

SCHOOL OF COMMERCE

COMMGMT 7012
Managing Social Responsibility (M) (103256)
(3 units)

COURSE OUTLINE – Semester 2, 2006

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COURSE OBJECTIVES

Knowledge and Understanding

The course is designed to familiarise students with the concepts and scope of corporate social responsibility and to educate students in the issues of balancing economic and social performance, the building of socially and environmentally proactive organisations and the methods of managing performance with respect to public affairs, employee welfare, community and government relationships, environmental impact and corporate philanthropy.

This course reflects the major contemporary trends in corporate citizenship, social and environmental responsibility and accountability. Communities and governments now require organisations to be responsible and accountable for their performance in relation to their social and environmental responsibilities, and these responsibilities have increasingly formed part of organisations' ethical values and strategic agendas. In addressing the issue of effective performance management in these areas of responsibility, this course will include consideration of the enlarged spectrum of corporate stakeholders; corporate social responsibilities, citizenship and reputation; business-government relationships and political environment management; sustainable development; environmental management and accountability; social investing and corporate philanthropy; community and employee relationships; and public affairs and media management. Accordingly, this course focuses on understanding and implementing enhanced organisational performance that includes social, environmental and ethical performance indicators in addition to the traditional financial performance indicators.

Communication Skills

The continuing development of good inter-personal and communication skills is widely recognised as important for all graduates. This course specifically seeks to develop students' abilities to:

1. Diagnose practical case studies in the corporate social responsibility and citizenship field and recommend appropriate actions.
2. Further develop teamwork skills in class exercises and activities.
3. Enhance their skills in accessing, interpreting and summarising multiple information sources.
4. Extend their skills in issue identification, briefing paper construction and management.
5. Explore and build pathways for effective communication with multiple corporate stakeholders.

There is a Communications Skills Guide that has been designed for you to use as a guide for writing essays, management reports, and presenting papers to your tutorial group. It also contains sections on referencing and acknowledgment of sources, as well as some grammatical and vocabulary aspects of the English language that you can use to improve your skills of expression.

Every student is expected to obtain a copy of this guide and to use it as a reference for all courses.

This guide is also available online at: www.commerce.adelaide.edu.au/current/comskil

Free workshops to improve your communication and study skills are available from the University's Learning and Teaching Development Unit:
www.adelaide.edu.au/ltdu/

Graduate Attributes

The University of Adelaide provides an environment where students are encouraged to take responsibility for developing the following attributes:

1. The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
2. An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.
3. Skills of a high order in interpersonal understanding, teamwork and communication.
4. A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.
5. A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.
6. An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

The University Graduate Attributes are outlined on the DVC (E)'s web site:
http://www.adelaide.edu.au/DVC/students/draft_graduate_attributes_program.html

Graduate Attributes of the Master of Commerce

1. Knowledge

- (a) An appreciation of basic principles and tools necessary to pursue further studies in the broad field of commerce.
- (b) An in-depth understanding of the methods of techniques applied in management.
- (c) An understanding of the underlying theories and concept that inform alternative perspective adopted in approaching issues and problems in management.
- (d) An understanding of the features of professional and regulatory frameworks and institutes relevant to commerce.
- (e) An understanding of the trends toward international convergence and divergence between different management systems.
- (f) An understanding of the political economic, social and cultural contexts determining different management systems.
- (g) An understanding of diverse categories of norms and standards in national and international management systems and their means of implementation.

2. Skills

- (a) High level critical thinking and problem solving skills
- (b) Ability to evaluate and synthesise information and existing knowledge from a number of sources and experiences.

- (c) Ability to appreciate the changing knowledge base of the management profession and to respond to the demand for change.
- (d) Capacity to engage with current issues of significance in commerce and government.
- (e) Ability to integrate management skills so as to find progressive solutions for challenges of today's businesses and societies.
- (f) Capacity to apply management theory to respond to demands of the respective practice.
- (g) Ability to recognize the limits of the professional discipline and capacity to identify, develop and apply alternative methods to coincide diverging interests.
- (h) Capacity to design and construct a logically compelling management report.
- (i) Capacity to participate in teamwork.
- (j) High level oral communication skills.
- (k) High level written communication skills.
- (l) The capacity to engage in life-long learning.

3. Attitudes and Values

- (a) A commitment to high levels of academic scholarship.
- (b) A commitment to business ethics and an appreciation of social justice through organisations that pursue good governance and conform to legal and professional standards and societies norms.
- (c) An application of cultural diversity and sensitivity to the operation of commerce in this context.

