

**SCHOOL OF MANAGEMENT
DEPARTMENT OF ORGANIZATION AND MANAGEMENT
BUSINESS ADMINISTRATION
Universidad EAFIT
Medellin, Colombia**

SUBJECT : Ethics and Social Responsibility
LEVEL : UNDERGRADUATE
CODE : OG135
TIME INTENSITY : 3 hours per week
MODALITY : Lecture
PRE-REQUISITES : Human Resources Management
CREDITS : 3
DATE OF UPDATE : January 13th, 2017
TEACHER : Maria Alejandra Gonzalez-Perez
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PROFESSOR/INSTRUCTOR:

1. JUSTIFICATION OF THE COURSE:

There is evidence that Corporate Social Responsibility (CSR) is associated with the sustainability of companies over time and to the construction of social legitimacy in the areas of influence of companies both locally and internationally. The CSR is a vague, ambiguous, multidimensional and changing concept, and since the late 1990s it has become not only a fashionable concept of use in different areas, but also in a requirement of markets, governments, employees, civil society, and other stakeholders.

This course is aligned with the purpose of training responsible future managers, which are value generators for companies and society committed to working for an inclusive and sustainable global economy.

This course presents an emphasis on the Sustainable Development Goals (SDG) of the universal agenda to the year 2030, the challenges that companies have in this global environment, and the opportunities to contribute to making the world more sustainable.

2. PURPOSE OR GENERAL OBJECTIVE OF THE COURSE:

- Develop conceptual skills and knowledge to understand the role and impact of companies in creating social, environmental, and economic value.

2.1. SPECIFIC OBJECTIVES:

- Identify mechanisms to balance personal ethics and society with the need of the company, and the requirements of national and international markets.
- Understand the rights, obligations, and impacts of the business activity in the society, the environment, and the employees.

- Understand the values of global social responsibility, understand and implement international initiatives such as United Nations Global Compact, the Sustainable Development Goals (SDG), the Sendai framework, and the Paris Agreement.
- Acquire competences for design, management and measurement of the business sustainability agenda of local and international companies.

Figure 1: Structure of the course of ethics and CSR



3. BASIC COMPETENCES THAT THE STUDENT WILL BE IN CONDITIONS OF ACHIEVING:

3.1. Open mindedness; Synthesis; Global citizenship; Civil consciousness; Capacity of Association; Creativity; Development of posters; Entrepreneurship; Writing; Argumentation Skills; Reading; Leadership; Time management; Reference management (APA 6th); Networking; Orientation to the community; Critical thinking; Reflection; Teamwork; Use of media and communication virtual technologies.

4. ANALYTICAL DESCRIPTION OF CONTENTS: SUBJECTS AND TOPICS: DESCRIPTION OF CONTENTS:

4.1. Course presentation:

4.1.1. Specific objectives:

- Introduce teachers and students.
- Explore expectations about the contents and group dynamics.

- Present the academic program of the course.
- Assigning groups for weekly presentations.
- Agree to the rules within the classroom and for the presentation of evaluation activities.
- Understand the importance of knowing how to consult data base to gain access to the reading material, know how to reference. Invite to take the virtual course of information management:
<https://docs.google.com/forms/d/1lu2MYUvG9wfWfclbIGGKGebBhksIUGXFhysfBGbFw80/viewform>
- Invitation to think on the impacts for the companies, governments and companies of the fourth industrial revolution (shared economy).
<http://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond>
- Ethical awareness with discussion on a specific case.

4.2. Introduction to Corporate Social Responsibility (CSR) and sustainable development

4.2.1. Specific objectives:

- Review the historical evolution of the concept of CSR.
- Study different CSR models.
- Demonstrate arguments in favor and against the CSR.

4.2.2. Themes:

- History of CSR.
- CSR models.
- Positions in favor of CSR.
- Critics of CSR.
- CSR initiatives.
- Voluntary and mandatory of CSR.

4.2.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.
- Group presentation.
- Video Forum.

