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| **Educational Programme** | | | | | | **Business Ethics & Corporate Social Responsibility** | | | | | | | | | | |
| **CODE** | | **IBMCSR 16R3** | | **ECTS** | | 2 | | **Year of Study** | | | | 3 | | **Block** | 4 | |
| ***Outline module*** | | | | | |  | | | | | | | | | | |
| Business Ethics & Corporate Social Responsibility (CSR) is an established module within the IBMS curriculum. The module introduces students to the field of CSR and explores various issues that are related to business and its role in society. The module takes a broad look on how the operations of corporations in their economic, legal, financial pursuits and the impact to the environment and the society.  IBMS graduates will be exposed to the models, principles, indicators and reporting measurements that are pertinent to the field of CSR in the International Business arena. Case studies from various industries will also be examined. IBMS graduates will be prepared for various roles in international business that are related with Business Ethics and Corporate Social Responsibility.  An IBMS graduate must be able to benchmark the current operations of corporations, their impact to the environment and the society. The IBMS graduate must be able to develop a CSR plan. | | | | | | | | | | | | | | | | |
| *Source: (Donaldson & Preston, 1995)* | | | | | | | | | | | | | | | | |
| **Contribution to BBA Standards (not compulsory)**  Students in this course develop the following professional skills:   * Recall important information * Explain important information * Analyze open ended problems * Communicate professionally   **Contribution to ROM**  “Practice driven” (pg)  **Contribution to <study programme> Profile/Competencies (compulsory)**  The students will gain a proficiency in the realm of Sustainability and CSR in the following areas:   * International business awareness (Level 2): Students will be able to convert CSR facts and policies into a business context. * Business research methods (Level 2): Students will improve their research skills by doing research for class project. * Business communication (Level 2): Students will enhance public speaking skills by delivering a major presentation and participating in class discussions. * Learning and self-development (Level 2). Students will be able to take initiative in presenting/debating teams and also work independently on position papers.   A **competence** — as we use the term — is a quality, ability, capacity or skill that is developed by and that belongs to the student.  Competences represent a dynamic combination of cognitive and metacognitive skills, demonstration of knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of studies), while others are generic (common to any degree programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout the programme.  **Professional products:**   * Assignment consisting of a group research report, group presentation and individual report * The group report will be based on benchmarking the current operations of corporations, their impact to the environment and the society, and develop a CSR plan * Two group presentations, aimed at defending your strategic choices. The weighting of the presentation will be 50-50 * Individual report will contain: Lessons learned during the projects; Activity log (Appendix); Self-reflection and Peer-review   Grosent(  **Contribution to Dublin Descriptor(s)**  Knowledge and understanding: Graduates have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study  Applying knowledge and understanding: Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.  Making judgements: Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues  Communication: Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.  Learning skills: Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | | | | | | | | | | | | | | | | |
| ***Context / interconnection*** | | | | | | | | | | | | | | | | |
| **Learning Tracks**  Marketing  Sustainability | | | | | | | | | | | | | | | | |
| **Relation with other modules/subjects**  **Relation with other modules/subjects** *Pre-*     |  |  |  | | --- | --- | --- | | **Title subject / code** | **Year of study** | **Related topics** | | Emerging Markets (IBMEM16R3) | Year 3 | * Business Ethics * Corporate Governance * Corporate Social Responsibility * Resources & Capabilities (RBV & VRIO) | | Sustainability & Business (IBMSUS12R2) | Year 2 | * Triple Bottom Line (3 Ps) * Sustainable Development * Economic System | | BCN (IBMBC516R3) | Year 3 | * Academic Writing * Language & Referencing * Report Structuring |   *After*  - Entrepreneurship (year 3)  - Globalization (year 3)  - Thesis (year 4) | | | | | | | | | | | | | | | | |
