

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

Silke Bustamante & Martina Martinovic,
Hochschule für Wirtschaft und Recht Berlin, 2022



This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit https://creativecommons.org/licenses/by-nc/4.0/

https://doi.org/10.4393/opushwr-4138





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







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, v	we would like to ask you to give some information on your person.
If you	Please indicate your nationality or citizenship: have two nationalities/citizenships, you can choose both. r nationality(ies)/citizenship(s) is/are not in the list, you can enter it/them yourself under the option(s) r.
0	Afghan
0	Albanian
0	Algerian
0	American
0	Andorran
0	Armenian
0	Austrian
0	Azerbaijani
0	Bangladeshi
0	Belarusian
0	Belgian
0	Bosnian-Herzegovinian
0	Brazilian
0	British
0	Bulgarian
0	Canadian

The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2019-1-DE01-KA203-005057. Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources.

Chinese

Croatian

0







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







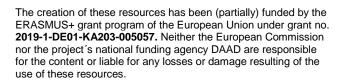
0	Liechtenstein
0	Lithuanian
0	Luxembourgish
0	Macedonian
0	Maltese
0	Moldovan
0	Monegasque
0	Mongolian
0	Montenegrin
0	Moroccan
0	Nepalese
0	Nigerian
0	North Korean
0	Norwegian
0	Pakistani
0	Polish
0	Portuguese
0	Romanian
0	Russian
0	San-marine
0	Serbian
0	Slovak
0	Slovenian
0	South Korean
0	Spanish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







0	Thai
0	Tunisian
0	Turkish
0	Turkmen
0	Ukrainian
0	Uzbek
0	Vatican
0	Vietnamese
0	Other:
0	Further other (if you have two nationalities that both are not listed):
Mont	th of birth (MM): of birth (YYYY):
Q3: I	Please indicate your gender:
Q3: I	Please indicate your gender:
	Please indicate your gender:
0	Please indicate your gender: Male → Please continue with Q4 .









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.	0	0	0	0	0	0		
It is important to him to listen to people who are different from him or have a different opinion and to understand them.	0	0	0	0	0	0		
It is important to him to be helpful to others.	0	0	0	0	0	0		
It is important to him to take care of those who are worse off.	0	0	0	0	0	0		
It is important to him to respect and protect the environment.	0	0	0	0	0	0		
It is important to him to be in unity with nature.	0	0	0	0	0	0		
It's important to him that every person is treated justly.	0	0	0	0	0	0		
Q5: Now we will briefly describe some people. P much each person is or is not like you.	lease rea	d oach						
muon edon person is or is not like you.	not like	u eacii	some- what	n and	very much	don't		
		u eacii	some-	n and	very			
It is important to her that every person has equal opportunities.	like me at	O	some- what like	on and :	very much like	don't		
It is important to her that every person has	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. It is important to her to listen to people who are different from her or have a different opinion	like me at all	0	some- what like me	0	very much like me	don't know		
It is important to her that every person has equal opportunities. It is important to her to listen to people who are different from her or have a different opinion and to understand them.	like me at all	0	some- what like me	0	very much like me	don't know		
It is important to her that every person has equal opportunities. It is important to her to listen to people who are different from her or have a different opinion and to understand them. It is important to her to be helpful to others. It is important to her to take care of those who	like me at all	0 0	some- what like me	0 0	very much like me	don't know		
It is important to her that every person has equal opportunities. It is important to her to listen to people who are different from her or have a different opinion and to understand them. It is important to her to be helpful to others. It is important to her to take care of those who are worse off. It is important to her to respect and protect the	like me at all	0 0 0	some-what like me	0 0 0	very much like me	don't know		







