
1. Mapping the emerging field of responsible management: domains, spheres, themes, and future research

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STAGES OF LABOR OF AN EMERGING FIELD

The profession of business management ... assuming grave responsibilities. (Follett, 1927: 87)

Performing responsible management is the alternative to tyranny. (Drucker, 1974: 3)

Business schools ... freed their students from any sense of moral responsibility. (Ghoshal, 2005: 76)

Managers must ... achieve success with responsibility. (Prahalad, 2010: 36)

Responsible management ... I don't see how you can manage ... and ignore the social consequences.
(Mintzberg, in Mintzberg & Laasch, 2020: 2)

These quotes above do not only illustrate the concern for and emphasis on responsible management by some of the most iconic management scholars in modern history (Carroll & Laasch, 2020; Laasch & Conaway, 2016), but they also represent the stages of labor of the research field of responsible management.

The quotes by Mary Parker Follett (1927) and Peter Drucker (1974) express the prolonged early stage of labor by stressing the important role of responsible management in an emerging managerial occupation. During the same period, responsible management has also been contested by attempts at de-legitimization on the assumption of managers' social responsibilities. Salient examples are Milton Friedman's (1970) claim that managers' only legitimate social responsibility is to make profits, and Jensen and Mecklin's (1976) successful positioning of shareholders value as managers' ultimate legitimate responsibility that supersedes any other stakeholder responsibilities.

The active stage of labor is represented by Sumantra Ghoshal's (2005) quote expressing a preoccupation with business schools' role in 'producing' irresponsible managers. With the development of the United Nations Principles for Responsible Management Education (PRME) initiative with 700 business schools who are PRME members worldwide, an academic field was formed around responsible management (Alcaraz & Thiruvattal, 2010; Haertle, Parkes, Murray, & Hayes, 2017; PRME, 2007a; Sobczak & Mukhi, 2015). The rapid emergence of research related to this field can be expressed in numbers by making reference to over a hundred high-quality publications including specialized textbooks,¹ a presence in all

¹ See <http://responsiblemanagement.net/literature-base/> and <http://responsiblemanagement.net/responsible-management-literature-list/>.

major management learning and education journals, six special issues,² an annual Responsible Management Education research conference,³ and multiple responsible management education sessions at every Academy of Management's Annual Meeting. However, the attention of this academic field is clearly on *education* for responsible management, not on responsible management itself. Related research is predominantly done through an educational lens, with an alarming lack of research interest in understanding the responsible management that is the aspired outcome of such responsible management education efforts (Laasch & Gherardi, 2019; Laasch, Moosmayer, Antonacopoulou, & Schaltegger, 2017). Due to the little attention given to understanding, criticizing, and ultimately reinventing management, such responsible management education has frequently been criticized to have little impact, or to be insufficient (Langmead, Land, & King, 2020; Painter-Morland, 2015; Racz & Parker, 2020), as it only 'tinkers' with, but does not tackle deeply rooted irresponsible aspects of management as usual (Mika, Colbourne, & Almeida, 2020; Millar, 2020; Millar & Price, 2018).

C.K. Prahalad's and Henry Mintzberg's (2020) quotes speak for the urgent concern for managerial responsibility as an indispensable aspect of the management process, which characterizes the 'pushing stage' of labor. We are close to getting to know the responsible management field soon to be born. The field is 'crowning', beginning to show its form and nature, ready to emancipate itself from the mother fields that are giving birth to it. Having focused for long on explicit education in the context of the academic organizations that are business schools, we still have only taken a first glimpse of what responsible management actually looks like 'in the wild' of managers' jobs.

The educational angle is not the only aspect the emerging responsible management research field will have to 'cut the cord' from. The second mother field is the organization-level study of responsibility, for instance, in the form of Corporate Social Responsibility (CSR). Ironically, Principle 4 of the UN PRME (2007c) promotes research practice on an organizational level not the individual-managerial level, namely to:

[E]ngage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Although the PRME's educational practices are centered on individual-level future responsible managers, and responsible management processes, this principle appears to foster organization-level research, narrowly focused on corporations. It has only been recently argued that responsible management has begun to emerge as a research field that is emancipating itself from its educational and organization-level roots, to study responsible management by its own right (Laasch, 2018c; Laasch et al., 2017).

² *Journal of Business Ethics* (2020), *International Journal of Management Education* (2020, 2017), *Academy of Management Learning and Education* (2015), *Journal of Management Development* (2015), *Journal of Management Education* (2012).

³ See <https://ju.se/rmer>, <https://www.international-csr.org/prme-research-conference/>, and <http://rmeconference.com/>.

THE THREE (MIS)USES OF RESPONSIBLE MANAGEMENT

Now, just after birth, the young research field of responsible management still suffers from three detrimental past uses of the term “responsible management”. These uses are the figurative ‘placenta’ that has nurtured responsible management so far. However, these (mis)uses are now hindering the future development of the field like an equally figurative umbilical cord which has to be cut. We will now briefly illustrate and problematize the three most salient (mis)uses of responsible management.

First, there is the *implicit* (mis)use of responsible management. An excellent example is evidenced in C.K. Prahalad’s (2010) *Harvard Business Review* paper in which he outlines eleven aspects of how to become a responsible manager. However, he never makes explicitly clear what he considers a responsible manager, or responsible management. The fuzziness resulting from such implicit use was not of major concern for the educational field of responsible management. The lead author of this chapter remembers well a lively discussion at the UN PRME Annual Assembly 2013 in Bled, where the suggestion to work on an agreed definition for responsible management was met with strong opposition. The general consensus was that a certain fuzziness was a success factor for the inclusivity and rapid growth of the field of responsible management *education*. The weakly defined term ‘responsible management’ has served as an educational boundary object (Benn, Edwards, & Angus-Leppan, 2013; Benn & Martin, 2010; Star & Griesemer, 1989). It has just enough unique core meaning to add something new and therefore to be transported into different educational communities. However, its peripheral meaning is fuzzy enough for each community to attach their own meaning to it, which is crucial for organizing their own unique practices around it. Implicit use of a new concept in the early stages of research is common (e.g. Ghaziani & Ventresca, 2005), but the resulting lack of construct clarity may severely hinder field development in later stages (Foss & Saebi, 2017). Particularly for the more mature stages of research field development, conceptual clarity is a crucial concern (Johnson, Rosen, Djurdjevic, & Taing, 2012; Suddaby, 2010).

Second, there is the *synonymous* (mis)use, where responsible management is understood to mean just the same as something else. When mentioning responsible management, for instance, in faculty development workshops, the lead author of this chapter regularly hears sentences along the lines of “got it, you mean CSR” or “that’s humanistic management, right?” Why should we even bother to talk about responsible management, let alone study it, if there’s something exactly the same out there already? Similarly, in PRME sharing information on progress reports,⁴ under Principle 4 that should be dedicated to responsible management research, PRME signatory schools barely ever report on research explicitly centered on responsible management. Instead this section features all kinds of related terms, from ‘a’ as in Air Pollution (Tsinghua School of Economics and Management, 2019) to ‘z’ like zero waste (Berkeley Haas School of Business, 2018). For instance, Copenhagen Business School’s (2019) *Responsible Management Report* features “research related to responsible management” (51) as varied as smart buildings, vocational school dropout rates, and sustainable lifestyles. If responsible management can mean any of these, does it really mean anything new? In such extreme type of synonymous use responsible management becomes a wide umbrella for anything vaguely related to ethics, responsibility, and sustainability (ERS), or most recently, to the UN

⁴ <https://www.unprme.org/reporting/index.php>.

Sustainable Development Goals (Rasche, 2020). The underlying issue under this type of synonymous use is one of blurry, to non-existent, boundaries of the research field of responsible management. As exemplified by other recent emerging fields such as social entrepreneurship (Abu-Saifan, 2012), or business models research (Spieth, Schneckenberg, & Ricart, 2014), research field boundaries are crucial to distinguish responsible management from otherwise synonymous fields. Field boundaries allow for ‘in or out’ judgments supporting the development of a shared identity. Boundaries also serve to create coherence and relationships between research inside the boundaries, and a field discourse where researchers in the field use each other’s research as shared reference points and to speak to each other.

