

Localization Practice of Business Responsibility Management Education in China Under the Framework of Curriculum Ideology and Politics

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ABSTRACT

As a Chinese characteristic educational policy, ideological and political education plays an important role in talent cultivation in colleges and universities, and responsibility management education is a guiding document proposed internationally for the cultivation of business talents. The two are fundamentally closely related. The article revolves around the topic of how to localize responsibility management education within the framework of curriculum ideology and politics. Taking a university in the south as an example, it analyzes the specific path of implementing business responsibility management education within the framework of curriculum ideology and politics; It is recommended to change human behaviour at micro level by taking value as the guide in teaching and research, change organizational behaviour at meso level through practicing and establishing partnerships and knowledge sharing, and change social environment at macro level by clarifying educational goals and values, so as to integrate Chinese curriculum ideology and international business responsibility management education.

Keywords: Curriculum ideology and politics, Responsibility management education, Business talent cultivation.

1. INTRODUCTION

After a series of practices in comprehensive education reform, Shanghai first proposed the concept of curriculum ideology and politics in 2014. In December 2017, the Chinese Ministry of Education issued the "Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities", which mentioned the need to build "ten major education systems" and vigorously promote classroom teaching reform with the goal of "curriculum ideology and politics".[1] In May 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", which put forward guiding opinions on the construction of ideological and political education in various professional courses. The requirements for management courses are to "help students understand the national strategies, laws and regulations, and relevant policies in the relevant

professional and industry fields, guide students to deeply engage in social practice, pay attention to practical problems, and cultivate students' professional qualities of serving the people with integrity, serving the people with integrity, and practicing both morality and law" (Ministry of Education, 2020)[2].

In September 2019, Southern Weekend China Corporate Social Responsibility Research Center launched a monthly selection of "Top 10 Corporate Social Responsibility Warning Events". As of December 2023, this work has been carried out continuously for 5 years, and a total of 510 monthly top 10 corporate social responsibility deficiency events have been evaluated. This involves 135 incidents in the field of consumer responsibility and 35 incidents in the field of employee responsibility, involving well-known companies such as Siemens, Sam's Club, and Pop Mart that are well-known to the public. The types of incidents involved range from product quality and safety issues to employee gender discrimination.[3] Behind the frequent

occurrence of these social responsibility incidents is clearly a concrete manifestation of the inadequate fulfillment of corporate social responsibility by various stakeholders of the enterprise. By comparing the ideological and political guidance outline of the previous course with the educational requirements for management students, it can be seen that the cultivation of social responsibility awareness for future business successors is very important.

Curriculum ideology and politics is a term with Chinese characteristics. But for the educational requirements of management students under ideological and political guidance, there is a corresponding concept internationally, which is responsibility management education. The United Nations Global Compact Leaders Summit announced the United Nations Principles for Responsible Management Education, also known as UNPREM or PRME, in 2007, committing business schools to transform by introducing advanced concepts of social responsibility and sustainable development, sharing responsibility research, education, and sustainable development management experience within business schools, and implementing sustainable and responsible management education. By the end of 2023, there are more than 800 signatories from more than 90 countries in China, and 23 business schools in Chinese Mainland, such as School of Economics and Management of Tsinghua University, Tongji SEM, have joined the organization.[4] The accreditation and evaluation of globally renowned business schools, such as AACSB (The Association to Advance Collegiate Schools of Business) standards, often incorporate relevant principles of PRME.

The study adopts the method of case analysis, taking a university in southern China as an example, to explore how to integrate the internationally recognized PRME with the ideological and political requirements and content of Chinese courses, and explore a path that not only conforms to the PRME business education concept, but also meets the requirements of the "three in one" ideological and political education in Chinese courses, in order to better exchange and dialogue China's business education concept and practice with the international community, and promote the all-round cultivation of business talents. This study is a beneficial attempt to explore how China's curriculum ideological and political education system and model can move towards the international stage.