| ***Conditions*** | | | | | | | | | | | | | | | | |
| **Starting Level**  Main phase year 3  *Conditions*   * Entry of students after week 2 is not allowed * Class participation is mandatory during group presentations in week 4, 7 and during the guest lecture in week 5 * Maintain the same groups and focus companies from the Emerging Markets course (Block 3) * Students can miss only a maximum of one consultancy session | | | | | | | | | | | | | | | | |
| ***Objectives / outcomes*** | | | | | | | | | | | | | | | | |
| **Learning objectives:**   * To understand the history and recent developments of CSR & Sustainability as a business model. * To understand the decision-making procedure of sustainable management. * To understand the structure and functioning corporations to adopt sustainable practices. * To be able to benchmark the current operations of corporations, their impact to the environment and the society. * To be able to develop a CSR plan.   **Learning outcomes:**   * To be able to benchmark the current operations of corporations, their impact to the environment and the society. * To be able to develop a CSR In addition, the IBMS graduate must be able to suggest improvements and/or develop a CSR plan. * The student will become more conversant CSR & sustainability by discussing and presenting information in class. | | | | | | | | | | | | | | | | |
| ***Assessment*** | | | | | | | | | | | | | | | | |
| **Test criteria**  Refer to the rubric in the appendix | | | | | | | | | | | | | | | | |
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| **Assessment Methods** | **Assignment 1** | | | | | | | | | **Assignment 2** | | | | | | **Assignment 3** |
| Description | Group assignment | | | | | | | | | Group presentation | | | | | | Individual |
| Details on Format | Report | | | | | | | | | Presentations (week 4 and week 7) | | | | | | Self-reflection report (Minimum 500 words, touching on lessons learnt) & activity log. |
| Individual/Group | Groups max. 5 students; individual marks based on assignment meetings and peer assessments | | | | | | | | | | | | | | | |
| Weighting | 70% | | | | | | | | | 20% | | | | | | 10% |
| Aids | … | | | | | | | | | … | | | | | | … |
| Grading | See Rubric | | | | | | | | | See Rubric | | | | | | See Rubric |
| Scale of Result | Scale of 1-10 | | | | | | | | | | | | | | | |
| Resit Details | In case the overall average mark is lower than a 5,5. Re-sit assignment due 2 weeks after the review. Maximum score is 5,5. | | | | | | | | | | | | | | | |
| Review / feedback | During Block and in/after week 8 | | | | | | | | | | | | | | | |
| Special Conditions | In case a draft partial assignment in week 4 is a fail, 10% will be deducted from the final grade per failing partial assignment.  Not attending the mandatory group meetings and group presentations or unable to answer questions during these meetings can lower the individual assignment grade. | | | | | | | | | | | | | | | |
| Minimum Requirements | … | | | | | | | | | | | | | | | |
| Compensation | … | | | | | | | | | | | | | | | |
| Period of validity | As Per OER | | | | | | | | | | | | | | | |
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| **Attendance** | As the classes are practical, students must attend 80% of classes. | | | | | | | | | | | | | | | |
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| ***Programming*** | | | | | | | | | | | | | | | | |
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| **Instruction Method(s)** | Central lectures and consultancy per group | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | |
| **Facilities/ classroom** | Classroom 32 students + beamer (no computer classroom) | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | |
| **Contact Hours per Week** | 3\* 50 minutes | | | | | | | | | | | | | | | |
|  | **Content and planning of lectures and exams/assessments** | | | | | | | | | | | | | | | |
|  | Week | | Contact Hours | | Instruction Methods / Exams | | | | Group Size  Theory/Practical | | | | Content | | | |
|  | 1 | | 3 | | **Central Lecture**  (Chapters 1, 3 & 12) | | | | 25/5 | | | | * Introduction and organization * A critique of Global Sustainability * Resources and Capabilities (Resource Based View & VRIO) * A critique of Corporate Social Responsibility (CSR) * CSR’s Environmental & Societal priorities * Assessing & managing CSR * Accountability, transparency & Reporting * Case Study (Volkswagen) * A critique of Rabobank’s CSR strategy   ***Practicalities:***   * *Maintain the same groups and focus companies from previous block (Emerging Markets Course)* * *Students to start analyzing CSR strategies of the focus companies* * *Students start tackling the first assignment until chapter 2.4. of the final group report (refer to appendix 4)* | | | |