Third, there is the *subsidiary* (mis)use, where responsible management is understood as a dependent subfield, for instance, of corporate social responsibility (CSR). An example for such use is Archie Carroll’s suggestion that responsible management describes the managerial implementation of CSR or that it covers CSR on the employee side (Carroll & Laasch, 2020). A relevant anecdote is when an editor of major journal suggested to one of the authors of this chapter that responsible management is “just one ‘type’ of responsible research in management” (RRBM, 2017; Tsui, 2016), a subsidiary of that field. Out of the (mis)uses illustrated in this chapter, the subsidiary (mis)use is probably the least detrimental to an emerging field. A subsidiary field may still add value to the bigger field by its distinct contribution. However, responsible management is a field in search of emancipation, being established as a field in its own right (Laasch, 2018c; Laasch & Gherardi, 2019). The aspiration is to benefit from and contribute to other fields like CSR or responsible research in business and management, but to be able to nevertheless stand on its own. An insightful related case is, for instance, how entrepreneurship emancipated itself from being a subfield to one that stands alone (see Bruyat & Julien, 2001).

In this chapter and in the larger volume it is part of, we address the implicit misuse by proposing conceptualizations aimed at increased *construct clarity*. Examples are chapters that provide insights into core aspects of the responsible management process, like the role of tensions and paradoxes (Van der Byl, Slawinski, & Hahn, 2020), its underlying plural logic (Radoynovska, Ocasio, & Laasch, 2020), and the role of collective memory (Mena & Rintamäki, 2020). The synonymous misuse is addressed by delineating the responsible management field’s *boundaries* by distinguishing it from responsible management education and organizational level conceptualizations like corporate social responsibility or corporate sustainability (Laasch, 2018c; Laasch & Gherardi, 2019). We do so by building on and further contributing to responsible management definitions (Carroll et al., 2020; Laasch & Conaway, 2015; Nonet, Kassel, & Meijs, 2016). Particularly, in this chapter, we use the conceptual imagery of responsible management as extending in widening spheres around the responsible manager. Finally, we address the subsidiary misuse, by further outlining the unique *phenomenon of interest* and *research object* of responsible management (Laasch, 2018c); for instance, by further qualifying manifestations of the responsible management phenomenon in regional and spiritual contexts (e.g. Fu, Qu, Yang, & Jiang, 2020; Mika et al., 2020; Sidani, 2020). Also, the three key themes of responsible management research introduced in this chapter further specify key areas of interest related to empirical phenomena of responsible management.

MAPPING THE FIELD

The purpose of this chapter is to provide a solid basis on which the responsible management research field can develop. We will map the field of responsible management to foreground its distinctive characteristics and to provide an overview of extant research.

In the following sections we will map the field of responsible management research territory by territory (see Figure 1.1). The first territories belong to the three disciplinary domains responsible management research connects to: ethics, responsibility, and sustainability. Second, we outline the spheres of responsibility extending around the managerial actor. These spheres are job, group, organization, occupation, and planetary society. The third territory unfolds between responsible management's three core themes of research, all of which are centered on the research object of managing responsibly. These themes include an interest in praxis, practices, and process(es) of managing responsibly; the learning, change, and innovation that is necessary in order to manage responsibly; and alternative management frameworks that undergird managing responsibly.

We would like to stress that this initial map of the field is meant to change and be changed as the co-construction of the still emerging research field of responsible management takes place. The 'seismic' activity in this emerging field is likely to regularly reshape this map on the way to field maturity. This map, therefore is meant to be a current snapshot, a baseline, and platform on which future versions of the field of responsible management can be co-constructed.

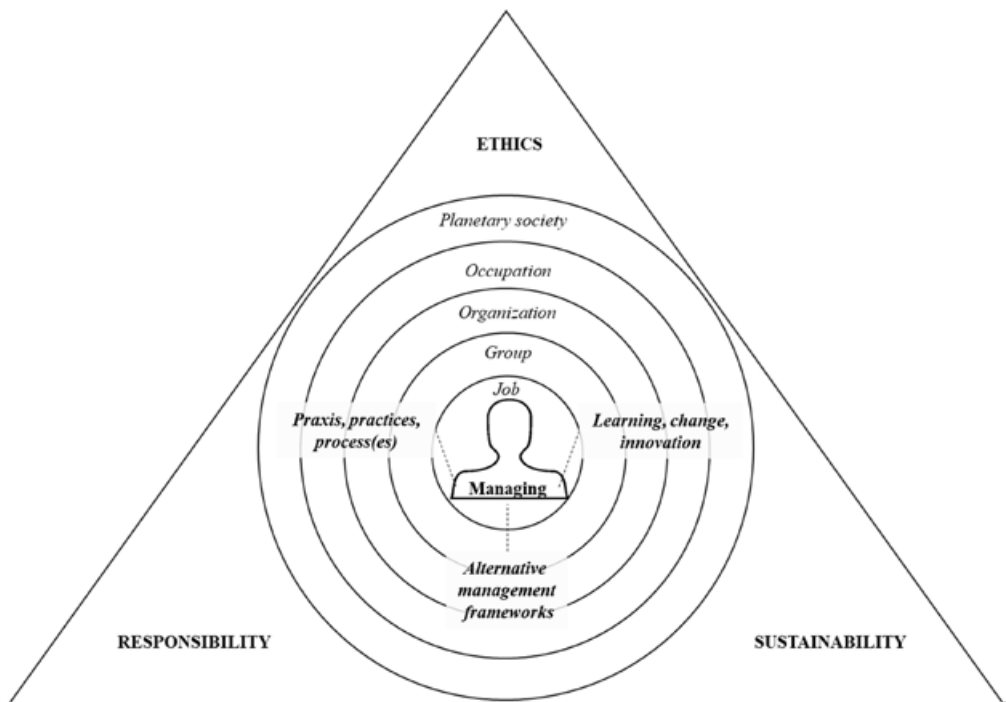


Figure 1.1 Mapping the field of responsible management research

Domains

When the UN PRME community began to form, it naturally attracted management academics from disciplines related to ethical, social, and environmental responsibilities (see Table 1.1). As a consequence, first the field of responsible management education, and then the responsible management research field were co-constructed as transdisciplines: They strongly draw from multiple disciplines, but also go beyond them in forming unique new disciplines (Beckmann & Schaltegger, 2020; Laasch, Schaltegger, Antonacopoulou, & Moosmayer, 2020; Schaltegger, Beckmann, & Hansen, 2013). The transdiscipline of responsible management education most strongly drew from the disciplines of ethics, responsibility, and sustainability (ERS) (Forray & Leigh, 2012; Rasche & Gilbert, 2015). As a consequence, the commonly used definition of responsible management serves as an umbrella for managerial practices that integrate aspects from the disciplinary domains of ethics, responsibility, and sustainability (Laasch & Conaway, 2015), plus varieties of cognate and related disciplines that are not labeled as ERS, but that have relevant elements for the study of responsible management such as humanistic management or critical management studies.⁵ Accordingly, we use the abbreviation ERS+ to describe the disciplinary domains that responsible management draws from.

In managerial practice, ERS+ often relates to specialized job profiles like that of the environmental manager or sustainability managers for the (environmental) sustainability discipline (e.g. Carollo & Guerci, 2017; Friedman, 1992; Visser & Crane, 2010); the corporate responsibility managers for (social) responsibility (e.g. Chaudhri, 2016; Molteni & Pedrini, 2009); as well as ethics and compliance managers for business ethics (e.g. Adobor, 2006; Hoffman, Neill, & Stovall, 2008). Responsible management, however, is firmly rooted in the PRME's ethos aimed at helping also all "normal managers" (Laasch, 2018c: 8), "mainstream managers" (Laasch & Conaway, 2015: 36), and "all employees of a company" (Verkerk, Leede, & Nijhof, 2001: 354) to manage ethically, responsibly, and sustainably (Beckmann, Schaltegger, & Landrum, 2020; Constantinescu & Kaptein, 2020).

The ethics, responsibility, and sustainability disciplines, although centered on similar phenomena and overlapping in contents, have developed from distinct perspectives, and are constructed around distinct cores. We will now briefly outline these domains to establish a basic shared understanding that the transdiscipline of responsible management can build on.

