

27 – 29 September 2022, Innsbruck | Austria

# 9<sup>TH</sup> RESPONSIBLE MANAGEMENT EDUCATION RESEARCH CONFERENCE

Societal Impact through Entrepreneurship & Innovation

## TRACK 07: SUSTAINABLE ENTREPRENEURSHIP AND INNOVATION: EXPLORING LEGAL, CULTURAL AND DIGITAL FACTORS

### TRACK CHAIRS

**Prof. Dr. Markus Kittler** (Professor Department Management Law, Academic Director Executive PhD, MCI | The Entrepreneurial School®)

**Dr. Daniel Degischer** (Senior Lecturer Department of Management and Law, MCI | The Entrepreneurial School®)

**Dr. Georgios Outsios** (Post-Doc Department of Social Entrepreneurship, Vrije Universiteit Brussels (VUB))

### KEYWORDS

Entrepreneurship, innovation, sustainability, culture, law, digital transformation

### TRACK DESCRIPTION

There is an established discussion that grand challenges can be understood and tackled through business and management research (George et al, 2016). Despite some discussion over its definition, there seems to be consensus to understand particularly social, economic, and ecological sustainability as today's grand challenges (George et al. 2021). Similarly, there is a debate around the role of business and management education in shaping a sustainable future (e.g., Waddock, 2020) often with difficulties in ensuring to translate of the PRME principles into teaching (de Paula Arruda Filho, 2017). This renders entrepreneurs and educators critical stakeholders.

In this context, business schools can generally act as accelerators for sustainability transformation (Akrivou & Bradbury-Huang, 2015) since they shape the way graduates and managers decide throughout their careers (Jabbour, 2010). They also play a key role in transforming societies towards sustainable entrepreneurship activities (Lans, Blok, and Wesselink, 2014). Over the past decades, business schools have started to transform their curricula and granularly added topics on ethics, CSR, and sustainability (Christensen et al., 2007). However, integration and implementation of sustainability aspects remain a challenge for business schools and diffusion across curricula is slow (Doh & Tashman, 2015). Thus, several hurdles remain to be tackled, such as stakeholder inclusion in the transition process (Painter-Morland et al., 2016) or the role of sustainability centers in higher education intuitions (Slager, Pouryousefi, Moon, & Schoolman, 2020), among others.



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Since business schools play an important role in sustainability transitions in entrepreneurship, the particular interest in this call is threefold: We invite publications that explore the roles of legal, technological, and cultural drivers (or inhibitors) of sustainable entrepreneurship and innovation to directly shape or inform management education:

- Regarding legal aspects supporting (or inhibiting) sustainability transition, we highlight the view and observation of Soininen et al. (2021) suggesting that law plays a central role in sustainability transition. However, they posit, that “these roles are poorly understood and integrated into transition research” and call for additional work “understanding and conceptualizing the different roles that complex legal systems play in sustainability transition”. We invite contributions at the nexus of law and management. This research can help to better inform students and illustrate the role of the legal environment in which (social and environmental) entrepreneurship and innovation take place.
- Culture is another important variable in business and management research (e.g., Rattrie et al, 2020). While the GLOBE scholars suggest some universalities that seem to apply across different cultural contexts, they also see a lot of variation (Javidan et al, 2016). However, the role of culture concerning sustainability and diversity appears under-researched but is, yet, considered a decisive determinant of sustainability transition (Isensee et al., 2020; Teran-Yopez, et al., 2020). This call particularly invites works that aid our understanding of how and why we might perceive sustainability differently in different cultural contexts. Such research will help to teach issues around sustainability in (culturally) diverse classroom settings.
- Digital transformation replaces formerly analog practices of society with their digital version, carrying the underlying assumption that such a transformation allows for higher effectiveness and efficiency. This leads to digital ecosystems generating new practices (e.g., Morgan-Thomas et al, 2020). However, the recent past has also shown that our society struggles with addressing sustainability challenges successfully. While the technical solutions for many of the recent challenges already exist, current practices of individuals usually fall behind expectations. For a better understanding of sustainable practices (also going beyond systemic and individualist paradigms, Spaargaren, 2011), we encourage contributions focusing on digital transformation and sustainability in everyday practices generally and in teaching and education in particular.

This track is interested in research addressing such sustainability challenges around the three broad themes of law, culture, and digital transformation. We invite conceptual works and empirical papers of practical and theoretical relevance (Kittler, 2018). While the call is mainly focused on the ideas of social entrepreneurship and responsible management education, we are also open to works involving other stakeholders related to responsible management and responsible management education. For the acceptance of submissions, it



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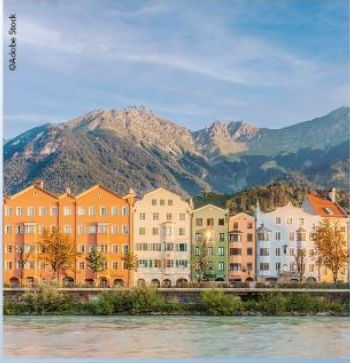
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will however be important to establish such a link. For instance, authors could use the work of Mitchell et al. (1997) who suggest power legitimacy and urgency as key relationship attributes that constitute a typology of stakeholders and provide rationales for stakeholder identification.

The call is targeted at academics from all fields, particularly business, management, and education research. We are open to reviewing papers from doctoral-level research in the areas above and practitioner input. We look forward to receiving your contributions.

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