

CALL FOR BOOK CHAPTERS

Teaching social sustainability:

A toolkit on circularity, equity, diversity and inclusion in business education

The book is under consideration at Palgrave Macmillan as a part of the [Sustainable Development Goals Series](#)

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SUBMISSION DEADLINE:

I. Extended abstract submission deadline: **August 30th, 2022**

II. Decision upon abstract acceptance: **September 30th, 2022**

III. Full chapter due: **March 30th, 2023**

- Feedback to authors: May 1st, 2023
- Revised submission deadline: July 1st, 2023
- Final manuscript submission: September, 2023

IV. Estimated book publication: **late 2023**

THE PURPOSE OF THE BOOK:

This book aims to bring social and economic spheres of sustainability into mainstream business education. This book supports implementing the United Nations' sustainable development goals (SDGs) through higher and professional education pedagogy. Currently, higher education accrediting institutions emphasize sustainability, and consequently, business schools strive to include sustainability into their curriculum. Out of three spheres of sustainability, environmental sustainability is now being more widely incorporated. As a result, there are an increasing number of pedagogical approaches and (digital) tools available to integrate environment-related topics into business education¹. This book introduces teaching principles and offers teaching methods, resources, cases, and tools that ensure integration of social and economic aspects of sustainability and, therefore, issues concerning justice, equity, diversity, and inclusion into business education.

In the book, we draw on the concept of circular economy (CE) and focus on the social dimensions of CE. Traditionally, CE has been recognized as an effective approach to managing sustainably, and CE's environmental aspects have attracted significant attention². Thus, our understanding of teaching knowledge and developing skills needed to foster social and economic spheres of sustainability through promotion of CE's social dimensions is lacking. As a result, globally mainstream business education, grounded in value-free economic theories, largely disregards discussions around issues, such as sustainable management of social capital³. We hope to close this gap and support educators leading the change towards all spheres of sustainability and when operating within the existing legacy and attitudes of business education.

FRAMEWORK OF THE BOOK

Moreau and colleagues (2017)⁴ argue that achieving CE environmental and material-use goals is not possible unless CE's social dimension is considered. Lammi et al. (2019) add that transition towards circularity is only possible if business models, consumption practices, and other social aspects change with the production practices or technologies that allow for circular and efficient use of materials and energy⁵. Employment opportunities, education and awareness, health and safety, and stakeholder involvement were identified as the most commonly discussed social issues related to various stakeholder groups⁶. Therefore, there is an increasing understanding among the sustainability researchers that incorporating CE social dimensions is necessary to achieve real change⁷.

¹ e.g., <https://eua.eu/resources/publications/964:environmental-sustainability-of-learning-and-teaching.html>

² Padilla-Rivera, A., Russo-Garrido, S., & Merveille, N. (2020). Addressing the social aspects of a circular economy: a systematic literature review. *Sustainability*, 12(19), 7912.

³ Eizenberg, E., & Jabareen, Y. (2017). Social sustainability: A new conceptual framework. *Sustainability*, 9(1), 68.

⁴ Moreau, V., Sahakian, M., Van Griethuysen, P., & Vuille, F. (2017). Coming full circle: why social and institutional dimensions matter for the circular economy. *Journal of Industrial Ecology*, 21(3), 497-506.