Ethics

As outlined by Crane and Matten (2007: 5) the business ethics domain is concerned with the "study of business situations, activities and decisions where issues of right and wrong are addressed." The ethics domain's first sub-domain is normative ethics. It applies moral philosophy to understand what is right or wrong in a given scenario. In practice, normative ethical theories are often visible in simple statements, such as 'I am just doing my job and fulfilling my duty' (deontological ethics); 'I behave according to our values' (virtue ethics and the 'good life'); 'I am doing the best for everyone' (utilitarian greatest happiness principle)

⁵ The logical-semantic issue, namely that the term responsibility describes both the higher-level 'responsible' management and one of its sub-domains, that of responsibility, is duly noted. While fixing this flaw would be desirable, we, for now, accept that it has become common use, due to forces involved in the historic construction of the field of responsible management described in this chapter's introduction.

Table 1.1 *Disciplinary domains of ethics, responsibility, sustainability (ERS)*

	Ethics	Responsibility	Sustainability
Theoretical roots	Moral philosophy; behavioral psychology	Management and business theory	Environmental sciences, life-sciences
Primary dimension	Moral	Social	Environmental
Focal context	Individual	Organizational	Glocal
Core concepts/unit of analysis	Right or wrong decisions and behaviors	Stakeholder relationships	Social, environmental, economic value; intergenerational equity
Normativity	Do the right thing!	Harmonize stakeholder value!	Balance, sustain and restore 'the values'!
Business frameworks	Business ethics; ethical business	Corporate (social) responsibility; corporate citizenship; business philanthropy; social enterprise	Sustainable business; corporate sustainability
Core management instruments	Ethics management tools: e.g. codes of ethics, audits, trainings, whistleblowing hotlines	Stakeholder assessment and engagement	Life-cycle management; footprinting
Management objects	Ethical decision and behavior	Stakeholder relationship	Triple bottom line
Aspired output	Maximum (morally) good decisions and behaviors	Stakeholder value harmonization	Optimum social, environmental, economic value
Typical subjects/issues	Ethical issues: e.g. corruption, discrimination, human rights	Stakeholder issues: e.g. employee, community; society	Sustainability issues: e.g. poverty, education, climate change

(Bleisch & Huppenbauer, 2011). The second sub-domain of descriptive and behavioral ethics is concerned with why people take right or wrong decisions (Treviño, Weaver, & Reynolds, 2006; Werhane, 1994). The third sub-domain is ethics management which aims to influence ethical decisions and actions (Kaptein, 1998; Treviño & Nelson, 2017). All three domains of business ethics are centered on the ethical decision making process and resulting actions. Issues addressed typically involve notions of potential misbehaviors, such as corruption, discrimination, or unfair competition. In business practice, also notions of right and wrong that are not considered ethical issues, such as legal compliance, are addressed. Managerial tools are, for instance, codes of ethics and whistleblowing hotlines (Crane & Matten, 2007). Both ethics management and ethical management are of great interest in the responsible management context (Constantinescu & Kaptein, 2020).

Responsibility

As outlined by Carroll (1991), responsibility in the management context refers to the various responsibilities to stakeholders. The terms used to describe the assumption of companies' stakeholder responsibilities are manifold and refer to, among others, corporate citizenship, corporate social responsibility, and corporate social performance (Waddock, 2004). Also the topics of corporate philanthropy and social enterprise closely relate to the stakeholder concept and to the social dimension of business. A review of definitions found that the topics most commonly used to define corporate social responsibility are stakeholders and society (Dahlsrud, 2008). Freeman (1981: 25) made the stakeholder concept popular by employing

the definition of stakeholders as the “groups and individuals that can affect, or are affected, by the achievement of organizational purpose.” Since then the stakeholder concept has developed into descriptive, instrumental and normative applications (Donaldson & Preston, 1995). Issues addressed in a responsibility context are either broadly related to society and community the company is operating in, such as education or unemployment, or have a direct relationship to company stakeholders, as in the case of employee labor conditions or customer satisfaction. Management tools related to business responsibility are, for instance, stakeholder assessment and management. Notions of micro-CSR (e.g. Gond, El Akremi, Swaen, & Babu, 2017; Willness, Jones, Strah, & Rupp, 2020), responsible leadership (e.g. Marques & Gomes, 2020; Miska & Mendenhall, 2018), have recently translated the organization-level discussion of responsibility back to the individual level.

Sustainability

The roots of the sustainability domain lie in the topic of sustainable development (Lele, 1991), a development that “meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland, 1987: 24). A central concept of sustainability thinking is intergenerational equity, referring to the need to sustain or restore social, environmental, and economic equity so that it is available for future generations’ needs (Padilla, 2002; Pearce, 1988). Value thinking in sustainability is typically conceptualized as the three types of social, environmental, and economic capital (Barbier, 1987), and as the management applications of triple bottom line (Dyllick & Hockerts, 2002; Elkington, 1998). Issues addressed in a managerial sustainability context typically connect to global+local (glocal) environmental, social, and economic challenges. Issues often relate to subjects where a manager aims at protecting value or resources, or actively addresses an issue related to sustainable development, for instance, as recently ‘catalogued’ through the United Nations Sustainable Development Goals (Rasche, 2020), or the planetary boundaries (Whiteman, Walker, & Perego, 2013). Sustainability management tools often relate to the field of corporate sustainability, which has developed from the environmental management context (Schaltegger & Burritt, 2005; Schaltegger, Burritt, & Petersen, 2003). Examples like life-cycle management, footprinting, and eco-efficiency, are centered on the assessment and management of environmental, social and economic impact, capital or equity. A main concern of sustainability in the responsible management context is to make sustainability a core subject not only of specialized sustainability managers, but of ‘mainstream’ managers of all kinds (Beckmann et al., 2020).

Spheres

Responsible management has a strong individual-level emphasis (Laasch, 2018c), which originally emerged from responsible management education’s focus on (future) managers’ responsible management learning. It has also been discussed as responsible management related phenomena occurring in widening spheres that extend around the responsible manager. Such extending spheres of managerial influence (Laasch & Conaway, 2015) resemble similar multi-level perspectives on ERS+ (e.g. Aguilera, Rupp, Williams, & Ganapathi, 2007; Geels, 2011; Hwang & Colyvas, 2019; Starik & Rands, 1995; Voegtlin, Patzer, & Scherer, 2012). By documenting levels of discussions observed in responsible management research, we map five spheres extending around the responsible manager at the center: job, group, organizational, occupational, and planetary society.

Responsible management research is not only interested in responsible management phenomena playing out inside each sphere, but also in the dynamics between spheres. While being centered on the responsible manager and activities of managing responsibly, the study of responsible management is of a multi-level nature, as are empirical phenomena related to responsible management. For instance, the responsible management practice of Detlef Lohmann, owner-manager of the German Allsafe has emerged from a personal aspiration influenced by his family and religious values, but also from his experience working as a manager in automobile companies, and his critical views of the managerial occupation (Boons, Laasch, & Dierksmeier, 2018; Laasch, Dierksmeier, Livne-Tarandach, Pirson, Fu, & Qu, 2019b). The innovative responsible management practices he created through his company were further translated into transformative practices enacted by other companies, this way ‘responsibilizing’ the business community (Laasch, Boons, & Dierksmeier, 2019a). Lohmann’s example spans all spheres of responsible management.

The Manager at the Center

The research field of responsible management is centered on the (ir)responsible manager (Prahalad, 2010) and on (ir)responsible management carried out by her (Mintzberg, 1973, 1994): managing (ir)responsibly. This includes questions of managerial agency and their morally reflexive practice (Hibbert & Cunliffe, 2013) that undergirds responsible managerial behavior (Schneider, Zollo, & Manocha, 2010). However, it also goes a layer deeper, questioning how ontological aspects of human nature may further or hinder responsible management (Ogunyemi, 2012; Pirson, 2020a, 2020b). This focus has manifested in a variety of conceptualizations, including the idea of managers as the responsible motor of an organization (Drucker, 1954); managers’ role as responsible leaders (Gond, Igalens, Swaen, & El Akremi, 2011; Maak & Pless, 2006); or institutional entrepreneurs for ERS+ (Bhatt, Qureshi, & Riaz, 2017). It also relates to managers’ pursuit of personal aspirations and life-goals, possibly including that of a responsible managerial career (Tams, 2020).

