University of St.Gallen

Course and Examination Fact Sheet: Spring Semester 2024

10,161: Ethics, Responsibility and Sustainability in Management Research

ECTS credits: 4

Overview examination/s

(binding regulations see below)
decentral - Active participation, Analog, Individual work individual grade (10%)
Examination time: Term time
decentral - Written work, Digital, Individual work individual grade (30%)
Examination time: Term time
decentral - Written work, Digital, Individual work individual grade (60%)
Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer
10,161,1.00 Ethics, Responsibility and Sustainability in Management Research -- English -- Bschir Karim , Weibel Antoinette ,
Wettstein Florian , Walls Judith Louise

Course information

Course prerequisites

No prerequisites.

Learning objectives

The learning objectives of this course aim to help participants live the University of St.Gallen's motto: "From Insight to Impact".
Hence:

- The purpose of this required course is to sensitize PMA students to the role of ethics, responsibility, and sustainability in
  scholarship. As such, this course takes a critical and reflective perspective of how scholarly research is influenced by
  norms and normativity, (implicit and explicit) values, incentive structures for faculty and Ph.D. students, and so on, which
  can affect not only how we do research, but also what type of research we do, and our ability to have real-life impact in
  terms of *rigor*, *relevance*, and *responsibility*, the 3 Rs.
- The course will cover what it means to do research ethically, responsibly, and sustainably. We will discuss topics like
  biases that occur in scholarship, the role of values in research, and the social responsibilities of science.
- Topically, the course additionally provides a basic introduction to business and human rights, social responsibility,
  environmental sustainability, planetary boundaries, etc. The purpose is to raise students' awareness of these topics so that
  they may consider them in their scholarly journey.
- This course will not provide a comprehensive overview/discussion of theories used in ethics-, responsibility-, or
  sustainability research. Other courses in the PMA program and across the HSG serve this purpose.
- The course is taught jointly by key experts in the areas of ethics, responsibility, and sustainability who will lead
  discussions of how positive ERS practices can be embedded into your research.
- You will learn about how ERS influences the choice of research topic, methods, collaborations, authorship rights,
  plagiarism, transparency, privacy, data collection, and so on.
- As part of the course, you will also develop your own ERS agenda, and how to enact ERS into your life, scholarship, and
  practice.

Course content

This course will cover ERS topics that are relevant in the real world and explore how these are connected to both business

practices and academic scholarship. As such, the course will contain two types of content:

A: Basic overview of ERS concepts such as those in ethics and environmental & social sustainability (e.g. climate change, human rights, etc), to help you familiarize yourself with key ideas and consider how they may apply to your PhD journey and field.

B: Discussions on best practices of ethics, values, and responsibility in research and on the question of how we as researchers or future managers want to show up in the world (deliberation on moral issues within and along the Ph.D. process, challenges for future scholars, the community of researchers and more broadly our contribution to a good workplace embedded in the ERS paradigm) and application to your Ph.D. journey whatever your field.

Day 1:

- Short introductions of basic concepts in ethics, responsibility, and sustainability.
- Defining what is rigorous, relevant, and responsible research.
- Reflecting on the role of normativity in research.

Day 2:

- Me, as an ethical and responsible researcher.
- Reflecting on research ethics.

Day 3:

- The role of values in science.
- Reflecting on personal ERS journey.
- Developing an ERS manifesto.

Course structure and indications of the learning and teaching design

This course is a workshop and will be taught in 3 full-day sessions. All students must come thoroughly prepared for each session. Reading, taking extensive notes, and analyzing each reading assignment carefully before the meetings should be part of the appropriate preparation for the sessions. You are expected to bring your notes to the session.

Grades will consist of three components which will be weighted as follows: 60% Ethics, Responsibility, and Sustainability Manifesto (individual assignment), 30% written reflection paper (individual assignment), and 10% active participation including extensive note-taking during your readings (individual assignment).

The class is expected to function as an expert team on the respective topic of the full-day sessions.

Research Paper

You are required to submit an individual, manifesto addressing the question, 'What does ERS mean to me and my research?' Thereby, you get the opportunity to incorporate the discussed ERS principles into your research process. The purpose of this paper is to encourage critical reflection on your respective field of research as well as to develop your ability to relate your dissertation topic to real-world grand challenges.