COURSE OVERVIEW

Topics

- Corporate Citizenship and Social Responsibility
- Business Ethics
- Business – Government Relations
- Environmental Management and Accountability
- Techno-social Management
- Community Relations
- Employee Relations
- Public Issues
- International Issues
- Investors, Boards and CEOs

Reading

Textbook

A.T. Lawrence, J. Weber and J.E. Post, (2005): *Business and Society: Stakeholders, Ethics, Public Policy*. Boston. McGraw-Hill Irwin, 11th edition.

Purchase of this textbook is essential.

References

You must collect a “Supplementary Readings” book for masters students undertaking this course from the University of Adelaide Image and Copy Centre.

You will be expected to supplement your textbook reading by drawing upon relevant journals and texts you locate in the Barr Smith Library as well as other S A University and State Libraries and from your “Supplementary Readings” book. In particular, you will be expected to draw upon these resources for your assessable work.

Relevant Text Sources

You will find relevant texts on corporate social responsibility in the Barr Smith Library. As a general guide for example, you can find texts in the following topic areas:

Topic Area	Approximate Library Call No.
Corporate Social Responsibility	658.408
Corporate Environmental Management	658.408
Business and Government Relations	338.95, 338.973, 327.94
Ethics	174.4
Technology and Society	303.483
Public Relations	659.2
Corporate Philanthropy and Community Relations	658.408, 658.153, 361.76

Relevant Journal Sources

An array of professional, business and research journals will provide you supplementary reading and assignment source material for this course. They are all held in the Barr Smith Library.

For accessing relevant journal articles, go to the Adelaide University Library website at: www.library.adelaide.edu.au/ and select from a large list of abstract and full text services.

You should particularly consult journals listed under Resource Guides/Commerce/: “Library Electronic Data Bases for Commerce”, “Library Electronic Journals for Commerce”, “Library Journal Subscriptions for Commerce” and “Journals Needed by Commerce”. As a last resort, you may also consult the Commerce Subject Librarian in the Barr-Smith Library.

There are many general and specialist management journals that include articles relevant to this course. Examples include:

- Accounting, Auditing & Accountability Journal
- Accounting Forum
- Accounting, Organisations and Society

Advances in Environmental Accounting and Management
Advances in Public Interest Accounting
Business and Society
Business and Society Review
Business Ethics: A European Review
Business Ethics Quarterly
Business Horizons
Business Strategy and the Environment
Business Strategy Review
Corporate Communications: An International Journal
Corporate Environmental Strategy
Corporate Governance
Corporate Governance: An International Review
Critical Perspectives on Accounting
Equal Opportunities Journal
European Business Review
European Management Journal
IEEE Technology and Society Magazine
Journal of Business Ethics
Journal of Business Research
Journal of Business Strategy
Journal of Management Studies
Long Range Planning
Management Decision
Public Relations Review
Research in Ethical Issues in Organizations
Society and Business Review
The Journal of Corporate Citizenship

Textbook Internet Source

Your Lawrence, Weber and Post text also provides an extremely valuable website. You are expected to utilise this site! Log on as a student, following the instructions on this website.

The address is: www.mhhe.com/lawrence11e

Being a US textbook, the site is biased towards North American sources.

** You are expected to utilise your own Internet searching for further sources of information in addition to the above site, (including sources in Asia, Europe etc).

TOPICS

The schedule of lecture topics for the course is as follows:

Week No.	Week commencing	Topics and Sub-topics	L, W & P Text Chps
1	24 July	Corporate Stakeholders and Social Responsibility	1, 3
2	31 July	Corporate Citizenship	3, 4
3	7 August	Business Ethics	5, 6
4	14 August	Business – Government Relations	8, 9
5	21 August	Environmental Management	11, 12
6	28 August	Environmental Control and Accountability	11, 12
7	4 September	Techno-Social Management	13, 14
8	11 September	Community and Philanthropy	17
	18 September	Mid-semester Break	
	25 September	Mid-semester Break	
9	2 October	Responsibility for Employees	18, 19
10	9 October	Managing Public Affairs	2, 20
11	16 October	International Responsibilities	7
12	23 October	Investors, Boards and CEOs	15

SEMINARS

The University expects full-time students (i.e. those taking 12 units per semester) to devote a total of 40 hours per week to their studies. Students in this course are expected to attend *all seminars* throughout the semester. Seminars are 2 hours and 50 minutes each week. Typically, they will include lecturer presentations, participative discussion, class exercises and / or student presentations based on student preparations. Students will be expected to have reviewed the topic to be discussed and attempted any set questions / exercises prior to each seminar. Students are expected to engage in seminar discussions in an informed way.

Seminars are the key component of your learning in this course. The communication skills developed in seminars by regularly and actively participating in discussions and presentations are considered to be most important by the School and are highly regarded by employers and professional bodies.