The focus on the manager also lends itself to psychological lenses such as positive organizational behavior (Luthans, 2002; Morgeson, Aguinis, Waldman, & Siegel, 2013), responsible leader behavior (Stahl & De Luque, 2014; Waldman & Siegel, 2008), behavioral management ethics (Treviño et al., 2006), individual managerial competences (Laasch & Moosmayer, 2015; Osagie, Wesselink, Blok, Lans, & Mulder, 2016), and micro-CSR (Glavas, 2016; Gond et al., 2017). Responsible management recognizes managers’ crucial role in implementing organizational responsibility (Carroll & Laasch, 2020) and the insights that can be reaped for it from managerial micro-foundations of responsibility (Willness et al., 2020). However, very differently from these conceptual lenses, responsible management pursues an intrinsic interest in the manager and her responsibilities as a person and individual (Carroll et al., 2020), as opposed to being just one of many (f)actors that can explain organizational-level responsibility (e.g. Gond et al., 2017; Maak, Pless, & Voegtlin, 2015).

Job sphere

The job or role sphere of responsible management immediately surrounds the manager and her efforts of managing responsibly. Managers’ conceived job frame interacts with personal characteristics, experiences, and aspirations (Mintzberg, 1994); certain types of responsibility prescribed by the job role a manager assumes (Painter-Morland, 2011); and hierarchical

considerations coming with distinct types of responsibility associated with hierarchical job classifications like top-, middle-, and front-line managers (Laasch & Conaway, 2015; Verkerk et al., 2001). ERS+ may enter a particular manager's job frame in distinct forms; as specialized responsible management jobs, or, responsible management integrated into 'mainstream' jobs (Beckmann et al., 2020; Laasch & Conaway, 2015, 2016; Tams, 2020). The first form leads to specialized responsible management job frames, where the object of the manager's role is explicitly related to ERS+. Such sustainability, responsibility and ethics managers' job frames makes managing ERS+ the main job. Examples are the roles of community relations managers, ethics officers, or environment health and safety managers. In the second type of responsible management job frame, where ERS+ becomes integrated into a 'normal' mainstream job, the main object of managerial efforts is 'normal' mainstream business. For instance, an alcoholic beverages company's marketing manager might be in charge of a social marketing campaign to promote responsible drinking, as part of managing the company's portfolio of commercial marketing campaigns. Another example is that any manager might behave more or less responsibly towards the people managed, for instance, by considering a sound work–life balance.

This focus on the job sphere creates a close connection to discussions of working life (Ennals, 2014; Orlikowski, 2009; Shove, Trentmann, & Wilk, 2009) and the workplace (Hauser, 2020; Sekerka, Bagozzi, & Charnigo, 2009; Verkerk et al., 2001). Research in this sphere often draws from organizational subjects related to responsibility in manager–subordinate interactions such as abusive supervision (Tepper, 2000, 2007). It may focus on how job-related factors like monetary incentivization, job monitoring, or productivity relate to responsible management (Hilliard, 2013). Such research also includes the interaction between workers and their jobs, for instance, when making jobs more responsible through job crafting (Berg, Dutton, & Wrzesniewski, 2013; Bizzi, 2020), or in the form of a succession of roles that forms a responsible management career (Tams, 2020; Tams & Marshall, 2011).

Group sphere

Responsible management often is enacted and studied in relational group settings. A first research stream is concerned with groups in the literal sense: Groups can take many different forms, such as work teams (Verkerk et al., 2001), organizational departments (Chapple, Molthan-Hill, Welton, & Hewitt, 2020), communities of practices or of shared interests (Benn et al., 2013; Laasch & Gherardi, 2019). They including transient groups like project groups (Lavine & Roussin, 2012; Markowitz, Cobb, & Hedley, 2012), or spontaneously assembling informal groups centered on particular ERS+ concerns (Mintzberg, 2019; Mintzberg & Laasch, 2020). Verkerk et al. (2001: 355) discuss the dynamics between groups members' autonomy to "organize their own workplace" and the need for managers to "to take the lead." A key aspect of such group responsibility is not only the responsibility in the group, but also how (ir)responsibility moves or doesn't across group boundaries, for instance, in the form of boundary practices, boundary objects, or human boundary spanners (Benn et al., 2013; Benn & Martin, 2010; Chapple et al., 2020; Fougère, Solitander, & Maheshwari, 2020).

A second stream of research is less concerned with groups in the literal sense, but rather with relational conceptualizations of collective responsible agency. This stream is centered on processes of responsibility co-construction and responsible agency as a multiplicity of inter-related actors. This perspective lends itself to sociological lenses, and group psychology. For instance, Freeman suggests that it is the very stakeholder network that managers are enmeshed

in that co-constitutes managerial responsibility (Freeman & Laasch, 2020). Similarly, responsible leadership approaches imply that ‘subordinates’, the stakeholder led, enact responsibility together with the leader(s) of the stakeholder network (Maak & Pless, 2006). Also, the managerial tool of total responsibility management (Waddock & Bodwell, 2002, 2017) assumes a collective perspective by idealizing a ‘total’ “essential responsibility of everyone involved in ... all company practices” (Waddock & Bodwell, 2004: 30). Finally, posthuman, socio-material perspectives on responsible management go one step further by including both human–nonhuman actors that form networks enacting responsibility (Laasch, 2018a; Laasch, Moosmayer, & Arp, 2018; Painter-Morland, 2011; Price, Gherardi, & Manidis, 2020; Verkerk et al., 2001).

Organizational sphere

Managers’ responsible management activities are both affected by and affect the organizations they are members of (Carroll & Laasch, 2020; Laasch et al., 2017; Verkerk et al., 2001). On the one hand, managers are understood to be key actors in generating organizational change for ERS+ (Aguilera et al., 2007; Benn, Dunphy, & Griffiths, 2003; Hesselbarth & Schaltegger, 2014). Organizations, on the other hand, are also the main site of managerial socialization, including values like responsibility (Schein, 1988). Such socialization could, depending on the organizational characteristics, either foster managerial responsibility or irresponsibility. Accordingly, transitions towards individual and organizational responsibility frequently go hand in hand (Ernst, 2015). Related dynamics are, for instance, personal responsibility transformations of key leaders who in turn transform their organization (Hemingway & Starkey, 2018), or the entanglement of personal responsible management competences and organizational responsibility capabilities (Dzhengiz & Niesten, 2020).

Accordingly, distinct organizational characteristics and how they interact with personal managerial characteristics set the stage for the individual and collective enactment of ERS+ (Hilliard, 2013; Randles & Laasch, 2016). Organizational-managerial (ir)responsibility is mediated through, for instance, organizational culture (Bertels, Papania, & Papania, 2010; Kok, de Bakker, & Groenewegen, 2017); dominant institutional logics in the organization, legitimizing responsible or irresponsible behaviors (Gao & Bansal, 2013; Laasch, 2018b; Radoynovska et al., 2020); or through an organization’s dominant management models, for instance, of the prosocial type (Birkinshaw, Foss, & Lindenberg, 2014; Birkinshaw & Goddard, 2009). Responsible management enactment is also influenced by differing organizational characteristics across sectors, or of hybrid organizations between sectors (Mintzberg & Laasch, 2020), for instance, responsible management in social enterprises combining characteristics of public and private sector (Laasch, 2018b; Pache & Santos, 2013; Ridley-Duff, Bull, & Laasch, 2015). Another influence is the degree of maturity a particular organization has achieved in implementing ERS+ (Baumgartner & Ebner, 2010; Zadeck, 2004), or the stigmatizing effect of organizations known for unethical, irresponsible, or unsustainable behavior (Grougioua, Dedoulisb, & Leventisc, 2016).

Occupational sphere

Managers’ relationship to managerial occupations like the ones of marketers, controllers, or strategists is an important aspect of managerial practice. The occupational sphere provided strongly relates to managerial identity (Baranova, 2017; Casey, 2008; Hodgson & Paton, 2016), competence development (Ellström, 1997; Schwammle, 1996; Shaw & Polatajko,

2002), and socialization (Antonacopoulou & Pesqueux, 2010; Cruess, Cruess, Boudreau, Snell, & Steinert, 2015; Merdinger, 1982; Schein, 1988), that goes beyond the organization of which a manager is a member. Responsible management issues and practices often are endemic to distinct managerial occupations managers are part of (Laasch, 2021; Ogunyemi, 2016; Weybrecht, 2010). Marketers are unlikely to be familiar with practices of environmental accounting and accountants are unlikely to engage in practices of social marketing. A variety of publications have addressed the specifics of responsible management in particular managerial occupations, for instance, that of accountants and controllers (Ette, 2014), or of people managers (Hilliard, 2013).