2. LITERATURE REVIEW

The literature review mainly focuses on the construction of "curriculum ideology and politics" for business students and the "current situation of responsibility management education in China".

"Curriculum ideology and politics" refers to a form of ideological and political education in which teachers rely on the curriculum to excavate the ideological and political elements contained in various subject specific knowledge and teaching methods, integrate ideological and political education theory and practice into curriculum content, curriculum design, textbook writing, and other processes, and ultimately achieve the educational effect and teaching objectives of spring breeze and rain, moistening things silently.[5] It can be seen that curriculum is the carrier of ideological and political construction in curriculum. The main content of "curriculum ideology and politics" construction should revolve around the core point of comprehensively improving talent cultivation ability, and focus on optimizing curriculum ideological and political education content around political identity, patriotism, cultural literacy, constitutional and legal awareness, moral cultivation, and other key areas. Currently, research on the construction of ideological and political education in courses mainly focuses on topics such as "integration of ideological and political elements"[6], "implementation paths"[7], and "evaluation of curriculum ideology and politics"[8].

Specifically for the cultivation of business students, "Business Ethics" is a great foundational course designed to develop their basic business ethics and moral concepts. As a classic discipline in business schools, "Business Ethics" entered the classroom in the 1980s, mainly studying the ethical and moral issues of various behaviors in business activities, that is, the ethical norms and guidelines that individuals or organizations should abide by in engaging in business activities. Its core is to establish a more conscious sense of responsibility and combine it with the larger concept of capitalism, the goals of the company, and how to make correct decisions.[9] Unfortunately, the proportion of universities in China that offer courses on business ethics is not high at present. In a 2014 study, only 26 of the "211 universities" in management colleges offered courses related to corporate social responsibility, [10] and there were even fewer universities that integrated business ethics education with ideological and political education.

At present, there is not much research on responsibility management education in China, and there are less than a hundred articles related to the topic of business responsibility management education found through CNKI. Most of the research on PRME education in China still focuses on the difficulties and challenges it faces. According to the 2014 Business School Evaluation Report released by Shangdao Zongheng, the current situation of responsibility education in domestic business schools is uneven. From the evaluation of courses, certification, teaching and other aspects, it can be seen that Chinese business schools are already paying attention to responsibility education. However, the overall vision of business schools, student major settings, and enrollment requirements can reflect to some extent that business schools still need to systematically deepen the implementation of responsibility education.[11] Ten years have passed and no updates on relevant data in this field have been seen, which reflects the current lack of research in this field in China. However, it is gratifying that more and more domestic business schools are paying more attention to responsibility management education. For example, Zhongnan University of Economics and Law released the first ESG (Environmental, Social, Governance) report on MBA education in mainland China in 2023, detailing its MBA student education training program, framework, and ESG indicators.[12]

Chinese scholars often use the concept of "value driven" or "value led" to discuss the logic and path of curriculum ideological and political construction when studying it. For example, the embodiment of China's core socialist values is all required in the construction of curriculum ideology and politics. There are also value-driven discussions on responsibility management education in foreign research. Audebrand et al. systematically explained the use of value driven methods to carry out responsibility management education.[13] They believe that the two most important principles of business schools are: first, incorporating responsibility values into their teaching and educational activities; second, training current and future leaders so that they can create sustainable value for business and society. They interviewed 35 staff members from the management department of a business school and coded the values of responsibility management education into individual, organizational, and societal standards. The resulting values included effectiveness, integrity, altruism, courage, solidarity, humility, and agility.

3. LOCALIZATION PRACTICE IN CHINA

As a characteristic of business education, ideological and political education is the responsibility management education (PRME) of business. PRME proposed some principles for responsible management education, which were six principles before 2023 and updated to seven principles after 2023, namely: purpose, value, teaching, research, partnership, practice, and sharing. PRME hopes that business schools can integrate these seven principles into their responsibility management education for students.

Next, this paper will first introduce the specific connotations of these seven principles, and then take a university in south China as an example to analyze how it effectively integrates responsibility management education with curriculum ideology and politics through the specific practices of curriculum ideological and political construction in China, so as to provide ideas for promoting and introducing China's curriculum ideology and politics in an international context.