4.2.4. Evaluation strategies:

- Reading controls

4.2.5. Unit bibliography:

- Friedman, Milton (1970/09/13) The social responsibility of the businessmen. The Social Responsibility of Business is to Increase its Profits. *The New York Times Magazine*.
- Gonzalez-Perez, Maria Alejandra (2013) Corporate social responsibility and International Business: A conceptual overview. *Advances in sustainability and environmental justice*. Vol. 11, pp. 1-37.
- Rendón Echeverr , Maria Clara (2015) Una mirada a la responsabilidad social empresarial, *Revista Universidad Pontificia Bolivariana*, Vol. 54 (154), pp. 67-83
- Film: The Corporation (20013). Directed by: Marc Archbar y Jennifer Abbot.

4.3. Ethical guidelines

4.3.1. Specific objectives:

- Understand ethical theories from deontological and teleological perspectives.
- Analyze the different dimensions of business ethics.

4.3.2. Themes:

- Ethical theories.
 - Deontological perspectives.
 - Teleological perspectives.
- Dimensions of business ethics.

4.3.3. Teaching-learning strategies:

- Magisterial
- Group discussion around short cases.
- Group presentation.

4.3.4. Evaluation strategies:

- Teamwork based on a study case.

4.3.5. Unit bibliography:

- Castrillon-Orrego, Sergio (2015) The espoused values of MNEs operating in Colombia: Their ethical orientation and stakeholder consideration. *Advances in sustainability and environmental justice*. Vol. 16.
- Cortina, Adela (2009) Ética de las empresas: No sólo responsabilidad social. *Revista Portuguesa de Filosofía*. Vol. 64 (1/4), PP. 113-127.
- Lange, Donald & Washburn, Nathan T. (2012) Understanding Attributions of Corporate Social Irresponsibility. *Academy of Management Review*. Vol 37(2). Pp. 300-326.
- Williams, Geoffrey & Zinkin, John (2009) Islam and CSR: A study of the compatibility between the tenets of Islam and the UN Global Compact. *Journal of Business Ethics*. Vol. 99, Pp. 519-533.

4.4. Globalization, development challenges and CSR:**4.4.1. Specific objectives:**

- Contextualize why since the late 1990's there has been a rise in the relevance and visibility of CSR.
- Discuss the balance between markets, policy and global developments.
- To deepen in the role of companies with agents that influence locally and internationally.

4.4.2. Themes:

- Aspectos of globalization (free market and economic, political, cultural and social revolutions)
- Debates about globalization (globalists, internationalists, and transformationalists).

4.4.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.
- Video Forum.
- Group presentation.

4.4.4. Evaluation strategies:

- Reading controls

4.4.5. Unit bibliography:

- Gonzalez-Perez, Maria Alejandra (2013) An eclectic review of critical perspectives on globalisation and International Business: Setting the context for corporate social

responsibility. *Advances in sustainability and environmental justice*. Vol. 12, pp. 21-51.

- Helleiner, Gerald D. (2001) Markets, Politics and Globalization: can the global economy be civilized? *Journal of Human Development*. Vol. 2(1), Pp. 27-46.
- Micklethwait, John & Wooldrige, Adrian (2005). Agents of Influence: Multinationals 1850-2002. *The Company: A short history of a revolutionary idea*. Modern Library: New York. Pp. 161-191.
- Waddock, Sandra & McIntosh, Malcolm (2011) Business Unusual: Corporate Responsibility in a 2.0 World. *Business and Society Review*. Vol. 116(3), Pp. 303-330.

4.5. Global civil society and social networks

4.5.1. Specific objectives:

- Analyze the relationship between the demands of civil society for human rights, labor and environmental sustainability, and the actions of companies.
- Define the concept of citizenship.

4.5.2. Themes:

- Civil society.
- Social networks, activism and social movements.

4.5.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.

4.5.4. Evaluation strategies:

- Reading controls

4.5.5. Unit bibliography:

- Gonzalez-Perez, Maria Alejandra (2013) Global civil society and International Business: A review. *Advances in sustainability and environmental justice*. Vol. 11, pp. 37-64.