Written Reflection Paper

Write a reflection paper based on insights/conversations/thoughts triggered during the course regarding your research (and/or research in general).

Course literature

Required Readings

Ethics:

Ghoshal (2005). Bad management theories are destroying good management practices.Academy of Management Learning & Education, Vol. 4, No. 1, 75–91.

Honig, B., Lampel, J., Siegel, D. & Drnevich, P. (2017). Special section on ethics in management research: Norms, identity, and community in the 21st century. Academy of Management Learning & Education, 16(1): 84-93.

Petrieglieri, G. (2020). F**k Science!? An Invitation to Humanize Organization Theory. Organization Theory.

https://doi.org/10.1177/2631787719897663

Swiss Academy of Arts and Sciences (2021), Code of conduct for scientific integrity.

Responsibility:

Committee for Freedom and Responsibility in Science (2021). A contemporary perspective on the free and responsible perspective of science in the 21st century.

Bal et al. (2019). Manifesto for the future of work and organizational psychology. European Journal of Work and Organizational Psychology, 28:3, 289-299, DOI: 10.1080/1359432X.2019.1602041

Sustainability:

George, G., Howard-Grenville, J., Joshi, A., & Tihanyi, L. (2016). Understanding and tackling societal grand challenges through management research. Academy of Management Journal, 59(6), 1880-1895.

Harley, B., & Fleming, P. (2021). Not Even Trying to Change the World: Why Do Elite Management Journals Ignore the Major Problems Facing Humanity? The Journal of Applied Behavioral Science.https://doi.org/10.1177/0021886321997189

Keynote with Prof. Dr. Johan Rockström, https://www.youtube.com/watch?v=l6b2d-r7S_E

Nyberg, D., & Wright, C. (2022). Challenging Disciplinary Norms: A Response. Academy of Management Perspectives, 36(3), 962-967.

Nyberg, D., & Wright, C. (2022). Climate-proofing management research. Academy of Management Perspectives, 36(2), 713-728.

Whiteman, G., Walker, B., & Perego, P. (2013). Planetary boundaries: Ecological foundations for corporate sustainability. Journal of management studies, 50(2), 307-336.

Wohlgezogen, F., Osegowitsch, T., McCabe, A., & Mol, J. (2022). Challenging Disciplinary Norms in Management Research to Catalyze Climate Action. Academy of Management Perspectives, 36(3), 955-961.

Optional Readings

Ethics:

Friedland J, Jain T. (2022). Reframing the purpose of business education: Crowding-in a culture of moral self-awareness. Journal of Management Inquiry, 31(1): 15-29.

Greenwood, M. (2016). Approving or improving research ethics in management journals. Journal of Business Ethics, 137: 507-520.

Honig, B., Lampel, J., Siegel, D. & Drnevich, P. (2014). Ethics in the production and dissemination of management research: Institutional failure or individual fallibility? Journal of Management Studies, 51(1): 118-142.

Newstead, T., Dawkins, S., Macklin, R., & Martin, A. (2021). We don't need more leaders–We need more good leaders. Advancing a virtues-based approach to leader (ship) development. The Leadership Quarterly, 32(5), 101312.

Resnik, David B. (2005). The ethics of science: an introduction. London: Routledge.

https://aom.org/about-aom/governance/ethics/code-of-ethics

https://www.unisg.ch/en/forschung/forschenanderhsg/ethikkommission

Responsibility:

Bachmann, C., Habisch, A., & Dierksmeier, C. (2018). Practical wisdom: Management's no longer forgotten virtue. Journal of Business Ethics, 153(1), 147-165.

Freeman, R.E. (2017). The new story of business: Towards a more responsible capitalism. Business and Society Review, 122(3): 449-465.

Laasch, O., Suddaby, R., Freeman, R.E. & Jamali, D. (2021). Mapping the emerging field of responsible management: domains, spheres, themes, and future research. In Laasch, O., Suddaby, R., Freeman, R.E. & Jamali, D. (Eds), Research Handbook of Responsible Management, pp. 2–39. Edgar Elgar.¨

Longino, Helen E. (1990). Science as social knowledge: values and objectivity in scientific inquiry. Princeton, NJ: Princeton Univ. Press.

Oreskes, N. (2019). *Why trust science?* Princeton University Press.

