

# Course syllabus

## 1. Core data

<b>Course code</b>	<b>Credits</b>	<b>Semester</b>
293NBUSV499B	6	Fall
<b>Course title in English</b>		
Corporate Social Responsibility		
<b>Course title in Hungarian</b>		
Vállalati társadalmi felelősségvállalás		
<b>Course title in other language</b>		
<b>Course leader</b>	<b>Institute</b>	
Katalin Ásványi, PhD	Institute of Sustainable Development	
<b>Course type</b>	<b>Type of final assessment</b>	
lecture	Five graded	
<b>Language of instruction</b>	<b>Class schedule</b>	
English	weekly	
<b>Number of theoretical classes per week (full-time programmes)</b>	<b>Number of practical classes per week (full-time programmes)</b>	
2	2	
<b>Term when the course is announced/started</b>		
2024/2025/1		

## 2. Main features

<b>Course objectives</b>
Via dozens of corporate examples, by applying a great variety of exercises, through the diverse lenses of numerous stakeholders let's discuss how socially and ecologically responsible businesses do/could work. The aim of this course is to provide a meaty and creative environment for teasing ideas on the controversies and complexity of Corporate Social Responsibility (CSR) and Social Entrepreneurship.
<b>Brief description of the course</b>
The course introduces students to shallow and deep approaches to responsibility and sustainability. We are learning about the diverse background of CSR (corporate philanthropy, business ethics, strategic management, etc.), the various existing – and often competing – approaches to this management concept by looking at best and worst business examples. By listening to guest speakers and seeing the results of most recent research we understand the trends and nature of the “industry” around CSR. We practice the preparation and evaluation of CSR actions and tools.

### 3. Learning outcomes

Skills	Knowledge	Attitudes	Autonomy and responsibility
<p>By the end of the course students will know and understand various CSR approaches and related concepts</p> <p>CSR tools and activities</p> <p>Diversity of organizations, including social enterprises working towards social and environmental justice</p>	<p>By the end of the course students will be able</p> <ul style="list-style-type: none"> <li>to explain and reflect on various CSR approaches and related concepts</li> <li>to apply CSR tools and activities</li> <li>to evaluate CSR activities with regard to their stakeholders</li> <li>to identify potentials and limitations of CSR</li> </ul>	<p>Reflectivity, critical thinking, system thinking</p> <p>Pro-social and pro-environmental behaviour in their private and professional lives</p>	<p>Make decisions for responsible and sustainable organisational and individual practices</p>

### 4. Assessment system of the course

Method of assessment		
<p>1. Follow Your Favourite (FYF) – individual assignment – 20%</p> <p>2. Personal Social Responsibility (PSR) – Social Impact oriented project with local community partners – 30%</p> <p>3. Constructive Contribution to Class activities - 10 %</p> <p>4. Midterm and Final test – 20+20 %</p> <p>1. Follow Your Favourite (FYF): Monitor a selected company throughout the semester with regard to the CSR concepts, phenomena, and tools covered in class, write up experiences in a single Teams doc as an evolving paper. Major themes to look at: corporate scandal, mission-vision-values; stakeholder identification tools, certificates-labels-assurances, report, employee oriented practices, suppliers, overall</p> <p>2. Social Impact oriented project with local community partners: students may choose to collaborate with local civil society organisations, social entrepreneurs to give response to their current business, organizational needs as a group assignment in close partnership and generating mutual learning.</p> <p>OR</p> <p>Personal Social Responsibility (PSR): This is a PSR Challenge and aims at a reflection on our responsibility. Besides social responsibility and ethical behaviour expected from organizations, the Personal Social Responsibility of individuals is shaping organizations. Even if we are not corporate members (yet) the impact of our behaviour is relevant and important to look at. During this assignment members of the course are checking their various impacts on the ecology and society by utilizing tools and calculators. Then a change shall be introduced and measured with a reflection on the process. Areas of the challenge, details of this process are introduced in class.</p>		
Study activity	Minimum requirement for the course completion (if any)	Weighting of student activity in the final assessment (%)
Lecture – mid term and final test	Lectures give the basis of the common understanding of the relevant CSR related topics	50
Class activities and preparations for class via individual and group	Course work is based on a diversity of instructional formats: exercises, discussions,	50

assignments - see above	case–studies, role–plays, videos, guest speakers, lectures. The course aims at developing competence for understanding and analysing moral, social, ecological strategies and practices of businesses, thus students’ active involvement is of key importance. Interactive teaching methods are applied in both classes per week, contribution of students and the lecturer are equally central to all classes.	
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## 5. Compulsory readings

Compulsory reading
Course slides Videos Bengston, B.: Reimagine Your Corporate Volunteer Program, Harvard Business Review, December, 2020, <a href="https://hbr.org/2020/12/reimagine-your-corporate-volunteer-program">https://hbr.org/2020/12/reimagine-your-corporate-volunteer-program</a> Chen, J.: Socially Responsible Investment, 2021 <a href="https://www.investopedia.com/terms/s/sri.asp">https://www.investopedia.com/terms/s/sri.asp</a> Porter, M.E. – Kramer, M.R.: Strategy&Society: A Link Between Competitive Advantage and Social Responsibility, Harvard Business Review, 2007 Tóth G.: The Truly Responsible Enterprise. About Unsustainable Development, the Tools of Corporate Social Responsibility (CSR) and Deeper, Strategic Approach, KÖVET Association for Sustainable Economies, 2009 – selected chapters All available on Moodle