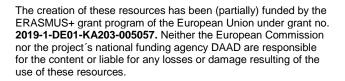
Q6: Now we will briefly describe some people.	Please rea	d each	description	on and s	specify h	ow			
much each person is or is not like you.	not like me at all		some- what like me		very much like me	don't know			
It is important to this person that every person has equal opportunities.	0	0	0	0	0	0			
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.	0	0	0	0	0	0			
It is important to this person to be helpful to others.	0	0	0	0	0	0			
It is important to this person to take care of those who are worse off.	0	0	0	0	0	0			
It is important to this person to respect and protect the environment.	0	0	0	0	0	0			
It is important to this person to be in unity with nature.	0	0	0	0	0	0			
It's important to this person that every person is treated justly.	0	0	0	0	0	0			
the behaviours of managers. As you read the sc have the power to make the decisions presented	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								
Q7: The head of production of a chemical compreduces the hazardous waste generated during waste is legally controlled, but it still poses envious associated with the investment are higher than Other potential benefits besides waste savings endanger the viability of the company.	possible sare not ea	n by 209 risks. T avings f	%. The di he depre rom lowe	sposal ociation of dispos	of this kir costs sal volum ment doe	nes. es not xtremely			
If I were the described person, I would act the same way.	unlikely	0	0		0	likely O			







any kind of one a half-time company. extremely unlikely O			•	
extremely unlikely	0	0		,
unlikely	0	0	0	,
	0	0	0	
ion compan				0
	o other co	mpanies f	or adverti	sing
•	ny.			
extremely unlikely				extremely likely
0	0	0	0	0
es have been been been beyond extremely	n defined j	jointly with	the local	
unlikely				likely
0	0	0	0	0
jine that you ns may appe	u are a ma	nager with	a relevar	nt
	tions of a m supporting as have been beyond extremely unlikely Couestions about the country of	tions of a mining company. ti	extremely unlikely citions of a mining company finance supporting the local community is have been defined jointly with ones beyond the legal requirement extremely unlikely company finance supporting the local community is have been defined jointly with ones beyond the legal requirement extremely unlikely company finance support of the support of	extremely unlikely O O O O tions of a mining company financially supporting the local community that was a shave been defined jointly with the local poes beyond the legal requirements. It does extremely unlikely O O O O uestions about your opinion of your behavious may appear to be similar, but they do a

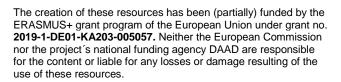








bad	0	0	0	0	0	good	
Q13: For me as a	manager e	ensuring the fair t	treatment of	market na	articinants i	ncludina	
customers (e.g. in				•	•	_	0
foregoing profits, w			, , , , , , , , , , , , , , , , , , , ,	,, -			
bad	0	0	0	0	0	good	
014. For mo oo o	managara	nouring that nog	uativa aggista	l imposts	of corners	to ootivitio	
Q14: For me as a a avoided or comper	_			•			sare
avoluca of comper	isated for,	cverrii tiilo orcat	C3 TUTTION CX	perialitare	s, would be	J	
bad	0	0	0	0	0	good	
bad Q15: Most people			ould think tha	at in a ma	nagerial rol	e I should	l
			ould think that extremely unlikely	at in a mai	nagerial rol	e I should	 extremel likely
Q15: Most people	who are im	portant to me wo	extremely	at in a mai	nagerial rol	e I should	extreme
Q15: Most peopleenable more env	who are im	portant to me wo	extremely	at in a mai	nagerial rol	e I should	extreme
Q15: Most peopleenable more envi	who are im vironmental	portant to me wo	extremely unlikely	at in a mai	nagerial rol		extreme
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and	who are im vironmental as (e.g. less an), even if it decent wor	portant to me wo	extremely unlikely	0	0	0	extreme likely
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and for all employees,	who are im vironmental as (e.g. less an), even if it decent wor	portant to me wo	extremely unlikely	at in a mai	nagerial rol		extreme
enable more enviousiness operation waste in production ensure fair and for all employees, additional costs ensure the fair t	who are im vironmental as (e.g. less an), even if it decent wor even if this	ly friendly shazardous t is more costly. king conditions results in	extremely unlikely	0	0	0	extreme likely
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and for all employees, additional costs.	who are im vironmental as (e.g. less an), even if it decent wor even if this	portant to me wo	extremely unlikely	0	0	0	extreme likely
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and for all employees, additional costs ensure the fair t participants includi	who are imvironmental as (e.g. less an), even if it decent wor even if this areatment or any custome	ly friendly shazardous t is more costly. king conditions results in f market ers (e.g. in the	extremely unlikely	0	0	0	extreme likely
Q15: Most people enable more enviousiness operation waste in production ensure fair and for all employees, additional costs ensure the fair t participants includi area of transparen even if it is connec	who are imvironmental as (e.g. less an), even if it decent wor even if this areatment or ang customer cy and data ted to foreg	portant to me wo	extremely unlikely	0	0	0	extreme likely
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and for all employees, additional costs ensure the fair t participants includi area of transparen even if it is connec ensure that neg	who are im vironmental as (e.g. less an), even if it decent wor even if this reatment or ang custome cy and data ted to foreg ative societ	ly friendly s hazardous t is more costly. king conditions results in f market ers (e.g. in the a protection), going profits. tal impacts of	extremely unlikely	0	0	0	extreme likely
Q15: Most peopleenable more enviousiness operation waste in production ensure fair and for all employees, additional costs ensure the fair t participants includi area of transparen	who are im vironmental as (e.g. less an), even if it decent wor even if this reatment or ang custome cy and data ted to foreg ative societ are avoide	ly friendly s hazardous t is more costly. king conditions results in f market ers (e.g. in the a protection), going profits. tal impacts of	extremely unlikely	0	0	0	extreme likely