Oreskes, N., & Conway, E. M. (2011). *Merchants of doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming.* Bloomsbury Publishing USA.

Tsui, A.S. (2022). From traditional research to responsible research: The necessity of scientific freedom and scientific responsibility for better societies. Annual Review of Organizational Psychology and Organizational Behavior, 9: 1-32.

Sustainability:

Bansal, P. (2019). Guidepost: Sustainable development in an age of disruption. Academy of Management Discoveries, 5(1): https://doi.org/10.5465/amd.2019.0001

Bansal, P., & Roth, K. (2000). Why companies go green: A model of ecological responsiveness. Academy of management journal, 43(4), 717-736.

Bansal, P., & Song, H. C. (2017). Similar but not the same: Differentiating corporate sustainability from corporate responsibility. Academy of Management Annals, 11(1), 105-149.

Carroll, A. B. (2021). Corporate social responsibility: Perspectives on the CSR construct's development and future. Business & Society, 60(6), 1258-1278.

Contu, A. (2020). Answering the crisis with intellectual activism: Making a difference as business schools scholars. Human Relations, 73(5), 737-757.

Dorado, S., Antadze, N., Purdy, J., & Branzei, O. (2022). Standing on the shoulders of giants:

leveraging management research on grand challenges. Business & Society, 61(5), 12421281.

Ergene, S., Banerjee, B.S., & Hoffman, A.J. (2021). (Un)sustainability and organization studies: Towards a radical engagement. Organization Studies, 42(8): 1319-1335.

Etzion, D. (2007). Research on organizations and the natural environment, 1992-present: A review. Journal of Management, 33(4), 637-664.

Ferraro, F., Etzion, D., & Gehman, J. (2015). Tackling grand challenges pragmatically: Robust action revisited. Organization Studies, 36(3), 363-390.

Hoffman, A. J. (2021). Business education as if people and the planet really matter. Strategic Organization, 19(3), 513-525.

Hoffman, A. J., & Jennings, P. D. (2015). Institutional theory and the natural environment: Research in (and on) the Anthropocene. Organization & Environment, 28(1), 8-31.

Masson, R., (2022) Tenure and the Arrival Fallacy. Available at https://www.chronicle.com/article/tenure-and-the-arrival-fallacy?

Orlitzky, M., Schmidt, F. L., & Rynes, S. L. (2003). Corporate social and financial performance: A meta-analysis. Organization studies, 24(3), 403-441.

Tsui, A. S. (2021). Responsible research and responsible leadership studies. Academy of Management Discoveries, 7(2), 166-170.

Walls, J.L., Salaiz, A., Chiu, S.C. (2021). Wanted: Heroic leaders to drive the transition to "business beyond usual". Strategic Organization, 19(3), 494-512.

Williams, A. & Whiteman, G. (2021). A call for deep engagement for impact: Addressing the planetary emergency. Strategic Organization, 9(3) 526–537.

Additional course information

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Any information in this fact sheet regarding date, time, and location is non-binding. Binding information regarding date, time, and location will be published in the course directory.

Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination modalities

Examination type	Active participation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Synchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	10%
Duration	--

Examination languages
Question language: English
Answer language: English

Remark
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Examination-aid rule
Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids
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2. Examination sub part (2/3)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

Examination languages
Question language: English
Answer language: English

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Examination-aid rule
Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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3. Examination sub part (3/3)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	60%
Duration	--

Examination languages
Question language: English
Answer language: English

Remark

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Examination-aid rule
Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Examination content

You must attend all the sessions over the three days.

Grading consists of two individual examinations and active participation:

1. Ethics, Responsibility, and Sustainability Manifesto

Write a personal manifesto. We invite you to openly share it with your supervisors if comfortable doing so (but the sharing with the supervisor part is not a mandatory requirement).
Deadline: 2 weeks after the class ends(submit via Canvas).

2. Written Reflection Paper

Write a reflection paper based on insights/conversations/thoughts triggered during the course regarding your research (and/or research ingeneral).
Deadline: 2 weeks after the class ends(submit via Canvas).

3. Active participation

You are expected to have read all the required readings and taken extensive notes to help you internalize what you have read. You must bring all your notes to class.

Examination relevant literature

See the course literature above.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 25 January 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 13 (Monday, 25 March 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: Starting with de-registration period in CW 15 (Monday, 08 April 2024).