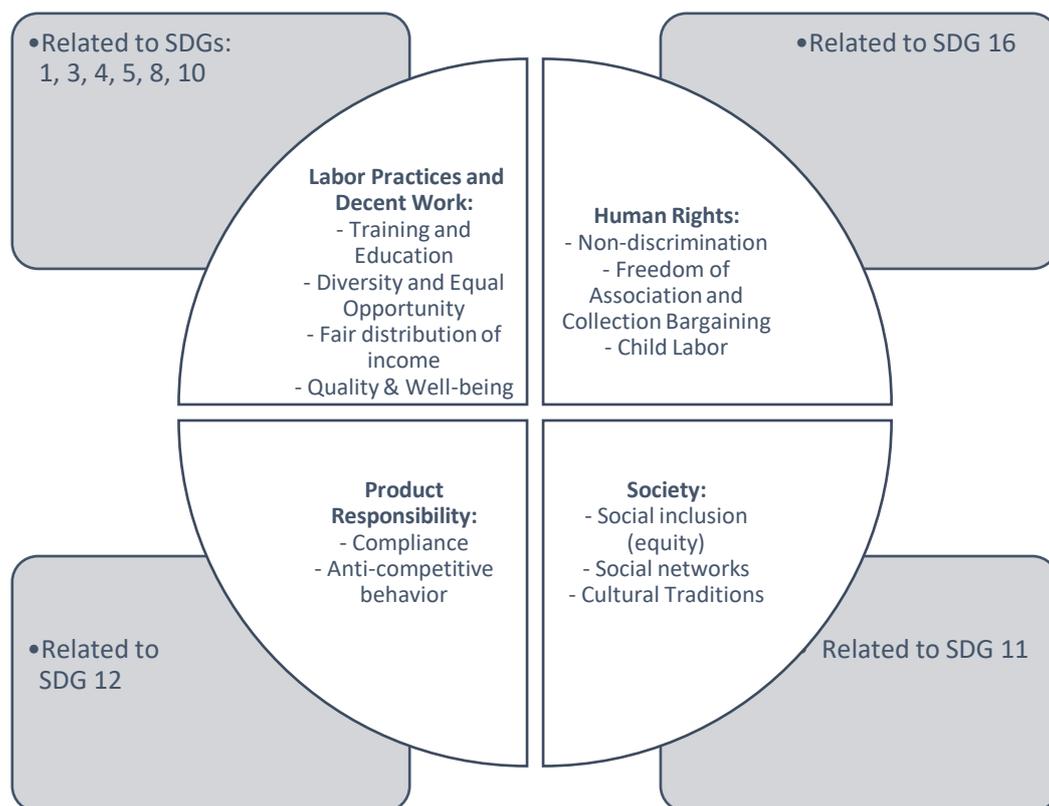
⁵ Lammi, M.; Anttonen, M.; Bamford, I.; Antikainen, M.; Naumanen, M. Turning Finland into a country of circular economy: What kind of a process of change should we seek? In Proceedings of the Sustainable Design and Manufacturing 2019, Smart Innovation, Systems and Technologies, Budapest, Hungary, 28 July 2019; Springer Science and Business Media Deutschland GmbH: Berlin, Germany, 2019; Volume 155, pp. 215–228

⁶ Mies, A., & Gold, S. (2021). Mapping the social dimension of the circular economy. *Journal of Cleaner Production*, 321, 128960.

⁷ Padilla-Rivera, A., Russo-Garrido, S., & Merveille, N. (2020). Addressing the social aspects of a circular economy: a systematic literature review. *Sustainability*, 12(19), 7912.

The social dimension of CE concerns four prominent themes: Labour Practices and Decent Work, Human Rights, Society, Product Responsibility⁸. In this book, we focus on several aspects that fall under these themes and are already, to a certain extent, familiar to the mainstream business education (see Figure 1 below). The selected themes directly link to SDGs concerning social and economic sustainability. By highlighting issues in business education, such as the need to eliminate poverty (SDG 1⁹), good health and well-being of people (SDG 3), quality education (SDG 4), gender equality (SDG 5), sustainable cities and communities (SDG 11), peace, justice, and strong institutions (SDG 16) within the social sphere of sustainability; together with the need for decent work and economic growth (SDG 8), reduced inequalities (SDG 10), responsible consumption and production (SDG 12) within the economic sphere of sustainability, business schools can develop professionals who can think beyond the dogma that the business of business is only business.

Figure 1. The CE’s social dimensions and the SDGs¹⁰



Business graduates who become managers and entrepreneurs realize that the triple bottom line soon becomes a single bottom line under intense market pressure, with extensive focus

⁸ Padilla-Rivera, A., Russo-Garrido, S., & Merveille, N. (2020). Addressing the social aspects of a circular economy: a systematic literature review. *Sustainability*, 12(19), 7912.