4.6. Involvement of stakeholders

4.6.1. Specific objectives:

- Analyze the ethical dilemmas that arise between managing a company to make it profitable, and seeking to promote the socially responsible initiatives.
- Illustrate with a practical case the concepts related to CSR.
- Identify the key players that are involved in the implementation of socially responsible initiatives.

4.6.2. Themes:

- Mapping interest groups
- Stakeholders and CSR
- Management considerations of CSR

4.6.3. Teaching-learning strategies:

- Case of study: "Going bananas for change" or "Hidroaysén Case: Building Dams in Chile's Patagonia Region".

4.6.4. Evaluation strategies:

- Case of study 10%

4.6.5. Unit bibliography:

- Gonzalez-Perez, Maria Alejandra & Robledo-Ardila, Cristina (2015) Going bananas for change: An industry ripe for Corporate Social Responsibility. *GlobalLens case*.
- Uribe Uribe, Rafael; Jimenez Manterola, Francisco; Voulminot Sontag, Caroline; Mesa Botero, Andres & Harvey, Campbell R. (2016). Hidroaysén Case: Building Dams in Chile's Patagonia Region. *Advances in Sustainability and Environmental Justice*, Vol. 19: 177 - 192

4.7. Climate change

4.7.1. Specific objectives:

- Understand the challenges to governments and business brought by the climate change and the universal initiatives for their management.
- Identify the implications for society and companies of adopting measurements to mitigate the causes and effects of climate change.

4.7.2. Themes:

- Deepening in the 13 SDG
- Water Mandate

4.7.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.
- Participation in events, and monitoring of news.

4.7.4. Evaluation strategies:

Reading controls

5.13.2. Unit bibliography:

- Papa Francisco (2015) Carta Encíclica Laudato Si' sobre el cuidado de la casa común http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html
- Gonzalez-Perez, Maria Alejandra (2015) El eco político y económico de Laudato Si'. *El Eafitense*, Vol. 104, pp. 46-49 disponible en línea en: <http://www.eafit.edu.co/medios/eleafitense/109/Paginas/el-eco-politico-y-economico-de-laudato-si.aspx>
- Gonzalez-Perez, Maria Alejandra (2016) Climate change and the 2030 corporate agenda for sustainable development. *Advances in Sustainability and Environmental Justice*, Vol. 19 pp.1 – 6.
- Naciones Unidas (2015) Convención Marco sobre Cambio Climático, Conferencia de las Partes (COP21). Disponible en línea en: <http://unfccc.int/resource/docs/2015/cop21/spa/109s.pdf>

4.8. United Nations Global Compact

4.8.1. Specific objectives:

- Understand the universal dimensions of the Global Compact Principles
- Analyze the challenges of the Global Compact
- Design management strategies based on the United Nations Global Compact

4.8.2. Themes:

- Human Right principles
- Working principles
- Environmental principles
- Anti-corruption principle
- Communication of progress

4.8.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.

4.8.4. Evaluation strategies:

- Reading controls

4.8.5. Unit bibliography:

- Gonzalez-Perez, Maria Alejandra & Leonard Liam (2015) The Global Compact: Corporate Sustainability in the Post 2015 World, *Advances in Sustainability and Environmental Justice*, Vol. 17 pp.1 - 19
- Kell, Georg (2003) The Global Compact. Origins, Operations, Progress, Challenges. *Journal of Corporate Citizenship*. Vol. 11. Pp. 35-49.
- Kell, Georg & Ruggie, Gerald (1999) Global markets and social legitimacy: the case of the 'Global Compact'. *Transnational Corporations*. Vol. 8(3). Pp. 101-120.
- Rashe, Andreas; Waddock, Sandra & McIntosh, Malcolm (2012) The United Nations Global Compact: Retrospect and Prospect. *Business Society*. Vol. 52(1), Pp. 6-30.
- Soederberg, Susanne (2007) Taming corporations or buttressing market-led development? A critical assessment of the global compact. *Globalization*. Vol. 4 (4). Pp. 500-513.

