

What Responsible Management
Competencies do
**BSc BUSINESS ADMINISTRATION
AND SERVICE MANAGEMENT:
ARTS 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 responsible management education plays in the Business Administration and Service Management (BSc SEM) programme, Arts and Culture concentration. 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 SEM during their time in the programme. This report presents results based on findings from student focus groups as well as meetings and on-going interaction with faculty members. The purpose is to explicitly identify how these SEM competencies are integrated in different courses and to encourage a coherent progression across the entire programme

In 2013 the BSc SEM programme introduced a new structure of three concentrations for specialisations; Tourism and Hospitality, Arts and Culture, and Service Innovation. This report will specifically address the input on responsible management education in the Arts and Culture concentration. By combining the knowledge gained in various courses throughout the programme, students achieve a complete picture of both the societal and the business fields in which they will be working. The management of service companies that are both socially-minded and can maximise profit has emerged as the main theme of the programme's responsible education.

COMPETENCY PROFILE

As a result of discussions with the members of the Study Board and faculty, the following competencies in responsible management were identified as being acquired by students of BSc SEM:

- **The ability to understand the economic, aesthetic and political idiosyncrasies of private and public organizations that provide 'content' or 'experiences' in the form of cultural services, events or products.**
- **The ability to identify and analyse the managerial challenges of such organizations, and to propose measures to balance economic, aesthetic and political concerns, for example in successfully managing highly specialized skill-holders and highly uncertain external environments.**

While all courses are naturally aimed at supporting the development of these competencies in BSc SEM students, they are specifically addressed in the flagship course *Cultural Economics and Politics: 2nd Year Project* (4th semester) and are further elaborated on in the following corner stone courses: *Service Management Foundations, Service Economics, Introduction to Management Systems* (1st Semester); *Financial Accounting, Strategy in a Service Perspective and Organisational Behaviour* (3rd Semester).

Finally, we would like to express our gratitude to all those who contributed to this project. In particular, we would like to thank Adriana Budeanu for all her help with the development of this report and for acting as an ambassador for the BSc SEM programme. We would also like to acknowledge the programme director, Trine Bille, for her continuous support.

SEMESTER REVIEW OF RESPONSIBLE MANAGEMENT AT BSc SEM

FIRST SEMESTER

RESPONSIBILITY DAY is the first opportunity for BSc SEM students to reflect on business practices through the lens of their study programme. During this day, responsible management education is presented through a selected case, which is then critically discussed by the students. Adriana Budeanu was the SEM faculty representative for Responsibility Day from 2010 to 2015. In 2016, Marianne Bertelsen facilitated the Day at SEM. During the day, students are taught about responsibility issues from an SEM perspective and encouraged to discuss different points of view (pro and con) responsible management. The main points are then summarised in class. According to Marianne and the students themselves, the sessions have been very satisfactory.

SERVICE MANAGEMENT FOUNDATIONS presents students with cases that provide context for class discussions about ethical issues pertaining to art and culture management organizations.

In **INTRODUCTION TO MANAGEMENT STUDIES**, students are presented with the organisational biography of a firm. They gain the skills to recognise the structures and processes of companies while also learning about contingency factors such as the environment and ethical stakeholder interaction. The course also focusses on the responsibility to create value for both society and businesses, and presents students with the sustainable competitive advantage view as a valid business strategy.

SERVICE ECONOMICS provides students with input on responsible management in three specific contexts. Responsibility is discussed thoroughly in the context of operation management, and the case of Amy Ice-cream is used to generate a discussion about employees' empowerment and to introduce new models of HR management. The environmental impact and consequences of the social landscape are discussed, specifically the importance of taking account of the consequences of facility placement. Finally, ethical consumer groups are examined in the context of consumer typologies in order to illustrate the moral decisions involved in consumer behaviour and the implications for corporate strategy.

Semester 1

Service Management Foundations

Introduction to Management Studies

Service Economics

Philosophy of Science and Qualitative Methods

SECOND SEMESTER

Explicit examples of responsible management teaching and/or content were not identified in this semester, pointing to a more implicit method of addressing responsible management education.

Semester 2

Managerial Economics

Statistics and Quantitative Methods

Art and Culture Marketing: 1st Year Project

THIRD SEMESTER

In the **FINANCIAL ACCOUNTING** course, one of the key learning objectives is to develop students' understanding of the role of ethics in the decision-making process. The course textbook, *Financial Accounting – The Impact on Decision Makers* (Porter & Norton), includes ethical dilemmas and questions in every chapter. The first lecture, coinciding with the first chapter of the textbook, includes an 'ethics-decision-model'. Class discussions of ethical dilemmas are generated by presenting this model to students and illustrating it with real cases, including the bankruptcy of Enron in 2001. In addition, the exam session typically includes at least one ethics-related question.

