



What Responsible Management
Competencies do
BSc BUSINESS, LANGUAGE AND CULTURE
Students Acquire?



This report was prepared by the CBS Office of Responsible Management Education and is part of our engagement in the UN-backed Principles for Responsible Management Education (PRME).

Photos: Bjarke MacCarthy, Jakob Boserup

INTRODUCTION

This report highlights the role that responsible management education plays in the Business Language and Culture (BSc BLC) programme. Through the Curriculum Development project, the CBS PRME office has sought to identify and explore which competencies related to responsible management are acquired by students at BSc BLC during their time in the programme. This report presents results based on findings from student focus groups and from meetings and on-going interaction with faculty members. The purpose is to explicitly address how these BLC competencies in responsible management are integrated

in different courses and to encourage a coherent progression across the entire programme. Understanding the responsibilities of actors in different cultural environments is the theme through which responsible management education is viewed across the entire programme. The focus is set on the interconnectivity of politics and business through the activities of both the public and private sectors. The role of business in society, and the different methods of regarding it, is another theme examined. The student competencies are built around understanding responsibility at a global level.

COMPETENCY PROFILE

Discussions with members of the study board and faculty have identified the following student competencies in responsible management developed by this programme:

- **The ability to understand concepts relevant to a company's social responsibilities in providing decision-useful information.**
- **The ability to reflect critically on findings from their studies of culture, society and business in the UK, the US and in their chosen language areas.**
- **The ability to recognize the responsibilities and effects that different actors can have in different cultural environments.**

While all courses are naturally aimed at supporting the development of these competencies in BSc BLC students, they are addressed specifically in the flagship course *The Corporation in Society: Managing Beyond Markets* (6th semester), and further elaborated on in the following corner stone courses: *Globalisation Studies*, *French Area Studies I* (1st semester); *French Area Studies II* (2nd Semester); *Accounting and Financial Analysis*, *British and American Studies II*, *Spanish/Latin American Studies III* (3rd semester); *Organisation and Corporate Communication*, *Quantitative Business Research*, *German Area Studies IV* (4th semester); and *Cultural Analysis* (6th semester).

Finally, we would like to express our gratitude to all those who contributed to this project. In particular, we would like to thank Kevin McGovern for all his help with the development of this report and for acting as an ambassador for the BSc BLC programme. We would also like to thank the former study board director, Annette Risberg, for her continuous support.

SEMESTER REVIEW OF RESPONSIBLE MANAGEMENT AT BSc BLC

FIRST SEMESTER

RESPONSIBILITY DAY is the first opportunity for BLC students to reflect on business practices through the lens of their study programme. During this day, responsible management is presented through a selected case, which is then critically discussed by the students. Lise Skov was the BLC faculty representative for Responsibility Day in 2015 and 2016.

GLOBALISATION STUDIES addresses responsible management in one of the final

lectures entitled Business Responsibility. This class specifically examines the regulatory power of reputational risk. The lecture discusses how corporate reputation is increasingly used as a tool to help steer the activities of multinational enterprises in favour of socially desirable outcomes. Responsible management is further considered in lectures dealing with sustainability, the environment, changes in the welfare system, neoliberalism, and the role of business in global governance. In addition, students discuss the UN Global Compact and the criticisms made of this initiative.

FRENCH AREA STUDIES I provides an overview of francophone countries, regions and peoples, exploring how their relationships have been – and are still being – shaped by their history of colonization and decolonization, religion and secularism, democratization and cooperation within the OIF. The course introduces concepts such as neo-colonialism, the construction and reconstruction of collective identities (e.g. national identities), national discourses, the role of ‘out-groups’, languages, and the links between sovereignty and democracy.

