# The Future of Responsible Management Education

## Responsible management education and the digital transformation challenge

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Chapter 3

# Challenges for Responsible Management Education During Digital Transformation.

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## Abstract

The author responds to the enormous optimism and belief in the future importance of scientific and technological development, which the public and schools consider evidence of scientific progress. Students naturally also take over the high expectations of investors, industry, and state administration. According to current research, the technological spirit of our times is also an expression of an unavoidable lack of contextual knowledge of minimal historical lessons, social, anthropological, and environmental consequences for the future development of the digital transformation. The question is whether educators are aware of the holistic impact of all forms of robotics, automation, and artificial intelligence. The preparation of the young generation for responsible management faces considerable challenges, which must include a critical evaluation of technological visions. Thus, business schools react with some delay to the outdated conception of capitalism, neoliberal economics, the fragmented concept of managerial responsibility, and reduced assessment of business results. The originality of the approach includes fundamental philosophical and anthropological challenges that translate into the transformation of the life and work of future generations. The chapter aims to enter school syllabuses and executive education of managers with the essential elements of responsibility.

## 1. The discovery of the human ability to control technology

## 2. Modern optimism of technological progress

### 2.1. Optimism of critical rationalism

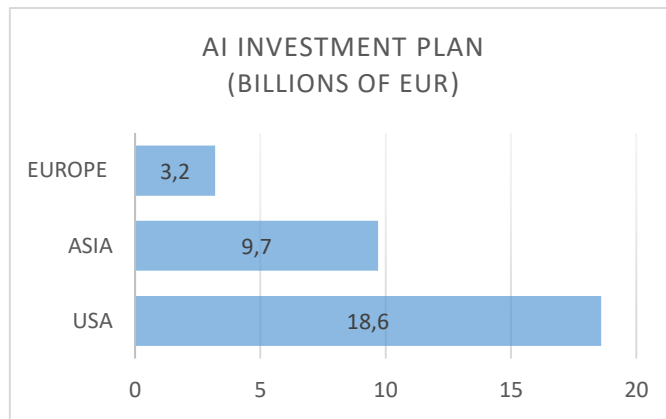### 2.2 The optimism of uncritical faith in progress

Fig. Nr. 2. AI Investment plan. Source: European parlament, 2021.
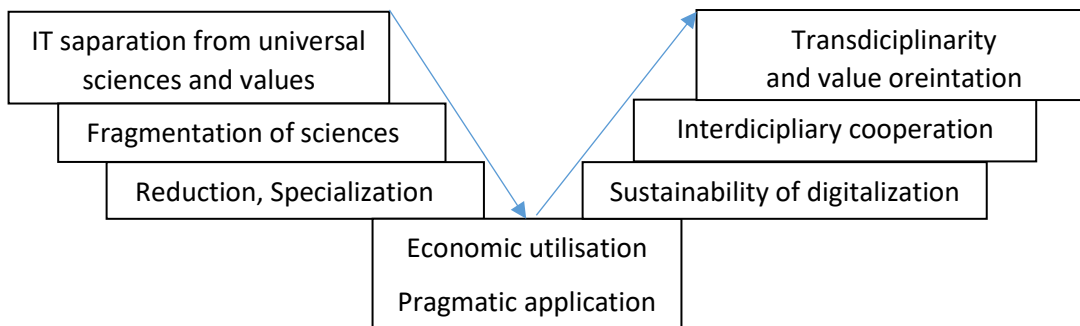
## 2.3 Limits of technological optimism



Fig Nr. 1  Reflection in Changing Scientific Thinking, Source. Own adaptation.

## *3.* Challenge for the position of human being

### 3.1 Basic anthropology of rationalism

### 3.2 Limits of anthropological imitation of artificial intelligence

| Artificial conditions | Human assumptions |
|---|---|
| Logic algorythm | Logic thinking, context understanding<br>Self-awareness |
| Computational complexity | Complex learning, critical thinking |
| Higly objectivity | Personal responsibility,<br>social relations, love, feelings, empathy, partnership,<br>friendship |
| Speed of data processing | Natural and social conditions, patience,<br>long-term value orientation |

| Machine with no human characteristics | Beliefs, hopes, patience, joy, kindness, goodness, faithfulness, self-control |
|---|---|
| Machine with no moral and ethical responsibility | Moral and ethical responsibility, ethical dillema solutions na mnoha různých úrovních future value - orientation |

Tab. Nr. 1. The difference between AI-pre-requisites and human prerequisites for responsible management education. Source: Own adaptation.

### 3.3 Ethical challenges fo digital transformation

## 4. Challenges for management education

### 4.1 Challenge for technology departments

### 4.2. Challenges for general management

### 4.3. Challenges for international management

## Conclusion

The first thing we realized is the huge context that digital transformation holds. All the scientific, technological, legal, social, and ethical challenges affect the future. The managerial challenges of digital transformation have recently been very clearly summarized concerning sustainability management by Steffen Lange & Tilman Santarius (2020).

In the presentation of this chapter, we can summarize the individual points and challenges for responsible management education in a clear way:

a) Understand the historical and philosophical development of modern science that has created unheralded emphases in management education.

b) To recognize the immense optimism in technological advancement and digitalization that tends to weaken managers' critical and value-based thinking on ethical issues.

c) To understand the basics of personal responsibility within an anthropological understanding of the uniqueness of the human being that technology seeks to imitate.

d) To reflect on the specific challenges of management education and apply them to the educational practice of managers of the future.

The author of the chapter certainly does not claim to be exhaustive of all possible connections. Yet, he presents the points made with the hope that they will inspire readers, teachers, students, and managers to personal and corporate activism, the

creation of new human, social and environmental values or quality culture, even though we are so strongly influenced by the digital transformation (Weber, 2020).

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