

**The Government of the Russian Federation
Federal State Autonomous Institution for Higher Professional Education
National Research University Higher School of Economics
St. Petersburg Branch
St. Petersburg School of Economics and Management**

**Course Syllabus
Business Ethics and Corporate Social Responsibility**

Area of Studies: 38.04.08 “Finance and Credit”

Level: Master

Master Programme “Finance”

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Recommended by the Head of the Students’ Office for Master in Finance Master Programme

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Approved by the Academic Council of Master in Finance Master Programme

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Academic director: Rogova E.M. _____ “ ___ ” _____ 20__

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Course Syllabus

Title of the course	Business Ethics and Corporate Social Responsibility				
Title of the Academic Programme	Master's programme, "Finance"				
Type of the course	Elective				
Prerequisites	Financial Markets and Institutions, Introduction to Financial Management				
ECTS workload	4 (also available as MOOC)				
Total indicative study hours	Directed Study	Self-directed study	Total		
	48	104	152		
Course Overview	<p>Managers are increasingly confronted with issues of sustainability, responsibility and ethics. Managing responsibly is an integrative approach to sustainability, responsibility and ethics, which allows you as a manager to deal competently with such challenges. This course will facilitate your learning process to engage in changing practices to make them more sustainable, responsible, and ethically informed.</p> <p>Key topics are: Responsibility and responsible management, Sustainability, Ethics, Profession and Occupation, Integration</p>				
Intended Learning Outcomes (ILO)	<p>To provide an introduction to the three constituting fields of managing responsibly: sustainability, responsibility and ethics.</p> <p>To help apply the knowledge and insights gained from these three fields to real life problems in your own setting.</p> <p>To identify, understand and facilitate individual action that can lead to change at the organisational and system level ...to 'act is to move'</p> <p>To learn to appreciate and bring together different points of view, and negotiate collective solutions to pressing problems.</p>				
Teaching and Learning Methods	<p>The course is a blended taught online course. It is based on the course "Managing Responsibly: Practicing Sustainability, Responsibility and Ethics" from Manchester University (https://www.coursera.org/learn/responsible-management)</p> <p>Students make their acquaintance with course content and then make a team project under the guidelines of the course instructor</p>				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
Total study hours					
Indicative Assessment Methods and Strategy	<p>Students' progress will be measured by students' assessment of the project (50%) and a final exam.</p> <p>The final exam will take the form of a 2-hour written test that amounts to 50% of the final grade.</p>				

Readings / Indicative Learning Resources	<u>Mandatory</u> Laasch, Oliver, and R. Conway (2014). Principles of responsible management: Global sustainability, responsibility and ethics, Cengage Learning: Mason <u>Optional</u>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		
	Assignments for seminars / tutorials / labs		
	E-learning / distance learning (MOOC / LMS)	+	
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam		
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	(If required)		
Course Instructor	Sofia Villo		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
LO8 Take the responsibility and persuade the audience in the efficiency and reasonability of your decisions		Group work	Reports
LO10 Demonstrate an innovative, open and ethical mindset		Problem-solving Analysis of interviews with practitioners Group work	Reports Cases

Course Content

Managing Responsibly

Meaning, relevance to sustainability and ethics, managerial practices.

Sustainability

Concepts of sustainability, sustainability in a business context, managerial practices

Responsibility

Roots of responsible business practices, responsibility in organizations, stakeholder management, managerial practices.

Ethics

Basics of behavioral ethics, moral philosophy, moral issues, managerial practices, ethics hotlines, codes of ethics, ethics training.

Professions and Occupations

Professional context, responsible management issues, responsible management practices,

Integration 'Bringing it all together'

Systemic complexity, power struggles, paradoxes, transformative action.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation	Rep orts only			
	Project	*			
	In-class Participation				
	Other (write appropriate control forms for the course)	Case s			
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam	*			

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.