MGMT*3020DE
Corporate Social Responsibility
Course Outline
Winter 2016
Department of Management
College of Business and Economics

Instructor Contact
Instructor Name: Davar Rezania
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Course Information
Course Title: Corporate Social Responsibility
Pre-Requisites: 9.00 credits
Co-Requisites: None
Equate(s): BUS*3020
Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods. Please contact the department for more information.
Credits: 0.50
Course Website (If applicable): CourseLink
Method of Delivery: Distance Education, Fully Online

Calendar Description
This course provides students an opportunity to examine a comprehensive range of topics and issues related to business and sustainability and aims to explore the
implications of changing stakeholder expectations, and opportunities for organizational sustainable value creation. Key topics will include CSR theories and frameworks, global issues and role of business in society, socially responsible investing, green consumption, CSR and firm competitive advantage, reputation, corporate governance and ethics, regulation and social/environmental reporting.

Course Description

Sustainability is increasingly becoming a strategic issue for businesses in all sectors. In this course we identify the different viewpoints of Corporate Social Responsibility (CSR) and the global drivers for CSR. We consider the importance of a multi-stakeholder approach and show that without this, firms can become exploitive, anti-social, and corrupt—losing legitimacy and their ability to pursue the owners’ economic goals over the long term. We put CSR into a strategic context by explaining resource, industry, and stakeholder perspectives on strategy and look at integrating strategy and CSR, creating a strategic CSR perspective that is needed for long-term sustainability.

We consider questions such as “How much does CSR matter?” Who is responsible for CSR? The organization? Stakeholders? The discussion is followed by cases such as Walmart, its varying impact on different constituents, and its tentative steps in relation to CSR. Through discussions and assignments, we will critically examine sustainability drivers, organizational conceptions of sustainability, strategic approaches to value creation, and the challenges and opportunities for organizations to re-invent approaches to creating business value and contributing to broader societal well-being. We argue that strategy is likely to be both more effective and more sustainable if strategy passes through a CSR filter that better attunes the firm to its environment and its constituents. We learn about the integration of CSR into both strategy and, ultimately, the culture of the organization. We practice and develop the requisite skills in critical and integrative thinking to embrace and advance a sustainability agenda.

Course Learning Outcomes

By the end of the course, you should be able to:

- Assess complex issues and judgments based on established principles and techniques within the strategic management field
- Analyze corporate social responsibility (CSR) in relation to innovation
- Analyze corporate social responsibility (CSR) in relation to BOP market development
- Develop and support a sustained argument in written form and communicate managerial ideas, issues, and conclusions clearly
- Analyze corporate social responsibility (CSR) in relation to performance management and governance
• Analyze corporate social responsibility (CSR) in relation to investment
• Develop transferable skills necessary for employment that requires the exercise of initiative, of personal responsibility and accountability, and decision-making in complex situations
• Use ethical behaviour consistent with academic integrity
• Demonstrate competence in the research process by applying CSR knowledge in the critical analysis of a specific case
• Analyze corporate social responsibility (CSR) in relation to strategy and implementation

About Your Instructor

Davar Rezania

Davar Rezania is the chair of the Department of Management at the College of Business and Economics. He joined the department in 2012 after acting as chair of the Bachelor of Commerce Program at Grant MacEwan University in Edmonton, AB.

Prior to pursuing his academic career in management, Davar worked internationally managing large-scale global projects in the banking and insurance industries. He worked as assistant to the Senior Executive Vice President HR at ABN AMRO Bank in the Netherlands where he was responsible for the HR chapters of social responsibility and where he contributed to several global projects focusing on HR dimensions of strategic reorientation of the bank. He has led several large-scale IT projects for ABN AMRO Bank, AEGON Insurance, and Rabobank International. He obtained his PhD in Management Sciences from ESADE Business School in Barcelona, Spain. He has taught at undergraduate level, MBA, and senior MBA programs. He teaches Corporate Social Responsibility, Financial Accounting, Leadership assessment and development, and Project Management. Davar has lived and worked in Iran, Turkey, Netherlands, Spain, and Canada.