Your active participation in seminar discussions, debates, presentations, question periods and group exercises is *essential*. They develop your ability to communicate, argue, present, explain and justify your management proposals, decisions and reports. In addition to your professional subject area knowledge, these skills are absolutely vital for your successful professional employment and career progression.

SEMINAR EXERCISES

WEEK 1

CORPORATE STAKEHOLDERS AND SOCIAL RESPONSIBILITY

Discuss the following questions:

1. What is the relationship between business and society, and in what ways are they part of an interactive system?
2. What is the purpose of the modern corporation?
3. What is a stakeholder, and who are a corporation's market and non-market stakeholders?
4. What forces of change continually reshape the business and society relationship?

WEEK 2

CORPORATE CITIZENSHIP

For class discussion:

1. What is the basic meaning of corporate social responsibility?
2. What are the critical arguments for and against corporate social responsibility?
3. What should management do to balance a firm's commitment to its stakeholders and its obligation to its stockholders?
4. How does corporate social responsibility differ from corporate citizenship?

5. What are the stages in the model of corporate citizenship strategies?
6. What innovative programs are developed by businesses to show their corporate citizenship?
7. How can a business or social group measure or assess corporate citizenship?

Discussion Case: Textbook Chapter 3

“Aaron Feuerstein – Facing Challenges As a Socially Responsible Owner”
Answer all three discussion questions.

WEEK 3

BUSINESS ETHICS

A. *For initial class discussion:*

Define each of the following alternative approaches to ethical reasoning:
- Utility, Rights and Justice.

B. *Related small group classroom exercise:*

The class will be divided into three groups.

Each group will be required to make its decisions solely on the basis of one of the following:

Group A – utility

Group B – rights

Group C – justice

The following ethical problem will be considered by all three groups:

“The chief executive officer and an office cleaner are stranded late at night in a company’s burning head office. There is only time for one of them to be rescued before the building collapses”.

Decide and justify which one should be rescued, based ONLY on your group’s allocated form of ethical reasoning.

C. *For discussion:*

1. Why should business be ethical?
2. Why do ethics problems occur in business?
3. How do a company's culture and work climate influence the ethical views of managers and employees?
4. What are the strengths and weaknesses of ethics policies, ethics training programs, ethics advice phone-lines, and similar reform efforts?

D. *Internet investigation:*

Access the website for the St James Ethics centre in Sydney, Australia:

<http://www.ethics.org.au/>

Be prepared to discuss:

a. The nature, scope and mission of the organisation.

b. The following St James' Service Areas:

http://www.ethics.org.au/our_services/index.htm

- Ethics Advocacy
- Ethics Consulting And Training
- Ethics Counselling
- Leadership Development
- Projects

WEEK 4

BUSINESS – GOVERNMENT RELATIONS

A. The Tobacco Deal - [Textbook Large Case p.443]

For Class Discussion:

1. Who were the key stakeholders involved in, or affected by, the negotiations for a tobacco deal, and what were their central interests? To what degree were the interests of the various stakeholders met by the 1997 settlement? By the 1998 settlement?
2. Should the FDA regulate tobacco? What are the key arguments for and against involvement of the FDA in restricting or banning the sale of promotion of tobacco products?
3. What mechanisms of political influence had the tobacco industry historically used? Do you believe that the tobacco industry influenced the public policy process legitimately, or did it have too much influence?
4. *Be prepared to debate the following issue:*
Do you think it was ethical for the tobacco industry to continue to market cigarettes, even after evidence emerged that smoking caused lung cancer and other illnesses? Why or why not?
(In your answer, please refer to the three main methods of ethical analysis: utilitarianism, rights, and justice).

B. *For general class discussion:*

1. What are the arguments for and against business participation in the political process?
2. Outline the categories and types of political action tactics a company can use.

C. *Website Examination:*

Examine the regulatory section of the British American Tobacco Company website:

<http://www.bat.com/> and click on "Regulation".

Identify:

- a. The types of tactics BAT employs in defending its production and sale of tobacco.
- b. BAT's approach to its relations with governments.

WEEK 5

ENVIRONMENTAL MANAGEMENT

A. *For class discussion:*

1. What is sustainable development? What is its challenge to governments and business?
2. What are the major threats to the earth's ecosystem?
3. In what ways have population growth, poverty, and industrialization accelerated the world's ecological crisis?
4. What environmental issues are shared globally by all nations?
5. What are the costs and benefits of environmental regulation?
6. How can businesses best manage environmental issues?
7. Does effective environmental management make firms more competitive?

