

What Responsible Management
Competencies do
**HA ERHVERVSØKONOMI OG
PROJEKTLEDELSE**
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 seeks to highlight the role that responsible management education plays in the Erhvervsøkonomi og projektledelse (HA pro.) 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 HA pro. students 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 HA pro. competencies in responsible management are integrated in different courses and to encourage a

coherent progression across the entire programme. Developing students' abilities to critically assess projects from multiple perspectives applying several theories is a key aim and theme of the HA pro. programme. One of the focal points of HA pro. is that of building students' ability to adapt projects to societal changes and circumstances, since a responsible project manager would theoretically have the ability to rethink and restructure a project in order to accommodate environmental or community needs. Maintaining fair and agreeable working conditions for team members is also seen as part of a manager's responsibility when working in project teams.

COMPETENCY PROFILE

Discussions with members of the Study Board and faculty have identified the following competencies in responsible management acquired by HA pro. students:

- **The ability to understand and take into account the different contexts and different stakeholder interests involved in project management.**
- **The ability to understand the problems related to project management from numerous different perspectives.**
- **The ability to reflect explicitly upon the societal and environment impact of project management decisions and activities.**
- **The ability to recognize different stakeholder needs and interests and to take these into consideration in project management.**

While all courses are naturally aimed at supporting the development of these competencies in HA pro. students, they are specifically addressed in the flagship course *Globale projekter og interkulturelt samarbejde* (3rd semester), and further elaborated on in the following corner stone courses: *Grundlæggende projektledelse, Ledelse af teams og processer, Organisationsteori* (1st semester).

Finally, we would like to express our gratitude to all those who contributed to this project. In particular, we would like to thank Anne-Marie Søderberg for all her help with the development of this report and for acting as an ambassador for the HA pro. We would also like to thank the study board director, Lise Justesen, for her continuous support.

SEMESTER REVIEW OF RESPONSIBLE MANAGEMENT AT HA PRO.

FIRST SEMESTER

RESPONSIBILITY DAY is the first opportunity for HA pro. students to reflect on business practices through the lens of their study programme. During this day, educational input on responsible management is presented through a selected case, which is then critically discussed by the students. Lise Justesen was the HA pro. faculty representative for Responsibility Day in 2015 and in 2016. During the day the students are taught about different concepts of responsibility and how questions of responsibility may be related to different HA pro. courses.

Semester 1
Grundlæggende projektledelse
Ledelse af teams og processer
Organisationsteori
Mikroøkonomi

GRUNDLÆGGENDE PROJEKTLEDELSE establishes the foundation for the multi-disciplinary perspectives of the HA pro. programme. Students learn that more is involved in project management than well-defined operational and efficiency concerns such as keeping the project budget. There are also more complex concerns that are more difficult to define and that require taking a longer-term strategic perspective and taking responsibility for others along the way (humans, other species, and the environment at large). Students are taught to always be ready to adjust and revise their strategies, budgets and goals in the light of unpredictable changes. The course uses several cases, including the 'The Turning Torso', a 200-meter high building in Malmö that could have fallen down, if management had only looked at the importance of keeping the original plan and budget. Students also examine the case of a building project that had to be changed due to its endangering a habitat for frogs. Students thus learn to adjust their projects to account for unexpected events and develop an understanding of the need for project management to continually negotiate the links with its relevant stakeholder environment.

LEDELSE AF TEAMS OG PROCESSER places individual needs at the centre of attention and teaches students how to manage conflict situations within teams. To develop students' understanding of the importance of ethics and morality, they are presented with multiple cases involving questionable attitudes on the part of corporations towards employees. One of the course readings specifically looks at employee wellbeing and ethical treatment. Students have reported that they learn how to 'treat employees with respect and responsibility'.

The **ORGANISATIONSTEORI** course emphasises the importance of employee satisfaction and employee empowerment in the workplace. Students are also presented with the different perspectives of stakeholder management, and one of the readings for the course covers the integrative perspective, including aspects of social responsibility. In addition, the course dedicates one session to discussing a responsible management case of the Danish sports brand Hummel and their initiative to 'change the world through sport'. Students are asked to write a synopsis based on the discussed case.

SECOND SEMESTER

Explicit examples of teaching input and content related to responsible management have not been identified in this semester. Instead, responsible management issues are covered implicitly.