3.1 The Specific Connotations of the Seven Principles of PRME

According to the specific content of the seven principles published on the official website of the United Nations PRME, they are explained as follows:

- Principle 1 – Goal: The purpose of promoting responsibility management education is to promote inclusive prosperity in a diverse and inclusive ecosystem by advancing responsibility management education.
- Principle 2 – Value: The value of responsibility management education is to make the educational responsibility of business schools and their accountability to society and the planet the core of work.
- Principle 3 – Teaching: It is to change the learning environment by integrating responsible management concepts and practices into the school curriculum and teaching methods.
- Principle 4 – Scientific Research: It is to study individuals, organizations, institutions, and the state of the world through scientific means, in order to inspire responsible management and educational practices.

- Principle 5 – Partnership: It is to form partnerships with people from business, government, civil society, and academia to promote responsible and accountable management education and practice.
- Principle 6 – Practice: It requires educational organizations to adopt a responsible attitude and implement responsible management principles in their governance and operations.
- Principle 7 – Sharing: Business schools and other educational organizations should strive for mutual success and failure in order to achieve collective learning and best realize common values and goals.

3.2 Localization Practice in a University in China

The case school is located in the southern region of China, and its business school has 6 majors including business administration, with more than 50 dedicated teachers and over 2000 students. "Business Ethics", as a representative course of responsibility management education, was launched in 2018. As of the end of 2023, over 800 students have studied "Business Ethics". Here are its specific practices in the seven objectives of PRME.

In response to the goal principle of principle 1, the college has conducted a systematic review of its development strategy, improved its vision and mission for business school development, and reflected its ethical responsibility management goals in its vision and mission. It aims to cultivate "talents who have an international perspective and a strong sense of social responsibility to benefit the people". This is actually the determination of educational goals at the organizational level under the OBE educational philosophy. To implement ideological and political education in the curriculum, it is to embed ideological and political content into the educational goals at the organizational level, in response to the specific requirements of the "Guidelines for Ideological and Political Education in Higher Education Curriculum" for management talents to "promote ideological and political education in the curriculum based on professional characteristics classification", that is, to "cultivate students' professional qualities of serving the people, providing honest services, and cultivating both morality and law". Driven by the organizational vision and mission, the curriculum system of the business school has added courses such as

"Business Ethics" to strengthen responsibility management education in terms of professional characteristics.

In response to the value principles of goal 2, the business school actively cultivates an organizational culture that is responsible for the planet and society. From 2018 to 2024, the college has persisted in holding annual lectures related to environmental and social issues for teachers and students. During the COVID-19 epidemic, teachers and students of the college actively participated in the local volunteer activities for epidemic prevention and control.

The implementation of the teaching principle for goal 3 is achieved through a complete curriculum ideological and political construction system. The college maintains a high degree of consistency by starting from its educational goals, professional talent development goals, and curriculum teaching goals. In terms of teaching methods in the course, taking "Business Ethics" as an example, role-playing is integrated to help students understand corporate governance structures; By allowing students to analyze the ESG or corporate social responsibility reports of companies in practice, they can understand the problems and challenges faced by companies in fulfilling their social responsibilities; Through classroom debate competitions, students are encouraged to develop critical and argumentative thinking in controversial concepts such as the relationship between "benefit" and "righteousness".

In response to the research principles of goal 4, the college has mobilized students and teachers to actively conduct research on social responsibility. Through practice, students have completed a series of research works such as "Research on the Impact of Corporate Social Responsibility on Employee Work Performance" and "Research on the Impact of ESG Performance on Corporate Image - Taking XM Company as an Example".

