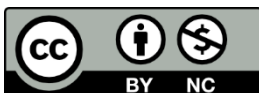




**The EFFORT Controlling Tool:
An Instrument to Evaluate the Effectiveness
of Sustainability- and Responsibility-Related Teaching**

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GENERAL INFORMATION ON THE CONTROLLING TOOL

1

What the Controlling Tool is...

The Controlling Tool represents an instrument for testing the effectiveness of CSR-, (business) ethics-, sustainability- and responsibility-related teaching formats/ courses. It consists of two standardized questionnaires, a pre-course and a post-course questionnaire, which are available in a paper-pencil as well as an online format in different languages (currently in English, Finnish, German, Hungarian, Italian and Spanish). Within this document, the English paper-pencil version is provided.

How it works...

In order to evaluate the effectiveness of a teaching format/ course using the Controlling Tool, a pretest-posttest-design needs to be applied: teaching format/ course participants need to be surveyed before format/ course participation using the pre-course questionnaire and after it using the post-course questionnaire. The pre- and the post-course questionnaire contain the same questions on different constructs that were shown to be of relevance for responsible and sustainable behaviour. Those constructs include, for example, participants' values, attitudes, norms and intentions to act responsible as future leaders. They are summarized in a theory-guided research model on which the questionnaires are based. By matching the pre- and post-course questionnaires of participants and analysing their development on the different constructs, insights on the effectiveness of the teaching format/ course in terms of fostering an increase in these constructs can be gained. Besides to the items measuring the different constructs, there are also some questions on socio-demographic and other aspects in either the pre- or the post-course questionnaire included.

How it is recommended to be used...

Regarding data gathering it is recommendable to include questionnaire completion within the programme of the first as well as last teaching format/ course session and therefore actively give participants time in class to do the questionnaires. This promotes a higher participation rate and enables a more controlled completion situation. In case participants are instructed to prepare contents of the class before the first session and/or work on contents of the class after the last session, the timing of the conduction of the survey needs to be reconsidered. Participants need around 15 minutes to fill in the pre-course

questionnaire and around ten minutes to complete the post-course questionnaire. In addition, the use of online instead of paper-pencil questionnaires is advisable as it, for example, reduces the data preparation work. Previews on online questionnaire versions can be found here: <https://effort.lehre.hwr-berlin.de/results/controlling-tool>. Finally, participation should not be set mandatory and necessary data protection precautions have to be taken prior to data collection (e.g. integration of privacy policy and declaration of consent).

Respective data analysis, different programmes such as Microsoft Excel or statistical software as SPSS and R can be used.

PRE-COURSE QUESTIONNAIRE

2



SURVEY

Dear participant,
thank you very much for your participation in this study! By taking this survey, you are making a valuable contribution to our research project. This survey will require roughly 15 minutes to complete. For the purpose of our research, it is very important that you assess yourself realistically and honestly express your true opinions.

If you have any questions, please contact (*name*) from (*institution*): (*e-mail address*)

First, we would like to ask you to give some information on your person.

Q1: Please indicate your nationality or citizenship:

If you have two nationalities/citizenships, you can choose both.

If your nationality(ies)/citizenship(s) is/are not in the list, you can enter it/them yourself under the option(s) *Other*.

- Afghan
- Albanian
- Algerian
- American
- Andorran
- Armenian
- Austrian
- Azerbaijani
- Bangladeshi
- Belarusian
- Belgian
- Bosnian-Herzegovinian
- Brazilian
- British
- Bulgarian
- Canadian
- Chinese
- Croatian

- Cypriot
- Czech
- Danish
- Dutch
- Egyptian
- Estonian
- Filipino
- Finnish
- French
- Georgian
- German
- Ghanaian
- Greek
- Hungarian
- Icelandic
- Indian
- Indonesian
- Iranian
- Iraqi
- Irish
- Israeli
- Italian
- Japanese
- Jordanian
- Kazakh
- Kosovar
- Kyrgyz
- Lao
- Latvian
- Lebanese
- Lybian



- Liechtenstein
- Lithuanian
- Luxembourgish
- Macedonian
- Maltese
- Moldovan
- Monegasque
- Mongolian
- Montenegrin
- Moroccan
- Nepalese
- Nigerian
- North Korean
- Norwegian
- Pakistani
- Polish
- Portuguese
- Romanian
- Russian
- San-marine
- Serbian
- Slovak
- Slovenian
- South Korean
- Spanish
- Sri Lankan
- Swedish
- Swiss
- Syrian
- Taiwanese
- Tajik





Thai

Tunisian

Turkish

Turkmen

Ukrainian

Uzbek

Vatican

Vietnamese

Other:

Further other (if you have two nationalities that both are not listed):

Q2: Please enter your month and year of birth:

Please use numbers (e.g. 04), not text (e.g. April).

