



March 20, 2015

2014 Page Prize Relevant Curriculum

Dear Page Prize Committee Members,

In the following pages I provide information on the relevant curriculum, material and teaching techniques I use to teach the course Corporate Social Responsibility in the Global Supply Chain. The content and requirements for the graduate and undergraduate versions of this course are very similar; however I have significantly higher expectations for the work submitted by graduate students, as well as their participation during class discussions. I have organized this information as follows:

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I have several main themes for this course including the triple bottom line, accountability for decisions and sustainability reporting, the need for organizations and their supply chains to be sustainable, and the idea that as future leaders students need to be prepared to make a difference in the world we live in. My advice for faculty who teach or want to teach a course on Corporate Social Responsibility, Sustainability or Environmental Sustainability is to: 1) keep your course current; 2) provide global content; 3) ensure multiple points of view are taken; and 4) teach with passion.

Sincerely,

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## Course Organization

Each class session is comprised of variety of learning activities including lectures, videos, journal and magazine articles, cases and assignment presentations. The course is conducted in a seminar style and therefore it requires a high level of interaction with the instructor in the discussion of the learning resources and in the completion of the assignments. Students are expected to be prepared for class and to participate in the discussions. Students should bring their laptops to class so they can access web sites we visit and conduct active research on topics covered in the discussions.

Because of the wide variety of materials used for each class session, file management is critical. For each class I create a folder with the date of the class and then I load this folder with all of the material for the class. In order to quickly go to a web site during class, I maintain a list of URLs in a Word document that I keep open during class. I have found this to be a safer alternative than using embedded hyperlinks.

### *The Warm-Up*

The first 15-20 minutes of class are allocated for short discussions on current topics related to the course material. Students are encouraged to keep up with current events around corporate social responsibility and environmental sustainability and to initiate the discussion of the topic in class. Students are required to e-mail to the instructor the title and URL of the article or video the student plans to bring to class. At the start of class I bring up the article or video and have the student explain the content or we will watch the video. It is the student's responsibility to initiate the class discussion, though I will also help facilitate the discussion by asking additional questions and soliciting other points of view. Some Warm-Ups from spring 2014 include:

CEO of Tiffany & Co. On Ethical Sourcing, Responsibility Mining And Leadership  
<http://www.forbes.com/sites/rahimkanani/2014/01/19/ceo-of-tiffany-co-on-ethical-sourcing-responsible-mining-and-leadership/>

Is Walmart's WAVE Concept Truck the Fuel-Efficient Future of Semis?  
<http://autos.yahoo.com/news/walmarts-wave-concept-truck-fuel-efficient-future-semis-163539377.html>

Corporate Social Responsibility's New Role in the Middle East  
<http://www.strategy-business.com/article/00234?pg=all>

McDonalds Explains How Their Chicken Nuggets are Made as a Result of Negative Tweets  
<https://www.youtube.com/watch?v=Ua5PaSqKD6k>

Companies' CSR Policies May Be Leading to Corporate Irresponsibility  
<http://www.theguardian.com/sustainable-business/comapanies-csr-policies-corporate-irresponsibility-new-study>

Five Ways Your Company Can Avoid a Crisis Like Ikea's  
<http://www.forbes.com/sites/csr/2012/11/18/five-ways-your-company-can-avoid-a-crisis-like-ikeas/>

There are several reasons for the use of the Warm-Up. First, it gets people into a discussion frame of mind right at the start of class. Second, the articles and videos are current and can take on an international aspect. Third, the Warm-Up is a safe forum for students who are shy about getting involved in regular class discussions. Because they select the content, the student is fully prepared to discuss it. And, fourth, the content can be used to supplement and improve future iterations of the course.

### *Class Discussion*

Class discussion does not end with the Warm-Ups, but is encouraged throughout the class period. Lectures are populated with numerous questions and often time's discussion will lead to more questions that I do not have an answer to. In this situation, it is up to the students to use their laptops to conduct on-the-fly research to find an answer. I make it clear to the students that I do not have all of the answers for this rapidly changing, broad-based subject area. Therefore, I encourage the students to bring knowledge and learning to the classroom so we can all learn from each other. Other formats that promote class discussion include journal and magazine articles, videos and cases.

### *Class Materials*

All class materials are posted on the course BlackBoard site or the URL to a web site is provided to the students in a Word document. Students are encouraged to open up the course materials on their laptops and are discouraged from printing the class materials. All journal and magazine articles are freely available to the students in pdf format from our library.