Method of Learning

In this course we use a range of learning methods including readings, short presentations, video & audio clips, projects and group exercises. Familiarity with readings will be an essential but not sufficient support to students in successfully navigating and completing the course. Our approach is to create a learning environment through the use of cases, discussions, and experiential activities, where students can interact with the instructor, each other, and course material to explore and discuss management and organizational related issues to generate ideas and solutions both in class and on the course website. We believe that learning occurs when there is value creation and when exploration into the course concepts and ideas generate the
need to ask questions and challenge assumptions. We expect students to engage in the learning and discuss topics and issues through critical analysis and use multiple perspectives in the exploration of the course concepts. To enhance learning and application, students are expected to go beyond the course material and integrate knowledge from events in the media and other related and relevant resources.

**ePortfolio**

An essential learning tool utilized in the course is ePortfolio. Students are expected to keep a personal portfolio for organizing; reflecting on and presenting items that represent their learning. You can include documents, graphics, audio files, videos, presentations, course work, etc. to demonstrate your improvement or mastery in a certain area. Information on using ePortfolio can be found here:

[CourseLink – ePortfolio Support](#)

and here:

[Brightspace Tutorials – You Tube Videos Supporting the Use of ePortfolio](#)

**Turnitin**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

In this course, much of your time will be spent in group interaction. This enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. The group should address group problems or conflict in a timely fashion. I am available to assist groups who experience problems.

We will organize into learning teams in Unit 01. This will be your team for your discussions, assignments, and projects. It is essential that students ensure the groups remain cohesive and supportive if effective learning is to occur. Teams will be required
to reach agreement on a team contract through the discussion board where all team members must commit to agreed-upon group norms by the end of week 2. In the event of misunderstandings, the first course of action is to attempt to resolve these within the group. If this is not possible, it is the responsibility of the student(s) to raise these issues with the Instructor. The default position is that all students in a group will receive the same grade for group-based work. If there is a situation where a student is not fairly contributing to the production and completion of the group assignment and does not respond to group requests to enhance her or his efforts, the other group members should contact the Instructor. In special cases such as this, a process will be instituted to enable group members to each assess a fair allocation of marks for the work completed. This assessment may result in group members receiving different grades for the same assignment. Such instances in this course are extremely rare and the expectation is that all group members will direct their efforts toward proactively resolving internal issues working in teams, using their group contract as a basis for establishing expectations and resolving conflicts.

Course Structure

This course is divided into six units.

- Unit 01: Introduction: What is CSR?
- Unit 02: A Stakeholder Perspective of Corporate Strategy
- Unit 03: CSR: Learning and Innovation
- Unit 04: CSR as a Constraint
- Unit 05: Implementing CSR
- Unit 06: Building Collaboratively Competitive Organizations

Learning Resources

*Required Textbook(s)

Title: Strategic Corporate Social Responsibility
Author(s): David Chandler, William B. Werther, Jr.
Publisher: Sage Publications, Inc.
ISBN: 978-1-4522-1779-6

Title: Reconstructing Value Leadership Skills for a Sustainable World
Author(s): Elizabeth Kurucz, Barry Colvert, David Wheeler
Edition / Year: 2013
Publisher: University of Toronto Press
You may purchase the textbook(s) at the University of Guelph Bookstore or the Guelph Campus Co-op Bookstore.

**eReserve**

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: 519-824-4120 ext. 53621  
Email: libres2@uoguelph.ca  
Location: McLaughlin Library, First Floor, University of Guelph
Schedule: Weeks 1 & 2

Unit 01: Introduction: What is CSR?

Required Reading

*Textbook(s):*

Chandler & Werther: Chapter 1

Kurucz et al.: Chapter 1

Activities

Discussion Questions and news article. Include learning in the ePortfolio.

Case discussion Citizen United in Chandler and Werther.

Learning Portfolio – write reflections on how we can create value for a broad set of stakeholders.

Quiz #1.
Schedule: Weeks 3 & 4

Unit 02: A Stakeholder Perspective of Corporate Strategy

Required Reading

*Textbook(s):*

- Chandler & Werther: Chapter 2
- Kurucz et al.: Chapter 2

**Activities**

Using a real-life example, list a firm’s stakeholders and use one of the models presented in the chapter to prioritize their importance. What criteria do you think should be used to prioritize competing stakeholder interests? Include analysis in the ePortfolio.

Define strategic CSR in your own words. What are the signs you would look for to indicate that your selected firm has implemented a strategic CSR perspective? Include your response in the ePortfolio.

Case Study: discuss Lifecycle Pricing. Discuss and include learning in the ePortfolio.