B. *Discussion Case: Textbook Chapter 11 "Damming the Yangtze River".*

Discussion Questions

1. Which stakeholders will be helped by the Three Gorges Dam? Which stakeholders will be hurt by it?
2. How does construction of a dam on the Yangtze River relate to the issues of global warming, biodiversity, and water pollution?
3. What strategies do you believe would best promote economic development in China without destroying the environmental resources on which future generations depend?

C. *Debate Question*

Do you agree with the decision of the PRC government to construct the Three Gorges Dam? Why or why not?

WEEK 6

ENVIRONMENTAL CONTROL AND ACCOUNTABILITY

Access the following two organisations' environmental reports:

- a. *Eizo Nanao Corporation*
<http://www.eizo.com/>
<http://www.eizo.com/about/environment/pdf/2005.pdf>
and

- b. *The London Underground*
<http://www.tfl.gov.uk/tube/>
<http://www.tfl.gov.uk/tube/downloads/pdf/reports/environmental-report-2005.pdf>
- A. Evaluate the reports of both *London Underground* and *Eizo Nanao Corporation* according to the following criteria:
1. Types of environmental issues addressed
 2. Coverage of environmental philosophy, mission, objectives
 3. Specific, quantifiable nature of plans and targets
 4. Reporting formats – eg. narrative, graphic, tabulated, photographic.
 5. Operating statistics and cost information
 6. Key performance indicators
 7. Plans versus actual outcomes reported.
 8. “Good” versus “bad” news reported.
 9. Trend data reported.
 10. Reference to environmental standards, legislation, international codes of practice.
 11. Reference to environmental audits or risk management.
- B. Produce a brief priority list of areas for reporting improvement in each.
- C. Compare the quality of environmental reporting between the two organisations.

WEEK 7

TECHNO-SOCIAL MANAGEMENT

- A. *For class discussion:*
1. What are the dominant features of technology, and what fuels technological growth?
 2. How has e-commerce changed the way businesses operate and how they interact with their stakeholders?
- B. *Class Small Group Exercise*
How has technology changed our work, lifestyle, and education?
- For class discussion:*
1. What initiatives have businesses voluntarily taken to protect the privacy of their stakeholders?
 2. How secure is information in a free access, information society?
 3. Should businesses manage technological change, and if so, how?
 4. Is businesses' control of intellectual property threatened in an information society?
 5. What ethical and social challenges arise due to technological breakthroughs in science and medicine?

- C. *Discussion Case: Textbook Chapter 14.*
“File sharing music: Legal? Ethical?”
Answer all four discussion questions

WEEK 8

COMMUNITY AND PHILANTHROPY

A. *For Discussion:*

1. What is a community, and what interdependencies exist between companies and the communities in which they operate?
2. Why is it in the interest of business to respond to community problems and needs?
3. What are the different forms of corporate giving, and how do they contribute to building strong relationships between businesses and communities?
4. How can companies direct their giving strategically, to further their own business objectives?
5. How can collaborative partnerships between businesses and communities address today's pressing social problems?

B. *Internet Investigation:*

Investigate the websites of the following companies for evidence of their community relations and corporate philanthropy (giving) activities:

McDonalds Corporation:

<http://www.mcdonalds.com/corp/values/socialrespons.html>

JPMorgan:

http://www.360career.com/content/content_59.htm

The Adelaide Bank Foundation

<http://www.adelaidebank.com.au/charitable/about.html>

Be prepared to discuss:

1. The types of community relations activities in which they are involved.
2. The types of activities to which they donate (or sponsor) money.
3. The proportions of total donations they allocate to major types of activities
4. Any stated or implied linkages between corporate objectives/strategies and:
 - a. the community activities they support
 - b. the types of activities to which they donate funds
5. Any evidence of collaborative partnerships they form (for charitable purposes) with other organisations.
6. The types and quality of information they report and any gaps or weaknesses in the information supplied.

WEEK 9**RESPONSIBILITY FOR EMPLOYEES****A.** *For class discussion:*

Briefly review the three case scenarios and related questions on the top 2/3rds of textbook Chapter 18, page 350. These short preview cases relate to:

- Timekeeping Systems
- Teacher of the Year
- Nike Corporation

Answer the following questions as they appear on your textbook page 350:

1. Should employees, like this programmer (at Timekeeping Systems), have a right to criticize their employers using a company e-mail system? Does the programmer enjoy a right to free speech in this instance? Does Timekeeping Systems have a right to prohibit use of its property to organize opposition to its policies?
2. Was this employer (Chatham County) justified in using dogs to search employees' cars for drugs, and in firing this teacher? Was this employee justified in refusing to take a drug test right away? Who do you think was right in this case, the school board or the teacher?
3. What is a fair wage in this case (Nike Corporation)? Should multinational companies pay their overseas workers enough to enjoy a decent family standard of living, even if this is well above the legally mandated wage or above wages common in the area for similar kinds of work?