Month of birth (MM):

Year of birth (YYYY):

Q3: Please indicate your gender:

Male → Please continue with **Q4**.

Female → Please continue with **Q5**.

Diverse → Please continue with **Q6**.





Q4: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some-what like me		very much like me	don't know
It is important to him that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to listen to people who are different from him or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to him that every person is treated justly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some-what like me		very much like me	don't know
It is important to her that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to listen to people who are different from her or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to her that every person is treated justly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q6: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some-what like me		very much like me	don't know
It is important to this person that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to listen to people who are different from him/her or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to this person that every person is treated justly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the following part of the questionnaire you will be presented with four scenarios which describe the behaviours of managers. As you read the scenarios, please note that the managers described have the power to make the decisions presented and that the performance as well as non-performance of each behaviour described is legal. Please answer the question asked below each scenario immediately after reading.

Q7: The head of production of a chemical company has introduced a new technology that reduces the hazardous waste generated during production by 20%. The disposal of this kind of waste is legally controlled, but it still poses environmental risks. The depreciation costs associated with the investment are higher than possible savings from lower disposal volumes. Other potential benefits besides waste savings are not easy to assess. The investment does not endanger the viability of the company.

	extremely unlikely				extremely likely
If I were the described person, I would act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q8: The head of Human Resources (HR) of a company located in a multi-ethnic region has established a programme that should prevent any kind of discrimination in hiring and promotion processes. For the monitoring of the programme a half-time employee position is created. The measure does not endanger the viability of the company.

	extremely unlikely				extremely likely
If I were the described person, I would act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9: The managing director of a textile distribution company has decided to forego a noticeable profit by not disclosing the customer data of his company to other companies for advertising purposes, although this would be legally possible. Customer privacy is a concern in the industry. The decision does not endanger the viability of the company.

	extremely unlikely				extremely likely
If I were the described person, I would act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10: The managing director of the local operations of a mining company financially supports community development initiatives targeted at supporting the local community that was resettled due to the construction of a mine. The initiatives have been defined jointly with the local community concerned. The financial support goes beyond the legal requirements. It does not endanger the viability of the company.

	extremely unlikely				extremely likely
If I were the described person, I would act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the following pages, we will ask you some questions about your opinion of your behaviour as a future manager. For each question, please imagine that you are a manager with a relevant decision-making authority. Some of the questions may appear to be similar, but they do address somewhat different issues. Please read each question carefully.

Q11: For me as a manager, enabling more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly, would be...

bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good
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Q12: For me as a manager, ensuring fair and decent working conditions for all employees, even if this results in additional costs, would be...

bad good

Q13: For me as a manager, ensuring the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits, would be...

bad good

Q14: For me as a manager, ensuring that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures, would be...

bad good

Q15: Most people who are important to me would think that in a managerial role I should...

extremely
unlikely

extremely
likely

...enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.

... ensure fair and decent working conditions for all employees, even if this results in additional costs.

... ensure the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits.

... ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.

Q16: I have a moral obligation as a manager to...

	extremely false					extremely true
...enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure fair and decent working conditions for all employees, even if this results in additional costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17: Imagine that you, as a manager, would implement a corporate measure that makes it possible to reduce or prevent negative impacts of your company's business activities (e.g. procurement, production) on the environment, but is connected to higher costs. How would you feel?

	very unlikely					very likely
proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18: And how would you feel if you would not implement the measure?

	very unlikely					very likely
guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regretful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q19: Imagine that you, as a manager, would implement a corporate measure that ensures that negative impacts of your company's business activities on third parties (e.g. employees, market participants, society) are prevented, but that is connected to expenditures or foregoing profits. How would you feel?

