

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

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# Corporate Social Responsibility

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*



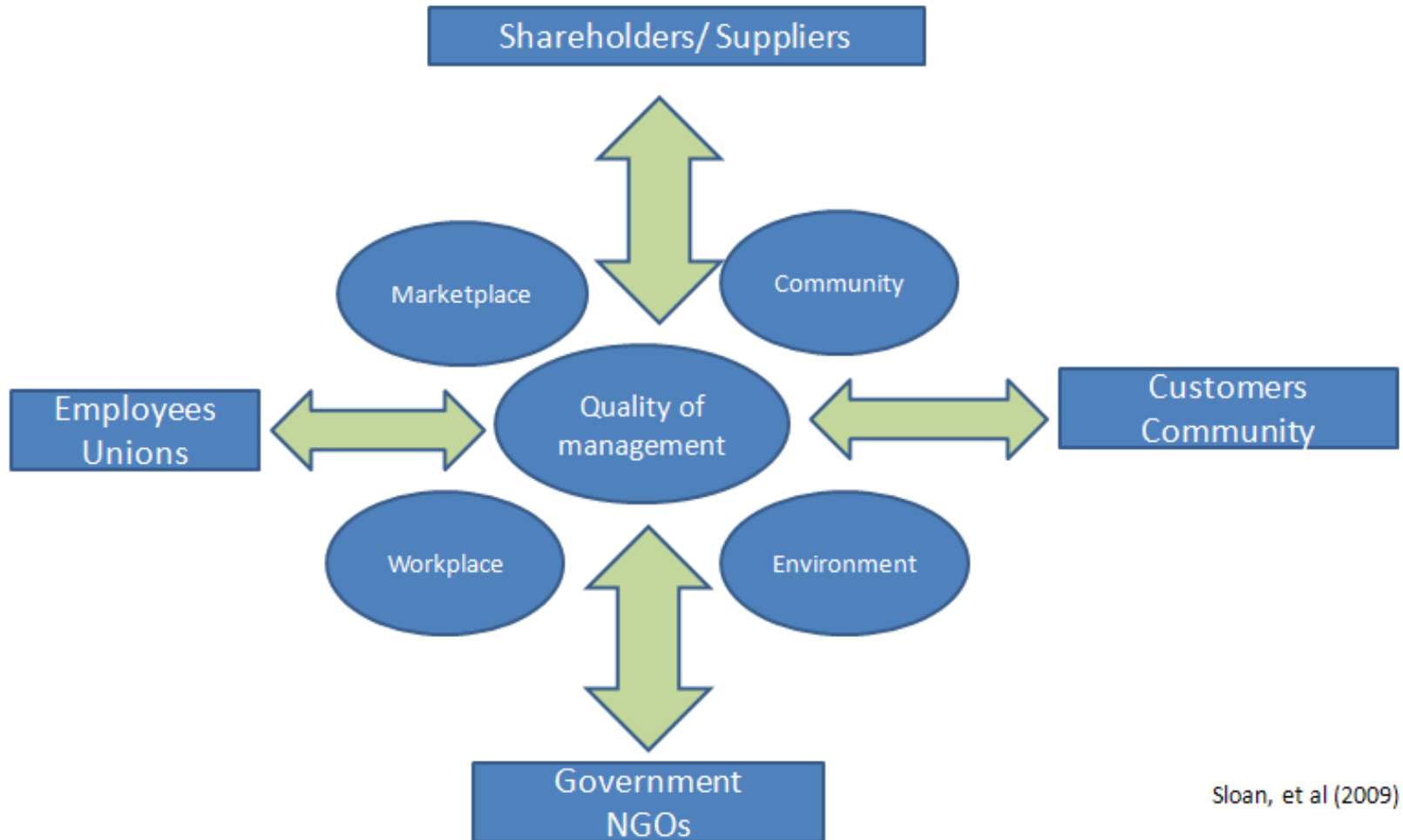
*Change in behaviour – behaviour based on the background of knowledge*



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

Justenlund/Rebelo 2012

# Dimensions of CSR – management perspective



Sloan, et al (2009)