B. *Class discussion questions:*

1. As government regulation of employee safety and health issues increases, what are the obligations of business to protect workers?
2. Do employers have a duty to provide job security to their workers?
3. To what extent do employees have a right to privacy? Can businesses legitimately monitor employee communications, police romance in the office, test for drugs or alcohol, or subject employees to honesty tests?
4. Do employees have a duty to blow the whistle on corporate misconduct, or should employees always be loyal to their employer?
5. What are the special obligations of multinational corporations to their employees around the world?
6. What roles do women and other minority groups play as managers and business owners?
7. In what ways can diversity confer a competitive advantage?
8. How can companies best manage workforce diversity, making the workplace welcoming, fair, and accommodating to all employees?
9. What policies and practices are most effective in helping today's employees manage the complex, multiple demands of work and family obligations?

WEEK 10**MANAGING PUBLIC AFFAIRS****A.** *For class discussion:*

1. What are public issues, and what is the life cycle through which they evolve?
2. What are the duties of a company's public affairs manager or office?
3. What tools or techniques are available to public affairs managers to assess an organization's multiple environments?
4. What are the steps in the issues management process?
5. How is competitive intelligence gathered and used?
6. How can a public affairs manager effectively respond to an organizational crisis?
7. How has the media industry increased its influence on business and the general public?
8. How have governments around the world regulated the use of the media for business, especially the tobacco industry?
9. How can businesses influence their image in the media?

B. *Classroom simulation exercise:*

There will be a mock press conference.

Student groups will take the roles of the media, business executives of a chemical manufacturing firm facing a public relations crisis, and external environmental campaigners and lobbyists observing the press conference (who can interject during the conference).

The public relations crisis involves the chemical company having repeatedly discharged toxic waste into the waterways and into the atmosphere, at levels significantly in excess of legal maximum limits.

Subsequently, the class will discuss how the business executives reacted, and whether they followed the advice for effective media communication outlined in Chapter 20 of the textbook.

WEEK 11**INTERNATIONAL RESPONSIBILITIES**

Nike's Dispute With the University of Oregon - [Textbook Large Case p.471]

A. *For Class Discussion or Student Debate:*

1. Who do you believe has a social and ethical responsibility for the wages and working conditions of the employees who produce Nike's shoes and apparel, Nike or its subcontractors? Why do you think so?

B. For Class Discussion:

1. Justify your arguments for or against Nike's obligations to its subcontracted employees by reference to one of the following frameworks for ethical reasoning and analysis: utilitarianism, rights, or justice.
2. What are the key differences in the approaches of the Fair Labour Association and the Worker Rights Consortium?
3. What are the arguments for and against each approach?
4. If you were the CEO of Nike, what would you do next in this situation? If you were the President of the University of Oregon, what would you do next?

WEEK 12**INVESTORS, BOARDS AND CEOS**

Discussion Case: Textbook Chapter 15
"Out of control at Adelphia"

A. Discussion Questions

1. Describe the central characteristics of the corporate governance process at Adelphia. In what ways did it differ from the principles of good corporate governance, as described in the chapter?
2. If you were going to redesign the corporate governance process to better protect stockholders of this company, what would you do?
3. Do you think that investors acted appropriately to protect their own interests? Do you think the SEC acted appropriately? What more could they have done, if anything?

B. For class discussion:

List the arguments in favour of and against current levels of corporate executive compensation.

C. For Class Discussion:

You are required to have investigated internet sources and to summarise in point form, a list of the criticisms levelled at the directors of the failed US company Enron, with respect to their failure to provide adequate and proper corporate governance.

CONSULTATION AND COMMUNICATION

Please regularly check your student email and course site on **MyUni** as course-related announcements are communicated via both systems.

The teaching staff will be available for consultation per phone, email, and by appointment in person.

Teaching staff

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ASSESSMENT

For information on the University's Good Practice Guidelines for assessment, refer to: <http://www.adelaide.edu.au/policies/700/>

Assignment 1 **25%**
Literature and Web-based Comparative Corporate Issue Management Analysis

Due Date: 3.00 pm on Monday, 4 September 2006

Assignment 2 **25%**
Web-based Corporate Performance Management Case Study.