	very unlikely				very likely
proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20: And how would you feel if you would not implement the measure?

	very unlikely				very likely
guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regretful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21: I am aware of the...

	strongly disagree				strongly agree
... complex negative ecological consequences caused by the disregard of environmental issues in business operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... problems for employees and society caused by unfair and poor working conditions in companies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative consequences for market participants caused by their unfair treatment by companies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative societal consequences caused by companies' disregard of the impacts of their business activities on surrounding communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q22: As a manager, I bear joint responsibility for the...

	strongly disagree					strongly agree				
... complex negative ecological consequences caused by the disregard of environmental issues in my business operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... problems for employees and the society caused by unfair and poor working conditions in my company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative consequences for market participants caused by their unfair treatment by my company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative societal consequences resulting from my company's disregard of the impacts of its business activities on surrounding communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer some questions about your knowledge now.

Q23: How do you assess your detailed knowledge regarding the following topics?

	absolutely no knowledge					excellent knowledge				
global warming / climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
loss of biodiversity and destruction of ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discrimination of, and unequal opportunities for, people in different life areas (e.g. at work) based on their ethnicity, skin colour, gender, religion or other aspects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
human rights violations in different areas (e.g. corporate activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
problems related to the handling of customer data in companies and other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
corruption, bribery, and lack of transparency in different contexts (e.g. business context)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





impairments of local communities by external forces (e.g. companies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poverty at local, national and global level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24: How do you assess your detailed knowledge concerning...

	absolutely no knowledge				excellent knowledge
... corporate (social) responsibility / responsible business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... corporate citizenship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... values-based leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... environmental / sustainability management?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... corporate governance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... responsible leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... business / corporate ethics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we would like to ask you a few final questions.

Q25: What is your current level of study?

If you are doing an MBA, please select *Master*.

- Bachelor
- Master
- Doctorate
- Other

Q26: What is the highest academic degree you have achieved to date?

- Bachelor
- Master
- Doctorate
- None of the above





Q27: What is your current field of study?

- education
- arts and humanities
- social sciences, journalism and information
- business, administration and law
- natural sciences, mathematics and statistics
- information and communication technologies (ICTs)
- engineering, manufacturing and construction
- agriculture, forestry, fisheries and veterinary
- health and welfare
- services
- other

Q28: In which year of study of your current study program are you?

- first year (1.)
- second year (2.)
- third year (3.)
- fourth year (4.)
- fifth year (5.)
- sixth year (6.)
- seventh year (7.)
- eighth year (8.)
- ninth year (9.)
- tenth year (10.)

Q29: Have you already completed one or more courses with content related to ethics, sustainability or corporate social responsibility (CSR)?

- No
- Yes





Q30: What is your opinion on the topic of your current course?

	strongly disagree				strongly agree
For me personally, the topic is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the topic is generally important for the society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that I will need the knowledge and competencies in my future profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31: How many years of professional/on the job experience in a qualified job in an organizational context do you have?

- none → Please continue with **Q34**.
- less or equal 1 year (≤ 1)
- more than 1 year and less than or equal 2 years (> 1 and ≤ 2)
- more than 2 years and less than or equal 3 years (> 2 and ≤ 3)
- more than 3 years and less than or equal 4 years (> 3 and ≤ 4)
- more than 4 years and less than or equal 5 years (> 4 and ≤ 5)
- more than 5 years and less than or equal 6 years (> 5 and ≤ 6)
- more than 6 years and less than or equal 7 years (> 6 and ≤ 7)
- more than 7 years and less than or equal 8 years (> 7 and ≤ 8)
- more than 8 years and less than or equal 9 years (> 8 and ≤ 9)
- more than 9 years and less than or equal 10 years (> 9 and ≤ 10)
- more than 10 years (> 10)

Q32: In your job, did you already supervise or were directly responsible for the work of other people?

- No → Please continue with **Q34**.
- Yes



Q33: For how many years?

