

Course Outline

Course Code	RSM 466 H1 F
Course Name	Environmental and Social Responsibility for Management
Term, Year	Fall, 2024
Course Meets	Fridays 2-5pm (regular class/lecture will run from 2-4pm – with group project work or TA tutorial from 4-5pm)
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Office Hours
Adam Stoehr	adam.stoehr@rotman.utoronto.ca	Fridays after class and by appointment
TA: Jason Pang	ja.pang@mail.utoronto.ca	

Course Description and Learning Outcomes

The course looks at how organizations engage in the social economy through their social responsibility work and how they are going green. More and more corporations are looking at how best to combine profit and purpose. B Corps are one clear manifestation of this trend. The course has two main goals: (1) to inform you about current thinking and practice on social responsibility and (2) to inform you about the importance of sustainability in current business practices. We conclude the course with an opportunity for the students to give voice to their *own* values.

By the end of the course, you will understand (1) the various challenges to the neo-liberal view of capitalism, (2) the vital importance of the social economy, (3) the current trends and thinking about doing capitalism better.

Course Prerequisites

You must have completed 9 or more credits. (fas.calendar.utoronto.ca/section/Rotman-Commerce).

Required Readings

There is no textbook but there are various online readings and also a case package. The contents of the case package are marked with *. I will also post materials on Quercus that address current issues.

Electronic Course Materials

This course will be using the following electronic course materials: The ones noted with * below. These materials will cost a total of \$45.39. The use of these materials complies with all University of Toronto policies which govern fees for course materials

Purchase Link: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00001PYIt2AG>

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade based on how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation/ Contribution /Attendance	10%	Ongoing
Consulting Engagement	30%	Nov 28
Statement of Work (SoW)	10%	Oct 18
Case Analysis: Daddy Lab: A Chinese Social Enterprise's Dilemma	20%	Nov 4
Final Assessment	30%	Take home – Dec 6

Class Participation/Contribution/Attendance - 10%

You are expected to attend and actively participate in each class session. I expect you to arrive on time, stay for the entire session, and actively contribute to class discussion. It is recommended that students complete the required preparation prior to and/or after class as indicated.

The course activities include in-class discussion, exercises, case analyses, group work, among other activities. All of these will be taken into consideration when computing your grade on this component.

Course contribution is evaluated on quality and not quantity. Contributions that are insightful, interesting, and/or thoughtful and that contribute in a positive way to the learning environment will be rewarded.

Team Project and its SoW – (30% and 10%, respectively)

You will work on a consulting engagement with an organization on social issues (social responsibility, sustainability, equity diversity and inclusion, environmental focus etc.)

Statement of Work (SOW). Where students will submit

- Problem(s) Definition/Description,
- Your Consulting Approach,
- Expected Interim and Final Deliverables and Timelines
- Frequency and Type of Communications.
- The main criterion for assessment is the clarity of the description of the work.
- It must be signed by the student and the host. One submission per team

Team Project includes overall Consulting Engagement, Final Presentation (for Client), Final Report (targeted to Professor), and Class "Highlight" presentation (presented to class on Nov 29)

- Final presentation to take place (in person or virtually) at a convenient time for the host company. Presentation needs to be witnessed by either the professor or the TA. Can be recorded if necessary.

- Final Client presentation to include:
 - Focused summary of the project.
 - Focused summary of social responsibility strengths and opportunities
 - Focused summary of recommendations
 - Focused summary of solutions implemented/proposed
 - Using consulting presentation skills to be clear, concise, and compelling
- Final report to include:
 - Reflection on the consulting engagement
 - Reflection on the problems and solutions implemented/proposed,
 - Analysis of your Consulting approach,
 - Actual deliverables
 - Adherence to timelines.
 - Reflections on lessons learned
- Final Class “highlight” Presentation to include (max 8 minutes):
 - Summary of consulting engagement
 - Highlights of project and recommendations
 - Lessons learned

Detailed Final Report Grading (60 Points Total):

- Reflection on the Consulting Engagement (10 Points): Depth of reflection on the engagement experience, including the approach and interaction with the host company from the start to the end.
- Reflection on the Problems and Solutions Implemented/Proposed (10 Points): Insightfulness of the reflection on the problems faced, the solutions implemented, and the outcomes.
- Analysis of Consulting Approach (20 Points): Critical analysis of the consulting approach used, including what worked well (why worked well and how it could be applied to another client) and what could be improved (why didn't work and how to apply the learnings to another client).
- Actual Deliverables (10 Points): Quality and relevance of the deliverables provided to the host company, including how well they meet the project objectives.
- Adherence to Timelines (5 Points): 1) Assessment of how well the project timeline was followed, including punctuality in meeting deadlines and efficiency in time management. 2) Address a solution to a scenario where the client needs this project earlier than the originally proposed timeline. (Hint: how to prioritize limited resources to achieve various goals)
- Reflections on Lessons Learned (5 Points): The depth and breadth of lessons learned during the project, including personal growth, professional development, and insights into consulting practices.

Detailed Final Presentation Grading (40 Points Total):

- Summary of the Project (5 Points): Clarity in defining the project scope, objectives, and relevance.
- Social Responsibility Strengths and Opportunities (10 Points): Insightful analysis of how the project aligns with social responsibility for the client, including strengths and areas for improvement.
- Recommendations (10 Points): Class learnings with practicality and innovativeness of the recommendations made to the host company.
- Solutions Implemented/Proposed (10 Points): Effectiveness and feasibility of the solutions implemented or proposed.
- Consulting Presentation Skills (5 Points): Evaluation of how well the presentation is delivered in terms of clarity, conciseness, compellingness, and analytical ability. This

includes the ability to engage the audience with thoughtful analysis, the quality of visual aids, and overall professionalism.