4.9. Sustainable Development Goals (SDG) and agenda 2030**4.9.1. Specific objectives:**

- Recognize the development goals of the 2030 agenda
- Identify specific actions that can be taken in companies that are aligned with the post 2015 development goals
- Understand and apply how the companies can align their strategies while measuring their contributions to meeting the agenda 2030
- Become familiar with the GRI compass tool

4.9.2. Themes:

- Millennium Development Goals
- Post 2030 agenda
- Global sustainable development and business
- Paris agreement
- Sendai framework
- SDG Compass

4.9.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases

4.9.4. Evaluation strategies:

- Reading controls

4.9.5. Unity bibliography:

- Oldekop, Johan et al (2016) 100 key research questions for the post-2015 development agenda, *Development Policy Review*, Vol. 34(1), pp. 55-82.
- SDG Compass (2016) SDGs Compass guide <http://sdgcompass.org/download-guide/>
- Türk, Danilo (2014) The UN concept of development and the vision of shared societies. *Development*. Vol. 57(1), pp. 19-24.
- United Nations (2016) The Sustainable Development Goals.
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

- United Nations Global Compact (2014) Architects of a better world: Building the Post 2015 Business engagement architecture
https://www.unglobalcompact.org/docs/about_the_gc/Architecture.pdf

4.10. Peace, post-agreements and company

4.10.1. Specific objectives:

- Identify the role and responsibilities of the private sector in post-conflict
- Understand the roots, context and effects of the Colombian conflict
- Understand the local and universal dynamics of the peace agreement in Colombia
- Identify the alignment of the peace agreement with SDG 16

4.10.2. Themes:

- Background of the Colombian conflict
- Business for peace (B4P)
- Deepening in the SDG 16

4.10.3. Teaching-learning strategies:

- Ethical scenarios: Group discussions around short cases
- Data mining, preparation of an infographic

4.10.4. Evaluation strategies:

Posters (see criteria in the evaluation section)

4.10.5. Unit bibliography

- Global Compact (2013) Business for Peace. Disponible en:
https://www.unglobalcompact.org/docs/issues_doc/Peace_and_Business/B4P_Flyer.pdf
- KPMG (2013) Risky Business: Promoting Private Sector Development in Post-Conflict States, Development in practice, Disponible en línea en:
<http://www.enterprise-development.org/download.ashx?id=2406>
- Mills, Rob & Fan, Qimiao (2006) The Investment Climate in Post-Conflict Situations. The World Bank. Disponible en línea en:
http://info.worldbank.org/etools/docs/library/235864/postconflict_paper.pdf Slim, Hugo (2013) Business actors in armed conflict: towards a new humanitarian agenda, International Review of the Red Cross, Vol. 94 (887),pp. 903-918, Disponible en línea en: <https://www.icrc.org/en/download/file/13703/irrc-887-slim.pdf>
- The Economist (2000) War and money. The business of conflict. Disponible en línea en: <http://www.economist.com/node/288014>

4.11. Corruption and sustainability:

4.11.1. Specific objectives:

- Explain causes and implications of the corporate corruption
- Understand how corruption affects the local and international market development

4.11.2. Themes:

- Dimensions of corruption
- Corruption and its market distorting effects

4.11.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases
- Cinema forum

4.11.4. Evaluation strategies:

Reading controls

4.11.5. Unit bibliography:

- Dupré, Ben (2003) Corruption. En: 50 Ethics Ideas you really need to know. *Quercus Books*, pp. 136-139.
- Gonzalez-Perez, Maria Alejandra & Gutierrez, Isabel (2017) Odebrecht: Corrupción y expansión internacional. *Razón Pública*.
<http://www.razonpublica.com/index.php/economia-y-sociedad/10002-odebrecht-expansion-internacional-y-corrupcion.html>
- Film: Le Cochon de Gaza (2011). Directed by: Sylvain Estibal
- Film: The Wolf of Wall Street (2013). Directed by: Martin Scorsese

4.12. Conscious consumption, responsible investment and sustainable purchases: Individual dimensions of ethics

4.12.1. Specific objectives:

- Analyze psychological, cultural and social aspects that affect the decision making of individuals

4.12.2. Themes

4.12.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases
- Cinema forum
- Discussion