### *Graded Submissions*

All assignment submissions must be e-mailed directly to the instructor on the specified due date before class begins. Hard copies of assignment submissions are not accepted. In addition, all feedback is done electronically. The first paragraphs of the Graded Assignments section of the syllabus discusses the formats for individual and team assignment submissions, as well as the BlackBoard location for the feedback report templates for individual and team assignments. In order to make the paperless submission and feedback process as efficient as possible, it is imperative that students follow these instructions.

## **Course Preparation and File Management**

The preparation of this course is very time consuming, even after you have taught it several times. This is because the field of corporate social responsibility is changing very rapidly and because of the large number of topics within the subject area. Lectures need to be kept current and infused with new information. Warm-Up articles and videos need to be identified in case the students do not generate enough on their own. However, future iterations of this course will require as a graded component the contribution of Warm-Up material. Hence this should alleviate some of the prep time for Warm-Up. The identification of the companies for the Global Reporting Initiative (GRI) group project is also time consuming. Great care must be taken to identify companies with the same industry who have used the same report standard and are headquartered in different parts of the world. Right now this is a challenge as the GRI is transitioning from the G3.1 standard to the G4 standard.

Finally, effective and efficient file management of individual and group assignments, and their respective feedback reports is important for course management. For assignments I create a folder labeled Assignment Submissions and then within that folder I create a separate folder for each assignment. Submissions are then saved to the appropriate folder. For assignment feedback I create a folder labeled Feedback Reports and within that folder I create separate folders for individual and group feedback files, as well as the feedback templates. Feedback reports are e-mailed to the individual students or to the student groups using the e-mail tool in Blackboard.

### **Course Content**

Many of the content items discussed in the course content can be found by typing the phrase into a search engine. Therefore, URLs are not provided. All classes, including the first class, start with the Warm-Up and many classes have a journal article discussion. The timing of the articles is seen in the syllabus.

#### *Class 1*

After the Warm-Up I introduce the students to the course through a Course Overview slide that illustrates the topics covered and the structure of the course. I emphasize the role of the triple bottom line as a primary theme of the course. We review the syllabus, with an emphasis on file submission and feedback. Next I present an overview lecture on Corporate Social Responsibility that covers the main topics and subtopics we will cover throughout the semester. I conclude this short lecture with a slide on student responsibilities to be prepared and to participate. I also warn the students that due to the seminar nature of the course that we might go off on a tangent on some topics. This slide also emphasizes the need to ask questions, do on-the-fly research, and to share knowledge with the class. Next we go through the Starbucks Global Responsibility Report Cards and Starbucks' web site sustainability pages. The class wraps up with a team building exercise (Williams, Susan K. & Joe S. Anderson, "Teams Lab: Promoting Effective Teamwork in Operations Management Classes" *Decision Sciences Journal of Innovative Education*, 6 (1), 159-166, 2008.) and I discuss team charters. Examples of team charters are posted on BlackBoard and are due prior to the start of the next class.

#### *Class 2*

This class illustrates the Global Reporting Initiative (GRI) standards and the ISO 26000 sustainability standards. I walk the students through the web sites, with most of the time spent on the GRI site showing the students how to use the report database and where the reporting standards are available for free download. We discuss the importance of reporting on sustainability and the challenges of creating a report for the first time, especially for small-to-medium sized enterprises. Then we watch videos from Patagonia on The FootPrint Chronicles. The first video "What's Done in Our Name?" is available on U-Tube and illustrates the problems companies have in defining sustainability. This video generates a lot of discussion. One of the issues with this video is that it does not include the opinions of the people who are actually making the clothes. And, we don't really know what Patagonia is doing in the way of sustainability. Then we go to Patagonia's web site and watch the video "The New Footprint Chronicles: Redefining Corporate Responsibility" and poke around the sustainability pages. The

example I am trying to convey to the students is that sustainability is not an easy topic for companies to embrace and that they will go through a learning curve to become sustainable.

### *Class 3*

The topic for his class is Risk Management in Supply Chains. Subtopics include sources of risk, factors impacting exposure to risk, risk mitigation strategies, logistical risks, and risk in the supply base. The article “The Toyota Group and the Aisin Fire” (Toshihiro Nishiguchi & Alexandre Beaudet, *Sloan Management Review*, 40 (1), 1998, 49-59.) is used to supplement the lecture material. Class concludes with students demonstrating and critiquing web sites of companies of their own choosing.