ORGANISATIONAL BEHAVIOUR focuses on the use of multiple perspectives in order to develop students' understanding of business and organisational decisions. Key study focal points include making sense of organisations, power groups, culture, leadership and organizational environments. Students are presented with stakeholder theory and develop an understanding of the general environment and global trends. Furthermore, some of the key constructs of the course include the role of ethics in leadership, the role of CSR in organisational management, and critical and postmodern critiques and approaches to organizing, together with environmental considerations.

STRATEGY IN A SERVICE PERSPECTIVE introduces students to strategic planning and specifically references the use of CSR. The 7th lecture presents a broad overview of CSR before narrowing the focus onto the use of CSR as a common business strategy. This strategy is used for public relations, advertising, promoting brand image and as a marketing tool. The teaching emphasises that while CSR is a relevant strategy for companies, it can also, if used inappropriately, draw unwanted attention to a different side of company practices. The set readings include both positive and negative views of CSR in order to promote a balanced discussion in class. Included in the reading list is the UN Global Compact, which is analysed by a student group and presented to the rest of the class. Finally, the students discuss the Starbucks case of coffee-growing practices in relation to small coffee farms.

Semester 3

Financial Accounting

Organisational Behaviour

Management Control Systems

Strategy in a Service Perspective

FOURTH SEMESTER

CULTURAL ECONOMICS AND POLITICS: 2ND YEAR PROJECT considers economic and cultural theories to examine cultural economics and cultural politics in a Western context. Cultural values are a strong element of the course, with significant emphasis placed upon bequest value. This notion is discussed in detail, with explicit reference to the responsibility of the current generation to take care of cultural heritages for future generations. In the subsequent semester, cultural sustainability will also be included in the course reading. This course is the flagship course of the BSc SEM (Arts and Culture) programme in terms of responsible management education.

Semester 4

Macroeconomics

Corporate Finance

Management of Cultural Projects,
Processes and Organisations

Cultural Economics and Politics:
2nd Year Project

FIFTH SEMESTER

This semester is dedicated to an exchange, elective courses or an internship within a company. Of the **109** electives available to the Arts and Culture concentration, **7** directly address responsible management, including *Scandinavian Sustainability and Corporate Social Responsibility*, *Greening Product and Service Design Processes* and *Introduction to Social Entrepreneurship*.

Semester 5

Elective Courses, Exchange or Internship
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SIXTH SEMESTER

Explicit examples of educational input on responsible management were not identified in this semester, pointing to a more implicit method of developing student competencies in responsible management.

Semester 6

Public Regulations

Cultural Entrepreneurship

Bachelor Project

Semester Overview: BSc SEM: Arts and Culture

RESPONSIBILITY DAY	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2016  Marianne Bertelsen	Service Management Foundations: Arts and Culture  Adriana Budeanu (INT)	Managerial Economics  Leonardo Santiago (OM)	Financial Accounting  Nina Sormunen (ACC)	Macroeconomics  Svend Erik Hougaard Jensen (ECON)	Elective Courses, Exchange or Internship	Public Regulations: Arts and Culture  Georg Ringe (LAW)
2010 - 2015 Adriana Budeanu	Introduction to Management Studies: Arts and Culture  Christian Knudsen (MARKTG)	Method II: Statistics and Quantitative Methods  H.C. Kongsted (IND)	Organizational Behaviour: Arts and Culture  Silviya Svejnova Velikova (IDA) Roar Veiter Bovim (IDA)	Corporate Finance  Ulf Nielsson (FI)		Cultural Entrepreneurship  Søren Fris Møller (MPP)
	Service Economics: Arts and Culture  Ana Maria Munar (INT)	Arts and Culture Marketing: 1st Year Project  Jesper Clement (MARKTG)	Management Control Systems  Jytte Grambo Larsen (ACC)	Management of Cultural Projects, Processes and Organisations  Marianne Bertelsen (MPP)		Bachelor Project  Alfred Reckendrees (MPP)
	Method I: Philosophy of Science and Qualitative Methods  Jesper Strandgaard (IDA)		Strategy in a Service Perspective: Arts and Culture  Magdalena Dobrajaska (SMG)	Cultural Economics and Politics: 2nd Year Project  Trine Bille (MPP)		

Flagship Course Flagship courses act as anchors in the program 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 ensures 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 SEM: Arts and Culture, which you may find

SEM AMBASSADOR

Associate Professor Adriana Budeanu has agreed to be the ambassador for BSc SEM. Please feel free to contact her if you have any questions regarding responsible management education within the programme.



Adriana Budeanu:

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SEM STUDY DIRECTOR

Associate Professor Trine Bille serves as the study director for the BSc SEM programme.



Trine Bille:

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SEM CONCENTRATION COORDINATOR

Marianne Bertelsen serves as the concentration coordinator for the BSc SEM Arts and Culture programme.



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SEM PROGRAMME MANAGER

Susanne Vad serves as the programme manager for the BSc SEM programme.



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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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PRME ACADEMIC DIRECTOR

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



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This report refers to the Autumn semester, 2016.