**BUS761AH1 – Corporate Social Responsibility & Environmental Stewardship**

**Spring Term 1 – 01/07/12 through 2/25/12**

**Instructor: Mr. Tim Root**

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**Canvas**

**Rivier University’s Canvas system will be used extensively in this course. Required materials are to be posted to Canvas as indicated by the Instructor. In addition, the Instructor will be posting PowerPoint slides in Canvas for student use following the in-class presentation. Each week there will be a Case, and case question responses are to be posted as a weekly assignment along with the reading.**

**Office Hours: The Instructor is available before and after class. Students may also make an appointment to meet in the Business Department Suite if needed.**

**COURSE DESCRIPTION:**

**BUS 761 - Corporate Social Responsibility and Environmental Stewardship**

***This course is intended to introduce students to the ethical dilemmas that organizations face; the ethical behavior expected from them by society, and the approaches organizations can adopt to become responsible corporate citizens.***  
**Credits: 3**

**COURSE OBJECTIVES:**

**Upon completion of this course, students should be able to:**

1. **Understand the fundamentals of the relationships that exist between the Business, Government and Society sectors. In addition students will continue to evaluate how the BGS relationship needs to be perceived and managed as a total sustainable entity within our dynamic system.**
2. **Describe the relationships of BGS and how ethical issues have a significant impact on the perceptions of all of the firm’s stakeholders.**
3. **Identify and analyze the critical nature of Corporate Governance.**
4. **Evaluate the nature of Corporate Strategic Philanthropy and how participation in philanthropic causes affects the firm’s image and perception in the minds of stakeholders.**
5. **Analyze how the firm’s internal culture is affected by the leadership of the firm and the many challenges linked to the external cultures where the firm conducts business.**
6. **Identify and analyze the linkages of causality between the public good and governmental regulation. Examples of this concept would be issues such as Employment Discrimination, and Affirmative Action.**
7. **Explain the critical nature of environmental care and sustainability as issues for the firm in the Twenty First Century.**
8. **Work within a Team and create a unified project for presentation that is appropriately complex within the time frame constraints.**

**REQUIRED TEXTBOOK FOR THE COURSE:**

* **Business and Society: Ethics, Sustainability, and Stakeholder Management, 8th Edition**
* **Archie B. Carroll**University of Georgia
* **Ann K. Buchholtz**Rutgers University
* **ISBN-10:** 0538453168
* **ISBN-13:** 9780538453165
* 768 Pages  Hardcover
* ©2012     Published

**CLASSROOM POLICIES:**

***QUIZ make-up policy***

**It is the student’s responsibility to contact the instructor *prior to the Quiz date* if the student is unable to attend a scheduled Quiz date and the student requires a make-up Quiz. *There is a limited timeframe for make-up Quizzes even with a valid excuse.***

***Rivier UNIVERSITY E-mail Account***

**All e-mail communication from the instructor will be sent to your Rivier e-mail address, so it is recommended that you check this account frequently. You can access your Rivier e-mail account by clicking on the E-MAIL link at the top of every page on the Rivier University web site.**

***Canvas***

**The course will utilize the Canvas online course management system. The easiest way to access Canvas:**

**(1) click on the Canvas link on the Rivier website, Parallel to the old BlackBoard website or**

**(2) visit http://Canvas.rivier.edu (note: www. is not included in this address). Canvas tutorials and YouTube videos are available online at** [**http://www.rivier.edu/canvas**](http://www.rivier.edu/canvas) **.A DSL or cable connection works best, but is not required.**

***Please note:* If the Rivier web site is temporarily off-line for maintenance, you can still access Canvas by visiting the address listed above. Inability to access the Rivier home page is not a reason to miss assignment deadlines, as you can also access Canvas directly.**

**In the event that the Canvas system is temporarily unavailable (unlikely) and you are unable to submit an assignment by the due date, you must e-mail your assignment to the instructor by the deadline in order to receive full credit. *Your assignment must also be posted to Canvas once the system is restored.***

**Our course will make extensive use of the following Canvas features**

* **Announcements: The instructor will post general announcements to this section, reminder of deadlines, etc. It is recommended that you read posted announcements regularly. New announcements will display when you log in to the course. Be sure to scroll down below the Administrative Announcements.**
* **Syllabus: This is the area from which you accessed the course syllabus. The syllabus will be available in this section for the duration of the course, and any revisions will be posted here or within the weekly module. It is designed as an 8 week hybrid course with both in class participation and learning, as well as on-line and home study.**
* **Modules: A week by week look at the course and requirements that are due.**

**24/7 Canvas Technical Support**

**Canvas technical support is offered on a 24/7 basis. Students have many different options for obtaining support, including phone, online technical library, or Live Chat with a customer service representative. Choose 24/7 Technical Support from the “Quickly Go To” menu on the Rivier University home page, or visit the following web page:** [**http://supportcenteronline.com/ics/support/default.asp?deptID=3250**](http://supportcenteronline.com/ics/support/default.asp?deptID=3250) **?**

**Netiquette**

**“Netiquette” is a code of behavior for the internet. You should follow these basic guidelines in addition to normal rule of behavior for a classroom setting:**