### *Class 4*

The topics of this class is Supply Chain Ethics and Offshoring. Subtopics include sourcing, benefits and risks, offshoring/near-shoring/re-shoring, and supplier certification including supplier codes of conduct for Wal-Mart, Dell and Patagonia. Sustainable supplier selection criteria will be included in a future iteration of this lecture since my honors student is currently finishing her honors thesis on this subject. This lecture end with a detailed synopsis of the article The Honey Launderers: Uncovering the Largest Food Fraud in U.S. History, by Susan Berfield in BusinessWeek, September 23, 2013. The article illustrates the global honey market and how fraud was committed in the United States by a German company. This example forces students to think about what they would do if they were in the position of the young German employees who were responsible for importing honey into the United States.

### *Class 5*

Class begins with a discussion of the case Governance and Sustainability at Nike. This case illustrates the path Nike took towards becoming a more socially responsible company. The high level of chronological detail illustrates to students the challenges companies face on the path to sustainability. And, that top level management support is critical in sustainability efforts. After the case a lecture on product recalls is presented. The focus is on the Readiness, Responsiveness and Recovery (3Rs) framework of Tang (“Making Product Safe: Process and Challenges” Christopher S. Tang, *International Commerce Review*, 8 (1), 2008, pp. 48-55.) and includes numerous examples of product recalls. In addition, the web sites of the United States Consumer Product Safety Commission and the Food and Drug Administration web sites are explored. Foreign FDA equivalents are also illustrated so students are aware of similar governmental bodies in other countries. Best practices for the 3Rs are identified and the lecture concludes with an introduction to radio frequency identification (RFID) and how RFID can be used to prevent and facilitate product recalls.

### *Class 6*

This class covers Sustainable Operations and Closed-Loop Supply Chains. Topics with Sustainable Operations include a detailed discussion of People-Planet-Profit, corporate social responsibility, and the role of business and society. Two articles are presented in the lecture: Zadek, S. (2004), “The Path to Corporate Responsibility,” *Harvard Business Review*, 128-129 and Holliday, C. (2001), “Sustainable Growth, the DuPont Way,” *Harvard Business Review*, 130.

Closed-loop supply chains (CLSCs) starts with the importance of and implementation drivers of CLSCs, value recovery options, the differences between forward and reverse supply chains, and how the reverse supply chain is connected to the forward supply chain to create a closed-loop supply chain. The advantages and disadvantages of centralized returns centers are discussed, and the topic of marginal value of time is introduced (Blackburn, J. D., Guide, J. V., Souza, G. C., & Van Wassenhove, L. N. (2004). Reverse Supply Chains for Commercial Returns. *California Management Review*, 46 (2), pp 7-). Next, recycling facts from the Institute of Scrap Recycling Industries, Inc. are shown to illustrate the impact and scale of recycling activities. The ISO 14000 framework is introduced as are the United States Environmental Protection Agency, European regulations such as RoHS and WEEE. The lecture concludes with a video on YouTube (Volkswagen Total Vehicle Recycling). Class concludes with an oral progress report for the Field Study.

### *Class 7*

ISO 14000 is presented in greater detail and green building practices are introduced through LEED: Leadership in Energy and Environmental Design. The material on LEED is drawn heavily from the United States Green Building Council, and is supplemented with information from the Sustainable Forestry Initiative and the Forest Stewardship Council. Students are asked to identify LEED certified buildings in New England and these are brought up on the overhead projectors and the design features are discussed. After the lectures students make an oral progress report on their GRI report and the class ends with a mid-semester course evaluation. This is a discussion to gather feedback from the students on the course and what they would like to see covered in the course that is not on the syllabus.