4.12.4. Evaluation strategies:

- Reading controls
- Video forum

5.4.5 Unit bibliography:

- Holt, Douglas B. (2012) Constructing. Sustainable. Consumption: From Ethical. Values to the. Cultural. Transformation of. Unsustainable. Markets. *Annals of the American Academy of Political & Social Science*, Vol. 644 (1), Pp236-255.
- Herrera-Cano, Carolina & Gonzalez-Perez, Maria Alejandra (2016) Global Financial Crisis and the Emergence and Maturing of Socially Responsible Investments, *Advances in Sustainability and Environmental Justice*, Vol. 18, Pp.189 - 202
- Lane, Edwin (2015) Where many of our electronic goods go to die, BBC. Disponible en línea en <http://www.bbc.com/news/business-35244018>
- Video: The Story of Stuff (2007) <http://storyofstuff.org>
<https://www.youtube.com/watch?v=9GorqroiqqM>
- Películas.
 - The Hunt (Jagten) (2011). Dirigida por Tomas Vintenber
 - Cowspiracy

4.13. Introduction to good corporate governance and corporate governance

4.13.1. Specific objectives:

- Distinguish conceptual and theoretical corporate governance
- Differentiate between CSR and corporate governance
- Discuss the role of the law in corporate governance
- Analyze corporate scandals related to corporate governance

4.13.2. Themes:

- Account surrender

- Good governance codes
- **4.13.3. Teaching-learning strategies:**
- Ethical Scenarios: Group discussions around short cases
- **4.13.4. Evaluation strategies:**
- Reading controls
- **4.13.5. Unit bibliography:**
- Filatotchev, Igor & Nakajima, Chizu (2014) Corporate governance, responsible managerial behaviour, and corporate social responsibility: Organizational efficiency versus organizational legitimacy? *Academy of Management Perspectives*. Vol. 28(1), pp. 289-306.

4.14. CSR indicators and measurement

4.14.1. Specific objectives:

- Compare different CSR certification models
- Identify criteria for international sustainability indexes
- Contrast internal reporting mechanisms vs third-party reports

4.14.2. Themes:

- Materiality
- ISO 26000
- ISO 14001
- ISO 18000
- SA 8000
- GRI Compass
- Dow Jones Sustainability Index
- GC 100

4.14.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases

4.14.4. Evaluation strategies:

Reading control

5.13.3. Unit bibliography

- Webber, Manuela (2008) The business case for corporate social responsibility: A company-level measurement approach for CSR. *European Management Journal*. Vol. 26(4), pp. 247-261.

4.15. Public Private partnerships (PPPs) and development finance

4.15.1. Specific objectives:

- Describe the historical evolution of the PPP
- Understand the initiatives that companies can work with the governments

4.15.2. Themes:

- PPPs
- Examples of PPPs
- PPPs as mechanisms to finance sustainable development objectives

4.15.3. Teaching-learning strategies:

- Ethical Scenarios: Group discussions around short cases.

4.15.4. Evaluation strategies:

- Reading controls

5.12.5. Unit bibliography:

- Video. What is a Public-Private Partnership? (World Bank)
<https://vimeo.com/47015729>
- World Bank (2015) About Public-Private Partnerships <http://ppp.worldbank.org/public-private-partnership/overview>

5. METHODOLOGICAL AND DIDACTIC STRATEGIES:

- Discussions around ethical scenarios in order to facilitate the development of critical and reflective thinking.
- Experiential learning:
 - Participation in events with experts
 - Preparation of videos, posters, and presentations
 - Cinema forums
 - Weekly group thematic assignment of specific topics
- Learning focused on the evaluation: Reading controls and assimilation of weekly objectives.
 - Application of the contents to business cases

