

Global CSR– A Consulting Approach to Ethical Leadership and Social Innovation

The College of New Jersey

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*Note: email is the best way to contact me outside of class. I check and respond to email daily.

Course Resources

TEXT *Harvard Case Packet*

The cases and readings are available electronically at <http://cb.hbsp.harvard.edu/cbmp/access/5128095>. Additional readings and industry reports will be posted on the course website.

CANVAS-site. This site will have many useful things on it, including all class materials, study tips, grades, assignments, and discussion forums.

Library database. The library databases will be used extensively as we read articles on current topics and research on key areas of consumer and social psychology. If you are not familiar with the library database system, please see me.

Course Description

This course provides an overview of corporate social responsibility (CSR), ethical leadership and social innovation as a means to address social problems through the interplay across various stakeholders. During the semester we will examine the role of business in society. To this end we start with a historical examination of the role of the firm in building communities and advancing industrial and economic development. We then turn our focus to more contemporary issues and more detailed investigation of the social, political, and economic impacts of corporate sponsored social initiatives.

During its evolution, CSR has progressed from traditional philanthropy to encompass not only what companies do with their profits, but also how they make them. Thus, contemporary CSR is strategically focused and related to firm mission. Via CSR, companies address environmental concerns, human rights policies and practices, poverty alleviation, health and wellness, and community development. Companies can donate financial resources, volunteer hours, and even develop innovative products, technologies and business models aimed at solving social and environmental challenges.

Over the past several decades many factors have contributed to increased expectations for corporations to adopt CSR programs. Many advocates believe CSR provides a means for addressing governance gaps and providing innovative solutions to broad and pressing social problems. Conversely, critics have suggested CSR is one more piece of evidence of business' influence in the public sphere and a drain on revenue generating resources. In this course we will examine the data to determine what has worked, what hasn't, and why? We will look at CSR's limits and its future as we examine news stories, case studies, corporate reports, academic literature, industry studies, and government reports.

Teaching and Learning Format

Throughout this course you will be developing both your content knowledge of CSR theory and ethical leadership, your analytical, critical thinking, writing skills as well as reinforcing your general business knowledge. I believe that learning is maximized when you actively engage in your study, as such the course will be very discussion and research driven, and supported by mini-lectures on each topic area.

This is your class and you are responsible for your own learning. Many of the readings and

exercises will create a lively student-centered class in which we can explore various interesting contemporary topics from many perspectives. In order for you to get the most from this course, individual preparation outside of class and participation during class are of paramount importance. As we go through the semester, I will provide feedback for all students on individual and group progress and assist where necessary. If there are particular areas of interest to you (e.g., specific companies, industries or theories), please let me know as soon as possible so I can incorporate them into the course.



Course Objectives and Learning Goals

After successful completion of this course you should be able to do the following: (objectives are not necessarily in order of importance)

1. Discuss the historical interplay between firms, their communities and other stakeholder groups with a particular emphasis on issues of sustainability, innovation and social impact.
2. Understand key CSR, leadership, and development theories and apply these theories to various case situations.
3. Navigate the increasingly difficult interactions between firms and their stakeholders as resources become scarce, consumer expectations increase, and regulations change.
4. Understand the need for transparent reliable CSR reporting systems and which metrics are important to demonstrate social and business impact and account for externalities.
5. Discuss, in depth, the content area of your research as well as academic style research process, including the ability to evaluate published research in the field of CSR and perform basic analysis on industry and primary data.
6. Write a contextually and grammatically sound research paper, including a comprehensive literature review, clear presentation of results and strong link to both theory and practice. Understand how to source other's work in an academic paper.
7. Make both formal multimedia presentations and informal oral presentations.
8. Serve as an active group and class participant.



Student Responsibilities

1. Complete all reading and written assignments prior to attending class.
2. Be an active responsible group and class participant. This means taking initiative, completing all agreed upon tasks on time, coming to meetings on time and prepared, providing constructive feedback to the group, receiving and acting upon constructive feedback from the group.
3. Arrive at class on time with all necessary materials ready to learn.
4. If you must miss class, you are to email both myself and your group prior to class -- if this is not possible, you are to get in touch with your group as soon as possible. It is your responsibility to get any information or handouts you have missed.
5. If one of your group members has missed class, the group should email that person after class with group assignments.
6. Check the course web site at least once a week. Exercises and readings will be posted as we progress through the course.



Instructor Responsibilities

1. Begin and end classes on time.

2. Create and maintain a classroom environment that is conducive for all student's learning.
3. Facilitate class discussions, clarify and enhance student presentations.
4. Keep office hours.
5. Maintain the course web site.
6. Provide student assistance with all course materials.
7. Provide consistent and timely feedback on all assignments.

Student Evaluation and Grading Policies

Final Research Project

30%

Each student will be assigned to a class research team; this research project will serve as your final culminating project and will require you to synthesize both content knowledge and skills learned throughout the semester. Each team is responsible for conducting a research project throughout the semester. The projects are graded based upon the depth of understanding of the chosen topic; the quality of the research process - ability of the group to understand and complete a research project, not necessarily the outcome of the results; the quality of the writing -the ability of the group to present a contextually and grammatically sound logical presentation of their work in "academic" style writing; the quality of the oral multimedia presentation; and each individual's contribution and ability to function within the parameters and roles defined by the group. The individual portion of the grade is predominately based upon a peer evaluation. Bear in mind this is your "final exam" and thus should be reflective of a thorough understanding of the literature, the research process, and how your work fits into the body of consumer behavior literature.

