



What Responsible Management
Competencies do
**BSc BUSINESS ADMINISTRATION
AND SERVICE MANAGEMENT:
TOURISM AND HOSPITALITY**
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, Tourism and Hospitality 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 BSc SEM 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 the SEM Tourism and Hospitality competencies are integrated in different courses and to encourage a coherent progression across the entire programme.

The BSc SEM programme is structured in three specialisations: Tourism and Hospitality, Arts and Culture, and Service and Innovation. This report will specifically describe the aspects of educational input on responsible management included in the courses taught in the Tourism and Hospitality concentration. By combining the knowledge gained in various courses throughout the programme, students attain a thorough understanding 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 educational input on responsible management.

COMPETENCY PROFILE

Discussions with members of the Study Board and faculty have identified the following competencies in responsible management acquired by SEM T+H students through their studies. The competencies were identified in Fall 2016 and are still valid for the 2018/2019 academic year:

- **The ability to understand the environmental and social impacts of tourism developments on destination communities.**
- **The ability to discuss and reflect on the implications of CSR policies for strategy and management in tourism organizations and along the supply chain.**
- **The ability to reflect critically on how tourism businesses can contribute to sustainable development through social entrepreneurship.**

While most courses are naturally aimed at supporting the development of these competencies in BSc SEM students, they are specifically addressed in the flagship course: *Tourism, Social Entrepreneurship and Sustainability* (6th semester), and further elaborated on in the following corner stone courses: *Service Management Foundations, Service Management Operations, Introduction to Management Studies* (1st Semester); *Financial Accounting, Strategy in a Service Perspective, Organisational Behaviour* (3rd Semester) and *2nd Year Project: Contemporary Issues in Tourism Demand* (4th 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 former programme director, Trine Bille, as well as the new programme director Søren Henning Jensen, for their 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. Max Schellmann was the SEM faculty representative for Responsibility Day in 2017 and 2018. During the day, students are taught about responsibility issues from an SEM perspective and encouraged to discuss different points of view (pro's and con's) of responsible management. The main points are then summarised in class. According to both Marianne and the students themselves, the last session was highly informative.

SERVICE MANAGEMENT FOUNDATIONS provides the students with a context for discussions about ethical issues relevant to services and service sectors. Through cases and class discussions. The course explores innovation opportunities, and discusses how such opportunities can sometimes be created by corporate efforts to reduce the environmental and/or social impacts of their activities.

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

SERVICE MANAGEMENT OPERATIONS provides educational input on responsible management in four specific contexts. The concept of sustainability in services and the Triple Bottom Line are presented as part of the service strategy topic. It is also thoroughly discussed in the context of Service Encounters which are used to generate a discussion of employees' empowerment, ethical climate of contact personnel and to introduce new models of HR management. In addition, the environmental impact and consequences of the social landscape are discussed, specifically taking into account 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 implication for corporate strategy.

Semester 1

Service Management Foundations

Introduction to Management Studies

Service Management Operations

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 developing students' competencies in responsible management.

Semester 2

Managerial Economics

Statistics and Quantitative Methods

1st Year Project: Tourism Marketing

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 sessions typically include at least one ethics-related question.

Semester 3
Financial Accounting
Organisational Behaviour
Management Control Systems
Strategy in a Service Perspective

ORGANISATIONAL BEHAVIOUR focuses on developing students' awareness of the importance of the use of multiple perspectives in order to understand business and organisational decisions. Making sense of organisations, power groups, cultures, leadership and environments are some of the key study focal points. Students are introduced to stakeholder theory, as well as general environment and global trends. In addition, some of the key constructs of the course include the role of ethics in leadership, and the role of CSR in organisational management, together with many environmental considerations.

STRATEGY IN A SERVICE PERSPECTIVE introduces students to strategic planning and specifically references the use of CSR. The 7th lecture presents students with a broad overview of CSR, which is then narrowed down to a focus on its use 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 CSR is a relevant strategy for companies but 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.

FOURTH SEMESTER

The course **2ND YEAR PROJECT: CONTEMPORARY ISSUES IN TOURISM DEMAND** contains two modules devoted to issues of responsibility and sustainability in connection to the tourism industry. One module examines the possibilities and challenges of sustainable tourism consumption and ethical tourist behavior. In a second module, the course covers aspects of diversity and inclusion by looking at gender in Tourism demand, building on a variety of book chapters and articles.