In response to the partnership principle of goal 5, the college has established over 40 school enterprise cooperation bases through extensive cooperation with local enterprises, with more than 40 enterprise mentors participating in students' professional cognition, internship guidance, and other work. The college successfully held six port and shipping logistics conferences to discuss the development of green logistics with industry experts. The college also invites colleagues from other universities who have done well in the field of responsibility management education to give

relevant lectures to the faculty and students of the college. The college also holds discussions with enterprises through school enterprise associations and solves their sustainable development problems through student competitions and other means.

In response to the practical principles of goal 6, in addition to the classroom, students are encouraged to participate in social responsibility problem-solving competitions through competitions, conduct summer research in industrial parks, and other practical activities to deepen their understanding of corporate social responsibility practices.

Regarding the sharing principle of goal 7, in terms of knowledge accumulation, it is recommended to use a case library and a student assignment library; At the same time, the college participates in industry forums to understand the expectations of enterprises for responsibility management education in business schools, the problems faced by enterprises in fulfilling social responsibilities, and some best practices. These cases are accumulated and presented to students for review and analysis in the classroom, and then feedback is given to corresponding teaching knowledge points. Through the interaction and communication between schools and enterprises, between schools, and between enterprises, responsibility management education can not be disconnected from practical needs and achieve mutual learning and teaching.

3.3 The Path of Implementing Responsibility Management Education Through Curriculum Ideology and Politics

How to achieve responsibility management education for business students through curriculum ideological and political construction? Through analysis, it can be seen that value driven can become a link point.

Both the ideological and political education requirements for management courses and the responsibility management education requirements aim to shape the correct corporate social responsibility concept among business students through education. According to the guidance outline of curriculum ideology and politics, at the micro level, it is hoped that students will have good

professional ethics and pursue both morality and law; On the medium level, it is hoped that students can operate organizations with integrity and compliance in order to succeed; Macroscopically, it is hoped that students will pay attention to national strategies and benefit the people. Among the seven principles of responsibility management education, the principles of goals and values focus on macro level issues; The principles of teaching and research address issues at the micro individual level; The principles of practice, partnership, and sharing focus more on organizational or meso level issues. Based on the two lines of Chinese "curriculum ideological and political education" and international "responsibility management education", through value driven path carriers and content carriers such as curriculum, practice, school-enterprise joint education, and social problem solving, we aim to achieve a perfect integration of Chinese curriculum ideology and politics and international responsibility management education in the field of business.

Specifically, at the micro level, it is necessary to construct students' cognitive and ability systems for responsibility management, such as acquiring ESG related knowledge and analyzing the ESG risks faced by enterprises, requires the implementation of diverse classroom designs and various teaching methods for curriculum ideology and politics (teaching principles and research principles), such as classroom case analysis of corporate social responsibility risks, classroom debate competitions, ESG post class practices, and other activities that integrate ideological and political elements. At the meso level, it is a must to change organizational practices, such as business strategies, industry norms, attitudes towards competitors and suppliers (practical principles, partnership principles, sharing principles), which can be achieved through the construction of ideological and political teaching staff, knowledge base construction, academic seminars, and school-enterprise cooperation. At the macro level, how to solve the problems faced by the current business society is very consistent with curriculum ideological and responsibility management education, both of which are achieved through educating people, cultivating talents, and creating a good business environment. The specific approach is to set clear educational goals and achieve the fundamental goal of fostering virtue. (As shown in "Figure 1")