The occupational sphere also features the discussion of the elevation of the status of the managerial occupation to that of a profession, similar to those of lawyers, doctors, and journalists (Blond, Antonacopoulou, & Pabst, 2015; Donham, 1962; Donham, 1927a; Khurana, 2010; Trank & Rynes, 2003). Establishing management as a responsible occupation or profession may influence both managers' organizations and the fields these organizations are part of, as well as serve as societal-level legitimization for ERS+ (Gendron, Suddaby, & Lam, 2006; Greenwood, Suddaby, & Hinings, 2002; Muzio, Brock, & Suddaby, 2013). Professions not only adhere to and reinforce responsible behavior standards for their members, such as doctors' hypocritical oath (Blok, 2013; De Bruin, 2016; Khurana & Nohria, 2008), but also provide a focus on an occupation's positive role in society (Donham, 1962). Just as doctors fulfill the role of improving health and journalists of ensuring access to impartial information, if reaching professional status, members of an aspirational managerial profession may be understood to ensure the responsible provision of the goods and services needed (Donham, 1927a, 1927b; Follett, 1927). The formation of responsible management competences are a crucial step toward such a management profession (Laasch & Moosmayer, 2016).

Planetary society sphere

The widest sphere explores responsible managers' connection to society and the planet (Waddock, 2020). In a negative framing, managers and their (mis)behavior may result in considerable negative impacts on society (Ghoshal, 2005). An example is the role of managers in the financial industry leading to the global economic and social crisis in 2008, and long after (Berndt, Hollifield, & Sandas, 2010). Through the vehicle of their organizations, managers are in a uniquely powerful position to affect society. We have framed this role positively as the central role of "managers in a broad systemic shift toward sustainability, responsibility, and ethics ... progress towards a better global society" (Laasch & Conaway, 2015: 35). There are many examples of the positive contribution of managers to societal cares and concerns. For instance, environment, health and safety managers dedicate their efforts to social and environmental value creation and preservation. Exceptional top managers like Unilever's CEO Paul Polman may transform their companies to directly contribute to societal concerns, such as women's empowerment or healthy nutrition (Sunlight, 2014; Unilever, 2018). Similarly, responsible management innovators positively impact society by creating novel managerial structures (Birkinshaw, Hamel, & Mol, 2008; Hamel, 2006; Seelos & Mair, 2020), or business models (Kennedy & Bocken, 2020) that address societal concerns. Prominent examples include Muhammad Yunus' invention of microfinance as a financial management framework tackling poverty (Bateman, 2014; Yunus, 1999), or TOMS shoes founder Blake Mycoskie's invention of the one-for-one business model where every product bought is linked to the provision of a second product for a person in need (Heller, 2013). Such management innova-

tions being imitated, reproduced, and adapted through social franchising multiply the societal impact of these managers' social innovations across organizations and society (Tracey & Jarvis, 2007; Yunus, Moingeon, & Lehmann-Ortega, 2010). Additionally, managerial responsibility has been framed as a social movement with the potential for societal transformation (Arjaliès, 2010; Cochran, 2007; Haertle et al., 2017; Sahlin-Andersson, 2006).

While managers' responsible management efforts may impact society, vice versa, society also influences responsible management. Societal-level collective attitudes may favor or thwart responsible management efforts, through distinct levels of openness, awareness and responsiveness to ERS+ issues (Laasch & Conaway, 2016; Wickert & Bakker, 2018). Distinct degrees of societal stakeholders' demands for responsible management practices and legal frameworks are crucial environmental factors influencing (ir)responsible management (Laasch & Conaway, 2015). Also the planet's ecosystems, and nature serve as the ultimate boundaries ideally orienting responsible management in the environmental dimension (Whiteman et al., 2013). Equally, the natural environment may serve as inspiration for the very solutions required to stay within these boundaries (Mead, 2018; Mead & Landrum, 2020). This planetary society sphere of responsible management creates a close connection to discussions of the role of management in the fields of business and society (Carroll & Laasch, 2020; Schwartz & Carroll, 2008), and, organizations and environment (Bansal & Gao, 2006; Starik & Marcus, 2000).

Themes

At the center of themes studied in responsible management is the activity of 'managing responsibly'. The three related research themes introduced are the unique praxis, practices, and process(es) of managing responsibly; learning, change, and innovation that comes with managing responsibly; and alternative management frameworks that managing responsibly draws from. Although covering a large share of the extant responsible management research, these three themes are not exhaustive. Also, each of them may span multiple spheres. For instance, the research stream of responsible management learning (Laasch & Gherardi, 2019; Laasch et al., 2017) may be centered on phenomena of individual or group learning, in an organizational or occupational context, and may impact the planetary society.

Praxis, Practices, Process(es)

Originally, responsible management research was driven by the need to understand managing responsibly as a "praxis ... actual activity, what people do" (Whittington, 2006: 619). The goal was and still is more than ever to help (future) managers to learn to manage responsibly (Laasch & Gherardi, 2019). This implies using research as a vehicle to "interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities" (PRME, 2007c). This focus on the managerial praxis of managing responsibly, in everyday sayings and doings (Price et al., 2020), and, responsible management as a praxis of managerial working life (Ennals, 2014), implies that responsible management research can be inspired by seminal studies of actual managerial praxis (Kotter, 1999; Luthans, Rosenkrantz, & Hennessey, 1985; Mintzberg, 1973). Such research is often based on methods that bring the researcher closer to managers such as diary studies, (auto) ethnographies, interviews, workplace observations, and action research. It is important to

realize that the praxis of responsible management is not just the ‘trivial’ enactment and reproduction of management. Changes in managerial praxis can create, change, or maintain taken-for-granted, institutionalized practices of managing responsibly or irresponsibly (Burns & Scapens, 2000; McCarthy & Mena, 2020; Seo & Creed, 2002).

A social practices lens on responsible management studies the dynamics of the practices of managing responsibly (Laasch & Gherardi, 2019). Managerial practices and management as a practice (Drucker, 1974; Drucker, 1954; Mintzberg, 2004) are taken-for-granted and therefore comparatively stable and consistently enacted ways of managing (Schatzki, 1996, 2002). Such practices are socially legitimized typical ways of managing shared across management practitioners and their organizations (Reckwitz, 2002; Whittington, 2006, 2007). Responsible management research, for instance, studies crucial individual practices like whistleblowing (Carollo, Pulcher, & Guerci, 2020), social issues’ selling (Wickert & Bakker, 2018), or morally reflexive practices (Hibbert & Cunliffe, 2013). It also studies how such individual responsible management practices are enmeshed in entangled textures or bundles of responsible management practices (Laasch et al., 2019b; Laasch & Gherardi, 2019). Central subjects and objects of such studies are responsible managers practitioners, distinct communities of practice, their underlying logics, and the socio-material aspects of such practices including, for instance, management tools, materials, and sites of practice (Benn et al., 2013; Benn & Martin, 2010; Friedland, 2018; Shove, Pantzar, & Watson, 2012).

Responsible management research also studies unique characteristics and patterns of the responsible management process. For instance, the uniquely complex plural logic of responsible management (Radoynovska et al., 2020) makes tensions and paradoxes a core aspect of the responsible management process (Van der Byl et al., 2020). Managing and harnessing such tensions becomes a continuous motor of responsible management activity and managerial change towards responsibility (Battilana, Sengul, Pache, & Model, 2015; Seo & Creed, 2002; Verbos & Humphries, 2015). It implies, for instance, that the responsible management process involves a continuous dealing with tensions, either by harmonizing them. For instance, by managing to create a business case for responsible management, or by managing the paradoxes emerging from unresolved tensions (Carroll & Laasch, 2020; Hahn, Preuss, Pinkse, & Figge, 2014). Another unique aspect of the responsible management process is the role of time. On the one hand, situational approaches to responsible management emphasize responsible management focused on and clearly bounded by a particular time frame (Carroll et al., 2020). The central role of time in the sustainability domain, however, suggests responsible management has to simultaneously consider all three, past, present, and future (Laasch & Conaway, 2016; Mena & Rintamäki, 2020; Stutz & Schrempf-Stirling, 2020): ‘It’s all about time’ (Bansal & DesJardine, 2014). So far we have discussed aspects of *the* responsible management process. However, emerging from the aspiration to achieve “full integration of responsibility into the range of processes across an organization” (Waddock & Bodwell, 2004: 32), responsible management research also has an interest in the study of (ir)responsible processes across managerial occupations (Capelle-Blancard & Monjon, 2014; Long, Iñigo, & Blok, 2020; Maignan, Hillebrand, & McAlister, 2002) as well as the related routines (Feldman, 2000; Lindh, Kihlgren, & Perseius, 2013).