Semester 1
Globalisation Studies
Microeconomics
British and American Studies I
Spanish, German or French Studies I

SECOND SEMESTER

FRENCH AREA STUDIES II

This course addresses the effects of globalization on francophone countries, regions, and peoples and their relationships. It is integrated with Globalisation Studies and British and American Studies (1st semester) as it exemplifies and develops some of the ideas and concepts introduced in these courses. Among the themes addressed are:

- Immigration and identities, including the identities of immigrants, diasporas, cultures, as well as the cultures, identities political institutions and policies of receiving countries. The course takes a comparative approach, for example by considering Canadian multiculturalism and French secularism (laïcité).
- Regional integration in response to globalization, in particular in sub-Saharan Africa, i.e. the interplay between free trade globalization and regional integration
- International collaboration on taxation as a response to tax-evasion, as exemplified by the reform of EU legislation and Swiss banking practices.
- The effects of globalization and international competition on social and economic institutions, as exemplified by French labour market reforms, decentralisation and territorial reforms (path dependency, etc.).

Semester 2
Macroeconomics
Interdisciplinary Research Methods
1st Year Project
Spanish, German or French Studies II

Every year the course hosts a lecture from an invited guest on various themes related to responsible management. In 2014–16 these included: a documentary and presentation on Yesterday’s Slaves – Democracy and Ethnicity in Benin; a documentary and presentation on River Nomads of the Niger - life in host societies, and struggles to get access to property, rights and resources; and a presentation of a school project (300 pupils) in Burundi started by a Burundian refugee and immigrant to Denmark.

THIRD SEMESTER

ACCOUNTING AND FINANCIAL ANALYSIS encourages students to adopt a global view of responsibility within society. Different case studies of companies are presented each year, to which students apply the insights and knowledge they have gained from their reading of the literature. One such example deals with understanding the critical role of ethics in providing information relevant to decision-making in accounting. In previous years, students have worked with the World Food Program and the International Public Sector Accounting Standard of the UN.

Semester 3
Accounting and Financial Analysis
International Economics and Competitiveness
British and American Studies II
Spanish, German or French Studies III

BRITISH AND AMERICAN STUDIES II focuses on the UK and the US in the context of regional relations in Europe and the Americas. Students examine responsible business practices by discussing issues pertaining to trade, investment, the environment, labour standards and migrant labour, including: the formation of common labour and environmental standards in the EU; the impact of trade and offshoring on wages and labour rights in the US; the effects of maquiladora production on Mexican labour and the environment; and the plight of undocumented migrants in the US.

The **SPANISH/LATIN AMERICAN AREA STUDIES III** course focuses on contemporary economic development and international competitiveness in Spain and Latin America. Through the two course modules, students learn about the roles of multinationals and democracy and social movements, the impact of populism on the regional political stage, industrial clusters, SMEs and family businesses, as well as the implications of human development for economic progress in both regions. The course has one lecture dedicated exclusively to country competitiveness and Corporate Social Responsibility in Spanish and Latin American companies. During this lecture, students are presented with the direct link between the competitive position of a country and its degree of adoption of CSR policies.

FOURTH SEMESTER

In the course **ORGANISATION AND CORPORATE COMMUNICATION**, students are introduced to the concept of CSR through different textbooks and classroom discussions. The course textbook, *Corporate Communications Theory and Practice*, includes chapters on stakeholder management, covering the implementation and communication of CSR. Students are encouraged to engage in discussions on CSR and ethics, and external speakers from private companies (e.g. Coloplast) present issues on sustainability. Diversity management is another main theme of the course, with team work as a method for students to learn about mutual responsibility and respect across cultures.

Semester 4
Organisation and Corporate Communication
Corporate Finance
Quantitative Business Research
Spanish, German or French Studies IV

In **QUANTITATIVE BUSINESS RESEARCH**, students are introduced to the responsibilities involved in conducting academic research. During the course, references are made to the deceptive subjectivity of quantitative analysis. Students develop an awareness that all analysis inevitably involves an individual's subjective judgement. Further, the course points to this subjectivity as often being overlooked when results are published, even though it may have a significant impact on results.

In the **GERMAN AREA STUDIES** course, students discuss topics including CSR, Corporate Citizenship and the difference between the Anglo-American and continental views, and how CSR is managed in Germany. In addition, they examine the concept of sustainability and 'real' CSR, i.e. the integration of sustainability in CSR and business models.