* **Use proper language.**
* **No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are encouraged and appreciated.**
* **Challenge ideas, not people.**
* **DON’T USE ALL CAPITAL LETTERS. IT’S MORE DIFFICULT TO READ AND PEOPLE FEEL AS IF THEY ARE BEING YELLED AT.**
* **Check for typing errors and accuracy of spelling. Make sure your posting can be understood.**
* **Please do not IM or text during class time. It is disruptive and rude. Students are expected to make all electronics inaudible in the classroom.**

**RIVIER UNIVERSITYACADEMIC POLICIES**

**In order to reduce paper waste, the Rivier University policies governing this course are outlined in the following web link.**

<http://catalog.rivier.edu/content.php?catoid=92&navoid=1306>

**INSTRUCTOR’S POLICY ON ELECTRONIC DEVICES**

* **Electronic Devices can be disruptive in a classroom. If you must have your cell phone or other device “on” during class time, please put it in a silent mode. If you MUST answer your phone for an emergency you should leave the classroom and go into the hallway. If there is an emergency situation in your family that may require you to be on the phone, please inform the Instructor prior to the start of class. If this occurs, you still should leave the room and speak in the hallway.**
* **Texting is not appreciated during class time and is rude and disrespectful to your colleagues and to the Instructor. Please do not text during class time.**

**TEAM FORMATION:**

**One of the methodologies that will be employed in this course will be one built around a focus on Work Groups. Students will form Groups and each Team will operate as an independent working unit to produce a set of deliverables. Students will form their own Groups and the *Instructor will not assign* students to Groups unless an intervention is absolutely necessary. There will be a term-length project that each Work Team will produce. In addition to the grading for the Team Project, students will be graded individually in the three Quizzes. *Each student will also be reviewed and rated by their peers in their Work Group for participation and performance.* Uncooperative or non-contributing group members may be “fired” from their group after consultation with the Instructor. Deliverables produced by the Groups will be *graded as a group*. In the spirit of equity, the Instructor reserves the right to downgrade non-performing group members should it become necessary.**

**Examinations & Grading:**

|  |  |  |
| --- | --- | --- |
| ***Deliverable*** | ***Number of Events*** | ***Total for Grading Component*** |
| **Semester Group Project Presentation & Plan** | **One (1)** | **40%** |
| **Quizzes** | **Three (3)** | **45%** |
| **Case Problem Resolution & Attendance** | **Cases (7)**  **& Term Length** | **15%** |

***Quizzes -* There will be three quizzes that consist of a combination of Multiple Choice, True/False, and/or Short Essay Questions for all of the material defined within the course syllabus.**

***Groups Project –* See the Group Project outline following the Tentative Schedule page.**

**GRADING CRITERIA:**

**Letter grades submitted to the Registrar’s Office would be based on the Rivier University Grading system. The conversion from numerical grade to letter grade will be based on the following table:**

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Honor Points** | **Numerical Grade** |
| **A** | **4.0** | **93-100** |
| **A-** | **3.67** | **90-92** |
| **B+** | **3.33** | **87-89** |
| **B** | **3.0** | **83-86** |
| **B-** | **2.67** | **80-82** |
| **C+** | **2.33** | **77-79** |
| **C** | **2.0** | **73-76** |
| **C-** | **1.67** | **70-72** |
| **D+** | **1.33** | **67-69** |
| **D** | **1.00** | **63-66** |
| **F** | **0.0** | **Below 62** |