Learning, Change, Innovation

From its field of origin, namely responsible management learning and education, responsible management has inherited a strong emphasis on the overlapping and interrelated subjects of managerial learning, change, and innovation (Laasch et al., 2017). Not only are the UN PRME centered on educating future managers to be responsible, but also Principle 1 implies a change imperative, “to work for an inclusive and sustainable global economy” (PRME, 2007b), and to contribute to the creation of a sustainable world through management (Dyllick, 2015). Accordingly, responsible management has a transformative impact agenda (Araç & Madran, 2014; Gentile, 2017) aimed at furthering varieties of ERS+ issues, cares, and concerns. Examples range from climate change (Chapple et al., 2020), to poverty (Rosenbloom, Gudić, Parkes, & Kronbach, 2017), to anticorruption (Hauser, 2020), and most recently the entirety of the UN Sustainable Development Goals (Parkes, Buono, & Howaidy, 2017; Rasche, 2020). Accordingly, responsible management research naturally lends itself to research methods and methodologies aimed at learning, change, and innovation, such as a pragmatist research philosophy (Carroll et al., 2020; Dmitrieva, Freeman, & Dmytriyev, 2020; Nahser & Ruhe, 2001), performative critical management studies (Langmead & King, 2020; Racz & Parker, 2020), action research (Langmead & King, 2020), and appreciative inquiry (Beveridge, Godwin, & Pavez, 2020).

First, responsible management learning as Laasch and Gherardi (2019: 13) define it as “the implicit and explicit (un)learning of and about (ir)responsible practices, a form of reciprocal learning between managerial and academic practitioners, taking place in both managerial and academic fields.” In the context of responsible management, however, responsible management (un)learning is centered on responsible managers’ learning in the context of their workplace and employing organization (Andrianova & Antonacopoulou, 2020; Padan & Nguyen, 2020). The aspiration is for managers to develop professional competences for managing responsibly (Laasch & Moosmayer, 2015; Wesselink & Osagie, 2020), such as developing moral competence (Sekerka, 2020) and ethical voice (Tams & Gentile, 2020). The learning process may involve continuous reflexivity, questioning their own (ir)responsibility while carrying out managerial activities (Hibbert & Cunliffe, 2013; Price et al., 2020; Tams, 2020), or explicit training and management development initiatives (Chapple et al., 2020; Hauser, 2020). While responsible management learning is centered on individual responsible management learning, it may also manifest in the form of organizational learning for responsibility (Cullen, 2020; Solitander, Fougère, Sobczak, & Herlin, 2011). Secondly, responsible management research studies responsible managers’ change agency for responsibility at multiple levels. Change agency may manifest as responsible job crafting (Bizzi, 2020), to be “activists in suits” changing organizations, for instance through constitutive communication (Carollo & Guerri, 2017: 249; Schoeneborn, Trittin, & Cooren, 2020); ethical (Treviño, Hartman, & Brown, 2000) and responsible leadership realizing change at the group level (Adler & Laasch, 2020; Marques & Gomes, 2020); or ‘responsibility work’, a form of institutional working aimed at making responsible management taken for granted at multiple levels, including the occupational and societal ones (McCarthy & Mena, 2020).

Third, responsible management research is interested in both innovative management and management innovation. Innovative management is management that innovates. As early as the 1980s, Peter Drucker had proposed social innovation as the new dimension of management, an innovation that is non-technological and benefits society (Drucker, 1984, 1987). The

more recent social innovation discussion had positioned social entrepreneurs as the main agent of social innovation (Mulgan, 2006; Phills, Deiglmeier, & Miller, 2008; Seelos & Mair, 2020). However, it is equally feasible and important in the realm of corporate management (Herrera, 2015; Kanter, 1998; Mirvis, Herrera, Googins, & Albareda, 2016). This can, for instance, involve frameworks of employee-driven innovation (Høyrup, Bonnafous-Boucher, Hasse, Møller, & Lotz, 2012) as well as social innovation in the workplace and of the workplace (Pot, Dhondt, & Oeij, 2012). Particular emphasis is not only on positive social outcomes of such innovations, but also on the responsible management of the process of innovation (Long et al., 2020). Responsible management research is interested in innovating management. Peter Drucker (1987) had presented management as a social innovation for the good of society in itself, similar to other management pioneers like Mary Parker Follett (1927) who emphasized the societal role of management. However, it appears management has gone awry and needs reinventing in order to fix the varieties of built-in irresponsibilities and to be suitable for a world in crisis (Freeman & Laasch, 2020; Hamel, 2008). Responsible management, therefore, is interested in ‘responsible’ management innovation (Birkinshaw et al., 2008; Mol & Birkinshaw, 2009) – innovations of managerial practices that are aimed at realizing greater responsibility or dismantling built-in irresponsibilities. Such responsible management innovation may struggle, being conceived as ‘unrealistic’ or ‘impossible’ (Laasch et al., 2019b) as it is not only a “new to the state of art” of management like ‘normal’ management innovations (Birkinshaw et al., 2008), but typically questions the legitimacy of the taken-for-granted state-of-the-art of management itself, including its underlying paradigm and tenets.

Alternative Management Frameworks

What management frameworks should the activity of managing responsibly be grounded in? It has been argued extensively that frameworks closely related to the dominant paradigms of neoliberal, capitalist, ‘economistic’, or mechanistic management are fundamentally inadequate as a basis for responsible management (Dierksmeier, 2019; Lawrence & Pirson, 2015; Moosmayer, Waddock, Wang, Hühn, Dierksmeier, & Gohl, 2018; Painter-Morland, 2015; Pirson, Steinvorh, Largacha-Martinez, & Dierksmeier, 2014). Even worse, many of these frameworks’ central tenets like shareholder value maximization, the profit paradigm, continuous growth, short-termism, the economic man, consumerism, as well as the instrumentalization of people and environment, are the roots of *irresponsible* management practices. However, alternative managerial frameworks have been “subordinated, marginalized, or denied” (Verbos & Humphries, 2015: 23). Where practices diverge they are quickly realigned with dominant neoclassic management theories (Ghoshal, 2005). Responsible management, however, has been found to function as a ‘threshold concept’ that once someone has crossed, opens up an alternative managerial world (Hibbert & Cunliffe, 2013), revolving around alternative, fundamentally different management ideas related to ERS+ (Montiel, Gallo, & Antolin-Lopez, 2020). ‘Subversive’ and ‘heretical’ management ideas like degrowth instead of continuous growth, collaboration instead of competition, radical trust instead of management control, or open people management instead of strategic human resources management are at the center of such alternative frameworks (Laasch, 2021). Responsible management as an emerging and emergent new system of management ideas (Mol, Foss, & Birkinshaw, 2017) is built on the insight that we have to “reconstruct management’s philosophical foundation ... to draw lessons from such fields as biology, political science, and theology” (Hamel, 2009: 93).

The responsible management learning and education community has served as an initial omnium-gatherum of ‘odd ball management academics’ who explored alternatives to management-as-usual. Related academic communities formed and have become a cauldron of alternative management frameworks, an imagery of responsible management (Millar, 2020).⁶ The long list of alternative management frameworks, first, includes the ones immediately related to the ERS domains, most prominently ethics management (Constantinescu & Kaptein, 2020), CSR management (Wesselink & Osagie, 2020), responsible leadership (Adler & Laasch, 2020; Marques & Gomes, 2020), responsible governance (Cockburn, Jahdi, & Wilson, 2015; van Tulder & van Mil, 2020), and sustainability management (Beckmann et al., 2020). There are also varieties of further alternative management frameworks emphasizing the ‘+’ in ERS+, for instance, humanistic management (Pirson, 2020a), biomimetic management (Mead & Landrum, 2020), and management aesthetics (Adler & Laasch, 2020; Strati, 2020), all of which provide disruptively different paradigms as orientation for managing responsibly. Varieties of native, glocal, and spiritual paradigms fulfill the same function of reorientation and providing alternative sources of legitimacy for unusual responsible management practices. Prominent examples include responsible management with Chinese characteristics (Fu et al., 2020); catholic social teachings (Goodpaster, Maines, Naughton, & Shapiro, 2017; Melé, 2020); Islamic responsible management principles (Sidani, 2020); indigenous communities’ perspectives on managing responsibly (Mika et al., 2020; Verbos, Henry, & Peredo, 2017); and West-African Igbo and Yoruba principles for the managerial creation of social welfare (Ogunyemi & Obiorah, 2020).