|  | 2 | | 3 | | **Central lecture**  (Chapters 4 & 11) | | | | 25/5 | | | | * Business Ethics * Corporate Governance * In-class Assignment * A critique of Coca Cola’s CSR strategy   ***Practicalities:***   * *Students to start tackling the second assignment chapter 2.5 to chapter 6 of the final report (refer to appendix 4)* * ***Students submit via N@tschool the first assignment chapter 1 until chapter 2.4. of the final group report (refer to appendix 4)*** | | | |
|  | 3 | | 3 | | **Consultancy per group** | | | | 25/5 | | | | * Feedback session based on the first assignment   chapter 1 until chapter 2.4. of the final group report (refer to appendix 4)  ***Practicalities:***   * *Students to continue tackling the second assignment chapter 2.5 of the final report (refer to appendix 4)* * *Students to continue tackling chapter 3 to chapter 6 of the final group report (refer to appendix 4)* | | | |
|  | 4 | | 3 | | **Presentations** | | | | 25/5 | | | | * Students to present the first assignment chapter 1 until chapter 2.4. of the final group report (refer to appendix 4) * 10 min presentation + 5 min Q&A   ***Practicalities:***   * *Feedback session* * *Students incorporate the feedback related to the first assignment* * *Students to Students to continue tackling chapter 3 to chapter 6 of the final group report (refer to appendix 4)* | | | |
|  | 5 | | 3 | | **Guest Lecture & Case Study (Coca Cola)** | | | | 25/5 | | | | * Expert to present real life CSR issues facing corporations * Case Study (Coca Cola)   ***Practicalities:***   * ***Students submit via N@tschool the second assignment chapter 3 until chapter 6. of the final group report (refer to appendix 4)*** | | | |
|  | 6 | | 3 | | **Consultancy per group** | | | | 25/5 | | | | * Feedback session based on   ***Practicalities:***   * *Students to continue tackling the second assignment chapter 2.5 till chapter 6 of the final report (refer to appendix 4)* | | | |
|  | 7 | | 3 | | **Final presentations & Final Report**  **(Monday by 12 noon)** | | | | 25/5 | | | | ***Practicalities:***   * *Final presentations (10 min presentation+ 5 min Q&A)* * *Hand-in the final group report* * *Hand in the individual report* | | | |
|  | 8 | | x | | Exam week | | | | x | | | | Grading & Review | | | |
|  | **Remarks** | | | | | | | | | | | | | | | |
|  | **N/a** | | | | | | | | | |  | | | | | |
| ***Literature and Aids*** | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | |
| **Main Source:** |  | | | | | |  | | | | | | | | | |
|  | **Title** | | | | | | Global Strategic Management (3rd edition) | | | | | | | | | |
|  | **Type** | | | | | | textbook | | | | | | | | | |
|  | **Compulsory literature :** | | | | | | no | | | | | | | | | |
|  | **ISBN** | | | | | | ISBN10 1133953263  ISBN13 9781133953265 | | | | | | | | | |
|  | **Author(s)** | | | | | | Mike W. Peng | | | | | | | | | |
|  | **Publisher** | | | | | | Cengage Learning | | | | | | | | | |
|  | **Year Published** | | | | | | 2014 | | | | | | | | | |
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| **Educational resources, including software tools.** | Lecture slides, online knowledge base, video fragments, articles, case-studies, etc. All teaching materials (e.g. description of assignments, grading criteria) criteria are provided via N@tschool (Country Notebook & Secondary information sources) and Cengage platform ([www.cengage.com](http://www.cengage.com)); | | | | | | | | | | | | | | | |
| **Recommended reading materials**  **(Hyperlinks)** | * [VW pleads guilty to US emissions charges](http://www.bbc.com/news/business-39235598) * [Volkswagen: The scandal explained](http://www.bbc.com/news/business-34324772) * [Dow Jones Sustainability Index](http://www.djindexes.com/sustainability/) * [Supply Chain Sustainability: The New Green Lean Money Machine](https://www.forbes.com/sites/paulmartyn/2016/12/14/supply-chain-sustainability-the-new-green-lean-money-machine/#4eacb9d94088) * [Managers Aren’t Doing Enough to Encourage Whistleblowing](https://hbr.org/2017/02/managers-arent-doing-enough-to-encourage-whistleblowing) * [What You Can Do to Improve Ethics at Your Company](https://hbr.org/2016/12/what-you-can-do-to-improve-ethics-at-your-company) * [How Corporate Governance Affects Corporate Sustainability and Why It Matters](http://www.huffingtonpost.com/alliance-for-research-on-corporate-sustainability-/how-corporate-governance_b_8259354.html) | | | | | | | | | | | | | | | |
| ***Lecturers*** | | | | | | | | | | | | | | | | |