**BUS761AH1 TENTATIVE SCHEDULE**

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| --- | --- | --- | --- | --- |
| **TENATIVE COURSE SCHEDULE** | | | | |
|  |  |  |  |  |
| **DATE** | **CHAPTERS** | **CHAPTER TITLES** | **Week** | **Case Due On** |
|  |  |  |  |  |
| **7-Jan** | **1** | **The Business & Society Relationship** | **1** |  |
|  | **2** | **Corporate Citizenship** |  |  |
|  | **3** | **(Read) The Stakeholder Approach to Business** |  |  |
|  | **Case 3** | **The Body Shop's Reputation is Tarnished  Page 613 -Questions 1 & 4** |  | **13-Jan** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **14-Jan** | **4** | **Corporate Governance** | **2** |  |
|  | **5** | **Strategic Management & Corporate Public Affairs** |  |  |
|  | **Case 4** | **The Body Shop International PLC (1998-2010)  Page 619 - Questions 2 & 4** |  | **20-Jan** |
|  |  |  |  |  |
| **21-Jan** | **6** | **Issues Management & Crisis Management** | **3** |  |
|  | **7** | **(Read) Business Ethics Fundamentals** |  |  |
|  | **\*\*\*** | **QUIZ # 1 - Chapters 1-5** |  |  |
|  | **Case 7** | **Using Ex-Cons to Teach Business Ethics  Page 626 - Questions 1 & 2** |  | **27-Jan** |
|  |  |  |  |  |
| **28-Jan** | **8** | **Personal & Organizational Ethics** | **4** |  |
|  | **9** | **(Read) Business Ethics & Technology** |  |  |
|  | **10** | **Ethical Issues in the Global Arena** |  |  |
|  | **Case 9** | **The Travel Expense Billing Controversy  Page 628 - Questions 2 & 3** |  | **3-Feb** |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **4-Feb** | **11** | **Business, Government & Regulation** | **5** |  |
|  | **12** | **(Read) Business Influence on Government & Public Policy** |  |  |
|  | **13** | **Consumer Stakeholders: Information Issues & Responses** |  |  |
|  | **\*\*\*** | **QUIZ # 2 - Chapters 6-10** |  |  |
|  | **Case 12** | **Should Business Hire Undocumented Workers?  Page 633 - Questions 2 & 8** |  | **10-Feb** |
|  |  |  |  |  |
| **11-Feb** | **14** | **Consumer Stakeholders: Products & Service Issues** | **6** |  |
|  | **15** | **(Read) The Natural Environment as Stakeholder** |  |  |
|  | **16** | **Business & Community Stakeholders** |  |  |
|  | **Case 16** | **Coke & Pepsi in India: Issues, Ethics & Crisis Management  Page 648 - Questions 3 & 4** |  | **17-Feb** |
|  |  |  |  |  |
| **18-Feb** | **17** | **Employee Stakeholders & Workplace Issues** | **7** |  |
|  | **18** | **(Read) Employee Stakeholders: Privacy, Safety & Health** |  |  |
|  | **19** | **Employment Discrimination & Affirmative Action** |  |  |
|  | **Case 19** | **Goldman Sachs & Greece Page 659 - Questions 1 & 2** |  | **24-Feb** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **25-Feb** |  | **GROUP PRESENTATIONS** | **8** |  |
|  | **\*\*\*** | **QUIZ # 3 - Chapters 11-16** |  |  |

**GROUP PROJECT OUTLINE**

**Scenario:**

**Your Team has been hired by the (YOUR chosen) company to conduct an analysis of two countries other than the USA which the company may enter to broaden their markets and/or manufacturing capabilities. Your fundamental responsibility is to compare the three countries – the USA and the other two countries (provided by the Instructor), and analyze the “fit” that may be possible for your chosen company. You must make a recommendation on one of the countries based upon your study.**

**NOTES:**

1. **Each group must select a Fortune 500 company that you will be representing. You must research and analyze the (chosen) company and profile its products, services, and conditions of the industry(s) that it does business in.**
2. **a brief overview of the financial condition (sales and profits only) of the chosen company is also a part of the final analysis.**

**As a member of a consulting group that has been hired by your chosen company (The Chosen) you are required to contribute to the following:**

* **Research and analyze the two countries (provided by the Instructor) in order to make comparisons regarding the BGS (Business, Government & Society) relationships in these two countries and how (the Chosen) company would fit in one (1) of these countries. In other words, you conduct your analysis profile on the two countries provided to you by the Instructor (in a comparison to the USA) and then select one (1) country that is superior and explain why it is so and why the other country would not be a good fit. You will use the United States as your benchmark country.**
* **As a part of your research, you need to build a profile of the two countries in regards to issues such as:**
  + **Demographics**
  + **GDP, Inflation, et.al.**
  + **Per Capita Income**
  + **Literacy rates (by gender)**
  + **Government type and brief history**
  + **Legal System & Regulatory environment**
  + **Economic conditions and outlook**
  + **Transportation and communication infrastructure**
  + **Access to raw materials**
  + **Labor conditions and availability**
  + **Cultural mores**
  + **Similarities and differences between the USA and the two other countries in reference to Geert Hofstede’s Cultural Dimensions. (These dimensions serve to profile the “personality” of the culture in different countries based upon five areas of cultural bias.)**
  + **Other issues relevant to the analysis conducted for your chosen company.**
  + **NOTE: The above list is an overview. Depending on what your chosen company does, some of these indicators may be more important than others. For example, if you are a high tech company you will probably need an educated workforce depending on what type of business you will be conducting in the country.**

**Groups should make analogies and comparisons with the United States and the two other countries in order to clarify their findings. the Instructor recommends the use of a Matrix containing the three countries as a *starting point*, with an extended analysis of each country to follow.**

**Each group will make a final set of recommendations to their chosen company regarding:**

* **which country that the company should enter.**
* **The Group must also make recommendations regarding if the chosen company should be entering the country to:**
  + **Invest in a manufacturing facility or**
  + **Market the company’s products or**
  + **Both of these.**

**The first deliverable for this Project will be an eight to ten page paper outlining the findings of the Group in reference to the two countries and the fit with the Group’s chosen company using the United States as the benchmark country. The paper should be written using APA format guidelines.**

**The second deliverable as a part of this project will be that each group will also create a PowerPoint presentation to support the team’s recommendations to the Board of Directors of their chosen company. This presentation should have a minimum of twenty (20) slides and a maximum of Twenty Five (25) slides.**

**NOTE: Specific reasons why the selected country would be a good investment opportunity and why the other country would not be, must be included in both the paper and the supporting PowerPoint presentation.**