⁹ Sustainable Development Goal (SDG). SDG classification taken from Folke, C., R. Biggs, A. V. Norström, B. Reyers, and J. Rockström. 2016. Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society* 21(3):41. <http://dx.doi.org/10.5751/ES-08748-210341>

¹⁰ Designed upon references number 8 and 9

on profitability and high-quality communication regarding the other two dimensions. Unless educated business professionals can create businesses that include social and economic sustainability as an essential part of the strategy and the business model, the global shift towards holistic sustainability is unlikely. Consequently, *the book invites contributions on how to develop business graduates' thinking, knowledge, skills, and attitudes needed to enable them building business strategies and models that are socially sustainable, and creating organizational cultures, structures, and processes that are inclusive and equitable*. CE adoption in business models and strategies has been prominent in local economies. However, multinational corporations (MNCs) and born-global firms typically leave the widest footprint¹¹. *We are particularly interested in receiving contributions that consider CE's social dimensions in the strategic management of these international firms or within their global value chains*.

THE STRUCTURE OF THE BOOK:

The book consists of three major parts and several minor sections within them.

I. Teaching students to build business strategies incorporating CE social dimensions

Potential keywords: circular economy, organizational member role in reuse, repurpose, rot, repair, return, refill, refuse, implementing the bottom of the pyramid strategies, social innovations in CE, transaction costs, shared value creation, social business, stakeholders, governance, strong institutions, sustainable cities and communities, responsible consumption and production, modern slavery, work conditions, equitable pay for commodity producers, trust in global value chain (GVC) transactions, blockchain, child labor, market arbitrage, artificial intelligence (AI), poverty, peace, compliance, anti-competitive behavior, social inclusion (equity), social networks, non-market strategies.

Section 1. Issues that must be considered in firms' strategic management grounded in CE social dimensions

Section 2. Teaching principles and methods to introduce CE social dimension in firm's strategy-making and creation of business models (multiple chapters)

Section 3. Teaching cases on strategies and business models that incorporate CE social dimensions (multiple chapters)

¹¹ e.g., Cuervo-Cazurra, A., Dieleman, M., Hirsch, P., Rodrigues, S. B., & Zyglidopoulos, S. (2021). Multinationals' misbehavior. *Journal of World Business*, 56(5), 101244.

Rygh, A., Chiarapini, E., & Segovia, M. V. (2021). How can international business research contribute towards the sustainable development goals?. *critical perspectives on international business*.

Stringer, C., & Michailova, S. (2018). Why modern slavery thrives in multinational corporations' global value chains. *Multinational Business Review*.

II. Teaching students to create inclusive, just, equitable organizational culture, structures, and processes in firms

Potential keywords: diversity, diversity programs, diversity policy, diversity management, tokenism, mentoring, justice, gender equality; prejudice of race, abilities, genders, age, culture, religion, socio-economic status, sexual orientation, and alike; equity, inclusion, performance evaluation, appraisal systems, leadership, equity pay, hiring, education, good health, well-being, non-discrimination at work, freedom of association and collective bargaining, training and education to support diversity, equity and inclusion at work; cultural traditions.

Section 4. Issues that must be considered when creating inclusive, just, equitable culture, structures, and processes in firms

Section 5. Principles and methods for teaching how to create inclusive, just, and equitable *organizational culture* (two chapters)

Section 6. Principles and methods for teaching how to create inclusive, just, and equitable *structures and processes in firms* (multiple chapters)

Section 7. Teaching cases on creating inclusive, just, equitable organizational culture, structures, and processes in firms (multiple chapters)

III. Conclusions

Section 8. General tips for teaching social and economic sustainability through the lens of CE social dimension in business schools

