I. Course Syllabus

Responsible Management S401003CR

Autumn Semester 2019

Master in Management

GSEM – University of Geneva

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Assistant: Rebecca Elliott **E-mail :** Rebecca.Elliott@unige.ch	**Language:** English
Number of ECTS credits: 6	**Evaluation**: Group project (50%), Final exam (50%)

Course Description

"Good managers often make unethical decisions – and don't even know it"

Managers are confronted with a complex and unprecedented mix of social, environmental, and market issues. The majority of managers believe that they are unbiased and have good intentions to respond to social and environmental issues in a responsible way. However, corporate scandals of corruption, fraud, human rights violations, and customer manipulation persist. This course introduces students to responsible management practices. We examine the role of ethics and values in management and the unconscious biases that make responsible decision making challenging. In particular, we explore responsible management practices along corporate value chains, including human resource management, communication, and supply chain management. The course includes continuing assessments with one group project and a final exam.

Course objectives include
1. Identify, understand, and examine responsible management challenges and opportunities along corporate value chains
2. Understand the tools, concepts, and frameworks used by firms pursuing responsible business opportunities
3. Critically examine the state of social performance reporting, measurement, and communication

Course Schedule

Session	Date	Topic	Required reading
1	19.09.	Introduction and Icebreakers Tragedy of the Commons Capitalism gone wrong The Business Case for Responsible Management Embedded sustainability Meeting expectations and fulfilling needs	Syllabus McGreal, 2019* Trudel and Cotte, 2009*
2	26.09	B Corps What are B Corps? Case: West Paw Design: B Corp Certification and Growth (*for prep work see final slide from last week*)	B Corp Basics* B Corp Certification Roadmap* Users Guide to the BIA* (all 3 posted on moodle) Gamble et al., 2016*
3	03.10	Ethical Blindness How ethical are you? What prevents good people to do the right thing? Ethical Breakdowns Case: Merck & Co., Inc.: Addressing Third-World Needs	Palazzo, Hoffrage, & Krings, 2012* Hanson & Weiss, 1991* Do the Implicit Association Test for Thin vs Fat (Weight IAT) Howard vs Heidi
4	10.10	Ethics and Compliance Ethics and Compliance Program Effectiveness Code of Conducts Case: Accenture's Code of Business Ethics	Adam & Rachman-Moore, 2004* Soltes, 2019* Hejjas et al, 2019
5	17.10	Employee Privacy Some Problems with Employee Monitoring Email Monitoring The Ethics of Drug Testing Case: Danville	DesJardins & Duska, 1987* Martin & Freeman, 2003 Smith and Tabak, 2009

6	24.10	Whistleblowing Voice to Value The Road not Taken Whistleblowing intention and regret Case: The Willful Whistleblower	Seymour, 1988* The Guardian, 2018 Fredin et al., (2019) Brown et al. (2019) Griffith University (2019)
7	31.10	Group work – project milestone 1 **due 30 Oct by 14h00** Provide an update on BIA progress and any issues Next steps	
	7.11	Study Week – no class	
8	14.11.	Guest lecturer: Dorothee Baumann-Pauly, Director of the Geneva Center for Business and Human Rights at GSEM	
9	21.11.	Historic Corporate Social Responsibility Rhetorical History The Legacy Motive HCSR and Legitimacy Case: Degussa AG and its Holocaust legacy	Rosenbloom & Althaus* Foster et al., 2017 Schrempf-Stirling et al., 2016
10	28.11	Group work – project milestone 2 **due 27 Nov by 14h00** BIA should be completed Identify the main issues Update on recommendations	
11	05.12.	Responsible Crisis Management Ethical leadership failure Responsible Communication Case: David Dao on United Airlines	Edelman & Sanford, 2017*
12	12.12	Reporting and Measurement ESG Reporting Framework Global Reporting Initiative Case: Danone: Adopting Integrated Reporting or Not?	Arjalies et al., 2019*
13	19.12	Group presentations Moodle submission **due Wed. 18 Dec by 21h00**	

Reading

Some readings (*) are mandatory materials to be studied prior to the course, while the lecture of other texts is voluntary and only meant to support the students' understanding of the course materials.