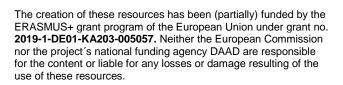








Q16: I have a moral obligation as a manager to							
	extremely false				extremely true		
enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.	0	0	0	0	0		
ensure fair and decent working conditions for all employees, even if this results in additional costs.	0	0	0	0	0		
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.	0	0	0	0	0		
ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.	0	0	0	0	0		
Q17: Imagine that you, as a manager, <u>would</u> possible to reduce or prevent negative impact procurement, production) on the environment feel?	s of your com , but is conne very	npany′s b	usiness ac	ctivities (e	e.g. ould you very		
	unlikely				likely		
proud	0	0	0	0	0		
Satisfied	0	0	0	0	0		
Q18: And how would you feel if you would no	t implement tl very unlikely	ne measu	ıre?		very likely		
guilty	0	0	0	0	0		
regretful	0	0	0	0	0		

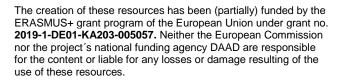








	very unlikely				very likely
proud	0	0	0	0	0
satisfied	0	0	0	0	0
Q20: And how would you feel if you would not	implement t very unlikely	he measu	ıre?		very likely
guilty	0	0	0	0	0
regretful	0	0	0	0	0
Q21: I am aware of the					
	strongly disagree				strongl agree
complex negative ecological consequences caused by the disregard of environmental issues in business operations.	0	0	0	0	0
problems for employees and society caused by unfair and poor working conditions in companies.	0	0	0	0	0
negative consequences for market participants caused by their unfair treatment by companies.	0	0	0	0	0
negative societal consequences caused by companies' disregard of the impacts of their business activities on surrounding communities.	0	0	0	0	0









	strongly disagree				strongly agree
complex negative ecological consequences caused by the disregard of environmental issues in my business operations.	0	0	0	0	0
problems for employees and the society caused by unfair and poor working conditions in my company.	0	0	0	0	0
negative consequences for market participants caused by their unfair treatment by my company.	0	0	0	0	0
negative societal consequences resulting from my company's disregard of the impacts of its business activities on surrounding communities.	0	0	0	0	0
Please answer some questions about your know Q23: How do you assess your detailed knowle					
	absolutely no know-	ng the fol	lowing topi	cs?	excellent know-
alabal warming / alimata abanga	absolutely no know- ledge				know- ledge
global warming / climate change loss of biodiversity and destruction of ecosystems	absolutely no know-	o o	lowing topic	O O	know-
loss of biodiversity and destruction of	absolutely no know- ledge	0	0	0	know- ledge
loss of biodiversity and destruction of ecosystems discrimination of, and unequal opportunities for, people in different life areas (e.g. at work) based on their ethnicity, skin colour, gender,	absolutely no know-ledge	0	0	0	know-ledge O
loss of biodiversity and destruction of ecosystems 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 human rights violations in different areas (e.g.	absolutely no know-ledge	0 0	0 0	0 0	know-ledge O