Semester 2

Økonomistyring og projekter
Regnskab
Beslutning, risiko og usikkerhed
Metode, projektstyringsværktøjer og tværfagligt 1. års projekt

THIRD SEMESTER

GLOBALE PROJEKTER OG INTERKULTURELT SAMARBEJDE outlines the economic, political and cultural framework for global projects and intercultural, often virtual, cooperation between project teams and team members. Students learn how to identify the challenges of working in a multicultural environment and how to turn perceived cultural differences into advantages. Cases are presented that illustrate questionable corporate behaviour in relation to specific employee issues, enabling students to reflect on the responsibilities that organizations have towards their workers regardless of where they are located. External speakers from private organisations are invited to present the challenges they face in such areas as dealing with diversity in global projects and spanning professional, organisational, cultural and linguistic boundaries. This is the flagship course of the HA pro. programme in terms of responsible management education.

Semester 3

Finansiering
Statistik
Globale projekter og interkulturelt samarbejde
Projekt-porteføljestyling

FOURTH SEMESTER

Explicit examples of teaching input and content related to responsible management have not been identified in this semester. Instead, responsible management issues are covered implicitly.

Semester 4

Afsætningsøkonomi
Managing Innovation Projects
Netværk og projektledelse
Entrepreneurship projekt – Tværfagligt 2. årsprojekt

FIFTH SEMESTER

This semester is dedicated to an exchange, elective courses or an internship within a company. Of the **112** electives available to the HA pro. programme, **8** directly address responsible management, including *Introduction to Sustainable Business*, *Emerging Markets: Societies in Transition* and *Scandinavian Sustainability and CSR*.

Semester 5

Elective Courses, Exchange or Internship
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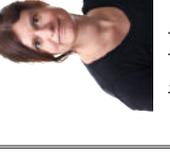
SIXTH SEMESTER

Explicit examples of teaching input and content related to responsible management have not been identified in this semester. Instead, responsible management issues are covered implicitly.

Semester 6

Videnskabsteori og metode
Projektsamfundet
Bachelorprojekt

Semester Overview: HA pro.

RESPONSIBILITY DAY	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2013 - 2016 Lise Justesen 	Grundlæggende projektledelse Kjell Tryggstad (IOA)  Ledelse af teams og processer Mette Mogensen (IOA) 	Statistik Gorm Gabrielsen (FI)  Regnskab Leif Christensen (ACC)  Beslutning, risiko og usikkerhed Lise Justesen (IOA) 	Finansiering Bjarne Florentsen (FI)  Økonomistyring og projekter Kenneth Brinch Jensen (DM)  Globale projekter og inter-kulturelt samarbejde Anne-Marte Søderberg (MSC) 	Afsætningsøkonomi Lars Iwe (MARKTG)  Managing Innovation Projects Claus Varnes (DM)  Netværk og projektledelse Trine Pallesen (IOA) 	Elective Courses, Exchange or Internship	Videnskabsteori og metode Kirstine Zinck Pedersen (IOA)  Projektsamfundet Trine Pallesen (IOA)  Bachelorprojekt Lise Justesen (IOA) 
	Mikroøkonomi Leslie Christensen (ECON) 	Metode, projektstyringsværktøjer og tværfagligt 1. års projekt Lise Justesen (IOA) 	Projekt-porteføljestyrelse John Christiansen (DM) 	Entrepreneurship projekt - Tværfagligt 2. årsprojekt John Christiansen (DM) 		

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

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 HA pro., which you may find useful:

HA PRO. AMBASSADOR

Professor Anne-Marie Søderberg has agreed to be the ambassador for the HA pro. programme. Please feel free to contact her if you have any questions regarding responsible management education within the programme.



Anne-Marie Søderberg:

Tel: 3815 3204
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HA PRO. STUDY DIRECTOR

Associate Professor Lise Justesen serves as the study director for the HA pro. programme.



Lise Justesen:

Tel: 3815 2447
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HA PRO. PROGRAMME MANAGER

Mai Kirstine Lindbjerg Greve serves as the programme manager for the HA pro. programme.



Mai Greve:

Tel: 3815 2746
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PRME ACADEMIC DIRECTOR

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



Kai Hockerts:

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cc: mmms.edu@cbs.dk

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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