FIFTH SEMESTER

This semester is dedicated to an exchange or elective courses, though students are encouraged to study abroad during their fifth semester to gain international experience. Of the **89** electives available to the BSc BLC programme, **7** directly address responsible management, including *Introduction to Sustainable Business*, *Greening Product and Service Design Processes* and, *Scandinavian Sustainability and Corporate Social Responsibility*.

Semester 5

Elective Courses, Exchange or Internship

SIXTH SEMESTER

The course **CULTURAL ANALYSIS** addresses the concept of cultural differences while teaching students how to approach these differences reflexively and responsibly. One of the learning tools used to achieve this is that of encouraging exchange students to record their experiences in an unfamiliar culture and post these reflections on a virtual platform called the 'exchange log book'. These experiences are then analysed using theoretical tools. On the students' return, they are then asked to apply the same theoretical tools to analyse a familiar Danish organisation and use this as a point of departure to 'make the familiar seem strange'.

Semester 6

Cultural Analysis

The Corporation in Society: Managing Beyond Markets

Bachelor Project

Responsible business in a societal context is returned to in the course **THE CORPORATION IN SOCIETY: MANAGING BEYOND MARKETS**. The course is structured in three parts. The first part introduces concepts like stakeholder theory, CSR and corporate citizenship. The second looks at very specific issues such as labour rights, human rights and environmental rights, particularly with regards to deforestation. A case study on sweatshops by the New York Times, entitled 'China Contractor Again Faces Labour Issues on iPhones', is used as a basis for addressing labour issues in global supply chains. This case is used as an example of how companies use corporate responsibility. The third part of the course looks at the partnerships between NGOs and businesses, the role of the UN, and different actors and their actions. This is the flagship course of the BSc BLC programme in terms of responsible management education.

Semester Overview: BSc BLC

RESPONSIBILITY DAY	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2013-2016  Lise Skov	Globalisation Studies  Frederik Larsen (MSC)	Macroeconomics  Dario Pozzoli (ECON)	Accounting and Financial Analysis  Nina Sormunen (ACC)	Organisation and Corporate Communication  Esben Karmark (MSC) Lisbeth Clausen (MSC)	Elective Courses or Exchange Semester	Cultural Analysis  Maribel Blasco (MSC)
2012 Elanor Colleoni	Microeconomics  Christian Erik Kampmann (INO)	Interdisciplinary Research Methods  Magali Gravier (MSC)	International Economics and Competitiveness  Evis Sinami (INT)	Corporate Finance  Ulf Nielsson (FI)		The Corporation in Society: Managing Beyond Markets  Andreas Rasche (MSC)
	British and American Studies I  Ole Helmersen (MSC)	1st Year Project  Ana Alacovska (MSC)	British and American Studies II  Kevin McGovern (MSC)	Quantitative Business Research  Christian Erik Kampmann (INO)		Bachelor Project  Charles Tackney (MSC)
Area Studies	German  Jan Kautz (MSC)	French  Kim Kryger (MSC)	Spanish  Maria Emilia Casco Flores (MSC)			

Flagship Course Flagship courses act as anchors in the programme and play a central role in coordinating the generation of responsible management competencies.

Corner Stone Course Corner stone courses act as binding blocks between the semesters and ensure a systematic progression of content and competencies related to responsible management.

CONTACTS AND RESOURCES

Below we have a list of the key people associated with BSc BLC, which you may find useful:

BLC AMBASSADOR

Associate Professor Kevin McGovern has agreed to be the Ambassador for BSc BLC. Please feel free to contact him if you have any questions regarding responsible management education within the programme.



Kevin McGovern:

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BLC STUDY DIRECTOR

Lotte Thomsen serves as the study director for BSc BLC programme.



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BLC PROGRAMME MANAGER

Lars Gutfeld serves as the programme manager for the BSc BLC programme.



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PRME ACADEMIC DIRECTOR

Professor Kai Hockerts is the Academic Director of the Curriculum Development project.



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PRME PROJECT MANAGER

Lavinia Iosif-Lazar is responsible for the Curriculum Development project. Please send any suggestions for amendments to her.



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