	irments of local communities by external s (e.g. companies)	0	0	0	0	0
povei	rty at local, national and global level	0	0	0	0	0
Q24:	How do you assess your detailed knowle	dge concerr	ning			
		absolutely no know- ledge				excellent know- ledge
	rporate (social) responsibility / onsible business?	0	0	0	0	0
co	rporate citizenship?	0	0	0	0	0
va	lues-based leadership?	0	0	0	0	0
	vironmental / sustainability agement?	0	0	0	0	0
co	rporate governance?	0	0	0	0	0
res	sponsible leadership?	0	0	0	0	0
bu	siness / corporate ethics?	0	0	0	0	0
	ve would like to ask you a few final question	ons.				
	What is your current level of study? are doing an MBA, please select <i>Master</i> .					
0	Bachelor					
0	Master					
0	Doctorate					
0	Other					
Q26:	What is the highest academic degree yo	u have achie	eved to da	ate?		
0	Bachelor					
0	Master					
0	Doctorate Name of the plants					
0	None of the above					







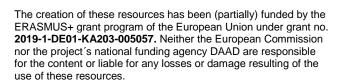
Q27:	What is your current field of study?
0	education
0	arts and humanities
0	social sciences, journalism and information
0	business, administration and law
0	natural sciences, mathematics and statistics
0	information and communication technologies (ICTs)
0	engineering, manufacturing and construction
0	agriculture, forestry, fisheries and veterinary
0	health and welfare
0	services
0	other
O28:	In which year of study of your current study program are you?
Q20.	first year (1.)
0	second year (2.)
0	third year (3.)
	fourth year (4.)
0	fifth year (5.)
0	sixth year (6.)
0	seventh year (7.)
0	eighth year (8.)
0	ninth year (9.)
0	tenth year (10.)
0	term year (10.)
Q29:	Have you already completed one or more courses with content related to ethics,
susta	inability or corporate social responsibility (CSR)?
0	No
0	Yes







		strongly disagree				strongly agree
For	me personally, the topic is interesting.	0	0	0	0	0
I bel	ieve the topic is generally important for	0	0	0	0	0
the	society.	O	O	O	O	O
	nk that I will need the knowledge and	0	0	0	0	0
com	petencies in my future profession.					
	: How many years of professional/on the j	ob experier	nce in a qu	alified job	in an	
orga	nizational context do you have?					
0	none \rightarrow Please continue with Q34 .					
0	less or equal 1 year (<=1)					
0	more than 1 year and less than or equa	l 2 years (>	1 and <=2)		
0	more than 2 years and less than or equa	al 3 years (>	>2 and <=	3)		
0	more than 3 years and less than or equa	al 4 years (>3 and <=-	4)		
0	more than 4 years and less than or equa	al 5 years (>	>4 and <=	5)		
0	more than 5 years and less than or equa	al 6 years (>	>5 and <=0	6)		
0	more than 6 years and less than or equa	al 7 years (>	>6 and <=	7)		
0	more than 7 years and less than or equa	al 8 years (>7 and <=	3)		
0	more than 8 years and less than or equa	al 9 years (>	>8 and <=	9)		
0	more than 9 years and less than or equa	al 10 years	(>9 and <:	=10)		
0	more than 10 years (>10)					
	: In your job, did you already supervise o	r were direc	tly respon	sible for th	e work of	other
peo						
0	No → Please continue with Q34 .					
	Yes					