### *Class 8*

Class starts with a discussion of the case Chipotle: Mexican Grill, Inc.: Food with Integrity. In this case Chipotle has to balance between their public commitments to sustainability while also maintaining profitability. The illustration here is that companies need to be profitable if they are going to invest in environmental and socially responsible business models. Profits provide the funds to for environmental and social initiatives. The ethical issues associated with radio frequency identification and other supply chain technologies such as global positioning systems and wi-fi are introduced, as well as data collection. Two videos are shown at the end of class. The first is on ship breaking in Bangladesh (The Ship Breakers of Bangladesh – YouTube) and this initiates a discussion on the ‘dumping’ of trash or unwanted materials on a poor country. The environmental and social issues are readily discussed and it is seen that there is no easy answer here as the people need jobs and the country needs the steel. The second video is titled “I Got Hired at a Bangladesh Sweatshop. Meet My 9-Year-Old Boss” by Raveena Aulakh of the Toronto Star, October 11, 2013 ([http://www.thestar.com/news/world/2013/10/11/i\\_got\\_hired\\_at\\_a\\_bangladesh\\_sweatshop\\_meet\\_my\\_9yearold\\_boss.html](http://www.thestar.com/news/world/2013/10/11/i_got_hired_at_a_bangladesh_sweatshop_meet_my_9yearold_boss.html)). This rather unsettling video describes working in a garment factory in Bangladesh and the author’s experiences in meeting a 9 year old girl who works at the factory. The video describes the working conditions in the factory, the girl’s family situation, how she feels about working in the factory, and her aspirations to be promoted. This video generate a significant amount of class discussion regarding the working conditions and the missed opportunity for the girl to get an education. However, when one considers things from the perspective of the girl, a different view is brought to light. The bottom line here is that western

societies should not blindly impose their norms and ethics on other cultures, and that we need to consider so-called ethical situations from multiple perspectives.

### *Class 9*

The topic of this class is disaster management and humanitarian supply chains. Types of disasters and their speed are presented first, and then the impact disasters can have on people and businesses. This then leads to a discussion on humanitarian supply chains and how a lean supply chain is related to the three phases of a humanitarian disaster: readiness, relief, and recovery. The class concludes with a discussion on the role of a business in the event of a humanitarian disaster in the company's area of operations. This class also illustrates multiple examples of man-made and natural disasters around the world, and the response to these disasters.

### *Class 10*

The Global Reporting Initiative project presentations are due and the entire class period is allocated to the presentations. Past company comparisons have included: Coca Cola & Sunny D, Duratex (Brazil) & Holman (Sweden), Vina Concha (Chile) & Miller Coors, BMW (Germany) & GM, and Target & Marks & Spencer (Great Britain). This project and the presentations have two main objectives. First, to expose the students to a variety of sustainability reports from around the world and second, to ensure the students have a deep understanding of the reporting requirements of a sustainability report.

### *Class 11*

Corporate social responsibility standards and rankings are the subject of this class. ISO 14000, ISO 26000 and the other ISO standards are discussed as is EPEAT, the Winslow Green Growth Fund, the Dow Jones Sustainability Indexes, the Newsweek Green Rankings, the Global Reporting Initiative framework, the SA 8000 framework, the California Supply Chain Transparency Act, and the Fair Labor Association. Students are encouraged to use their laptops to identify other standards, indices, rankings and frameworks for sustainability.

### *Class 12*

Field study reports and presentations are due. After the presentations the Course Overview slide is revisited and discussed. The focus here is to connect all of the concepts covered throughout the semester and to identify new topics that should be included in the curriculum. Students are encouraged to discuss what they learned in the course and how the course changed their way of thinking. The class concludes with the Steve Miller music video "I Want to Make the World Turn Around" (YouTube, official video) and at the end of the song I very seriously ask the class "How are you going to make the world a better place?" I don't initiate a discussion of the question. I want them to think about my question independently without outside influences.

### *Class 13*

This class is normally scheduled for a final exam. However, the final exam for this course has been replaced with a topic paper and a reflection report, which are due on the scheduled final exam date.

## **Graded Assignments**

The graded components of this class are 50% individual and 50% group work. The individual assignments include journal article takeaways, the web site report and demonstration, 2 cases (the students can discuss the cases with their peers but must submit their own write-up), a topic paper and a reflection report. The web site assignment is due at the beginning of the course in order to start exposing students to a wide variety of sustainability issues that are highlighted in the many web sites viewed during the demonstrations. The topic paper can be on any topic discussed during the course or on a related topic, and all topics need to be approved by the instructor. The purpose of the topic paper is to motivate the students to expand their knowledge of a topic beyond the course coverage. The reflection report requires the students to review all of the material covered in the course and to identify which topics were most interesting to them and which had the biggest impact on them.

The Global Reporting Initiative group project is a highly structured assignment designed to facilitate a deep understanding of sustainability reporting. The project also illustrates how different companies in the same industry approach sustainability reporting. The local company field study is meant to highlight the corporate social responsibility efforts of local companies that the students are familiar with and or have contact at. This is an open-ended assignment and the students have to fit the information they find into a formal structure. Hence the reason they have to write a report.