Case Briefs

30%

You will be required to complete 3 case briefs throughout the semester. Guidelines are posted on the course website. The briefs are managerially oriented analysis papers that will provide a springboard for discussion. These are to be completed in a 2 -3 person group and not to exceed 5 pages.

Presentations

20%

You will prepare two presentations in a small group. Guidelines and specifics are on the course website and will be reviewed in class.

Class Participation and Preparation

20%

Remember that participation and preparation is not judged solely on airtime or minimum reading requirements, but on the quality of participation and level of preparation – do you have something new to share or add to the discussion? Have you been reading the news and following critical cases in Europe and the U.S.? Each class I will call on 2 -3 students to report on current news information related to the course content – this means you should always have something prepared. We will keep a class wide annotated bibliography that can be shared. This helps with research process and eliminates duplication of effort. By Fall Break each person will have submitted 5 sources to the class list.

Please see the college attendance policy at: www.tcnj.edu/~recreg/policies/attendance.html.

Extra Credit, Make-up, and Special Assistance

Generally there are NO opportunities for extra credit or missed work – there are plenty of opportunities to manage your grade during the semester. If you require special assistance, it is your responsibility to see me so that the appropriate resources can be devoted to helping you be successful in this course. If you are a student athlete or have other extenuating circumstances, it is your responsibility to proactively manage your coursework. Please see the college's ADA policy: www.tcnj.edu/~affirm/ada.html for additional information on special assistance.

Cheating/Plagiarism

Cheating and plagiarism is not tolerated and will result in the grade of “F” for the course. Please see the college academic integrity policy at: www.tcnj.edu/~academic/policy/integrity.html.

Code of Conduct

The school of business adheres to the following policy: <http://business.pages.tcnj.edu/our-philosophy/code-of-conduct/>

Grading Policies

This course follows a standard grade distribution (e.g., 93+ = A, 90-92 = A-, 88-89 = B+,...) which is noted on the CANVAS site for the course. In the case of grade disputes or appeals, it is your responsibility to see me immediately after grades are posted or work is given back. It is also your responsibility to ensure that the posted grades match your assignments. I generally turn work back within a week. Please understand that I only grade output, not effort – although there is generally a strong correlation. There will be students who will seem to work less and do better.

It is important that all tests are returned to me as I will not enter a grade until you have reviewed and signed your graded test. The window for completing this task is typically one week. If your test is not returned to me, you could receive a zero. On all tests, students have an opportunity to write appeals for multiple choice questions. These are due on the next class period. If you miss the class that the tests are returned, you are likely to miss the opportunity to appeal.

All writing assignments are to be submitted electronically via CANVAS and a hard copy with a signature is to be submitted in class no later than the day the assignment is due. If you miss class, the writing assignment is still due. All writing assignments can be turned in early and most can be revised at least once. Additionally, it is your responsibility to keep all graded writing assignments and an electronic copy of your original submission.



Quality, Group Expectations, and Time Commitment

In that this is a four-credit three hundred level course at a selective college, there are certain quality expectations and time commitments that you need to adhere to if you want to be successful in this course. Be advised that your peers generally work hard, are prepared for class, and want to be successful – that is how they got into this school. They do not want to work with students who are not prepared, who want to “share” homework, who did not do the reading (or did not even bring the reading to class), who walk in late, who miss group meetings, who text during class, or who are on the internet or doing other things during class or meeting times. Remember that if you cannot find a group to work with on various assignments, you are responsible for completing them on your own at the same level as if you were in a group – same length, same depth, and same quality. Although I believe that groups have a lot to offer in terms of building a higher quality product, I also understand they can be cumbersome and stressful. I will assist with management if that becomes necessary, but I might also advise a group to drop a member that does not contribute. Groups that work smoothly and efficiently will be rewarded in terms of quality output, lower stress, and a better grade.

This course is reading heavy at the beginning of the semester in terms of assigned reading. It is my expectation that you will be spending about 6 hours a week reading and 3 hours studying and writing in addition to your class time. The general rule of thumb is 3 hours of reading/studying per week for each hour spent in class – we officially spend almost 4 hours in class time (hence the four credits). About 3 weeks into the semester, you can expect to begin reading for your term paper at least 3 hours a week. I am available in the time period directly following the lesson for meetings as are all of your peers. As the semester progresses, you are likely to get more efficient with your research and reading so it will take less time and you will cover more material. Toward the end of the semester, a greater focus will be on writing,

editing, and preparing your work for publication and presentation.

Student Research

This is a semester long project and should not be completed within the last two to three weeks of the semester. I am looking for a quality project with original ideas and data as well as a well-written publication quality paper. This project will require significant time commitment and organization, please plan accordingly.

You will choose a research group and topic by the third week of class. A substantial portion of your grade rests on how well your group functions as well as the quality of the work your group turns in. If you need assistance managing your group, please see me.

This semester our focus will be on CSR the role of firms in meeting the Sustainable Development Goals. To this end, you can prepare a comparative case study, examine issues of the firm's role in assisting the state, innovative practices, the impact of wealth and equity, and job skill shifts.

A key focus of this course is learning about consulting-style research and reporting, hence your culminating project will serve as a consulting report for an identified client (e.g., company, industry sector, professional organization, state,...). Your data can be either qualitative or quantitative or a mix. Think about your ideas and data needs early in the term so you can be in touch with companies for interviews and scouring databases for data sets and industry reports.

Report Guidelines – All reports should adhere to the following guidelines

1. Reports must be typed in Times New Roman 12 type and have 1" margins.
2. Reports are not to exceed 20 pages of text – not including bibliography, tables or appendices.
3. MLA style sourcing.
4. We will use the McKinsey model for reporting – more on this to follow.