Q33:	: For how many years?
0	less or equal 1 year (<=1)
0	more than 1 year and less than or equal 2 years (>1 and <=2)
0	more than 2 years and less than or equal 3 years (>2 and <=3)
0	more than 3 years and less than or equal 4 years (>3 and <=4)
0	more than 4 years and less than or equal 5 years (>4 and <=5)
0	more than 5 years and less than or equal 6 years (>5 and <=6)
0	more than 6 years and less than or equal 7 years (>6 and <=7)
0	more than 7 years and less than or equal 8 years (>7 and <=8)
0	more than 8 years and less than or equal 9 years (>8 and <=9)
0	more than 9 years and less than or equal 10 years (>9 and <=10)
0	more than 10 years (>10)
Q34: orga	nisation, an association, a Private Aged Care facility, or a church)?
0	Yes
O35:	: You have almost made it! Please now only create and enter a personal ID code by using
your moth more	mother's birthday (DD), your mother's month of birth (MM) and the first letters of your ner's first and last name (e.g.: Ana Haller, born March 12th: 1203AH). If your mother has a than one first name and/or more than one last name, please always use the first of them. need this personal ID code because we want to conduct a follow-up survey at the end of the
Thank	k 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 indi	cate it here:						
0	Male	\rightarrow Please continue with Q2 .						
0	Female	→ Please continue with Q3 .						
0	Diverse	→ Please continue with Q4 .						
Q2:	Now we wi	Il briefly describe some people. I	Please rea	d each	description	n and	specify h	DW O
muc	h each pers	son is or is not like you.						
			not like me at all		some- what like me		very much like me	don´t know
	important to al opportuni	him that every person has ties.	0	0	0	0	0	0
diffe		o him to listen to people who are im or have a different opinion and them.	0	0	0	0	0	0
It is i	important to	him to be helpful to others.	0	0	0	0	0	0
	important to	him to take care of those who	0	0	0	0	0	0
	important to	him to respect and protect the	0	0	0	0	0	0
It is i	important to	him to be in unity with nature.	0	0	0	0	0	0
	mportant to	him that every person is	0	0	0	0	0	0







Q3: Now we will briefly describe some people. P much each person is or is not like you.	lease rea	d each	descriptio	n and s	specify h	OW
·	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.	0	0	0	0	0	0
It is important to her to listen to people who are different from her or have a different opinion and to understand them.	0	0	0	0	0	0
It is important to her to be helpful to others.	0	0	0	0	0	0
It is important to her to take care of those who are worse off.	0	0	0	0	0	0
It is important to her to respect and protect the environment.	0	0	0	0	0	0
It is important to her to be in unity with nature.	0	0	0	0	0	0
It's important to her that every person is	0	0	0	0	0	0
treated justly.						
Q4: Now we will briefly describe some people. P much each person is or is not like you.		d each	descriptic some- what like me	on and s	very much like me	don't know
Q4: Now we will briefly describe some people. P	lease rea not like me at	d each	some- what like	on and s	very much like	don't
Q4: Now we will briefly describe some people. P much each person is or is not like you. It is important to this person that every person	not like me at all		some- what like me		very much like me	don´t know
Q4: Now we will briefly describe some people. Promuch each person is or is not like you. It is important to this person that every person has equal opportunities. It is important to this person to listen to people who are different from him/her or have a	not like me at all		some- what like me		very much like me	don't know
Q4: Now we will briefly describe some people. P much each person is or is not like you. It is important to this person that every person has equal opportunities. 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. It is important to this person to be helpful to	not like me at all	0	some- what like me	0	very much like me	don't know
Q4: Now we will briefly describe some people. Promuch each person is or is not like you. It is important to this person that every person has equal opportunities. 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. It is important to this person to be helpful to others. It is important to this person to take care of	not like me at all	0 0	some-what like me	0 0	very much like me	don't know







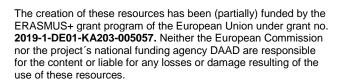
is treated justly.	0	0	0 () (0
In the following part of the questionnaire you wi the behaviours of managers. As you read the s have the power to make the decisions presente performance of each behaviour described is leg scenario immediately after reading.	cenarios, ple ed and that th	ease note ne perforr	that the m	nanagers well as no	described on-
Q5: The head of production of a chemical commeduces the hazardous waste generated during waste is legally controlled, but it still poses entransport associated with the investment are higher than Other potential benefits besides waste saving endanger the viability of the company.	ng production vironmental n possible sa	n by 20%. risks. The avings fro	The dispo depreciat m lower di	osal of this ion costs sposal vo	s kind of blumes.
	extremely unlikely				extremely likely
If I were the described person, I would act the same way.	0	0	0	0	0
Q6: The head of Human Resources (HR) of a established a programme that should prevent processes. For the monitoring of the programme measure does not endanger the viability of the	any kind of one a half-time company. extremely unlikely	discrimina	ation in hiri	ng and p	romotion
established a programme that should prevent processes. For the monitoring of the programm	any kind of one a half-time company. extremely unlikely	discrimina	ation in hiri	ng and p	romotion ed. The extremely
established a programme that should prevent processes. For the monitoring of the programme measure does not endanger the viability of the	any kind of one a half-time company. extremely unlikely tion companies company tible. Custom	y has dec	etion in hiri vee positio	ng and pin is creat	ed. The extremely likely Outiceable tising