# Learning perspectives

Our responsibility as educators

Novice

Advanced Beginner

Competent Performer

Proficient Performer

Expert

The Dreyfus Learning Model, Flyvbjerg 2001

Deep Learning



Paradigm Shift

# A new paradigm or...?

	Knowledge	Skills	Attitudes
Lectures	Discuss environmental social and economic sustainability concepts, issues and debates	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	Discuss and debate three different sustainability worldviews and their underlying value
Guest Speakers	Senior executives from different industries		CEO, inspirational coaching
Assessment	One-hour in-class test: Comprehend key sustainability concepts and issues. Participation: share knowledge and experience	Group company project and class presentation: develop skills to undertake a sustainability assessment and develop a business for a real organisation	Individual essay: personalise sustainability via student's desired career path
Other	Business case for sustainability and CSR		

Stubbs/Schapper 2011

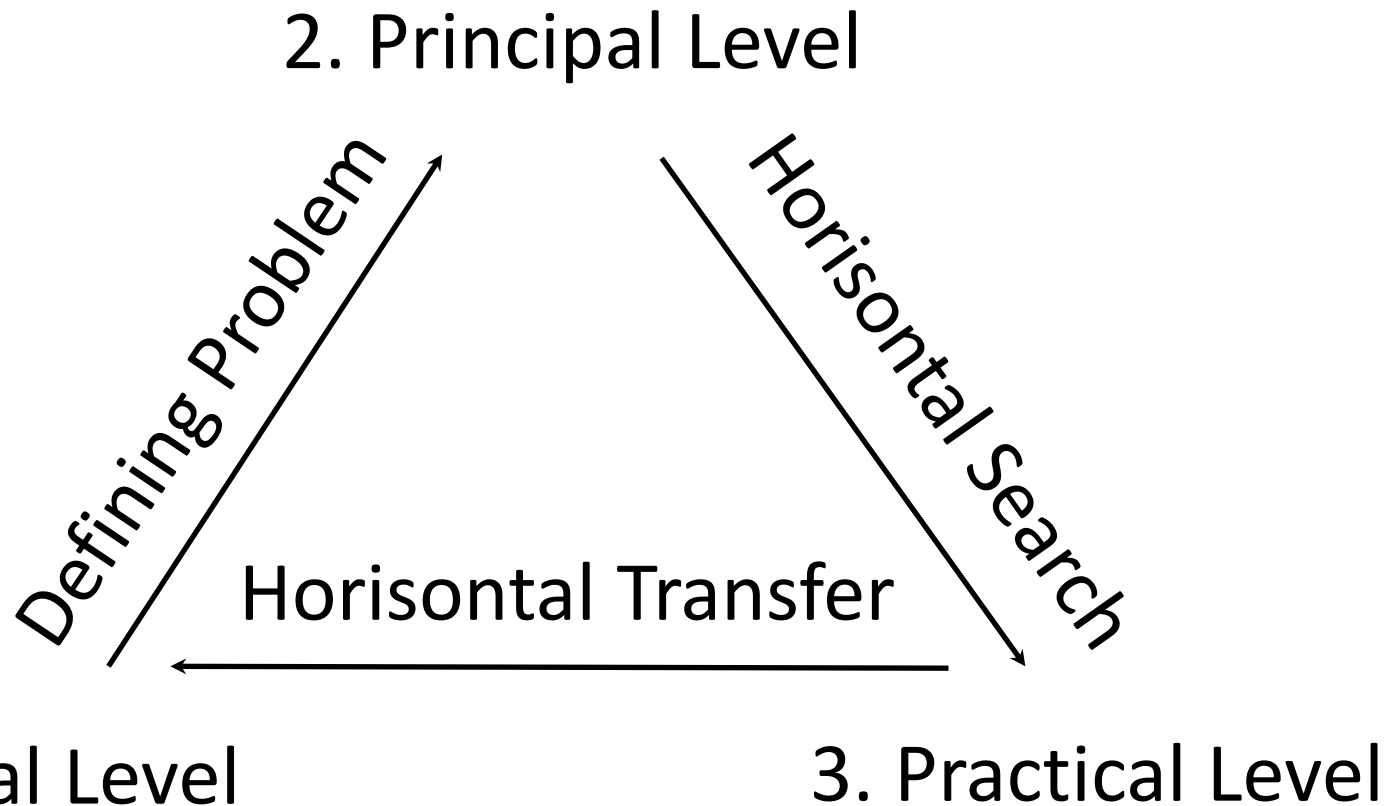


# Just challenging “Business as Usual”

*“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





# The output...

## 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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