Semester 4
Macroeconomics
Corporate Finance
Tourism Supply and Operations Management
2nd Year Project: Contemporary Issues in Tourism Demand

FIFTH SEMESTER

This semester is dedicated to an exchange, elective courses 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

SIXTH SEMESTER

TOURISM, SOCIAL ENTREPRENEURSHIP AND SUSTAINABILITY aims at providing students with the appropriate conceptual frameworks and knowledge needed to reflect critically on how tourism businesses can contribute to sustainable development through social entrepreneurship, and – more specifically– how tourism entrepreneurs can act as drivers of development and sustainability. The UN Development Programme states that development is ‘the expansion of people’s freedoms to live long, healthy and creative lives; to advance goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and the drivers of human development, as individuals and in groups. Social entrepreneurship, in turn, is ‘motivated primarily by social benefit to address social problems or needs that are unmet by government and the private sector in a way that is generally congruent with market forces (Brooks 2009, p. 177). Such businesses usually start small and local, but also grow to have global relevance, as we can see with the example of microfinance. This is the flagship course of the BSc SEM (Tourism and Hospitality) programme in terms of responsible management education.

Semester 6

Public Regulations

Tourism, Social Entrepreneurship and Sustainability

Bachelor Project

Semester Overview: BSc SEM: Tourism and Hospitality

RESPONSIBILITY DAY	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2017 - 2018  Max Schellmann	Service Management Foundations: Tourism and Hospitality  Adriana Budeanu (INT)	Managerial Economics  Leonardo Santiago (DM)	Financial Accounting  Caroline Aggestam Pontoppidan (ACC)	Macroeconomics  Mauricio Prado (ECO)	Elective Courses, Exchange or Internship	Public Regulations: Tourism and Hospitality  Georg Ringe (LAW)
2016 Marianne Bertelsen	Introduction to Management Studies: Tourism and Hospitality  Henrich Dahlgren (MRKTG)	Method II: Statistics and Quantitative Methods  H.C. Kongsted (IND)	Organizational Behaviour: Tourism and Hospitality  Christian Frankel (IDA)	Corporate Finance  Ulf Nielsson (FI)		Tourism, Social Entrepreneurship and Sustainability  Florence Villesèche (INT)
2010 - 2015 Adriana Budeanu	Service Management Operations: Tourism and Hospitality  Ana Maria Munar (INT)	Tourism Marketing: 1st Year Project  Jesper Clement (MARKTG)	Management Control Systems  Jytte Grambo Larsen (ACC)	Sustainable Tourism Supply and Innovation  Claudia Eger (MPP)		Bachelor Project  Alfred Reckendrees (MPP)
	Method I: Philosophy of Science and Qualitative Methods  Jesper Strandgaard (IDA)		Strategy in a Service Perspective: Tourism and Hospitality  Aleksy Korniyshuk (SI)	2nd Year Project: Contemporary Issues in Tourism Demand  Ana Maria Munar (INT)		

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 BSc SEM: Tourism and Hospitality, which you may find useful:

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:

Tel: 3815 3462

E-mail: abu.int@cbs.dk

SEM STUDY DIRECTOR

Associate Professor Søren Henning Jensen serves as the study director for the BSc SEM programme.



Søren Henning Jensen:

Tel: 3815 1766

E-mail: shj.mpp@cbs.dk

SEM CONCENTRATION COORDINATOR

Associate Professor Ana Maria Munar serves as the concentration coordinator for the BSc SEM Tourism and Hospitality programme.



Ana Maria Munar:

Tel: 3815 2538

E-mail: amm.int@cbs.dk

SEM PROGRAMME MANAGER

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



Susanne Vad:

Tel: 3815 2542

E-mail: suva.stu@cbs.dk

PRME PROJECT MANAGER

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



Lavinia Iosif-Lazar:

Tel: 3815 3123

E-mail: li.edu@cbs.dk

PRME ACADEMIC DIRECTOR

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



**Caroline Aggestam
Pontoppidan**

Tel: 3815 2309

E-mail: cap.acc@cbs.dk