dis-charge his responsibility through teaching through the distinct futurism to develop the professionals for mid 21st century from today. The following are the specific responsibilities of management teacher to address the challenges of 21st century's business professional development-

- To seize opportunities for integrating 21st century skills, tools and teaching strategies into the pedagogic and endrogogic practice of management;
- To create the balances of direct instruction with project and action oriented instruction methods;
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills;
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for management students and professionals;
- Cultivates teachers' ability to identify learners' particular learning styles, intelligences, strengths and weaknesses in response to demand for society;
- Helping the other teachers (colleagues) to develop their abilities to use various strategies (such as formative assessments) to reach high as well as low profiled management students and professional and to create environments that support differentiated teaching and learning in the institute;

- Supports the continuous evaluation of students' /professional of 21st century skills development;
- To encourages knowledge sharing among communities of practitioners of management, using face-to-face, virtual and blended communications for knowledge exchange;
- Uses a scalable and sustainable model of professional development to meet the demands of today and future.
- Developing co-operative learning and multicultural society (CLMS) at institutional and at local level.
- Developing the ideas to create socio centric business-enterprise, entrepreneurship.

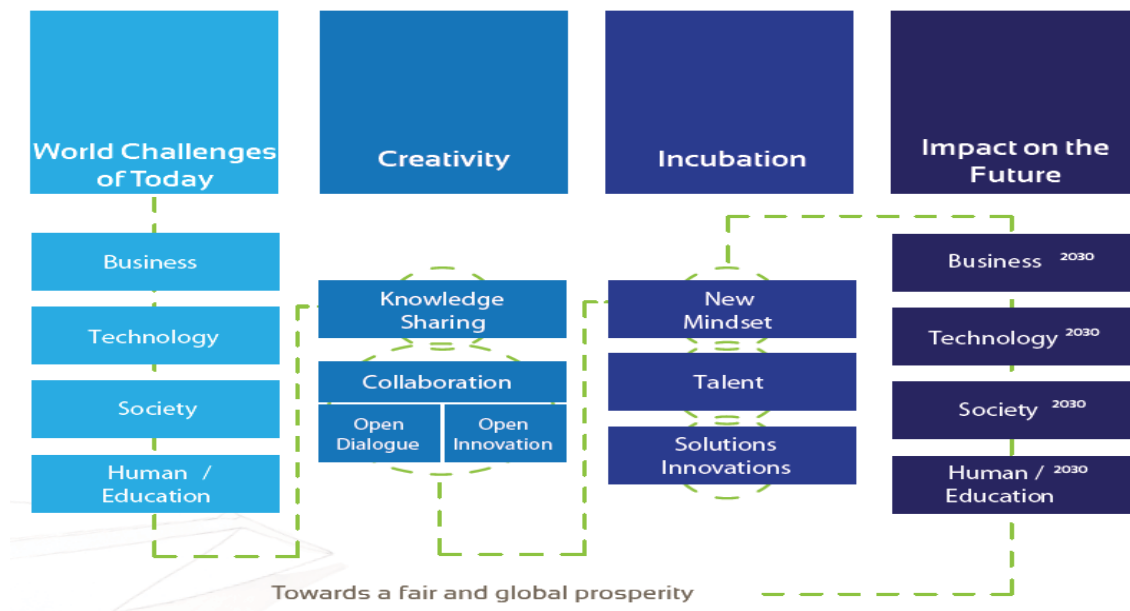


Figure-2: Twenty 21st Century Professional Development

Source: Challenge future I Global Student Competition & Youth Think Tan; URL: www.challengefuture.org

By 2020, perplexity will not remain as it was in the decade of 2001-2010. The human society will realize near to the certainty. All dimension of management will learn from the past mistakes, new management theorem would concentrate more and more resource productivity by utilizing the scarcest resources. Management education will be lead by technology and ecology for ever increasing consciousness for humanness and humanity. Developing new approaches for

humanness and humanity will become the sole responsibility of today's management educators.