Due Date: 3.00 pm on Monday, 9 October, 2006

Final Exam **50%**
There will be a 3 hour exam (closed book)

Exam period: Semester 2 (November 4 - 18)

Notes on Assessment

1. A minimum score of 50% (30/60) must be achieved in the final exam **and** a minimum score of 50% (50/100) for the course overall must be achieved in order to pass this course. Students not achieving the minimum exam mark will be awarded no more than 49 for the course.
2. Legible hand-writing and the quality of English expression are considered to be integral parts of the assessment process. **Marks may be deducted in the final examination because of poor handwriting.**
3. Assessment marks prior to the final exam will be displayed on the course website. Students are encouraged to check their marks and notify the lecturer-in-charge of any discrepancies.

Details of In-Course Assessment

Assignment 1 (Individual Assignment):

Literature and Web-based Comparative Corporate Issue Management Analysis

You must elect to research one of the following topic areas:

- (a) Corporate Citizenship (Week 2 topic)
- (b) Environmental Management (Weeks 5 & 6 topic)

You will conduct your research into (a) or (b) using the following sources:

- (i) Your course textbook.
- (ii) Your course Supplementary Readings book.
- (iii) Books and journals in the Barr Smith Library.
- (iv) Web sources – electronic journals etc.

PART A

From your research, you must develop for your selected topic area:

1. A list of potential strategies and programs that a company can implement.
2. A list of key performance indicators by which the success of such strategies and programs can be assessed.
3. Brief explanations and justifications of your recommendations in 1 and 2 above.

In preparing your report on 1 to 3 above, you should provide extensive literature source referencing throughout – showing from which sources you have drawn your information, ideas, arguments, recommendations and justifications. For this you must use the Harvard system of referencing as outlined in the School of Commerce *Communication Skills Guide for Commerce Students*.

PART B

You must then search the internet and select three companies for which you can find adequate reported performance information on their strategies, programs and performance in relation to your selected topic (i.e. (a) or (b) above).

You are then required to analyse, compare and critique the three companies':

- (1) actual performance
- (2) reporting of their plans and outcomes
- (3) performance areas requiring greatest improvement

Make sure that you justify your comparisons and criticisms.

Your overall report should include:

1. An executive summary of 100 words maximum length (not included in assignment word limit).
2. A brief introduction.

3. Summaries, discussions, evaluations and justifications of your findings regarding the above assignment requirements. These must contain *your* assessments and arguments, supported by literature source references.
4. A summary and conclusion regarding *your* overall evaluation of the three companies' performance.
5. A bibliography containing *only* references cited directly in the body of your report. Your bibliography must contain an absolute *minimum* of 25 separate source references. Internet sources are acceptable but your listed and cited references must include a *minimum* of 15 published journal articles, books and/or book chapters.

Appendices may also be used for tables, charts, diagrams, but *not* for narrative sentences and paragraphs.

Assignments must be typewritten.

Maximum word limit (excluding Appendices) 2500 words.

Assignments exceeding 2500 words will only have the first 2500 words eligible for assessment and grading.

Due date for submission: Monday, 4 September no later than 3:00pm

This assignment comprises 25% of the topic assessment.

Assignment 2 (Group Assignment):

Web-based Corporate Performance Management Case Study.

Using the Internet, select a company upon which your group will conduct a comprehensive corporate social responsibility performance management assessment.

You are advised to select a major corporation whose internet website provides a large quantity of reporting on its plans, activities, outcomes and performance in areas such as corporate social responsibility, corporate citizenship, community relations, corporate philanthropy, affirmative action, equal opportunity, corporate governance etc. Such websites will often include separate, stand-alone reports (distinct and separate from the corporate annual report) on such topic areas.

Your assessment of your selected company or organisation should include:

- (a) a summary of all the relevant topic areas upon which it reports
- (b) an overview of the reports' contents, including:
 - type and extent of information about its objectives, targets and plans
 - type and extent of information about outcomes
 - type and extent of comparisons the company makes between plans and outcomes

- type and extent of information reported on poor or substandard performance by the company
- (c) a comparison between what the company website says about its performance and any information / reports about its performance you can find in newspapers, business journals, and public interest / environmental lobby groups.
- (d) a discussion, with justifications provided, of what you consider to be the areas in which the company performs — best
and
— worst
- (e) select one area of its operations (relevant to this course) which you consider needs greatest improvement and justify why you think so.
- (f) for your area selected in (e), develop a detailed plan for implementing improvements in the company's performance over the next five years. Ensure your plan covers actions, targets, resources needed, and timing.

Your report should include:

1. An executive summary of 100 words maximum length.
2. A brief introduction.
3. Summaries, discussions, evaluations and justifications of your findings regarding the above assignment requirements. These must contain *your* assessments and arguments, supported by literature source references.
4. A summary and conclusion regarding *your* overall evaluation of the company's:
 - (a) overall social responsibility performance
 - (b) quality of social responsibility reporting
5. An appendix containing printouts of all relevant internet and other sources concerning the company and its plans and outcomes that you have consulted. These must be referenced directly in the body of your report.
6. A bibliography containing *only* references cited directly in the body of your report. Your bibliography must contain an absolute *minimum* of 20 separate source references. Internet sources are acceptable but your listed and cited references must include a *minimum* of 10 published journal articles, books and /or book chapters.