- less or equal 1 year (≤ 1)
- more than 1 year and less than or equal 2 years (> 1 and ≤ 2)
- more than 2 years and less than or equal 3 years (> 2 and ≤ 3)
- more than 3 years and less than or equal 4 years (> 3 and ≤ 4)
- more than 4 years and less than or equal 5 years (> 4 and ≤ 5)
- more than 5 years and less than or equal 6 years (> 5 and ≤ 6)
- more than 6 years and less than or equal 7 years (> 6 and ≤ 7)
- more than 7 years and less than or equal 8 years (> 7 and ≤ 8)
- more than 8 years and less than or equal 9 years (> 8 and ≤ 9)
- more than 9 years and less than or equal 10 years (> 9 and ≤ 10)
- more than 10 years (> 10)

Q34: Are you (or were you) doing voluntary work in your spare time (e.g. for a non-profit organisation, an association, a Private Aged Care facility, or a church)?

- No
- Yes

Q35: You have almost made it! Please now only create and enter a personal ID code by using your mother's birthday (DD), your mother's month of birth (MM) and the first letters of your mother's first and last name (e.g.: Ana Haller, born March 12th : 1203AH). If your mother has more than one first name and/or more than one last name, please always use the first of them. We need this personal ID code because we want to conduct a follow-up survey at the end of the course.

Thank you for completing the survey!

POST-COURSE QUESTIONNAIRE

3



SURVEY

Dear participant,
thank you very much for your participation in this study! By taking this survey, you are making a valuable contribution to our research project. This survey will require roughly 10 minutes to complete. For the purpose of our research, it is very important that you assess yourself realistically and honestly express your true opinions.

If you have any questions, please contact (*name*) from (*institution*): (*e-mail address*)

First, we would like to ask you for your gender to be able to address you accordingly.

Q1: Please indicate it here:

- Male → Please continue with **Q2**.
- Female → Please continue with **Q3**.
- Diverse → Please continue with **Q4**.

Q2: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some- what like me		very much like me	don't know
It is important to him that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to listen to people who are different from him or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to him to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to him that every person is treated justly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some- what like me		very much like me	don't know
It is important to her that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to listen to people who are different from her or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to her to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to her that every person is treated justly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4: Now we will briefly describe some people. Please read each description and specify how much each person is or is not like you.

	not like me at all		some- what like me		very much like me	don't know
It is important to this person that every person has equal opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to listen to people who are different from him/her or have a different opinion and to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to be helpful to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to take care of those who are worse off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to respect and protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to this person to be in unity with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It's important to this person that every person is treated justly.

In the following part of the questionnaire you will be presented with four scenarios which describe the behaviours of managers. As you read the scenarios, please note that the managers described have the power to make the decisions presented and that the performance as well as non-performance of each behaviour described is legal. Please answer the question asked below each scenario immediately after reading.

Q5: The head of production of a chemical company has introduced a new technology that reduces the hazardous waste generated during production by 20%. The disposal of this kind of waste is legally controlled, but it still poses environmental risks. The depreciation costs associated with the investment are higher than possible savings from lower disposal volumes. Other potential benefits besides waste savings are not easy to assess. The investment does not endanger the viability of the company.

extremely unlikely extremely likely

If I were the described person, I would act the same way.

Q6: The head of Human Resources (HR) of a company located in a multi-ethnic region has established a programme that should prevent any kind of discrimination in hiring and promotion processes. For the monitoring of the programme a half-time employee position is created. The measure does not endanger the viability of the company.

extremely unlikely extremely likely

If I were the described person, I would act the same way.

Q7: The managing director of a textile distribution company has decided to forego a noticeable profit by not disclosing the customer data of his company to other companies for advertising purposes, although this would be legally possible. Customer privacy is a concern in the industry. The decision does not endanger the viability of the company.

extremely unlikely extremely likely

If I were the described person, I would act the same way.



Q8: The managing director of the local operations of a mining company financially supports community development initiatives targeted at supporting the local community that was resettled due to the construction of a mine. The initiatives have been defined jointly with the local community concerned. The financial support goes beyond the legal requirements. It does not endanger the viability of the company.

	extremely unlikely						extremely likely
If I were the described person, I would act the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the following pages, we will ask you some questions about your opinion of your behaviour as a future manager. For each question, please imagine that you are a manager with a relevant decision-making authority. Some of the questions may appear to be similar, but they do address somewhat different issues. Please read each question carefully.