In Developing Learning Institutions as Responsive Social Organs

Developing learning institutions in society management teacher can support in many ways. Helping in creation and management of good learning institution is also a management teacher's responsibility. Normally, it is seen that in our country, many learning institutions are managed by academic giants who are socially morally dwarf type of academic administrators. Academic administrators run their institutions for their petty self interest with a political agenda by breaking the principles of management of humane institutions and enterprises. In India, there are universities promote the principles violating the real meaning of 'University'. They propagate on narrower local sentiments in all aspects of administration. In case of India, the institutions created by the government are run through the corruptions, by the corrupt administrators. Management educations run by such institutions never can teach and cultivate the humane principles for creating humane enterprises. The only profit seeking institutions can no way contribute in developing 21st century skills required for management in future. Therefore, management teacher must take part in administration of such institutions to make the institutions corruption free; free from discrimination menace and in-equality. In this aspect, management teachers can help institutions in adoption and absorption of global practices and principles. Such global principles are- UN Principles of Responsible Management Education (PRME) (Box-1), and UN-Academic Impact Principles (Box-2).

Box-1

Principles for Responsible Management Education

Principle 1:

Purpose: We will 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.

Principle 2

Values: We will 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.

Principle 3

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4

Research: We will 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.

Principle 5

Partnership: We will 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.

Principle 6

Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

Today we are also seeing an emergence of a stronger culture of “intellectual social responsibility.” As intellectual management educators must understand the spirit of the UN Academic Impact projects launched present secretary general (his excellence Ban Ki Moon). This project seeks to embrace and encourage helping educate young people about the complex, transnational issues of our time, and cultivate a global mindset and a keener sense of global citizenship. This projects attempts to empower students and faculty to take their learning beyond the classroom—and to their friends, families, and communities. This project wants to bring the ideas and proposals generated by institutions of higher learning into the global arena, including the UN system. The UN system wants, in short, the UN Academic Impact to promote a “movement of minds” to engender change. Here the academic institutions have an invaluable role to play in strengthening the work of the United Nations- “from research laboratories to seminar rooms, from lecture halls to informal gatherings in cafeterias, the search for innovative solutions to global challenges often begins on campus. Moreover, the principles that characterize scholarly enterprise—equal opportunity, mutual understanding and open inquiry—are also at the heart of the UN’s global mission of peace, development, and human rights”.

Box-2

Principles-United Nations Academic Impact

Or

Intellectual social responsibility

Academic Impact is informed by a commitment to support and advance ten basic principles:

1. A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfil;
2. A commitment to human rights, among them freedom of inquiry, opinion, and speech;
3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;
4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;
5. A commitment to building capacity in higher education systems across the world;
6. A commitment to encouraging global citizenship through education;
7. A commitment to advancing peace and conflict resolution through education;
8. A commitment to addressing issues of poverty through education;
9. A commitment to promoting sustainability through education;
10. A commitment to promoting inter-cultural dialogue and understanding, and the “unlearning” of intolerance, through education.

Source : <http://academicimpact.org/engpage.php?engprinciples>

In Developing Learning Society

Sustaining the business for 2050 means the business today should not for profit but for the human sustainability. It must be the aim. Because, by 2050, there will only be one science i.e. ‘sustainability’. By 2050, management educations may go for ‘Sannyas’ meaning involvement with honesty, not for ‘Banaprastha’ or

‘Bistaar’ the English meaning is ‘spread’. Management Teacher should contribute in transforming a society to a tolerating society by avoiding the (Racism, Homophobia, Anti-Semitism, Sexism, and

Xenophobia). Management educators cannot avoid humane education. Humane education not only instills the desire and capacity to live with compassion, integrity, and wisdom, but also provides the knowledge and tools to put our values into action in meaningful, far-reaching ways. By integrating humane education into management education would enable the management professionals to find solutions that work for all by approaching human rights, environmental preservation, and animal protection as interconnected and integral dimensions of a healthy, just society. Thus, humane education based management education may well be the most revolutionary and effective effort that we as a society can undertake to create a peaceful and just world. It's time to make living ethically, sustainably, and peaceably on this planet is the very purpose of education which is to be achieved by management educators through the following activities -

- Providing accurate information about the issues of our time so that people have the information they need to understand the consequences of their decisions as citizens.
- Fostering curiosity, creativity, and critical thinking, so that people can evaluate information and solve problems.
- Instilling reverence, respect, and responsibility, so that people have the motivation to face challenges and to act with integrity.
- Offering positive choices that benefit oneself, other people, the animals, and the Earth, and tools for problem solving so that people are empowered to create a more humane world.