endanger the viab		nancial support company.	goes beyond	d the legal	requiremen	its. It does	not
			extremely unlikely				extremely likely
If I were the descr same way.	ibed persor	n, I would act th	e O	0	0	0	0
On the following pauture manager. Following audicinemaking audicin	r each ques thority. Sor issues. Ple	stion, please im ne of the questi ase read each	agine that yo ions may app question care	ou are a ma bear to be s efully.	inager with	a relevan	t Idress
Q9: For me as a n hazardous waste i		_		•	usiness op	erations (e	e.g. less
bad	0	0	0	0	0	good	
Q10: For me as a if this results in ad		•	d decent wor	king condit	ions for all	employee	s, even
Q10: For me as a if this results in ad bad		•	d decent wor	king condit	ions for all	employee good	s, even
if this results in ad	ditional cos manager, ethe area of	ts, would be	or treatment of	O f market pa	O rticipants ir	good	
bad Q11: For me as a customers (e.g. in	ditional cos manager, ethe area of	ts, would be	or treatment of	O f market pa	O rticipants ir	good	
bad Q11: For me as a customers (e.g. in foregoing profits, v	manager, ethe area of vould be	ensuring the fair	r treatment of and data prot	f market parection), ever	rticipants ir en if it is co	good necluding nnected to good)









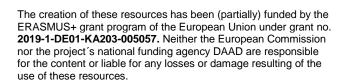
Q13: Most people who are important to me we	ould think that extremely unlikely	at in a mai	nagerial ro	le I shoul	d extremely likely
enable more environmentally friendly business operations (e.g. less hazardous waste in production), even if it is more costly.	0	0	0	0	0
ensure fair and decent working conditions for all employees, even if this results in additional costs.	0	0	0	0	0
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.	0	0	0	0	0
ensure that negative societal impacts of corporate activities are avoided or compensated for, even if this creates further expenditures.	0	0	0	0	0
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.	•	0	0	0	•
business operations (e.g. less hazardous	false	0	0	0	true
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	false	0	0	0	true
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),	false	0	0	0	true O







	very unlikely				very likely
proud	0	0	0	0	0
satisfied	0	0	0	0	0
Q16: And how would you feel if you w	vould not implement the very unlikely	he measu	re?		very likely
- 96	0	0	0	0	0
guilty					
regretful Q17: Imagine that you, as a manager negative impacts of your company's be participants, society) are prevented, be How would you feel?	ousiness activities on	third parti	es (e.g. er	nployees,	market
regretful Q17: Imagine that you, as a manager negative impacts of your company's b participants, society) are prevented, b	, would implement a pusiness activities on but that is connected t	corporate third parti	measure t	that ensure	es that market rofits.
regretful Q17: Imagine that you, as a manager negative impacts of your company's be participants, society) are prevented, be How would you feel?	y would implement a cousiness activities on but that is connected to very unlikely	corporate third parti to expend	measure tes (e.g. er	that ensurenthat e	es that market rofits. very likely
regretful Q17: Imagine that you, as a manager negative impacts of your company's be participants, society) are prevented, be How would you feel?	very unlikely	corporate third parti o expend	measure tes (e.g. er itures or fo	that ensurenthat e	es that market rofits. very likely
regretful Q17: Imagine that you, as a manager negative impacts of your company's be participants, society) are prevented, be How would you feel? proud satisfied	very unlikely oud not implement to a country that is connected to the con	corporate third parti o expend	measure tes (e.g. er itures or fo	that ensurenthat e	es that market rofits. very likely









