

Corporate Responsibility- A Business Perspective
Dr. Dana Landau-Raviv
Fall Semester, 2023

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Office hours: After class, by appointment.

Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description

The application of ethical and responsible principles to the world of management examines whether and how business organizations respect the wide interests of their society by taking responsibility and understanding their influence on central significant stakeholders. Lately, we have been witnessing intensive inquiry in scientific research as well as the business one, into ethical and responsible behavior of business organizations.

One obvious conclusion deriving from this inquiry is that companies identified as ethical and responsible achieve greater support from their shareholders as well as the public. Furthermore, behaving ethically and responsibly, business wise is considered critical to achieve business legitimacy, which leads, eventually, to business excellence and success.

Course Requirements and Expectations

Students are expected to prepare for each class and to participate actively in the discussions. Class discussion encourages the active exchange of ideas and is one of the primary ways that you will learn the material in this course.

Your evaluation is based on both individual and team contributions to the class. Specific assignments and grade proportions are described below.

Learning Outcomes

After completing this course, the student should be able to:

- Explore current challenges and opportunities facing companies in areas of corporate responsibility.
Examine and critically evaluate contemporary trends in corporate responsibility.

- Integrate social values into corporate objectives and balance those objectives with responsibility to shareholders.
- Understand the roles of governments, corporations, legal systems, societies, individuals and the environment in the context of 'responsibility'.
- Understand, analyse, rationalize (defend) and formulate CSR mandates for companies.

Evaluation Criteria

Assignment	Grade Percentage
First submission: <i>the relationship between CSR and technology</i>	15%
Group activity in class. Note: Those who do not submit 3 exercises (out of 4) are not rewarded in this section. That is: There is no partial reward.	15%
Second submission: Climate Change in 2020: Implications for Business	15%
Final assignment: <ul style="list-style-type: none"> • CSR Analysis and Recommendation • Personal Reflection. 	55%

Absence Policy

Please note the TAU International Absence Policy as outlined below.

Course Requirements

Class will begin on time. Regular attendance is expected with the understanding that occasional absences may occur. Students are expected to actively and thoughtfully participate in each session's discussion questions. The syllabus includes a list of required preparatory reading to be completed prior to class. Assignments must be completed on time.

Attendance

This course uses learning methods that require active involvement (e.g., discussions, exercises, etc.). Thus, attendance is required for every class session. Absence, lateness, and lack of preparation each have a negative impact on the class participation grade. More than four absences will reduce your class preparation grade.

Participation

I do not explicitly grade class participation in this course. However, students are expected to prepare for each class and to participate actively in the discussions. Class discussion encourages the active exchange of ideas and is one of the primary ways that you will learn the material in this course. Working in groups involves students in short, informal discussions, often in response to a particular question and/or short reading. Students will discuss or answer a prepared question, define or give examples of key concepts. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture. A general class discussion, in which students share ideas or questions that arose within their subgroups, will be held in class.

Group Case Report and Presentation (55%)

Part A: Case analysis

- Students will select a business corporation, analyse its existing CSR strategy, and make recommendations for improvement in the form of a properly cited paper.
- Students must submit the company they wish to evaluate in advance-work in groups of 4-5 students.
- The analysis should reflect knowledge of lecture content, class discussions, and readings. The paper should identify key concepts, articulate challenges, and opportunities, demonstrate comprehension of company's approach, and recommend improvements and refinements to the company's CSR policy.
- The 7-10 double-spaced submission must meet the standards expected of thoughtful graduate students: a well-reasoned analysis, systematically organized, methodologically sophisticated, and reader-friendly structure is recommended.
- Students will present their main findings in the last class – 15 minutes maximum 5-8 slides for each presentation.

Part B: Your Personal impact (written individually)

1. Reviewing the issues discussed in class, what would you choose to implement in your current position or in the future managerial position you aspire to achieve?
2. As current or future managers, which significant doubts or question marks accompany the issues taught in class?
3. Has this course changed anything, in what you think or how you perceive, social responsibility and business Ethics? Elaborate.

Deliverables and Important dates to Remember:

- Class 6: Teams submit a 1-page summary, for their final report.
- Class 13: Teams deliver 10 minute final presentation on the last day of class.
- Submission of final paper: **on Moodle Only, due on 26.12.23**

Presentations:

Team presentations should be professional, polished and engaging. Presentation time should not exceed 15 minutes. All presentations will take place at the last meeting/s of class. PowerPoint slides or other visual aids should be used to enhance the clarity of the presentation. Preparation and time management are critical. Key style criteria include smooth delivery, use of visual aids/equipment, pacing, creativity, clarity, and innovation. Presentation grades will be given according to the quality of the presentation.

The final written assignment should adhere to the following guidelines:

- Double-spaced, single-sided, size 12 font, 8.5x11 paper.
- Use subheadings (sections) to enhance clarity.
- Ensure that the use of course concepts is explicit and appropriate.
- Use only one term per concept or issue – avoid synonyms.
- Be concise – avoid passive voice and long sentences.
- Emphasize the evidence – eliminate unfounded speculation and opinion.
- Use correct spelling and grammar.
- Designate a “team chief editor” to ensure continuity and a common voice.
- Be sure to include APA-formatted citations of the Web sites or other sources you used for your research.