Humane based management education may well be the most revolutionary and effective effort that we as a society can undertake to create a peaceful and just world in future. By integrating humane education with management it will not only instill the desire and capacity to live with compassion, integrity, and wisdom, but also will provide the knowledge and tools to put our values into action of management and governance in a meaningful and far-reaching ways. Humane based management education would enables us to find solutions that work for all by approaching human rights, environmental preservation, and animal protection as interconnected and integral dimensions of a healthy and just society through managerial knowledge.

In addition to the above management teachers' responsibilities would be-

- To instill the culture of frugality of natural resource utilization for personal gratification.
- To develop the socially responsible community of practice (COP);
- To share the ideas and knowledge through socially responsive blogs and community of practice;
- To create knowledge forums, join in the forums those disseminates responsive management.

To summarize, we should know, in an emerging world, responsibilities of a teacher have increased four folds. From being a person that just imparts bookish knowledge, a teacher now has the power to shape a better world. So, perhaps it's time to understand the emerging teacher's roles in irrespective of the subjects and levels of education. Let the management educators not forget general responsibilities of teachers, and frame the responsibility matrix for every walk of teaching profession-

Towards Themselves

- To be a management teacher out of choice, and not by default.
- To acquire relevant professional knowledge education and training to get the right concepts of teaching management.
- Honesty and sincerity towards the teaching and management profession.
- Accept that being a teacher does not make you a 'know it all'; so it's important to become a partner in the learning cycle with your students or management learner.
- Accept that no two students will think, act and react alike, and to respect that diversity.
- Upgrade knowledge and learn new ways of teaching concepts, theories, and practices.
- Avoid indulging in unethical behavior, and at all times maintain the dignity of teacher-student relation.

Towards Learners/Students

- Inculcate model behavior and mannerisms by self example.
- Prepare long-term teaching programs and daily lessons in accordance with the guidelines of the curricula or of a system.
- Provide activities and materials that engage and challenge the learner intellectually.
- Understand and implement the use of information technology in lecture preparation and teaching.
- Shift between a formal and an informal method of teaching; debates, discussions, games, blended learning, discovery learning, experiential learning, practical activities, experiments, projects and excursions.
- Plan, set, innovate and evaluate grade test, exams and assignments.
- Supervise student conduct.
- Understand the diverse background students come from, their strength, weakness and areas of interest with in management discipline.
- Be honest in learners/student appraisal, should avoid favoritism.
- Enforce discipline by firmly setting class room rules.
- Resolve conflict among students by encouraging positive debate.
- Be ready to adjust teaching styles to meet individual needs of students.

Towards Management

- Actively involve yourself in all staff meetings, educational conferences and institutional programs.
- Voluntarily participate in organizing academic events, and other excursions like camping trips, picnics, educational tours, etc.
- Maintain a healthy relation with all teaching and non-teaching staff members.

- Help out in formulating academic and management, governance policies (say, Anti-discrimination, Anti-corruption Policies etc).
- Carry out administrative duties relevant to your position in the institutions.

Conclusion

Needless to say- “Society is *everybody’s* business”. Individuals, larger or smaller groups, formal or informal entities, public or private, governmental, whether for-profit or not-for-profit, all are part of society. They are shaping society and are being shaped by society. Responsibility to society is *everybody’s* business. Individuals, larger or smaller groups, formal or informal entities, public or private, governmental, for profit or not-for-profit, professionals, experts, generalists, and common men - all should be responsible as regards the society since they exist in. But, how many persons really *are* responsible, though, is hard to establish. How their responsibility should take shape is a matter of individual choice is difficult to determine. The education society has the responsibility to educate everyone to be responsible is a must. From all societal actors, universities are the ones educating the future elites of a country. What they teach and what they do not teach may make or break a nation’s future and well-being. Hence, management educators as the visionaries and as social constructors should be responsive to their responsibilities, and should strive to discharge duties in regards to responsibilities at maximum possible level.

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