

Table 1: Articles informing the development of a conceptual framework of responsible management learning processes.

Literature on RM and RML (Author/year)	Focus of interest	Relevance of scholarly work	Learning process
Abdelgaffar (2021)	A review of responsible management education	Reviews literature from RME finding action-based and transformative participatory learning	Situated, Social & transformative I
Allen <i>et al.</i> (2017)	Locates responsibility for sustainability at the level of the individual manager	Reflective practice and reflexivity are proposed to develop responsibility for sustainability	Morally reflexive and reflective
Balsiger <i>et al.</i> (2017)	Argues transformative learning's importance as a means for education for sustainable development to promote critical self-reflection	Transformative learning for sustainability disrupts basic assumptions, and through critical reflections leads to new world views.	Transformative Disorientating dilemmas
Benn <i>et al.</i> (2013)	Discusses the challenge of implementing sustainability and responsible practice across an organisation.	Focuses on organisational learning recognising the need for social learning to transfer learning from the individual to the organisational level. This is achieved through the development of 'communities of practice', facilitating the transfer of knowledge across disciplinary boundaries and enabling the institutionalisation of knowledge.	Social & situated learning Knowledge process Communities of practice
Blakeley & Higgs (2014)	Examines HRD's role in developing responsible leadership	HRD's role in legitimising new dialogues, building communities of responsible leaders	Community of practice
Carmeli <i>et al.</i> (2017)	Examines sustainability-related behaviours in organisations using lens of 'ethic of care'.	Not explicitly discussed but acknowledges importance of organisational culture in shaping behaviour. Social identity perspective.	Social
Chapple <i>et al.</i> (2020)	Explores transformational learning achieved through carbon literacy training.	Finds social learning within communities of practice occurred when discursive space was created.	Social
Cullen (2020)	Examines literature on RM education and learning identifying four categories of literature, one of which is responsible individual learning. However, studies are found to focus on individual RML in formal educational programmes.	Highlights importance of values formation. Reports traditional pedagogical approaches are not useful for developing RM.	
Doh & Quigley (2014)	Focuses on responsible leadership (RL) entailing stakeholder management, through a psychological (trust-based) or an informational (boundary-spanning and knowledge) path.	Learning through knowledge exchange with stakeholders. Importance of dialogue.	Knowledge processes
Figueiredo <i>et al.</i> (2021)	Study of workplace learning for sustainable consumption. Focus is on organisational learning, through individual learning in the workplace	Practice-based learning situated and social learning. Finds sharing knowledge between experts & novices, embedding knowledge & innovating knowledge to be important to individual learning.	Knowledge processes Social Community of practice
Fougere, Solitander & Maheshwari (2020)	Examines RML in student-manager service-learning courses	Stresses the importance of boundary-spanning roles & reciprocal learning	reciprocal
Hauser (2020)	Examines training objectives, approaches, and roles of instructors in ethics and compliance training programs	RML entails content (raising awareness), learning (developing intentions) and practice oriented (behaviour).	
Hibbert & Cunliffe (2015)	Conceptual paper on disconnects between abstract knowledge given to students of	Explicit focus on learning as 'transformative journey'. Individual learning through 'moral reflexive practice'	Transformative Threshold concepts

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	management, and the actual practice of management. Argues for improved self-insight enabling irresponsible practice to be challenged. However, remains within an educational context.	drawing on 'threshold concepts' is argued to be mode of learning for developing responsible management practice. Learning is needed to change practice and is part of practice.	
Laasch Moosmayer & Antonacopoulou (2022)	Offers responsible management competences in six domains of being, becoming, acting, interacting, knowing, and thinking	How managers learn & develop these personal competences is not discussed	Competence development
Montiel et al. (2020)	Threshold concept approach to learning for corporate sustainability	RML requires transformation of the learner's mindset. This it is argued is achieved through learning opportunities that enable critical reflexivity in respect of key threshold concepts.	Reflexive Threshold concepts
Pless et al. (2012)	Examines HRD 's role in developing responsible practice in managers: an international service level- learning program	3 learning processes identified: paradoxical experience, new life-world and sensemaking	Experiential learning
Parkes, C., Blewitt, J. (2011)	Examines transdisciplinary learning and reflexivity in RME		reflexive
Voegtlin (2016)	RL requires ability to make an ethical judgment of current values and moral courage.	RML is not explicitly discussed, focus is on managers developing moral awareness and moral courage.	