



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 based on findings from student focus groups and from on-going interaction with faculty members. This report is based on updated information received from faculty and study boards over the course of 2018 and 2019.

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 competencies were identified in Fall 2016 and are still valid for the 2018/2019 academic year:

- **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, Mikroøkonomi* (1st semester), *Beslutning, risiko og usikkerhed* and *Metode, projektstyringsværktøjer og tværfagligt 1. års projekt* (2nd semester) and *Videnskabsteori og metode* (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 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 from 2015- 2017. Benjamin Anker and Nikolaj Koors Hoff were the representatives in 2018. 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 project of creating the 'Museet for Søfart' in Helsingør. In the course of actions the project initiators realized, they wanted a design proposal that broke the formal requirements of the architectural competition they had set up, resulting in various twists and turns in navigating different stakeholders' interest to get the architectural solution they realized they wanted. Students also examine the case of a building project that had to be changed due to its endangering 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.

In the **MIKROØKONOMI** course, the emphasis is on analysing how individuals, households and businesses adapt to changes in their external environment. In addition, students are made aware of the differences in perspectives of various actors. For example, the course follows up on the consumer preferences for altruism. The mikroøkonomi course also involves students in discussions of monopolies and raises issues concerning the effect of cartels.

SECOND SEMESTER

The course **BESLUTNING, RISIKO OG USIKKERHED** discusses uncertainty, how it impacts projects and how it is shaped differently in different contexts. The impact of such shaping to different stakeholders and how different stakeholders relate differently to different facets of uncertainty in project decisions is discussed. The course explores the basic of human cognition, as well as of organizational decision making. As such, it helps students to be aware of the conscious and sub-conscious forms of reasoning, and hence draw implications to different ways in which stakeholders may react or develop preferences. In discussions on organizational decision making, in particular related to March's work on decision making, students explore the role of the development of preferences and how different interests permeate decisions (in projects and in organizations).

Semester 2

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

The students' **FIRST YEAR PROJECT** involves using project management tools to structure their work while conducting a small field study investigation of a project in real world. This implies that they both need to understand the context of the project in the real world and the project management methods the people they are studying use. Through interviews they try to get to know the different stakeholder's points of view. This also means that they, in their own field study project, need to take into account the reality of CBS which also contains many stakeholders and contexts – their supervisor, their method teacher, their project management tool teachers, the librarians' advices, the other group members, and the teacher in the decision-making course. This can create a different situation for the student with different actors telling them different things depending on their points of view. Thus, the students have to navigate among different inputs just as a project manager has to do in real life. Through their practice of using project management tools they will probably see some issues when it comes e.g. to planning and their level of knowledge at the time of planning. In the interviews for their projects they will most likely encounter a number of problems various stakeholders have concerning decision making in project management and others. This partly depends on the project they choose to study. Some projects have a larger environmental and societal impact than others. But all projects study decisions in and around projects. Thus, to a certain degree the impact is considered when trying to grasp where the project is going, why decisions were made and what their consequences are.

THIRD SEMESTER

The course **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. Empirical cases also deal with the challenges faced in global projects in relation to diversity when global collaboration implies spanning professional, organisational, cultural and linguistic boundaries. This course is the flagship course of the HA (pro.) in terms of responsible management education.

Semester 3

Finansiering
Økonomistyring og projekter
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
Ledelse af innovativsprojekter
Netværk og projektledelse
Entrepreneurship projekt - Tværfagligt 2. årsprojekt

FIFTH SEMESTER

This semester is dedicated to an exchange, elective course or an internship within a company. A number of electives at CBS directly address issues of responsible management.

Semester 5

Elective Courses, Exchange or Internship
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SIXTH SEMESTER

By learning qualitative methods the students strengthen their ability to equally understand the importance of contextual factors and diverse interests and their capabilities to take such differences into account in project management. In **VIDENSKABSTEORI OG METODE** the students are gaining experience with working with different theory of science perspectives and they learn to reflect upon the consequences of viewing and approaching particular project management contexts or problems from such different perspectives. This strengthens their reflective abilities and their capabilities to switch between perspectives. Furthermore, students acquire competencies in designing project management studies of different sorts, including studies that determine the impact of project management decisions and activities. In acquiring methodological competencies, the students gain knowledge on designing studies that identify stakeholder needs and interest, which is the precondition for considering them.

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
2018  Benjamin Anker  Nikolaj Koors Hoff	Grundlæggende projektlejelse  Sofia Pense (MSc)	Statistik  Mads Stenbo Nielsen (FI)	Finansiering  Claus Parum (FI)	Afsætningsøkonomi  Lars Grønholdt (MARKTE)	Elective Courses, Exchange or Internship	Videnskabsteori og metode  Kirstine Zinck Pedersen (IDA)
2013-2017 Lise Justesen	Ledelse af teams og processer  Mette Mogensen (IDA)	Regnskab  Lerf Christensen (ACC)	Økonomistyring og projekter  Tim Nærup Thomsen (ACC)	Ledelse af innovationsprojekter  Rasmus Koss Hartmann (MSc)		Projektsamfundet  Erik Mygind du Plessis (MPP)
	Organisationsteori  Lise Justesen (IDA)	Beslutning, risiko og usikkerhed  Joana Gerardi (IDA)	Globale projekter og interkulturelt samarbejde  Anne-Mare Søderberg (MSc)	Netværk og projektlejelse  Trine Pallesen (IDA)		Bachelorprojekt  Lise Justese (IDA)
	Mikroøkonomi  Leslie Christensen (ECON)	Metode, projektsstyringsværktøjer og tværfagligt 1. års projekt  Lise Justesen (IDA)	Projekt-porteføljestyring  John Christensen (OM)	Entrepreneurship projekt - Tværfagligt 2. årsprojekt  John Christensen (OM)		

Flagship Course
Corner Stone Course

Flagship 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:

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HA PRO. STUDY SECRETARY

Mai Kirstine Lindbjerg Greve serves as the study secretary of the HA pro. programme.



Mai Kirstine Lindbjerg Greve

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PRME ACADEMIC DIRECTOR

Associate Professor Caroline Aggestam-Pontoppidan is the Academic Director of the CBS PRME office.



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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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