6. RESOURCES:

6.14. Locations: Classrooms

6.15. Technological: Computers, access to high speed access to upload and download files.

6.16. Didactics: Movies, Harvard study cases

7. CRITERIOS Y POLÍTICAS DE SEGUIMIENTO Y EVALUACIÓN ACADÉMICA:

- **10%. Group work (3-4).** Study case of CSR:
 1. Follow the guidelines given in the case of Global Lens or the Hidroaysen case.
 - Competencies to be developed:
 - 1) English reading, Time management, Critical thinking:
- **25% Weekly Reading control:** There will be a weekly workshop on class readings.
 1. Read and analyze the content of the readings, and answer the suggested questions.
 - Competencies to be developed:
 - 1) Synthesis capability; Reading comprehension, English reading; Argument skills
- **10%. Group work (3-5 personas). Infographic poster about Peace, Post-Conflict and company; and an oral presentation of the same.**
 1. Structure of the digital poster with infographic.
 2. Content:
 - Geopolitics and macroeconomic description of the country where there's the context of conflict or post-conflict (geographical location, political system, natural resources available, population, composition of GDP, inflation, unemployment, social context, etc.)

- Conflict description (conflict chronology, actors, mediators, reasons for conflict, conflict implications, consequences, number of deaths, etc.)
 - Profile of the company operating or operated in the chosen country. Date of creation, country of origin, operation countries, sectors, size of global operations (sales, assets, number of employees), size of operations in the country of the conflict/ post-conflict, chronology of the company's operations in the country.
 - Conflict evolution: Country-company (how did the company arrived to the company? at what time?, how did the conflict/post-conflict affected the company?, how did it react/participated in the conflict?post-conflict?)
 - Lessons learned
 - 3. Countries: Afghanistan, Cameroon, Colombia, Chad, Egypt, El Salvador, India, Iraq, Northern Ireland, Israel, Kosovo, Liberia, Libya, Mali, Mexico, Nepal, Nigeria, Palestine, Pakistan, Peru, Democratic Republic of Congo, Sierra Leone, Syria, Somalia, Sudan, Turkey, Yemen.
 - Competences to be developed:
 - 1) Analysis of information; capacity of association; Synthesis capacity, Poster elaboration; Data mining; Critical thinking
- **20%. Group presentation (2-3 personas).** In every session, each group of students must prepare a 20-35-minute oral presentations of a specific Company that has a direct relationship with the specific class subject.
- The student group may use 10 power point slides; and must turn in one-page memo that summarizes the presentation for every student that attends to class (must also assure that the paper source and the ink is sustainable, so you must explain before the presentation how the paper was produces, which company, where did it occurred, and the possible environmental impact of the production of it).
- To make your presentation, you must cover the following aspects:
 1. Business case:
 - a. Characterization of the industry to which the company belongs, risks of sustainability of the sector.
 - b. Company profile (creation date, country of origin, places/countries of operation, sectors, size of global operations (sales, assets, number of employees), best known brands, company reputations, good practices, scandals, etc.)
 - c. Specific situation
 - i. In case of a scandal: background, event, affected parties, crisis management, repercussions, associated costs, possible future scenarios.
 - ii. In case of a good practice: background, affected parties, costs, benefits (reputational, costs, relationship with parties, motivation of employees, etc.)

- d. How does the event/good practice affect the company?
 - e. Relation between the case and the class readings
 - f. Learnings
2. Creation of a sustainable business idea focused on the theme of reading. *Social business model*
 - g. Use *social business canvas* format
 - h. Relation between the case and the class readings
 - i. Use the adaptation format of the Business Canvas to the social Business Canvas design by Manuel Acevedo-Jaramillo, and adapted by Rafael Uribe Uribe.
 - j. Presentation of a business idea brief supported by the canvas methodology.
(<http://www.businessmodelgeneration.com/canvas/bmc>). The goal is for the team to develop a sustainable business idea that note to one of the following points:
 - i. A product that is ecologically sustainable
 - ii. A service that benefits a community or that points to one of the SDG
 - iii. A company that has a social or environmental impact related to the post-conflict
 - k. The work should be presented in a business idea format to be presented to an investor, including canvas components.
 3. References in APA format APA 6th from where the information was obtained. (If there is not citations, or work without references, it will be graded with 0.00).
- The order and theme will be assigned the first class.
 - General information (to be complemented by groups) can be found at: <http://www.theguardian.com/sustainable-business/ng-interactive/2015/may/13/guardian-sustainable-business-awards-sustainability-case-studies-database>
 - Competences to be developed:
 - Oral communication; Creativity; English Reading skills; Data minig; Critical thinking; Synthesis; Teamwork
 - Use of references (APA 6th)
 - **35%. Final work in groups** (Exam 10%, and Final 25%). **(There are 2 alternatives A o B).**