The objective of the two group projects is to prepare students to participate in writing sustainability reports for the companies they work for. This connects back to the web site critique and therefore students should also be able to identify relevant sustainability information that should be included on a company's sustainability web pages.

**GSCM 601 - Spring 2014**  
**Corporate Social Responsibility in the Global Supply Chain**  
**3 Credits**

**Instructor**

John Visich, Ph.D. in Operations Management  
Suite A – Office 21 401-232-6437 [jvisich@bryant.edu](mailto:jvisich@bryant.edu) Home phone: 401-461-1238  
Office Hours: Monday 12:00-2:00, Tuesday 4:00-6:00, Friday 11:00-1:00, and by appointment

**Meeting Time**

Tuesday from 6:00 to 9:00, Unistructure room 267

**Bryant University Mission**

Bryant University is a student-centered University, focused on excellence that prepares its students to achieve their personal best in life and business.

**Course Prerequisites**

MBA 526

**Course Description**

The focus of this course is on Corporate Social Responsibility from the perspective of the Global Supply Chain. Corporate Social Responsibility is a broad subject and this course will illustrate those topics that are most relevant to supply chain managers and strategists.

**Learning Objectives**

The primary learning objectives of this course are to enable students to develop an in-depth understanding of the following related topics that are highly relevant in today's economy:

1. Corporate Social Responsibility
2. Social and Environmental Reporting (Global Reporting Initiative)
3. Risk Management in the Supply Chain
4. Supply Chain Ethics (Offshoring and Product Recalls)
5. Sustainable Business Operations (People, Planet, Profit: P<sup>3</sup>, Closed-Loop Supply Chains)
6. Disaster Management Supply Chains (Humanitarian Supply Chains)

It is expected that students will be able to identify the connections between these topics and how they can be integrated into an organization's overall strategic plan.

Learning resources for this course include:

- Discussion of current topics 'The Warm-Up' (first 15-15 minutes of class)
- Journal and book articles (Five Takeaways)
- Case studies
- Videos
- Lectures
- Library and internet research

**Teaching Pedagogy**

This course will be conducted in a seminar style and therefore it will require a high level of interaction with the instructor in the discussion of the learning resources and in the completion of the assignments. Students are expected to be prepared for class and to participate in the discussions. Students should bring their laptops to class so they can access web sites we will visit and conduct active research on topics covered in the discussions.

## Course Materials

Blackboard will be used to post course documents as follows:

Syllabus area: syllabus, project related files, case info, feedback report templates, etc.

Content area: lecture notes

## The Warm-Up

The first 15-20 minutes of class will be allocated for short discussions on current topics related to the course material. Students are encouraged to keep up with current events around corporate social responsibility and to initiate the discussion of the topic in class. Please e-mail the instructor the title and link of the article you bring to class.

## Technology

Students are encouraged to use computers during class to follow the lecture slides and, more importantly, to conduct research on topics as they are being discussed.

## Groups

Group Work is to be completed by self-selected and self-named teams of 5 students (one group will have 6 students). E-mail the instructor your team name and use it to identify all team documents and correspondence. Team names will be allocated on a first-come, first-served basis. It is expected that all group members contribute equally to the group's output. Attending class is important because classes will end a little early so teams can meet and ask the instructor questions. During the first class we will have a discussion on team dynamics and team charters. Each team is expected to create a team charter and e-mail it to the instructor using the following file format: team name Team Charter. Sample charters have been posted in the Syllabus area of BlackBoard.

## Grading

### Individual Work

Article takeaways 5%

Web site report 5%

Web site demonstration 5%

Cases (2@10%) 20%

Topic Paper 10%

Reflection Report 5%

### Group Work

Global Reporting Initiative presentation 20%

Local Company CSR report 15%

Local Company CSR presentation 15%

## In-Class Exercises

During several classes we will have in-class exercises where students. Materials/Instructions will be posted on BlackBoard in advance of the class or conveyed during class. For our fourth class we will discuss the case "Insights into Corporate Social Responsibility Practices in Supply Chains: A Multiple Case Study of SMEs in the UK". The case is available as follows: go to the journal web site <http://journal.oscm-forum.org/> for *Operations and Supply Chain Management* and click on the link for Volume 2, Issue 3, 2009 (bottom left). Download the pdf file.