Group Organisation

Your lecturer / tutor will randomly select and allocate students into groups of three or four students at the second tutorial.

Each group member is expected to undertake an equal share of the assignment workload.

It is essential that groups:

- (a) Identify and begin collecting information about their selected target organisation as early as possible in the semester.
- (b) Collect relevant evidence about the organisation from its website, published books and journal articles about its operations, newspapers, business magazines, government reports and any other publicly available sources.
- (c) Physically meet *at least* once every two weeks to plan and monitor progress.

Where group members consider that one of their number is not making significant and appropriate contribution to their work, they must lodge formal complaint (in writing and in person) to the lecturer who will also interview the other group member(s). Formal complaints **must** be lodged four (4) clear weeks prior to assignment submission deadline. Complaints or disputes within 4 weeks or deadline will constitute evidence of poor management practices by the whole assignment team and will normally result in no intervention by the lecturer. Where a group member is deemed by the lecturer to be failing to make adequate contribution, he or she will be required to restart the assignment in another organisation found by themselves and to submit that assignment as a sole author, still by the deadline of Monday, 9 October.

Ensure that you justify all your major proposed approaches and actions with reference to your literature reading. A bibliography of *at least* twenty (20) sources (including internet and other publicly available sources), referred to in the body of your paper, must be provided.

Appendices may be used to tables, charts, diagrams, but *not* for narrative sentences and paragraphs.

Assignment must be typewritten.

Maximum word limit (*excluding Appendices*): 4000 words.

Assignments exceeding 4000 words will only have the first 4000 words eligible for assessment and grading.

Due date for submission: Monday, 9 October, no later than 3:00pm.

This assignment comprises 25% of the topic assessment.

Presentation of Assignments

1. Students must retain a copy of all assignments submitted.
2. All individual assignments must be attached to an Assignment Cover Sheet which must be signed and dated by the student before submission.

3. All group assignments must be attached to a Group Assignment Cover Sheet which must be signed and dated by all group members before submission. All team members are expected to contribute approximately equally to a group assignment.
4. Markers can refuse to accept assignments which do not have a signed acknowledgement of the University's policy on plagiarism (refer to policy on plagiarism below).

Assignment Submission

All assignments must be handed in to the Postgraduate Resource Centre, 6th Floor, 10 Pulteney Street, Adelaide.

***Assignments handed in after 3:00 pm on the specified deadline date,
will not be marked and will receive a zero score!***

Assignment guidelines for referencing

Guidelines for writing essays, management reports and presenting papers are available in the Communication Skills Guide for Commerce Students or at:

<http://www.commerce.adelaide.edu.au/current/comskil/>

The guide also contains a section on referencing.

Additional assistance with referencing, communication and study skills are available from the University's Centre for Learning and Professional Development Unit. Please refer to

<http://www.adelaide.edu.au/clpd/>

RETURN OF ASSIGNMENTS AND FEEDBACK

Assignments will normally be returned within 4 weeks of the due date with written feedback. Assignments will generally be returned during seminars.

Students must not submit work for an assignment that has previously been submitted for this course or any other course without prior approval from the lecturer-in-charge.

Plagiarism and Other Forms of Cheating

Plagiarism is a serious act of academic misconduct. The School adheres strictly to the University's policies on examination and assessment. The University's Policies on Assessment, including plagiarism and other forms of cheating, can be found at:

<http://www.adelaide.edu.au/policies/230/>, and

<http://www.adelaide.edu.au/policies/465/>

EXAMINATIONS

It is each student's responsibility to read the examination timetable. Misreading the timetable is not accepted as grounds for granting a supplementary exam. University staff is not permitted to provide examination times to students over the telephone or in response to personal enquiries.

Examinations are conducted only in Adelaide and only at the specified time. Students should not make any arrangements to be absent until after the examination period.

Students may take into the examination a dictionary (English or English-Foreign) containing no notes or tabbing. *The use of a non-programmable calculator in the examination is permitted in this course.*

COURSE RESULTS

Course results will normally be available within two weeks of the final *examination/assignment*. University staff are not permitted to provide results to students over the telephone or by email. When results are approved and finalised they are available through Access Adelaide: (<http://www.adelaide.edu.au/access/>).