Critical management (Racz & Parker, 2020) and alternative organizing (Langmead et al., 2020; Parker, 2002) remind us to problematize and question not only management’s central tenets, but also management as a whole. For instance, the alternative organizing discussion suggests that management itself may be inherently irresponsible (Langmead et al., 2020; Parker, 2002, 2008). Thinking this idea further leads to the question of whether alternative management might be insufficient, and if what the world really needs is an alternative *to* management?

CONCLUSIONS AND FUTURE RESEARCH

Our mapping of the emerging research field of responsible management can be condensed in the following description:

Researchers in the field of responsible management engage in transdisciplinary research drawing from the domains of sustainability, responsibility, ethics, and further cognates (ERS+). The field is centered on responsible management phenomena observed in extending spheres around the responsible manager: Job, group, organization, occupation, and planetary society. Salient themes of research are responsible management praxis, practices, process(es); learning, change, innovation; and alternative management frameworks.

⁶ While the UN PRME served as a convening organization and initial gathering place, concerns about the PRME not going far enough have led to a migration of many more non-mainstream management communities to other fora.

This condensed description and the corresponding map are all but a snapshot of the state of the field at this point in time. This map provides a toehold for future research, hopefully seismic activity that will reshape the landscape of responsible management. Table 1A.1 in the appendix provides an overview of the chapters in this handbook. We hope it will help researchers to read up more on the areas of the responsible management field as they are addressed across chapters.

In the following sections we highlight three out of many salient research directions. We would like to invite responsible management researchers not only to further develop these lines of research, but also to search for other exciting, promising, discovery-laden tracks through the still emerging research landscape; to engage in co-constructing the field through exploration, by making new paths, and reshaping the landscape.

Mundanely (Ir)Responsible Management

Earlier on, we pointed out that responsible management emphasizes the study of every manager and all employees of an organization, not only the ones in exceptional or specialized positions like CEOs, social entrepreneurs, or CSR managers (Laasch, 2018c; Verkerk et al., 2001). Similarly, Verkerk et al. (2001) point out a one-sided attention of ERS+ research to the big issues and initiatives. This skewed research attention favors big issues like the Brent Spar oil spills, large-scale initiatives like Unilever's Sustainable Living Plan, or anything that has caught broad public attention from climate change to the Me Too Movement. Such topics are an important and highly visible tip of the responsible management iceberg. However, we still know very little about the enormous mundane iceberg of (ir)responsible management submerged under the water of our favor for big exciting (ir)responsibilities. We suggest that studying 'the long tail' of responsible management, this large number of 'small', trivial, prosaic, essentially mundane (ir)responsible management should become a major area of future research. Not only does the sheer magnitude of small (ir)responsibilities at the bottom of the responsibility pyramid amount to great importance, but also it is often the mundane administrative arrangements that sabotage big responsibility aspirations (Kraatz, Ventresca, & Deng, 2010).

Responsible management research with its aspiration to study 'every manager's responsibility' is uniquely positioned to provide important insight into these mundane managerial responsibilities. Moreover, it has already begun to study responsibility in day-to-day mundane activities (Risi & Wickert, 2019), everyday working life (Ennals, 2014), the everyday doings of responsible management (Price et al., 2020). For instance, Verkerk et al. (2001) have studied responsibility in the interactions on the shop floor. Such studies are likely to benefit from conceptions of responsible management related to continuous moral reflexive practice of responsible managers (Hibbert & Cunliffe, 2013), and their response-ability in all types of mundane situations of managerial life (Carroll et al., 2020; Nonet et al., 2016). Future research could make the 'mundane work visible' (Sergi & Bonneau, 2016) and draw from a related discussion of the importance of the mundanities of managerial life starting with Selznick's (1957: 14) notion of "mundane administrative arrangements," mundane management innovations that may facilitate or hinder responsible management (Kraatz et al., 2010). A related research direction could connect to the role of the masses of mundane artifacts and technologies that afford (ir)responsibility (Fraser, 2013; Latour, 1992), for instance, the mundane tools through which management is enacted (Arnaud, Mills, Legrand, & Maton, 2016), or how certain materials

like a type of paper enables or impedes sustainable practices (Yli-Kauhaluoma, MikaPantzar, & Toyoki, 2013). Finally, studying mundanely (ir)responsible management could also scrutinize local routines that guide mundanely (ir)responsible managerial acts (Aroles & McLean, 2016; Feldman, 2000). It could also explore the dynamics between mundane routine responsible management and the ‘extraordinary’ ERS+ phenomena (Davenport, 2002).

The Normalization of Responsible Management

It is a declared goal of the responsible management community to make responsible management “the new normal” (Kolb, Fröhlich, & Schmidpeter, 2017). The field’s mission is accomplished once we can drop the adjective ‘responsible’ and refer to just management, as responsibility would have become a taken-for-granted element of management. In this utopia, we would have realized and institutionalized that management in times such as ours cannot be anything else but ethical, responsible, and sustainable, an implicit acknowledgement that the ‘old’, outdated management (as usual) naturally does not have a legitimate reason for existence in these times. Talking about ‘responsible management’ would be a “pleonasm, an unnecessary accumulation of words such as ‘black darkness’ or ‘burning fire’” (Laasch & Conaway, 2015: 25).

Future research toward a normalization of responsible management as just ‘management’ could focus on several pathways toward normalization. Traditionally, the field has centered on management education as *the* pathway toward responsible management normalization, but it appears mostly it has, rather than transforming management to be intrinsically responsible, bolted on responsibility onto an intrinsically irresponsible set of management theories (Louw, 2015; Millar, 2020; Painter-Morland, 2015; Verbos & Humphries, 2015), which resembles “moving the deck chairs on the Titanic” (Freeman & Laasch, 2020). A first alternative pathway might be management professionalization, firmly anchoring a societal purpose and responsible conduct in the very heart of management (Donham, 1962; Khurana, 2010; Khurana & Nohria, 2008; Laasch & Moosmayer, 2016). A second alternative may be found in the study of performativity, centered on how unrealistic theories, just like responsible management, become real (Gond, Cabantous, Harding, & Learmonth, 2016). Particularly promising appears the study of performative practices that can make responsible management real (Laasch et al., 2019b; Ligonie, 2017), and the lens of critical performativity simultaneously criticizing and responsabilizing management (Langmead & King, 2020; Leca, Gond, & Barin Cruz, 2014; Spicer, Alvesson, & Kärreman, 2009). A third alternative pathway is the study of responsible management institutionalization through lenses of responsible institutional agency (Radoynovska et al., 2020), for instance, in the form of institutional work centered on responsabilizing management (McCarthy & Mena, 2020). Future research, instead of focusing only on one of these pathways, might be well-advised to study the interrelated dynamics and patterns of responsible management normalization.

Management Academics’ Performative Agency

Just as responsible management demands reflexive practices from management academics, (Hibbert & Cunliffe, 2013), being a responsible management academic equally requires critical reflexivity questioning our responsibility as management academics: What is our role and responsibility in normalizing or, conversely, pre-empting the normalization of responsi-

ble management? If we want it, or not, consciously or subconsciously, we as academics are performative agents enacting a social reality of either responsible or irresponsible management (Cabantous & Gond, 2011). We are continuously engaged in institutional work, either maintaining taken-for-granted irresponsible management practices, or realizing work to make responsible management the new normal (Lawrence, Suddaby, & Leca, 2009; McCarthy & Mena, 2020). To what degree are we road-blocks to change, protectors of a type of management that is outdated and inopportunistically irresponsible, or intellectual shamans, world healers (Waddock, 2015) creating a more adequate and timely form, management ‘for the world’ (Muff et al., 2013)?