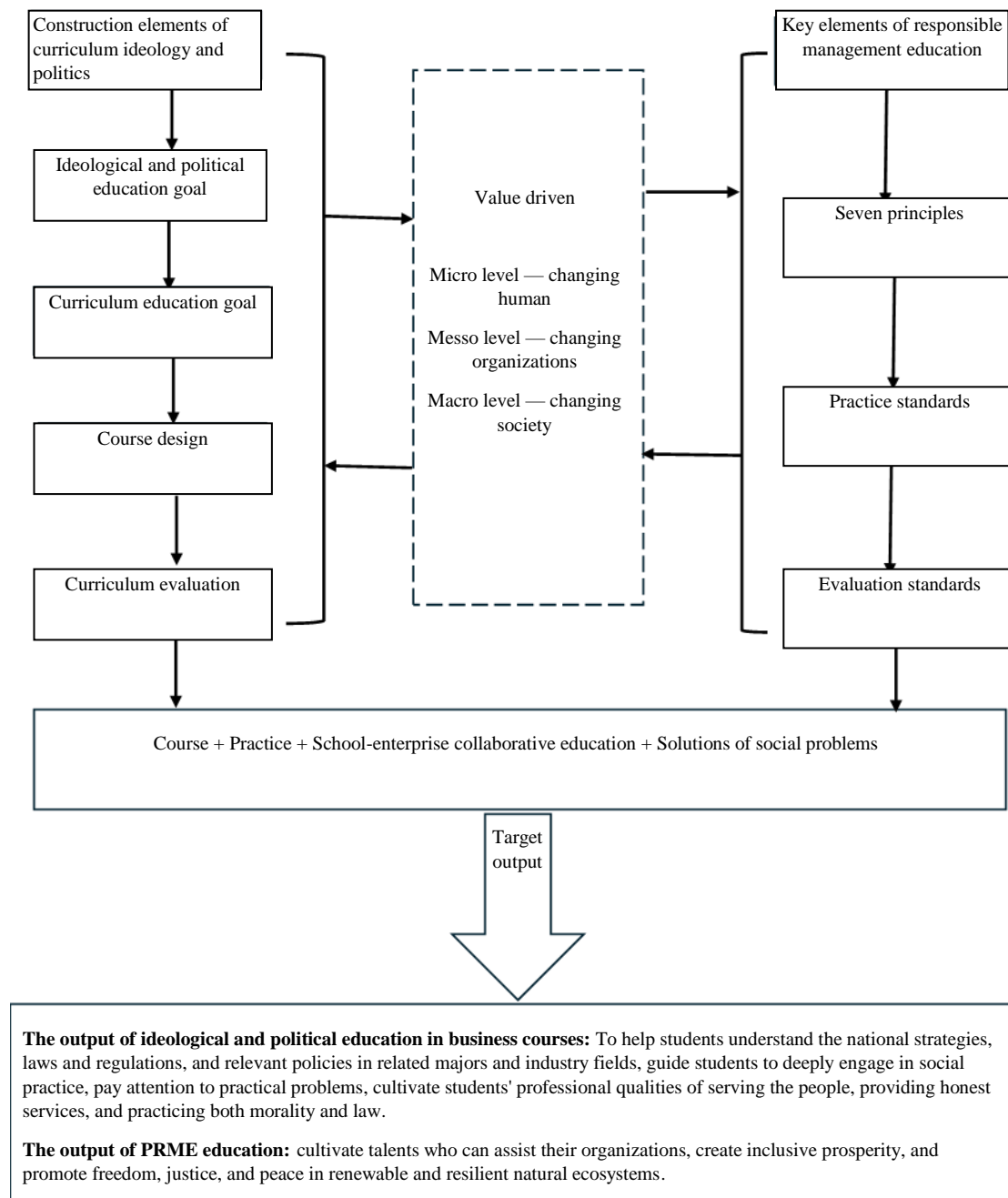


Figure 1 Implementation path of business responsibility management education offline within the curriculum ideological and political framework.

4. CONCLUSION

The research on responsibility management education in China is relatively scarce and not deep enough, but in recent years, the research in the field of curriculum ideology and politics has been rich and vigorous. There is a natural connection between ideological and political education in courses and responsibility management education,

both of which are based on "educating people" and emphasize positive values and responsibilities. Both require systematic design and implementation. Business education can integrate the two very well. When conducting curriculum ideological and political construction and research, it can bring the perspective of responsibility management education. In the future, on the international stage of responsibility management education exchange, it

is necessary to use the framework of Chinese curriculum ideology and politics to tell the story of Chinese responsibility management education well. It is also necessary to use the discourse system of responsibility management education to present the wonderful construction of Chinese curriculum ideology and politics, and promote Chinese style responsibility management education.

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