## 6. Recommended readings

Recommended reading
The Anders & Winst Company: The How-Not-To Guide. Common Mistakes in CSR – An analysis Carroll, A.B.: A Three-Dimensional Conceptual Model of Corporate Performance, Academy of Management Review, 1979 Goodpaster, K.E. – Matthews, J.B.: Can a Corporation have a Conscience? Harvard Business Review, 1982 The Economist – A Sceptical Look at CSR, 2005 Further readings recommended during class discussions. All available on Moodle

## 7. Thematic weekly schedule

Week no.	Brief description of topic
1	Week 1 RESPONSIBILITY CHALLENGES: SDGs, ESG, CSRD
2	Week 2 IS this CSR? Love Project by Starbucks CORPORATE CONSCIENCE CLASSICS: The 3 Doctrines of CSR Reading: Tóth: About Corporate Responsibility, in: The Truly Responsible Enterprise, Chapter 1, p. 8-22. Recommended reading: Goodpaster – Matthews: Can a Corporation have a Conscience? FYF1
3	Week3 CARROLL-CLASSICS: CSR Pyramid and Venndiagram; Corporate Social Responsiveness; Corporate Social Performance Recommended reading: Carroll: A Three-Dimensional Conceptual Model of Corporate Performance Corporate Scandal FYF2
4	Week 4 STAKEHOLDER MANAGEMENT Tools for identifying stakeholders; Understanding why to make decisions with the stakeholders in mind?; Selection of PSR area
5	Week 5 MOTIVATIONS for CSR Why to engage in CSR as a managment philosophy and why to adopt CSR activities? What if not a win-win? Reading: Porter-Kramer:

	Justifications, in: Strategy&Society, p. 1-4. Common MISTAKES in CSR How to overcome the sceptical look at CSR? Recommended reading: The Anders&Winst Company: Common Mistakes in CSR FYF3
6	Week 6 STRATEGIC CSR: Major approaches to Strategic CSR; Categorizing Social Issues; From Responsive to Strategic CSR Reading: Porter-Kramer: Responsive and Strategic CSR, in: Strategy&Society, p. 9-14. Creating SHARED VALUE Reading: Porter-Kramer: Creating Shared Value. STRATEGIC CSR as SUSTAINABILITY Reading: Tóth Chapter on Truly Responsible Enterprise, p. 58-80. FYF4
7	Week 7 Midterm Test – in time of 1st class
8	Week 8 CSR and COMMUNICATION I: The relationship of CSR and PR Stakeholder Engagement – listening & participatory governance, CSR Communication Strategies PSR1 Reading: Tóth: p. 80.
9	Week 9 CSR and COMMUNICATION II: The relationship of CSR and PR Stakeholder Engagement – listening & participatory governance, CSR Communication Strategies Reading: Tóth: p. 80. FYF5
10	Week 10 Corporate Social Performance (CSP) – where to learn about the performance, impacts of companies? CSR Reporting FYF6
11	Week 11 SUPPLIERS as Stakeholders: RSCM, Closed Supply Loops – Circularity Reading: Tóth: Chapter 2: Operational Approach, p. 32-49. Videos on Moodle PSR2
12	Week 12 SHAREHOLDERS as Stakeholders: Socially Responsible Investment Reading: Chen, J. (2021): Socially Responsible Investment FYF7
13	Week 13 EMPLOYEES as Stakeholders: Corporate Volunteering, Tool of the HR-CSR Relationship Reading: Bengston, B.: Reimagine Your Corporate Volunteer Program Recommended reading: Kotler-Lee - relevant chapter on volunteering

Sequence of the topics may change due to the availability of guest speakers

## 8. Class data

Course code	Course type	Lecturer(s)	Time and venue
293NBUSV499B	Lecture and seminar	Réka Matolay, PhD	tba

## 9. Prerequisites and further information

Description of prerequisites and further information
None

## 10. Class participation

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes it will have an impact on your participation points!

Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences.

DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!

## 11. Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct. Any student caught committing plagiarism will automatically fail the course.

## 12. Grade Conversion Table for Courses taught in English

Percentage achieved	Hungarian Grade	ECTS Grade	International Grade	Explanation
97-100	5	A	A+	Excellent
94-96	5	A	A	Excellent
90-93	5	A	A-	Excellent
87-89	5	B	B+	Excellent/Very good
84-86	4	C	B	Good
80-83	4	C	B-	Good
77-79	4	C	C+	Good
74-76	3	D	C	Satisfactory
70-73	3	D	C-	Satisfactory
67-69	3	D	D+	Satisfactory
64-66	2	D	D	Low pass/Sufficient
[51/61]-63	2	E	D-	Low pass/Sufficient
0-[50/60]	1	FX/F	F	Fail, 0 credit
	N		N	No grade received, 0 credit