Q9: For me as a manager, enabling more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly, would be...

bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good
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Q10: For me as a manager, ensuring fair and decent working conditions for all employees, even if this results in additional costs, would be...

bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good
-----	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------

Q11: For me as a manager, ensuring the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits, would be...

bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good
-----	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------

Q12: For me as a manager, ensuring that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures, would be...

bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good
-----	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------





Q13: Most people who are important to me would think that in a managerial role I should...

	extremely unlikely			extremely likely		
...enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure fair and decent working conditions for all employees, even if this results in additional costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14: I have a moral obligation as a manager to...

	extremely false			extremely true		
...enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure fair and decent working conditions for all employees, even if this results in additional costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure the fair treatment of market participants including customers (e.g. in the area of transparency and data protection), even if it is connected to foregoing profits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q15: Imagine that you, as a manager, would implement a corporate measure that makes it possible to reduce or prevent negative impacts of your company’s business activities (e.g. procurement, production) on the environment, but is connected to higher costs. How would you feel?

	very unlikely				very likely
proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16: And how would you feel if you would not implement the measure?

	very unlikely				very likely
guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regretful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17: Imagine that you, as a manager, would implement a corporate measure that ensures that negative impacts of your company’s business activities on third parties (e.g. employees, market participants, society) are prevented, but that is connected to expenditures or foregoing profits. How would you feel?

	very unlikely				very likely
proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18: And how would you feel if you would not implement the measure?

	very unlikely				very likely
guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regretful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q19: I am aware of the...					
	strongly disagree		strongly agree		
... complex negative ecological consequences caused by the disregard of environmental issues in business operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... problems for employees and society caused by unfair and poor working conditions in companies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative consequences for market participants caused by their unfair treatment by companies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative societal consequences caused by companies' disregard of the impacts of their business activities on surrounding communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Q20: As a manager, I bear joint responsibility for the...					
	strongly disagree		strongly agree		
... complex negative ecological consequences caused by the disregard of environmental issues in my business operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... problems for employees and the society caused by unfair and poor working conditions in my company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative consequences for market participants caused by their unfair treatment by my company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... negative societal consequences resulting from my company's disregard of the impacts of its business activities on surrounding communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please answer some questions about your knowledge now.

Q21: How do you assess your detailed knowledge regarding the following topics?

	absolutely no know- ledge			excellent know- ledge	
global warming / climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
loss of biodiversity and destruction of ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discrimination of, and unequal opportunities for, people in different life areas (e.g. at work) based on their ethnicity, skin colour, gender, religion or other aspects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
human rights violations in different areas (e.g. corporate activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
problems related to the handling of customer data in companies and other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
corruption, bribery, and lack of transparency in different contexts (e.g. business context)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
impairments of local communities by external forces (e.g. companies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poverty at local, national and global level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22: To what extent has your detailed knowledge of the above-mentioned topics increased compared to the beginning of the course?

not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very much
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Q23: How do you assess your detailed knowledge concerning...

	absolutely no know- ledge			excellent know- ledge	
... corporate (social) responsibility / responsible business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... corporate citizenship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... values-based leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



... environmental / sustainability management?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... corporate governance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... responsible leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... business / corporate ethics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24: To what extent has your detailed knowledge of the concepts mentioned above increased compared to the beginning of the course?

not at all very much

Now we would like to ask you a few final questions.

Q25: Please indicate to what extent you agree with the following statements regarding the lecturer of your course:
In case you have more than one lecturer, please refer to the majority of them.

	strongly disagree				strongly agree
The lecturer inspired and motivated me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecturer was able to increase my interest in the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecturer is a role model for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26: How did you like the course?

not at all very much

Q27: How well did you like the teaching methods used?

not at all very much

Q28: You have almost made it! Please now only create and enter a personal ID code by using your mother's birthday (DD), your mother's month of birth (MM) and the first letters of your mother's first and last name (e.g.: Ana Haller, born March 12th : 1203AH). If your mother has more than one first name and/or more than one last name, please always use the first of them. We need this code to be able to match this questionnaire with your survey from the course beginning.

Thank you for completing the survey!