A. Leadership in Sustainable Development Goals 2030 (SDG)

1. The exam delivery (10%) consists of:
 - Extract and synthesize data from the COPs of 10 companies (in the same sector, three of which must be Colombian) presented to the UN Global Compact <https://www.unglobalcompact.org/what-is-gc/participants> or to the GRI Compass <https://www.unglobalcompact.org/what-is-gc/participants>

- Become familiar with Wikirate <http://wikirate.org> and enter to the platform the extracted indicators of each report. Present in a PDF and in a printed copy the data entered to the system
 - Identification of the state of art of the sector (local and internationally) to which the company belongs in relation to the selected SDG.
2. The final delivery (25%) consists in a report that contains:
- Detailed profile of the companies that have been studied (date of creation, company history, sector, products, suppliers, customers, future perspectives, main challenges, competitive advantages, etc.)
 - Answer concisely and with data:
 - 1) Reports and sustainability:
 - In which way do the sustainability reports of the companies studied, reflect their contribution to SDG?
 - Which of the companies analyzed stands out for their contribution to the SDG? Why?
 - What essential aspects of this industry are important to contribute to SDG but are not reported?
 - 2) Contribution of companies to SDG at national level.
 - What data is being considered in Colombia to report the advances in SDG?
 - Which are the companies' business contributions to the SDG at national level?
 - Do COP and GRI reports give the adequate information to determine the contribution of enterprises to SDG at a national level?

B. Local enterprises and contribution to sustainable development objectives 2030

1. The exam delivery (10%) consists of:
- General conceptualization, name of Company/organization, description of Company, and justification of why it was selected.
 - 1) See examples:
<http://www.theguardian.com/sustainable-business/blog/best-practices-sustainability-us-corporations-ceres>
 - 2) <http://www.forbes.com/sites/jacquelynsmith/2013/01/23/the-worlds-most-sustainable-companies/#63ec11f25b5e>

- 3) <https://hbr.org/2012/12/top-10-sustainable-business-st>
 - Identification of the art of the sector (local and internationally) to which the company belongs in relation to the selected SDG. Design of data collection tool (interviews, aspects to observe in the visits, list of necessary support material, etc. and work schedule.
 - Detailed profile of the company (date of creation, company history, sector, products, suppliers, customers, future perspectives, main challenges, competitive advantages, etc.)
 - Format of authorization to perform the report by the manager or legal representative of the company
2. The final delivery (25%) consists in a report that contains:
 - Multimedia business best practice dossier of a local company in relation to a specific SDG.
 - 1) The exam delivery must be included
 - 2) Sample report: <http://www.theguardian.com/sustainable-business/kfc-tidy-planet-waste-energy>
 - 3) Mapping of interest groups
 - 4) Materiality analysis
 - 5) Listing of indicators oriented to SDG, and comparison data.
 - 6) Emphasis on how this good practice could represent a competitive advantage for this company, and how this company is contributing to the SDG.
 - 7) Design of a sustainability strategy, implementation plan, management and monitoring.
 - 8) Must be summited in a blog, or on a wiki.
 - 9) The deliverable is a card with a QR code that leads to the website where the report is.
 - 10) If there is any plagiarism in any of the elements of the final work, the due process established in the university rules. This will be graded with a note of 0.00 and reported for disciplinary sanction.
- Competences to be developed:
 - Analysis, Creativity, Global citizenship, Entrepreneurship, Leadership, Data mining, Critical thinking, Community orientation, Use of technology.

Total evaluation:

- 25% group presentation. Weekly specific theme. (i) Application to a business case, (ii) social business canvas. New Company.
- 10%. Case
- 10% Infographic
- 10% Exam delivery of final work
- 25% Final work
- 20% Reading controls

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