**Proposal for Research Lab: Structures of Sustainable Management Programs**

*Talia Stough (Open University), Frédéric Dufays (University of Liège, KU Leuven), Ingrid Molderez (KU Leuven), Wim Lambrechts (Open Univeristy)*

## Our research question

While many business schools are eager to respond to calls made from society to reconceptualize business's role, the nuances between conceptualizations and perspectives leads to many potential ways in which and ERS-focused management program could look. As the popularity of entire management programs dedicated to ethics, responsibility, and sustainability (ERS) themes grows (Hart et al., 2015[1]; Fornes et al., 2019[2]), there is need for schools to understand the most salient dimensions on which such programs are structured as they begin to (re)develop such programs in their curricular repertoire. In this research project, we distilled the defining attributes of ERS-related management programs to offer such a blueprint for schools (re)designing such programs. We were inspired by our own journey(s) in creating curricular program(s), and the lack of overarching frameworks in the literature to help in the development process. Making explicit the different ways in which such a program could manifest is helpful for business schools during discussions to develop such programs.

## Our approach and findings

The first major consideration we focus on is how ERS is structured in a program. We employ a literature review to synthesize, and add to, previous conceptual frameworks on program structure presented in responsible management literature (e.g., Ruskino, 2010[3], Painter-Morland et al.[4], 2016, Séto-Pamies-Papaoikonomou, 2016[5]). Secondly, we employ qualitative content analysis to analyze a sample of European ERS management programs to delineate the most salient dimensions that differentiates approaches. We add to the previous work of Thomas (2005)[6] and Cullen (2019)[7], to describe these, and we develop typographies for how ERS can be structured in a program. It is the intention that the resulting conceptual framework and typologies are useful for the (re)development of management programs through the lens(es) of ERS.



## Plans for an engaging session

We hope that our work not only add to further theorization in RME about the structure and perspective of ERS-focused programs, but that our work also can serve as a basis for schools (re)developing programs can commence their internal dialogues.

As curricular innovations for ERS are emerging across the educational landscape (courses, minor/specializations/programs), the topic of salient dimensions can be of interest to a broad range of participants (instructors/learning line coordinators/program directors/deans). After our presentation of the conceptual framework and analysis that led to the delineation of salient dimensions, we will invite participants to engage in a mapping exercise for reflection of their own program(s) and envisioning possible future evolutions of it based on this research.

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[2] Fornes, G., Monfort, A., Ilie, C., Koo, C.K., and Cardoza, G. (2019). Ethics, Responsibility, and Sustainability in MBAs. Understanding the Motivations for the Incorporation of ERS in Less Traditional Markets. Sustainability, 11(24), 7060.

[3] Rusinko, C.A. (2010). Integrating sustainability in management and business education: a matrix approach. Academy of Management Learning and Education 9(3), 507-519.

[4] Painter-Morland, M., Sabet, E., Molthan-Hill, P., Goworek, H., and De Leeuw, S. (2016). Beyond the Curriculum: Integrating Sustainability into Business Schools. Journal of Business Ethics, 139(4), 737-754.

[5] Setó-Pamies, D. and Papaoikonomou, E. (2016). A Multi-level Perspective for the Integration of Ethics, Corporate Social Responsibility and Sustainability (ECSRS) in Management Education. Journal of Business Ethics 136(3): 523–538.

[6] Thomas, T. (2005). Are business students buying it? A theoretical framework for measuring attitudes toward the legitimacy of environmental sustainability. Business Strategy and the Environment 14(3): 186–197.

[7] Cullen, J. (2020). Varieties of Responsible Management Learning: A Review, Typology and Research Agenda. Journal of Business Ethics, 162(4), 759-773.