SUPPLEMENTARY EXAMINATIONS

Illness

- Anyone who cannot submit a major assignment/sit an examination due to illness must submit the appropriate University of Adelaide form.
- Students must apply within seven days of the occurrence of their problem and/or within five working days of the primary exam. Students intending to apply for a medical supp exam should visit their medical practitioner no later than the day of the occurrence of the problem.
- Except in special circumstances and then only with the approval of the Head, medical and compassionate supplementary results will incorporate all of the in-course assessment marks previously awarded.
- Normal doctor's certificates alone will not be accepted.
- Any application must be accompanied by the form downloaded from: <http://www.adelaide.edu.au/student/current/studentforms/medsupp99b1&b2.pdf> filled out and signed by a doctor whose contact details are clear.

Further information is available at:
<http://www.adelaide.edu.au/policies/465/>

Compassionate Grounds

- For a supplementary examination on compassionate grounds refer to: <http://www.adelaide.edu.au/student/current/exams/SuppApplic.pdf> and download the appropriate form.

Academic Grounds

- Students achieving a mark of 45 to 49 will automatically be granted a supplementary examination on academic grounds. The student's final result will be based 100% on the academic supp exam and cannot be higher than '50 Pass'.
- If a student fails a course in their final semester of study, they may apply for a "final semester" supplementary exam in that course. If the course is the last course required to complete the student's degree, the supplementary examination will be granted. If the course is not the last course required for their degree, the supplementary examination may be granted at the discretion of the Head of School.
- A student cannot be granted more than one "final semester" supplementary examination. The student's final result will be based 100% on this exam and cannot be higher than '50 Pass'. Students seeking a "final semester" supp exam should apply to the School Office as soon as possible.

WITHDRAWAL DATES

	Semester 2
Course enrolment removed from academic record (no fee or HECS obligations)	31 August
Course remains on academic record as WNF (fee / HECS obligations remain)	15 September
Course remains on academic record as WF (fee / HECS obligations remain)	27 October

USE OF COMPUTERS

The computers in the postgraduate student labs in the 10 Pulteney Street Building are available to students for work related to their studies. The printing facilities provided in these labs must be used sparingly. Students are allocated a free printing quota and will have to pay a fee for printing beyond this quota. Note that the free printing quota cannot be used in the Barr Smith Library (printing in the Library requires a copycard).

POLICY ON LEARNING AND DISABILITY

If you have a disability you believe will affect your study, you should discuss this with the coordinator as soon as possible after enrolment. It may be necessary for you to undertake a Learning and Assessment Agreement. It is the student's responsibility to inform both tutors and coordinators if appropriate arrangements have to be made.

For general information on Learning and Disability matters contact the Disability Liaison Officer (Ph 83035962) and/or the Learning and Disability Access information site: <http://www.adelaide.edu.au/services/disability/services>

OCCUPATIONAL HEALTH AND SAFETY ARRANGEMENTS

The School is committed to upholding the University's Policy on Occupational Health and Safety (OH&S). Also, all staff and students have a legal responsibility to act in the interests of themselves and others with respect to OH&S. To assist us, and to comply with your responsibilities, you are asked to become informed about emergency evacuation procedures and evacuation areas for the classes you attend.

Evacuation Procedures

Staff and students must leave the building via the fire stairs once the notice to evacuate has been raised. The lifts should not be used. Those experiencing difficulties leaving need to notify the floor warden. Staff and students may return only after the Warden has granted permission.

Medical Emergencies & First Aid

In life threatening situations (only) ring 35444.

Contact a First Aid Officer (refer to the list on the following page).

First Aid kits are kept in the following locations:

Security House, 233 North Terrace		10 Pulteney Street	
Reception	Ground Floor	Rm 624	Level 6
Room 206	2 nd Floor	Rm 11.24	Level 11
Room 411	4 th Floor		

Please record any usage in the notebooks provided.

Representatives & Officers

First Aid officers are trained to deal with first aid situations. The Health & Safety Officer represents the Head of School in OH&S matters. The elected OH&S Representative can represent staff and students in OH&S issues.

School OH&S representatives

Position /Role	Name	Room	Phone
First Aid Officer	Toni Kennedy	206, Security House	34583
Elected OH&S Representative	Marelle Piche	2nd Floor, Security House	37212
Health & Safety Officer	Marelle Piche	2nd Floor, Security House	37212

Accident and Incident Reporting

OH&S legislation demands that all accidents and near-miss incidents be reported to the School Manager or School Head. An *Accident/Incident Report and Investigation* form must be completed (preferably within 48 hours) by both the person involved in the accident or near-miss incident and signed by their supervisor and a copy sent to the Health & Safety Officer.

The *Accident/Incident Report and Investigation* forms are available from either Toni Kennedy or Marelle Piche.