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| ***Document Details*** | |
| **Contactperson** |  |
| **Authors** | Dickson Kombo |
| **Version** | 3.0 |
| **Version Date** | March 2017 |
| **Previous Module Code** | **IBMCSR 14R3** |
| **Date of change to new Module Code** | n/a |
| **Appendices** | * Study load form * Test matrix * Group report format * Rubric for group report & presentation assessment * Individual report format |

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| ***Appendix One: Study Load Form*** |

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| Subject: | IBMEM16R3 |  | 2 ECTS |
|  |  |  | 48 hours |
|  |  |  |  |
|  | Number of weeks | Number of classes/lessons per week  (50 minutes) | Number of total hours  (50 minutes) |
| **Classes/Consultancies** | 7 | 3 | 21 |
|  |  |  |  |
| **Presentation (x2)** |  |  | 14 |
| * Research |  |  | 8 |
| * Development |  |  | 6 |
|  |  |  |  |
| **Reports (x2)** |  |  | 11 |
| * Research |  |  | 6 |
| * Development |  |  | 5 |
|  |  |  |  |
| Sub-total in hours (60 minutes) |  |  | 46 |
| Unprovided 5% |  |  | 2 |
|  |  |  |  |
| Total number of hours (60 minutes) |  |  | 48 |
| Total number of European Credits |  |  | **2 ECTS** |

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| ***Appendix Two: Test Matrix*** |

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| **Module code** |  |
| **ECTS** |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Which learning objective will be tested (per competency)** | **Bloom level** *(Knowledge,*  *Understanding, Applying, Analyzing, Evaluating, Creating)* | **Test Criteria** | **Professional product or BoKS-**  **element** | **Test type** | **Weighting**  **in %** | **Question number or part of the answering model** |
| Assessment part if applicable (*e.g. individual presentation, peer assessment, group assignment*) | | | | | | | |
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| Assessment part if applicable | | | | | | | |
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Ceasura/decision pass or fail:

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| --- | --- |
| **Constructed by** |  |
| **Module owner** |  |
| **Date of construction** |  |

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| ***Appendix Three: Report Assessment Rubric*** |

