Curriculum Development within Sustainability and CSR – Changing Perspective in Business Management Education

Applied Science Forum - Internationalisation and Development

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Corporate Social Responsiveness

Corporate Social Performance

- less philosophy and more the role of the organisation acting responsibly
CSR as an organisational paradigm

Knowledge, skills, attributes and personal emotions

Challenges the issues of sustainability/Responsibility

Change in behaviour – behaviour based on the background of knowledge

Creates an organisational CSR paradigm – Positive social change within the organisational settings.

Justenlund/Rebelo 2012
Dimensions of CSR – management perspective

Our responsibility as educators

Novice
Advanced Beginner
Competent Performer
Proficient Performer
Expert

The Dreyfus Learning Model, Flyvbjerg 2001
# A new paradigm or...?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>Discuss environmental social and economic sustainability concepts, issues and debates</td>
<td>Develop a business case for sustainability/CSR: introduce a tool for understanding environmental and social impacts and risks, implications of these for a business, and strategic response</td>
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<td>Guest Speakers</td>
<td>Senior executives from different industries</td>
<td>Group company project and class presentation: develop skills to undertake a sustainability assessment and develop a business for a real organisation</td>
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<td>Assessment</td>
<td>One-hour in-class test: Comprehend key sustainability concepts and issues. Participation: share knowledge and experience</td>
<td>Business case for sustainability and CSR</td>
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<tr>
<td>Other</td>
<td>Business case for sustainability and CSR</td>
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“It is clear this piecemeal approach militates against the possibility to of what others have referred to as either “transformative change” (Sipoes et al., 2008), “deep learning” (Warburton, 2003) or a paradigm shift (Down, 2006) that are considered essential for sustainability education. Nonetheless, the authors argue that any efforts that challenge the accepted “business as usual” model of business education can make a difference not matter how small (Gioia, 2002)”

Stubbs/Schapper 2011
Horizontal Thinking – the individual

2. Principal Level

1. Practical Level          Horisontal Transfer          3. Practical Level

Defining Problem            Horisontal Search
The CSR-perception of a Hotel-student at Erasmus University College, Brussels

The essence said in one sentence:

“I don’t think it is important that my future employer should have a green profile when I apply for a job – If they don’t have one I will try to make them to do something about it.”

Hotel-management student at Erasmus University College, Nov 2010
Thank you for your attention
Q & As?

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