COURSE SCHEDULE READINGS AND IN-CLASS ACTIVITIES

TOPIC	READINGS	IN CLASS
1. <u>Introduction to CSR:</u> a. When Challenges Turn to Values. b. Emerging Business Dilemmas: The Birth of CSR	<ul style="list-style-type: none"> • Robin, M.M. (2009). Chapter 1 • Vardi, Y. & Weitz, E. (2004). 	<u>Introduction Ex.</u> Introduce yourself to your classmates. <i>Class Ex. 1:</i> <i>“What’s size got to do with it?”</i>
2. <u>The Evolution of CSR:</u> Background, Principles, Characteristics.	<ul style="list-style-type: none"> • Friedman, M. (1970). • Latapi, A. et-al (2019). • Schechter, A., (2017). • Yglesias, M. (2018). 	Early Submission 1: <i>Class Ex. 2:</i> <i>“To Milton or not to Milton? This is the Question.”</i>
3. <u>“Promises are not enough”:</u> Unethical Vs. Ethical OB.	<ul style="list-style-type: none"> • Canales, r. et-al (2010). • Carucci, R. 2016. • McNeill, S.(2014). • Porter, M.E., & Kramer, M.R. (2011). 	<i>Class Ex.3:</i> <i>“Distinguishing Law and Ethics: A challenge for Practitioners.”</i>
4. <u>When Companies Engage in CSR:</u> The Business Case and Beyond.	<ul style="list-style-type: none"> • Bughin, J. & Hazan, E. (2019). • Bazerman, M.H. and Tenbrunsel, A.E. 2011. • Hoffman, D. (2014).. • Nkonde, M. (2019). 	Early Submission 2: <i>Class Ex. 4:</i> <i>CSR In the age of AI</i> <i>Class Ex. 5:</i> <i>Climate Change: Implications for Business.</i>
5. <u>Stakeholders:</u> Mapping and Assessment	<ul style="list-style-type: none"> • BSR (2011) 	<i>Class Ex. 6: On Stakeholders, Fairness and Profitability.</i>
6. Course wrap-up	<ul style="list-style-type: none"> • None 	Final project presentations.

Readings

- Bazerman, M.H. and Tenbrunsel, A.E. Ethical Breakdowns. April 2011. HBR. <https://hbr.org/2011/04/ethical-breakdowns>.
- Bughin, J. & Hazan, E. (2019). Can artificial intelligence help society as much as it helps business? [can Ai help society](#)
- BSR (2011) Stakeholder Engagement Strategy. [BSR Stakeholder Engagement Series.pdf](#)
- Canales, r. et-al (2010). "Promises Aren't enough: Businesses Need to do a Better Job Teaching Students Values." [promises arent enough](#)
- Carucci, R. 2016. Why Ethical People Make Unethical Choices. HBR. <https://hbr.org/2016/12/why-ethical-people-make-unethical-choices>.
- Friedman, M. (1990). "The social responsibility of business is to increase its profits." The New York Times Magazine, September 13, 33, 122-126. <https://www.nytimes.com/1970/09/13/>
- Hoffman, D. (2014). Privacy is a Business Opportunity. HBR. [privacy-is-a-business-opportunity](#).
- Latapi, A. et-al (2019). A literature review of the history and evolution of corporate social responsibility (Review article). International Journal of Corporate Social Responsibility, 4(1), 1-23. [Literature review](#)
- McNeill, S. (2014). The cost of unethical behaviour. [Cost of unethical](#)
- Nkonde, M. (2019). Is AI bias a CSR Issue? HBR. <https://hbr.org/2019/11/is-ai-bias-a-corporate-social-responsibility-issue>
- Porter, M.E., & Kramer, M.R. (2011). "The Big Idea: Creating Shared Value." Harvard Business Review, January-February, 1-11. [Creating-Shared-Value.pdf](#).
- Robin, M.M. (2009). The world According to Monsanto. Chapter 1: "White Colour Crime". pp. 22-42. The New York Press. [The World According to Monsanto](#)
- Schechter, A. Where Friedman was wrong. July, 27th, 2017. Pro-Market. [where-friedman-was-wrong](#)
- Yglesias, M. (2018). Elizabeth Warren has a plan to save Capitalism. Vox. [Elizabeth-warren-accountable-capitalism](#).
- Vardi, Y. & Weitz, E. (2004). Misbehavior in Organizations. chapter 9, 205-215. Lawrence Erlbaum Associates, Inc., Publishers.

Instructor Biography

Dana Landau holds an assistant professorship in the school of Management and Economics at the Academic College of Tel Aviv (MTA). She holds a bachelor's degree in Sociology from Tel Aviv University, a master's degree in Labor Studies from Tel Aviv University, and a doctorate in Organizational Behavior from Tel Aviv University. She has taught both graduate and undergraduate courses at the Recanati School of Business at Tel Aviv University, the Zicklin School of Business at Baruch College, Stern School of Business (NYU), the Collier School of Management at TAU and executive courses in Israel and abroad.

Dr. Landau has also served as a process consultant to Governmental, national and multinational Israeli firms. Publications include academic and practitioner papers as well as a book: "Vision and Change in Institutional Entrepreneurship".

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the**

home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private

testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the

understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence. Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).