Write response on questions related to the 4 mini cases in the learning portfolio.


Write a 1000 word report on your team discussion in your learning portfolio.

Quiz #2.
Schedule: Weeks 5 & 6

Unit 03: CSR: Learning and Innovation

Required Reading

Textbook(s):

Chandler & Werther: Chapter 3
Kurucz et al.: Chapter 3

Activities

Discussion topic and writing your reflections in your learning portfolio. Two discussion topics are given. Include your learning in the ePortfolio.

With your group, follow the instructions for learning team dialogue: Averting a “Tragedy of the Commons” in the Rapa Nui Role Play (Kurucz et al.: Chapter 3). Do phases 1, 2, and 3. Use the discussion board for your discussion.

Write a one-page reflection on the assignment Averting a “Tragedy of the Commons” in the Rapa Nui Role Play in your learning portfolio.

Quiz #3.
Schedule: Weeks 7 & 8

Unit 04: CSR as a Constraint

Required Reading

*Textbook(s):*

- Chandler & Werther: Chapter 4
- Kurucz et al.: Chapter 4 & 6

**Activities**

- Learning portfolio: Write a short essay of maximum 2 pages on the following topic: What advantages does a CSR Filter give to a company? If you were CEO of a firm, how would you go about implementing the CSR Filter—what form might it take? Can you think of a company that is successfully utilizing a CSR Filter today? Include your essay in the ePortfolio.

- Case analysis: group project analysis of the current SCR strategy of your case. Submit your case analysis (1 report per group).

- Learning portfolio: Write a one page synthesis of chapter 4 of Chandler and Werther and chapter 4 of Kurucz et. al. Relate concepts from both chapters.

- Quiz #4.
Schedule: Weeks 9 & 10

Unit 05: Implementing CSR

Required Reading

Textbook:

Chandler & Werther: Chapter 5
Kurucz et al.: Chapter 5

Activities

Learning portfolio: List four of the eight components of a firm’s plan of action necessary to implement CSR over the short to medium term. What examples from business can you think of where firms have performed these actions successfully? Include your response in the ePortfolio.

Skill Building Exercise (roundtable dialogue role-play) & Individual Essay Assignment (BoP market).

Group assignment: application of what you learnt from round table dialogue role-play to your case study.

Write a one-page summary of your reflections on the roundtable dialogue and debate.

Quiz #5.
Schedule: Weeks 11 & 12

Unit 06: Building Collaboratively Competitive Organizations

Required Reading

Textbook(s):

Kurucz et al.: Chapter 9

eReserve:


Activities

Listen to webinar:

Group assignment part 2: Follow the instruction for the group assignment and steps 3-7 on page 257-258 of Kurucz et. al. Using the learning from the modules of the course, work with your group and propose a new CSR strategy for your case. Please include steps necessary for the implementation of your proposed strategy.

Group assignment part 2 continuation. Implementing strategy using Simons Levers of Control.

Learning portfolio, in Unit 05 you listed four of the eight components of a firm’s plan of action necessary to implement CSR over the short to medium term. Considering your group project, which of those components are applicable?
Course Evaluation

The grade determination for this course is indicated in the following table. Note: There is no final examination for this course.

Table 1: Course Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Case Questions (Group Work)</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Project</td>
<td>25%</td>
</tr>
<tr>
<td>Learning Portfolio</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary specific technical requirements of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoquelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):
Monday - Friday: 8:30am – 8:30pm
Saturday: 10:00am – 4:00pm
Sunday: 12:00pm – 6:00pm
Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the Undergraduate Calendar for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the Open Learning Program Calendar for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the Open Learning Program Calendar for information on regulations and procedures for requesting Academic Consideration.
Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. See the Undergraduate Calendar for regulations and procedures for Dropping Courses.

Open Learning Program Students

Please refer to the Open Learning Program Calendar.

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email SAS or visit the SAS website.

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please contact the Academic Assistant to the Director. Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please contact the Academic Assistant to the Director at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.
The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

**Acceptable Use**

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

**Copyright Notice**

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.
Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University’s electronic resource licenses.

For more information about students’ rights and obligations with respect to copyrighted works, see Fair Dealing Guidance for Students.

**Grades**

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

**Grading System**

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>64-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Statement of Students’ Academic Responsibilities**

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see Statement of Students’ Academic Responsibilities.
Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.