Q19: I am aware of the					
Q19: I am aware of the	strongly disagree				strongly agree
complex negative ecological consequences caused by the disregard of environmental issues in business operations.	0	0	0	0	0
problems for employees and society caused by unfair and poor working conditions in companies.	0	0	0	0	0
negative consequences for market participants caused by their unfair treatment by companies.	0	0	0	0	0
negative societal consequences caused by companies' disregard of the impacts of their business activities on surrounding communities.	0	0	0	0	0
Q20: As a manager, I bear joint responsibility	or the				
	strongly disagree				otrop alv
complex negative ecological					strongly agree
consequences caused by the disregard of environmental issues in my business operations.	0	0	0	0	
consequences caused by the disregard of environmental issues in my business		0	0	0	agree
consequences caused by the disregard of environmental issues in my business operations. problems for employees and the society caused by unfair and poor working conditions		0	0	0	agree







Q21: How do you assess	your detailed knowle	edge regardir	g the foll	owing topi	cs?	
		absolutely no know- ledge				excellen know- ledge
global warming / climate c	hange	0	0	0	0	0
loss of biodiversity and de ecosystems	struction of	0	0	0	0	0
discrimination of, and une for, people in different life based on their ethnicity, sl religion or other aspects	areas (e.g. at work)	0	0	0	0	0
human rights violations in corporate activities)	different areas (e.g.	0	0	0	0	0
problems related to the had ata in companies and oth	•	0	0	0	0	0
corruption, bribery, and lacin different contexts (e.g. b		0	0	0	0	0
impairments of local comn forces (e.g. companies)	nunities by external	0	0	0	0	0
poverty at local, national a	nd global level	0	0	0	0	0
Q22: To what extent has your compared to the beginning not at all		dge of the ab		itioned top		y much
Q23: How do you assess	your detailed knowle	edge concern absolutely no know- ledge	ing			exceller know- ledge
corporate (social) responsible business?	nsibility /	0	0	0	0	0
corporate citizenship?		0	0	0	0	0
values-based leadershi	n?	0	0	0	0	0







environmental / s management?	ustainability	0	0	0	0	0
corporate govern	ance?	0	0	0	0	0
responsible leade	ership?	0	0	0	0	0
business / corpor	rate ethics?	0	0	0	0	0
	t has your detailed knowle ginning of the course?	dge of the c	concepts m	entioned a	above incr	eased
not at all					very	much
0	0	0	(0	(0
	ask you a few final question		llowing etc	tomonto ro	agarding th	
lecturer of your cour	e to what extent you agree se:	e with the ioi	llowing sta	tements re	egarding tr	16
In case you have more		for to the mai	iority of ther	0		
•	o triari orio rootaror, prodoc ro	iei io ilie iliaj	jointy of their	11.		
·	s than one locturer, product re	strongly disagree	only of the			strongly agree
	d and motivated me.	strongly	O THE	0	0	٠.
The lecturer inspired		strongly disagree			0	agree
The lecturer inspired	d and motivated me. le to increase my interest	strongly disagree	0	0		agree
The lecturer inspired The lecturer was ab in the topic.	d and motivated me. le to increase my interest	strongly disagree	0	0	0	agree O
The lecturer inspired The lecturer was ab in the topic.	d and motivated me. le to increase my interest e model for me.	strongly disagree	0	0	0	agree O
The lecturer inspired The lecturer was ab in the topic. The lecturer is a role	d and motivated me. le to increase my interest e model for me.	strongly disagree	0	0	0	agree O
The lecturer inspired The lecturer was about in the topic. The lecturer is a role Q26: How did you like	d and motivated me. le to increase my interest e model for me.	strongly disagree	0 0	0	very	agree O O
The lecturer inspired in the lecturer was about in the topic. The lecturer is a role of the lecturer in the lecturer is a role of the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer in the lecturer was about the lecturer	d and motivated me. le to increase my interest e model for me. ke the course?	strongly disagree	0 0	0 0	very	agree O O much
The lecturer inspired in the lecturer was about in the topic. The lecturer is a role of the lecturer in the lecturer was about the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer is a role of the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer	d and motivated me. le to increase my interest e model for me. ke the course?	strongly disagree	0 0	0 0	very	agree O O much
The lecturer inspired in the lecturer was about in the topic. The lecturer is a role of the lecturer in the lecturer was about the lecturer was about the lecturer in the lecturer was about the lecturer in the lecturer was about the lecturer is a role of the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer is a role of the lecturer was about the lecturer	d and motivated me. le to increase my interest e model for me. ke the course?	strongly disagree	0	0 0	very	agree O O 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!