Case for Analysis (20%)

You will analyze “Daddy Lab: A Chinese Social Enterprise’s Dilemma “

- This case is included in the case package.

Detailed Case Analysis Grading

- Understanding and Analysis (40 points)
 - Comprehension of Daddy Lab's Dilemma 10
 - Critical Analysis of Business Model 10
 - Ethical Considerations 10
 - Application of Theoretical Concepts 10
- Solutions and Recommendations (30 points)
 - Innovative Solutions 15
 - Ethical Management Strategies 15
- Application and Strategy (20 points)
 - Long-term Sustainability 10
 - Growth and Expansion Recommendations 10
- Presentation and Clarity (10 points)
 - Organization and Structure 5
 - Clarity of Expression 5

Take-home Final Assessment (30%)

The final assessment is a take-home assessment, which will be distributed in our last class.

Writing Assignments or Presentations

The Team Project and its SoW, the Case Analysis, and the Final Assessment are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The group project requires students to work in teams of 5-7, which will be assigned by the instructor. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Missed Tests and Assignments

Students who miss a term test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Late Assignments

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment **must be original work produced by the individual student** alone. If you have any question about the use of AI applications for course work, please speak with the instructor. Note that whether you choose to use generative AI technologies for assistance in structuring coursework, you remain responsible for the accuracy and clarity of content. While generative AI can be helpful, it's important to remember that it's not always accurate or reliable.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[*The University of Toronto's Code of Behaviour on Academic Matters*](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [*Code of Behaviour on Academic Matters*](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Readings
1	Sept 6	Introduction	-
2	Sept 13	CSR	Read: *Mintzberg (2015) Why CSR isn't a Piece of Cake *MIT Sloan Management Review & The Messy but Essential Pursuit of Purpose
3	Sept 20	B Corps	Read: *Laureate Education, Inc. & the B Corp Certification: Always meant to "B"? How to Sell Without Selling Out https://bthechange.com/how-to-sell-without-selling-out-f931ac62092a
4	Sept 27	Working with Partners	Read: Checklists from Block's Flawless Consulting (on Quercus)
5	Oct 4	Sustainability	Read: Lubin and Esty (2010) The Sustainability Imperative, in HBR. https://hbr.org/2010/05/the-sustainability-imperative
6	Oct 11	Ethics and Integrity	Read: *A New Model for Ethical Leadership
7	Oct 18	Equity, diversity, and inclusion	Read: *Rethinking EDI Training Amid Today's Changing Social Consciousness Read: *How to Build an Anti-Racist Company
8	Oct 25	Social Enterprises	Read: Martin and Osberg, (2015) Two Keys to Sustainable Social Enterprises, in HBR. https://hbr.org/2015/05/two-keys-to-sustainable-social-enterprise
	Oct 28-Nov 1	READING WEEK – NO CLASS	
9	Nov 8	Social Innovation	Read: *Dhan Foundation: Delivering Healthcare To The Village Doorstep, An Innovative Approach
10	Nov 15	Social Finance	Read: Social finance What it is and why it matters https://www2.deloitte.com/uk/en/pages/f

			financial-services/articles/social-finance.html
11	Nov 22	Your Values	Read: A Brief Introduction of Giving Voice to Values Prepare: A Tale of Two Stories
12	Nov 29	Wrap-up	Class Presentations Teams will present the highlights of their consulting projects to class.

Please note that the last day you can drop this course without academic penalty is November 4, 2024.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>

ABOUT YOUR INSTRUCTOR

Dr. Adam Stoehr is a business consultant who specializes in the areas of leadership, HRM, organizational behaviour, employee happiness, strategy, and organizational excellence. He is the recipient of the 2023 McMaster University “Prof of the Year” Excellence in Teaching award as recognized by students in the DeGroote School of Business.

As an Assistant Professor, Teaching Stream at the Rotman School of Management, Dr. Stoehr teaches courses in OB/HRM

Dr. Stoehr received his Bachelor of Business Administration from Wilfrid Laurier University. He received a Masters of Business Administration from the Rotman School of Management at the University of Toronto. He received his PhD in Business Strategy from the University of the West of England. His research interests are in strategy formulation, employee happiness, leadership, collaboration and teamwork, organizational excellence, customer experience, and process improvement strategies.

Dr. Stoehr’s work experience with Excellence Canada, focuses on consulting with many organizations in both the private and public sector (including Canada Goose, Toronto Police Services, The LCBO, The City of Toronto, Sun Life Financial, TTC, Canada Post, 3M Canada Company, BMW Canada, Bank of Canada, Baxter Corporation, American Express, Canadian Forces Housing Agency, Ricoh Canada Inc., The Regional Municipality of Durham, Delta Hotels, Ceridian Canada, York Region, Calian Technologies Ltd., Manulife, Ministry of Natural Resources and Forestry, the City of Markham, Cargill Value Added Meats) Helping them with strategies related to leadership, planning, people focus, customer focus, and process management.

At Rotman, he constantly tries to find new ways to simplify complex topics so that the ideas can be remembered and applied in the real world right away.

Follow me on Instagram: <https://www.instagram.com/professorstoehr>