

Competency Based Education Sourcebook

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Editorial

A Competency Model for Management Education for Sustainability

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Radha R. Sharma¹

Abstract

Management education needs transformation to avoid socio-economic volatility in this globalised world and to deal with the crises of responsibility and sustainability. Despite rising demand and increasing popularity, management education has been under scathing attack for eroding values and ethics, and focus on imparting knowledge and skills for improving the bottom line of the firms ignoring the triple bottom line. The value crisis leading to economic meltdown reinforced the need for a paradigm shift in management education, which required responsibility to be embedded in the management curriculum for sustainability. United Nation's supported 'Principles for Responsible Management Education' (PRME) initiative created a movement across the globe among scholars, practitioners and policy makers. The moot question arose "What are the competencies that need to be developed?" The article presents a competency framework and a (Cognitive, Affective, Moral and Behavioural competencies) CAMB competency model developed by the author (Sharma, 2015) based on the PRME principles which has been validated by scholar academics and practitioners from across geographies and can be adopted by business schools nationally and internationally.

Key Words

CAMB Competency Model, Management Education, Principles for Responsible Management Education (PRME), Competencies for Management Education, Managing for Responsibility, Moral Competencies, Affective Competencies

The cascading effect of globalization in the form of changing business environment, economic uncertainties and economic meltdown has brought about plethora of unprecedented challenges before industry and organizations across the globe in recent years. Management education which prepares human capital for the jobs in the industry and organizations is expected to address these challenges along with intensifying competition, advancing technology, increasing workforce diversity and accelerating complexity. But the current management education is largely based on traditional capitalism where the focus is on profits and competitiveness rather than on a balance among ethics, profitability, social accountability and sustainability. The corporate scandals, scams and global meltdown and their

repercussions on people, organizations and countries in this interconnected world have created a compelling case for rethinking management education. Consequently, management education in general and MBA education, in particular, need to adopt a paradigm shift in its knowledge-generating (research) system, knowledge-dissemination (teaching/training) system and knowledge utilization (learning/consulting/industry projects) system to be responsible and sustainable.

Globalization has made the managerial role transnational where managers work, interact or conduct business with people across geographies; therefore, every manager needs to have knowledge of internationally recognized responsible practices to be able to conduct business with

¹ Dean, Research, HeroMoto Corp Chair Professor & Professor, OB, Management Development Institute, M.G Road, Gurgaon, India.

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Corresponding author:

Radha R. Sharma, Dean, Research, HeroMoto Corp Chair Professor & Professor, OB, Management Development Institute, M.G Road, Gurgaon, India.
E-mail: radha@mdi.ac.in

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