Accessing the readings

The required literature for this course includes: the articles that are available on Moodle, and articles that need to be purchased on the Harvard Business Publishing website. Please note that some articles will be available on Moodle for download while some articles are available on the Harvard Business Publishing Website: http://hbsp.harvard.edu/. An online course has been created. To gain access, please follow the instructions below:

https://hbsp.harvard.edu/import/646649

You need to register on the site to create a user name if you do not already have one.

Some course materials are PDF documents and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them.

You will have access to the course materials for 6 months.

After you register, you can get to the coursepack at any time by doing the following:

1. Visit **hbsp.harvard.edu** and log in.

2. Click **My Coursepacks**, and then click Responsible Management

For technical assistance, please contact the Harvard Business Publishing Tech help line at (800) 810-8858 (outside the U.S. and Canada, call 617-783-7700); or email tech-help@hbsp.harvard.edu. Our business hours are 8:00 a.m. – 8:00 p.m. ET

Monday – Thursday, and 8:00 a.m. – 7:00 p.m. ET on Friday.

Mandatory Readings:

Adam, A. M., & Rachman-Moore, D. (2004). The methods used to implement an ethical code of conduct and employee attitudes. Journal of Business Ethics, 54(3), 225-244.

Arjalies, D-L., Rodrigue, M., Gibassier, D. & Mark, K. (2019). Danone: Adopting Integrated Reporting or Not? Harvard Business Case: W18733-PDF-ENG

DesJardins, J., & Duska, R. (1987). Drug testing in employment. Business and Professional Ethics Journal, 6(3), 3-21.

Edelman, B. & Sanford, J. (2017). David Dao on United Airlines. Harvard Business Case: 917026-PDF-ENG

Gamble, E.; Moroz, P.; Parker, S.; Art, J.& Goody, K. (2016) West Paw Design: B Corp Certification and Growth. Harvard Business Case: W16740-PDF-ENG

Hanson, K. and Weiss, S. (1991). Merck & Co., Inc.: Addressing Third-World Needs. Harvard Business Case: 991021-PDF-ENG

McGreal, C. (2019). Capitalism gone wrong: how big pharma created America's opioid carnage. The Guardian: https://www.theguardian.com/us-news/2019/jul/24/opioids-crisis-big-pharma-drugs-carnage?CMP=Share_iOSApp_Other

Palazzo, G., Krings, F., & Hoffrage, U. (2012). Ethical blindness. *Journal of Business Ethics*, 109(3), 323-338.

Rosenbloom, A., & Althaus, R. (2010). Degussa AG and its Holocaust legacy. *Journal of Business Ethics*, *92*(2), 183-194.

Seymour, S. (1988). Case of the Willful Whistle-Blower. Harvard Business Case: 88111-PDF-ENG

Soltes, E. (2019). Accenture's Code of Business Ethics. Harvard Business Case: 119049-PDF-ENG

Trudel, R. and Cotte, J. "Does It Pay to Be Good?" MIT Sloan Management Review 50, no. 2 (2009): 61.

Webley, S. (2018). Ethical pressure on Employees is rising. Governance and Compliance. https://www.icsa.org.uk/knowledge/governance-and-compliance/features/ethical-pressure-employees-rising

Supportive Readings

Brown, A J et al, Clean as a whistle: a five step guide to better whistleblowing policy and practice in business and government. Key findings and actions of Whistling While They Work 2, Brisbane: Griffith University

Foster, W. M., Coraiola, D. M., Suddaby, R., Kroezen, J., & Chandler, D. (2017). The strategic use of historical narratives: a theoretical framework. *Business History*, *59*(8), 1176-1200.

Fox, M., Tost, L. P., & Wade-Benzoni, K. A. (2010). The legacy motive: A catalyst for sustainable decision making in organizations. *Business Ethics Quarterly*, *20*(2), 153-185.

Fredin, A., Venkatesh, R., Riley, J., & Eldridge, S. W. (2019). "The Road Not Taken": A Study of Moral Intensity, Whistleblowing, and Regret. *Ethics & Behavior*, *29*(4), 320-340.