## Graded Assignments

This course is designed to be **paperless**, with a minimal impact on the environment. All assignment submissions are to be sent electronically to the instructor prior to the start of class and follow these file name formats: Lastname\_Assignmentname.xyz or

Teamname\_Assignmentname.xyz

Late assignments will be penalized 5 points. There are **no hard-copy submissions** for this course.

Feedback report templates for individual and team assignments have been posted in the Syllabus area of BlackBoard.

*Individual Reports:* download the file Visich\_FeedbackReports.doc and save the file by replacing the instructor's last name with your last name. Open the file and replace the instructor's name with your name, and e-mail the file to the instructor.

*Team Reports:* download the file Team Feedback Reports.doc and save the file by replacing Team with the team name. Open the file and list the team members in alphabetical order, and e-mail the file to the instructor.

### Article Takeaways (5%)

Prior to the article discussions it is expected that students identify and be prepared to discuss at least 5 important items (takeaways) from the article. Items include paragraphs, sentences, figures, tables, empirical examples etc. Please refrain from copying tapes, charts, pictures, etc. from the article. Instead, refer to these objects by title and page number and then discuss the importance.

All articles are available at the library through the ProQuest Database and a master article takeaway file is posted on BlackBoard in the Content area. Download this file (Visich\_ArticleTakeAways.doc), save as by replacing the instructor's last name with your last name and then in the document replace the instructor's name with your name.

### Graded Requirements

- A numeric list of 5 takeaways for each article (5% - scaled score from 13 articles)

### Submission Requirements

- Prior to each class e-mail your updated file.

### Web Site Critique (10%)

You may select any organization for this individual assignment, with selection being on a first-come, first-served basis. Go to the organizations web site and review and critique the organizations Corporate Social Responsibility efforts. Keep your focus on the web site, not on published annual reports that might be available for download on the web site.

### Graded Requirements

- A one-page, executive summary of your key findings (5%). Include the company URL.
- A five minute in-class walk-through of the web site discussing your key findings (5%).

### Submission Requirements

- Executive summary.

### Cases (2 @ 10% each)

The cases are available at the following link (<https://cb.hbsp.harvard.edu/cbmp/access/25157510>). You will need to log in or register an account.

Case 1: Governance and Sustainability at Nike (A), Harvard Business School, 9-313-146

## Case 2: Chipotle: Mexican Grill, Inc.: Food with Integrity, Ivey, W13231

Information on case requirements will be posted on BlackBoard in the Syllabus area.

### Reflection Report (5%)

Discuss what you learned from taking this course. Some questions you might want to answer are: How did this course change your perception of Corporate Social Responsibility in the Global Supply Chain?; Did the course change you or make you aware of issues you had never considered?; What topics were of the most interest to you and why were they of interest to you?

### Graded Requirements

- Written Report: 1 ½ -2 pages

### Submission Requirements

- Written Report

### Topic Report (10%)

Select a topic we have covered in class this semester and expand it by adding additional information or going into greater depth. The overall focus of the topic paper should be to enhance the course material such that your work could be included in future deliveries of this course. You might consider new suggested readings, web sites, video links, in-class exercises or assignments, etc. For each new item provide a brief summary and the proper citation / link in a reference page.

### Graded Requirements

- Written Report: 5 pages excluding appendix items (references, charts, tables, etc.)

### Submission Requirements

- Written Report

### Global Reporting Initiative (GRI)

In this assignment you are to compare and contrast the reports of two companies that have filed a report with the Global Reporting Initiative. The pair of companies will be selected by the instructor. The focus will be on those companies who used the G3.1 Sustainability Reporting Guidelines for the report year 2012. Your report should cover the following G3.1 categories: Economic, Environmental, Labor Practices and Decent Work, Human Rights, Society, and Product Responsibility.

Main Page: <http://www.globalreporting.org>

G3.1 Sustainability Reporting Guidelines:

<https://www.globalreporting.org/reporting/reporting-framework-overview/Pages/default.aspx>

Report Database: <http://database.globalreporting.org/search>

### Graded Requirements

- Presentation: 15 minutes maximum (20%)

#### Submission Requirements

- Presentation

#### Field Study

Select a local for-profit business and through an interview, their web site and external sources identify the company's efforts around Corporate Social Responsibility topics as well as their efforts & opinions on P<sup>3</sup>. Company selection will be on a first-come, first-served basis. Contact the company to make sure you will be able to conduct an interview and then prior to the interview conduct research on the company and prepare some questions. Your questions need to be approved by the professor. You should hold off on the interview until you have made some progress on the GRI report so you have a better understanding of the various aspects of corporate social responsibility. After the interview, please send a Thank You letter to your contact(s). The letter should be signed by all group members. Include the interview questions and responses in your appendix. This is an open-ended assignment, so you will have to be prepared to adjust as your study progresses.