Management academics and our performative agency for making responsible management ‘real’ can be studied, for instance, as heterogeneous engineers who construct new socio-material realities (Cressman, 2009; Law, 1987) or as academics that engage in ‘ontological politics’ as they choose methods that “(help to) make social realities, and social worlds ... not simply describe the world as it is” (Law & Urry, 2004: 390). Performative research practices, on the one hand, may create the aspired reality of responsible management either through research outputs, or process. A research output may be performative theories of responsible management that have the power to become true as they create the very responsible realities they describe (Callon, 2007; Laasch et al., 2019b). For instance, the theory of shared value (Porter & Kramer, 2011) has become ‘more true’ over time as managers actively sought to create shared value (Ligonie, 2017). Performative effects may also emerge from the research process itself. For instance, responsible management action research may foster the enactment of responsible management (Langmead & King, 2020), an emancipatory praxis, that enables research participants to assume managerial responsibilities (Lather, 1986). Spicer et al. (2009) propose a set of methodological tactics to create a performative research process that transforms management. Management education, on the other hand, may be performative, either through contents or the educational process: a core educational content are management theories, which may either sabotage or foster the realization of responsible management (Ghoshal, 2005; Moosmayer et al., 2018; Painter-Morland, 2015). For instance, do we teach linear or circular supply chain theory? Theories of growth or degrowth? Shareholder or stakeholder value-based management? Theories of humans as means (resources) or ends? Responsible management as a concept, and concepts related to responsible management have been identified as threshold concepts, the internalization of which changes worldviews and fosters responsible management enactment (Hibbert & Cunliffe, 2013; Montiel et al., 2020). Responsible management can also be ‘realized’ through educational processes, for instance when management educators attempt to change students’ values (Moosmayer, 2012); through pedagogies that foster reflexivity in students on their responsibility (Hibbert & Cunliffe, 2013); and by critical management education problematizing management’s irresponsibilities (Spicer et al., 2009). Performative educational research (Fenwick & Edwards, 2013; Hey, 2006) has also highlighted the potential of actor-network (Fox, 2002; Laasch et al., 2019b) and production pedagogies (Smythe, Toohey, & Dagenais, 2016) to create more responsible realities, including responsible practices and artifacts.

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Table 1A.1 Mapping core contents of chapters in the Research Handbook of Responsible Management

Chapter title, authors	Domains				Spheres						Themes			
	Eth	Res	Sus	Migr	Job	Grp	Org	Occ	PlaSoc	PrxProPr	LChlmo	AltMFwks	Themes	
													LChlmo	AltMFwks
1. Mapping the emerging field of responsible management <i>Laasch, Suddaby, Freeman, Jamali</i>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2. Can management ever be responsible? <i>Langnead, Land, King</i>							Y			Y				
3. What 'are' RM? A conceptual potluck <i>Carroll, Adler, Mintzberg, Cooren, Suddaby, Freeman, Laasch</i>	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
4. Mintzberg on (ir)responsible management <i>Mintzberg, Laasch</i>		Y		Y	Y		Y	Y		Y	Y	Y	Y	Y
5. From managerial responsibility to CSR and back to RM <i>Carroll, Laasch</i>		Y		Y			Y		Y				Y	Y
6. RM as re-enchantment and retrovation <i>Suddaby, Laasch</i>							Y				Y			
7. Responsible leadership and management <i>Adler, Laasch</i>		Y				Y								Y
8. From 'management sucks' to 'RM rocks!' <i>Freeman, Laasch</i>		Y				Y		Y				Y		
9. Sustainability management <i>Beckmann, Schaltegger, Landrum</i>			Y		Y			Y						Y
10. Responsible leadership and/or versus RM <i>Marques, Gomes</i>		Y				Y								Y
11. Ethics management and ethical management <i>Constantinescu, Kaptein</i>	Y				Y			Y						Y
12. Responsible governance <i>van Tulder, van Mil</i>		Y												Y
13. Humanistic management as integrally RM? <i>Prison</i>				Y		Y						Y	Y	Y
14. Bioinspiration as guide for RM <i>Mead, Landrum</i>			Y										Y	Y
15. The UN Global Compact and the SDG <i>Rasche</i>			Y				Y		Y					Y

Chapter title, authors	Domains				Spheres						Themes			
	Eth	Res	Sus.	Mgr	Job	Grp	Org	Occ	PlaSoc	PrxProPr	LChInno	AlmFWks		
16. The multinational perspective on RM <i>van Tulder</i>		Y					Y	Y						
17. Indigenous responsible management <i>Almeida, Colbourne, Mika</i>					Y									Y
18. Islamic perspective of RM <i>Sidani</i>		Y							Y					Y
19. Catholic social teaching and RM <i>Melé</i>		Y		Y										Y
20. RM with Chinese characteristics <i>Fu, Qu, Yang, Jiang</i>		Y			Y				Y	Y				Y
21. The Japanese perspective on RM <i>Kuriyama</i>		Y		Y			Y		Y	Y				Y
22. African Igbo and Yoruba perspectives on RM <i>Ogunyemi, Obiorah</i>		Y		Y	Y			Y	Y	Y	Y			Y
23. 'Honorable Merchant' and 'Handshake Quality' <i>Looser, Schwalbach</i>				Y	Y			Y		Y				Y
24. American Pragmatism and RM <i>Dmitrieva, Freeman, Dmytryiev</i>				Y										Y
25. CSR at the individual level of analysis <i>Willness, Jones, Strah, Rupp</i>		Y		Y			Y			Y				
26. Enacting RM: A practice-based perspective <i>Price, Gherardi, Manidis</i>					Y					Y				
27. Beauty of RM <i>Strati</i>							Y			Y				
28. The emerging logic of RM <i>Radynovska, Ocasio, Laasch</i>						Y				Y				
29. RM of sustainability tensions <i>Van der Byl, Slawinski, Hahn</i>			Y	Y						Y				
30. The communicative constitution of RM <i>Schoeneborn, Trittin-Ulbrich, Cooren</i>										Y				
31. Managing the past responsibly <i>Mena, Rintamäki</i>										Y				

Chapter title, authors	Domains				Spheres						Themes			
	Eth	Res	Sus.	Mgr.	Job	Grp	Org	Occ	PlatSoc	PxtProPrc	LChlmo	AltMFwks		
32. Responsible managers' workplace learning <i>Andrianova, Antonacopoulou</i>				Y	Y	Y						Y		
33. RM unlearning <i>Padan, Ngapen</i>				Y									Y	
34. Differentiating CSR managers' roles and competences <i>Wesselink, Osagie</i>		Y		Y	Y		Y			Y		Y		
35. RM as facilitation of ethical voice <i>Tams, Gentile</i>	Y			Y	Y					Y		Y		
36. A strength-based approach to RM <i>Seherka</i>	Y			Y						Y		Y		
37. The dynamics of responsible careers and their impact ... <i>Tams</i>				Y				Y	Y			Y		
38. Responsible job crafting <i>Bizzi</i>				Y	Y							Y		
39. Whistleblowing as a crucial practice for RM <i>Carollo, Fulcher, Guerri</i>	Y			Y		Y				Y		Y		
40. RM of innovation in business <i>Long, Iliigo, Blok</i>					Y					Y		Y		
41. Social innovation <i>Seelos, Mair</i>		Y					Y					Y		
42. Innovating business models for sustainability <i>Kennedy, Bocken</i>			Y				Y					Y		
43. Institutional work and (ir)responsible management <i>McCarthy, Mena</i>								Y	Y	Y		Y		
44. Mennes, transformational change, responsible leadership <i>Waddock</i>			Y			Y						Y		Y
45. Critically responsible management <i>Racz, Parker</i>			Y	Y								Y		
46. Realizing the critical performative potential of ... <i>Langmead, King</i>						Y				Y		Y		
47. Inquiring into change and innovation for greater ... <i>Beveridge, Godwin, Pavez</i>						Y			Y	Y		Y		Y

Chapter title, authors	Domains			Spheres						Themes		
	Eth	Res	Sus.	Mgr	Job	Grp	Org	Occ	PlaSoc	PrxProPre	LChInno	AlTMFwks
48. Standards for responsible translation of management ... <i>Ren, Bartunek</i>			Y								Y	
49. Using the past responsibly <i>Stutz, Schrempf-Stirling</i>	Y							Y	Y	Y		