GENERAL GUIDELINES FOR THE CONTRIBUTORS

The book invites a diversity of perspectives and theories. Interdisciplinary contributions are welcomed. Both critical and mainstream perspectives in (international) business education are included. The critical theory or social entrepreneurship submissions are encouraged to demonstrate how critical theory approaches could be taught within the mainstream institutional environment. Chapters on inclusive, just, equitable culture, structures and processes in business organizations are expected to present the business case of social and economic sustainability to be considered by the mainstream educators and to be discussed in existing business courses. Overall, all contributions are expected to support educators in promoting economic and social sustainability by helping them address mainstream business profitability concerns, due to which sustainability ideas are most frequently rejected¹². The purpose of this requirement is to demonstrate that social and economic sustainability is

¹²See e.g., Olsen, M., & Boxenbaum, E. (2009). Bottom-of-the-pyramid: Organizational barriers to implementation. *California Management Review*, 51(4), 100-125.

Perrot, F. (2017). Multinational Corporations' Strategies at the Base of the Pyramid: An Action Research Inquiry. *Journal of Business Ethics*, 146(1), 59-76.

Elkington, J. (1994). Towards the sustainable corporation: Win-win-win business strategies for sustainable development. *California management review*, 36(2), 90-100.

feasible and helpful for businesses globally and must be considered rather than ignored¹³. Finally, both public and private business schools' cases that discuss teaching social sustainability within their own particular contexts are welcomed, too.

The chapters on teaching principles and methods are expected to balance theory and practice, that is, to provide practical guidance for educators that are grounded in pedagogical, CE, and sustainability research. Teaching cases should illustrate the existing use-cases rather than describe hypothetical situations. Cases written on both secondary and primary data are welcomed. *The cases on firms from less discussed geographies in CE¹⁴, international business, and strategic management fields are especially welcomed.*

The final chapters are expected to be 4000-5000 words; Teaching cases - case (2000 words) and teaching guide (2000-3000 words).

SELECTION OF CONTRIBUTIONS TO THE BOOK

The contributions are selected upon the extended abstract (1000 words).

The abstract submission should include:

- a) the number and the title of the book section to which submitted contribution should be considered
- b) Title of the contribution
- c) Author(s)' details, including 150-200 word bio with the focus on teaching experience
- d) Extended abstract (1000 words + references in APA style).

Extended abstract submission deadline: August 30th, 2022

Submit your extended abstract to Aušrinė Šilenskytė via email asilensk@uwasa.fi

Feel free to clarify any further questions or concerns! Editorial team is ready to help you.

Welcome to contact us:

Marina A. Schmitz (Marina.Schmitz@iedc.si); Soo Min Toh (soomin.toh@utoronto.ca);

Miguel Cordova (cordova.miguel@pucp.edu.pe); Aušrinė Šilenskytė (asilensk@uwasa.fi).

Requirements for the abstracts in sections 1 and 4:

These are theoretical chapters. They introduce core issues derived from research and business press. Therefore, the abstract must cover core ideas and the major literature planned to be included in the chapter.

¹³ e.g., Winn, M. I., & Pogutz, S. (2013). Business, ecosystems, and biodiversity: New horizons for management research. *Organization & Environment*, 26(2), 203-229.

Snihur, Y. & Bocken, N. (2022) A call for action: The impact of business model innovation on business ecosystems, society, and planet. *Long Range Planning*, <https://doi.org/10.1016/j.lrp.2022.102182>

¹⁴ see Padilla-Rivera, Russo-Garrido, and Merveille (2020) for the review on geographies in CE research

Requirements for the abstracts in sections 2, 5, and 6:

These chapters are practice-oriented but grounded in theory. The abstract should introduce the core idea of the chapter according to the theme selected, explain the teaching principles suggested, introduce the teaching practices/exercises and theories in which they are grounded, briefly describe materials used, and demonstrate the impact of the proposed teaching method and practice. Actively practicing educators are especially invited to submit their contributions to these sections.