#### Graded Requirements

- Written Report: 10-15 pages including appendix items (15%)
- Presentation: 15 minutes maximum (15%)

#### Submission Requirements

- Presentation.
- Written report, with attached Thank You letter.

#### **Tentative Schedule**

- 1/28 Introduction to the Course, Discussion of Assignments and Expectations  
 Corporate Social Responsibility Overview  
 Starbuck's Global Responsibility Report Cards and Web Site Critique  
 Teams Labs exercise and Team Charters  
 Teams formed – 5 students to a team
- 2/4 The Global Reporting Initiative  
 ISO 26000 – Sustainability Standards  
 Videos and Discussion “The Footprint Chronicles”  
**Due:** Web Site Critique Organization Name  
**Due:** Team Charters
- 2/11 **Due:** Web Site Critique Presentations and Summary Report

- 2/18 Risk Management in Supply Chains  
 Article “Managing Risk to Avoid Supply-Chain Breakdown (*Sloan Management Review*)  
 Case Discussion: “Insights into Corporate Social Responsibility Practices in Supply Chains: A Multiple Case Study of SMEs in the UK”  
**Due:** Field Study Organization Name
- 2/25 Supply Chain Ethics - Offshoring  
 Article “Why (And How) to Take a Plant Tour” (*Harvard Business Review*)  
 Article “Improving Work Conditions in a Global Supply Chain” (*Sloan Management Review*)
- 3/4 Case discussion  
 Supply Chain Ethics - Product Recalls and the R<sup>3</sup> Framework  
 Article “Learning from Toys: Lessons in Managing Supply Chain Risk from the Toy Industry” (*California Management Review*)  
**Due:** Case report  
**Mid-Semester Course Evaluation – Discussion Format for Student Feedback**
- 3/11 **No Class – Spring Break**
- 3/18 Sustainable Operations  
 Environmental Audit Tool  
 Article: “Exploring Future Competitive Advantage through Sustainable Supply Chains” (*International Journal of Physical Distribution & Logistics Management*)  
 Closed-Loop Supply Chains  
 Article “An Examination of Reverse Logistics Practices” (*Journal of Business Logistics*)  
**Due:** Oral Progress Report for GRI Report
- 3/25 Case Discussion  
 Radio Frequency Identification: Technology Ethics in the Supply Chain  
 Article “RFID and Corporate Responsibility: Hidden Costs in RFID Implementation” *Business and Society Review*  
 Article “RFID Enabled Leagile Supply Chains” *International Journal of Automated Identification Technology* (**Note:** this article will be provided by the instructor via e-mail)  
**Due:** Case
- 4/1 Article “Extending Green Practices Across the Supply Chain: The Impact of Upstream and Downstream Integration” (*International Journal of Operations & Production Management*)  
 Green Building Practices  
 ISO 14000 (Environmental Standards)  
**Due:** Oral Progress Report for Field Study
- 4/8 **Due:** Global Reporting Initiative Presentation

- 4/15 Disaster Management and Humanitarian Supply Chains  
Article: “Critical Success Factors in the Context of Humanitarian Aid Supply Chains” (*International Journal of Physical Distribution & Logistics Management*)  
Article: “Humanitarian Aid Logistics: Supply Chain Management in High Gear” (*Journal of the Operational Research Society*)
- 4/22 CSR Standards  
Article “RFID Enabled Leagile Supply Chains” *International Journal of Automated Identification Technology* (**Note:** this article will be provided by the instructor via e-mail)  
Article: “Performance Measurement in Humanitarian Relief Chains” (*International Journal of Public Sector Management*)
- 4/29 **Due:** Field Study Presentation and Report  
Theoretical Framework for Corporate Social Responsibility Revisited  
Course Survey  
**End-of-Semester Course Evaluation – Discussion Format for Student Feedback**
- 5/6 Reflection Paper and Topic Paper are due by 6:00 pm