Griffith University 2019. Clean as a whistle: a five step guide to better whistleblowing policy and practice in business and government. http://www.whistlingwhilethey-work.edu.au/wp-content/uploads/2019/08/Clean-as-a-whistle_A-five-step-guide-to-better-whistleblowing-policy_Key-findings-and-actions-WWTW2-August-2019.pdf

Hejjas, K., Miller, G., & Scarles, C. (2019). "It's like hating puppies!" Employee disengagement and corporate social responsibility. *Journal of Business Ethics*, *157*(2), 319-337.

Martin, K., & Freeman, R. E. (2003). Some problems with employee monitoring. Journal of Business Ethics, 43(4), 353-361.

Schrempf-Stirling, J., Palazzo, G., & Phillips, R. A. (2016). Historic corporate social responsibility. Academy of Management Review, 41(4), 700-719.

Smith, W. P., & Tabak, F. (2009). Monitoring employee e-mails: Is there any room for privacy?. *Academy of Management Perspectives*, *23*(4), 33-48.

The Guardian (2018). I had a moral duty: Whistleblowers on why they spoke up.

Course Evaluation: ongoing assessment and final exam

Group project: 50%

Final Exam: 50%

Details on course evaluation

GROUP PROJECT: Impact Consultancy Project

Students will work together in groups to complete a B Impact Assessment of a local, Swiss company and produce a report on the BIA as well as recommendations identifying areas where the company can improve. Students will present their findings to the class as well as representatives from B Lab Switzerland and the assessed companies on the final day of the course.

During the second session, 26 September, a representative from B Lab Switzerland will provide a training on the B Impact Assessment. The B Impact Assessment (BIA) is a tool to assess a company's overall social and environmental performance. It does so by measuring the impact of a business on all stakeholders through an online, easy to use platform. In small groups, students will select a company, from a predetermined list, and meet with the company to complete the BIA. Students will also conduct deeper research to contextualize the results and identify a transformative pathway, including a deeper dive into the company's business model and a materiality assessment, as well as analyzing the major social issues for the company/industry to identify areas for strategic change. Students will provide updates on their project progress at two intervals as outlined below in the milestones. These findings will then be compiled into a final paper and presentation. Additional details will be provided during the second session on 26 September.

Project components:

- Complete the B Impact Assessment with publicly available information supplemented by company insider knowledge through the company contacts.

- Conduct deeper research to contextualize the results.

    o What are the major social issues for the industry generally as well as this company specifically? What is industry best practice?

- What is the company's business model? Which (if any) societal challenges are addressed by the company? How so?
- What are the material issues?

- Analyze the findings to identify a transformative pathway for social and environmental performance as well as financial performance.

  - In what ways can the company improve its social and environmental performance? What are the 'low hanging fruit', i.e. the quicker, easier changes? What are the deeper changes? What is likely to have the most impact?

  - Realistically a company cannot implement all changes all at once. Thus, how and why should a company prioritize/balance the changes it enacts? Consider what the company can do in the short term, medium term, and long term.

- Present the results and analysis clearly and convincingly with appropriate justification/reasoning in both presentation and written report format.

Project evaluation:

Below are the general grading criteria used in evaluating the project, with <u>emphasis on your evaluation of the BIA results, ie your recommendations and reasoning</u>:

1. Understanding and identification of the main issues
2. Thoughtful recommendations in the context of social and environmental responsibility
3. Assessment of the impact on the individual, organization, and society
4. Application of course concepts or content (if applicable)
5. Appropriate use of referencing (when in doubt – cite to avoid plagiarism, even if unintentional! If unsure of formatting, see owl.purdue.edu)
6. Structure (introduction, body with relevant sections, conclusion)
7. Professionalism
8. Clarity and readability
9. Language and grammar

Project key dates: (all submissions via Moodle course page)

- 26 September: BIA presentation and companies provided
- 3 October: groups finalized
- 30 October – milestone #1 due by 14h00
  - Students shall upload a brief update on their project progress to moodle by 14h00
  - The update shall include BIA progress and any issues encountered as well as future plan/next steps
- 27 November – milestone #2 due by 14h00
  - BIA should be completed
  - What are the main issues?
  - Update on recommendations

- 18 December – PPT and paper due by 21h00
- 19 December – group presentations in class

FINAL EXAM

The final exam will be a closed-book exam to take place during the scheduled exam session in January/ February. Students will be given questions related to course material and concepts and/ or a short case and several questions related to the case.