Requirements for the abstracts in sections 3 and 7:

These chapters are practice-oriented but grounded in theory. The abstract should describe: a) the critical challenge to be solved in the case, b) the protagonist, c) briefly: the company, geography, and the industry context, d) briefly: the major theories/frameworks that will be suggested in the teaching note to analyze the case, and e) suggested 2-5 discussion questions for the case. Actively practicing educators are especially invited to submit their contributions to these sections. *Broad geographical coverage and diversity of protagonists are expected.*

BOOK EDITORS:

Aušrinė Šilenskytė is a University Teacher at the School of Management, University of Vaasa, Finland, and vice-chair communication at the Academy of International Business Teaching & Education SIG. Aušrinė teaches various topics related to international management for undergraduates, master's degree students, and professionals in continuous education. She has been teaching Diversity Management and giving lectures on sustainability for the last five years in Finland, Lithuania, and Peru. Aušrinė served as a digital mentor supporting teacher-colleagues in adopting recent technologies in their courses. Aušrinė holds a PhD in the area of international management, and her research centres around strategy implementation, technology (e.g., blockchain) adoption in MNCs, and teaching international business. Aušrinė is an alumna of the prestigious Nord-IB programme; she has also received several international awards for her research and as an educator. Before her academic career, she worked in Lithuania and Egypt in several international positions as a manager.

Marina A. Schmitz serves as a lecturer at the Coca-Cola Chair of Sustainable Development at IEDC-Bled School of Management in Bled, Slovenia. She draws on several years of work experience as a Lecturer, Research Associate, and Project Manager at the Center for Advanced Sustainable Management (CASM) at the CBS International Business School in Cologne, Germany. Marina is passionate about challenging the status quo of how we understand and teach economy and management-related content to our students. To accomplish this goal and to create a more inclusive and sustainable society and business environment, she seeks the exchange with fellow educators and practitioners. She is currently involved in various international research projects dedicated to innovative pedagogy and engaged scholarship and pursuing her doctorate at the Chair of Human Resources Management and Asian Business at the University of Göttingen, where she also worked as a

Research Associate for several years. She further holds professional experience in sustainability consulting and business transformation.

Soo Min Toh is Associate Professor of organizational behavior and human resource management at the University of Toronto, and Professorial Fellow at the University of Edinburgh Business School. She is also Director of the Institute for Management & Innovation, where she leads a transdisciplinary agenda for research and professional programs focused on sustainable innovation and innovation management. Soo Min's research primarily seeks to understand how human natural tendencies cause us to miss important opportunities for leadership, cooperation across groups, and building success and well-being for individuals, organizations, and nations. Her work has involved organizations around the world and produced practical managerial insights in the areas of organizational culture change, leadership, cooperation, well-being, and cross-cultural management. In addition to publishing and editing in major academic and practitioner journals in the disciplines of management and psychology, Soo Min is co-editor of a Routledge volume on expatriates and managing global mobility, and her work is frequently featured in the media. Her work on women leaders was also recently recognized by winning the Academy of Management's Transnational Research Award.

Miguel Cordova is Associate Professor at Pontificia Universidad Católica del Perú (PUCP), and Internationalization Leader for the Management Department and Management School at PUCP. He holds a PhD in Strategic Management and Sustainability from Consorcio de Universidades in Lima; he has doctoral studies at the Copenhagen Business School, and an MBA from Centrum Católica. His research is oriented to Power and Influence in Organizations, Sustainability, Sustainable Supply Chain Management, Entrepreneurship, and International Business. He was visiting professor at Inseec Business School in Paris, Universidad del Desarrollo in Santiago de Chile, ESADE University in Barcelona, and UDEM in Monterrey. He is Associate Editor at the International Journal of Sustainability in Higher Education and Deputy Editor at 360 Journal of Management Sciences. He is Country Director for Peru at the Academy of International Business – Latin America and the Caribbean chapter (AIB-LAC) and Resources Vice-Chair of the AIB Teaching & Education SIG. In addition, he has previous managerial experience in different economic sectors such as foods and beverages, construction, pharmaceutical, energy, sports and entertainment, and information technology.