|  | **1 (<5)**  **Weak** | **2 (5-6)**  **Needs to improve** | **3 (6,5-8)**  **Effective** | **4 (8+)**  **Very effective/strong** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **Strength of analysis** | Limited coverage of the firm’s CSR plan. In adequate benchmarking process in relation to the laid down international standards, and in relation to competitors. | Average coverage of the firm’s CSR plan. In adequate benchmarking process in relation to the laid down international standards, and in relation to competitors. | Good coverage of the firm’s CSR plan. In adequate benchmarking process in relation to the laid down international standards, and in relation to competitors. | Candid assessment coverage of the firm’s CSR plan. In adequate benchmarking process in relation to the laid down international standards, and in relation to competitors. |  |
| **Strength of strategy** | Limited strategic thinking. The team went through the motions of laying out its objectives and, strategic thrusts. However, the linkages between them were not well and no data was presented to support the team’s arguments. | Tentative business strategy. Objectives and key strategic thrusts were not well articulated or were not inspiring. Limited use of data to support the team’s arguments. | Sound strategy. Concise statement of objectives and key strategic thrusts. Comprehensive use of quantitative and qualitative data to support the team’s arguments, although limited during Q&A. | Sound strategy. Concise statement of objectives and key strategic thrusts. Comprehensive use of quantitative data to support the team’s arguments, also during Q&A. |  |
| **Strength of tactics/implementation of strategy** | The linkages between the strategy and tactics were not well developed and the tactical details did not seem to be well integrated or synergistic. No data was presented to support the team’s arguments | Certain tactics were linked to strategic thrusts and integrated. However, others did not seem to reinforce the strategy. Also, key tactics were missing from the plan or were weakly implemented. . Limited use of data to support the team’s arguments. | Tactics flowed from strategic thrusts and were well integrated for good impact. . Comprehensive use of quantitative data to support the team’s arguments, although limited during Q&A | Tactics flowed from strategic thrusts and were integrated and synergistic to maximize impact. Comprehensive use of quantitative and qualitative data to support the team’s arguments, also during Q&A. |  |
| **Use of relevant theories**  (E.g. Triple Bottom Line, Tripod of Corporate Governance, RBV, VRIO, Porter’s Generic Strategies) | The team utilized few business concepts, principles, and ways of thinking in presenting its case. | The team applied various business concepts, principles and ways of thinking but did not demonstrate deep business insight. | The team was conversant with business concepts, principles, and ways of thinking and used them to effectively make arguments that supported its analysis and plans. | The team was fluent in the use of business concepts, principles, and ways of thinking and could easily work many different ideas into its arguments. |  |
| **Presentation and report format** | The presentation was choppy and disjointed. It did not flow. Presentation material contained too much or too little info.  The report was sloppy and/or incomplete. There was no apparent logical order or lay-out. The report had multiple grammatical errors. | The presentation lacked clear transitions, with choppy flow and organization. Important information may have been missing or glossed over.  The elements of the report were loosely connected and had no logical structure. The report had few grammatical errors and limited lay-out. | The information was presented in a logical sequence and was generally very well organized, although back-up material during Q&A was missing Also, better transitions from idea to idea and medium to medium are needed  The report was logically structured and had very few grammatical errors. Lay-out was supportive, but use of visuals was limited. | The information was clearly stated and developed. The conclusions were clear. The presentation was succinct, with good flow and transitions and effective use of presentation materials.  The report had no grammatical errors and an excellent structure and lay-out that fully supported the content of the report. |  |

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| ***Appendix four: Report Format*** |

**1. Introduction**

**2. Company Analysis**

*2.1 Company Description*

*2.2. Evolution of CSR within the company*

*2.3. Current CSR Communications Strategy*

* 1. *Critique the CSR strategies, the key priorities*

2.4.1. Environmental priorities

2.4.2. Societal priorities

2.4.3. Supply Chain priorities

2.4.4. Accountability, transparency & Reporting priorities

* 1. *Critique the Governance & Ethics*

2.5.1. Governance and Sustainability Management

2.5.2. Ethics

2.5.3. Codes of Business Conduct

2.5.4. Human Rights

**3.Proposed CSR plan**

**4.Proposed Corporate Governance Plan**

**5.Proposed Business Ethics Code**

**6.Proposed Communications Plan**

**7. Discussions & Conclusion**

**Bibliography**

**Appendices**

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| ***Appendix five: Individual Report Format*** |

1. **Executive summary**
2. **Appendices**
   1. **Activity Log**
   2. **Lessons-learned**