

# Course Outline

<b>Course Code</b>	RSM 406 H1 F
<b>Course Name</b>	The 360° Corporation
<b>Term, Year</b>	Fall, 2024
<b>Course Meets</b>	Tuesdays from 11am to 1pm, in RT
<b>Web page URL</b>	<a href="https://q.utoronto.ca/courses/351837">https://q.utoronto.ca/courses/351837</a>

## Instructor Details

<b>Name</b>	<b>Email</b>	<b>Office Hours</b>
Stefan Dimitriadis	<a href="mailto:stefan.dimitriadis@rotman.utoronto.ca">stefan.dimitriadis@rotman.utoronto.ca</a>	Wednesdays, 3-5pm Office 7030, South Building 105 St. George

## Course Description

If you've heard the terms stakeholder capitalism, sustainability, ESG, corporate social responsibility, conscious capitalism, sustainable development goals, corporate citizenship, or purpose-driven company but don't know exactly what they mean—or aren't sure how they relate to your work—then this course is for you.

Every business model and every operating decision has stakeholder trade-offs embedded in it. Profits are not always compatible with the interests of the stakeholders that surround the corporation. “The 360o Corporation” provides students a chance to analyze firms from many perspectives (360 degrees). In business school, we tend to look at corporations in one facet or another by studying strategy, operations, marketing, organizational behavior, or finance. What new insights emerge when we examine one company from multiple perspectives? And what insights can we develop when we compare the corporation as an engine for creating and capturing private value to that of the corporation as embedded in society and therefore affecting value creation (or destruction) at the public level?

In this course, we will look at a variety of different companies with the goal of developing an integrated understanding of both private and public value creation. We will touch on many of the subjects covered in your core coursework, showing how we can mobilize the concepts and tools you have learned in RC to evaluate how a company creates and captures value for its shareholders. We will discuss the tensions that arise for the leader when attempting to manage across these different functional requirements while considering the impact on a broad array of stakeholders. We will examine the corporation in society, studying the impact of its choices about labor management, globalization, location, sourcing and other issues on social welfare. At the end of the course, we will take the perspective of leaders and employees as activists and seek to understand how they can make important strategic choices for their companies in the face of the many challenges and obligations we uncover in the course.

The sessions will involve a combination of lectures, discussions of the readings, videos, role-playing and debates about important topics. Students will be expected to be actively engaged in debating the issues.

The final project will be team based and will be a case write up of a company.

## Learning Outcomes

By the end of this course, students will be able to:

- Understand how firms can create and destroy public value.
- Think critically about firms and their claims about public value creation.
- Identify and map important stakeholder groups.
- Explore trade-offs between firms and these groups.
- Devise strategic responses to manage these trade-offs.
- Communicate and exchange with others about these strategies

## Course Prerequisites

RSM392H1 (Strategic Management) or RSM270H1 (Operations Management) or RSM260H1 (Organizational Behaviour).

## Course Materials

### Required Readings

- 1) There is a course pack that includes all cases for this course. You will need to buy this from the Harvard Business School Publishing website (see instructions below).
- 2) In addition to these case studies, there will be additional articles or book chapters posted on Quercus that are required reading. Please make sure not to miss these.

### Electronic Course Materials

This course will be using the following electronic course materials:

1. Visit the Coursepack's unique student link: <https://hbsp.harvard.edu/import/1197269>
2. Complete a short registration process if you don't already have an account with the Harvard Business Publishing Education website
3. You'll be automatically redirected back to the Coursepack to acquire it.

These materials will cost a total of \$45.95 USD (about \$63.25 CAD). The use of these materials complies with all University of Toronto policies which govern fees for course materials.

## 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 on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation	25%	Ongoing
Short Paper	25%	October 7

Company Case Study Presentation (Team)	10%	Nov 12 or 19
Company Case Study (Team)	40%	December 3 <sup>rd</sup>

## Course Format and Expectations

### *Writing Assignment: Short Paper*

Details about this assignment will be posted on Quercus during the first week of the course. This paper is an individual assignment. While you may discuss the assignment with other students, your submission should reflect your own experiences, ideas, and analysis. It will be important to explain how you reached your conclusions and provide specific examples, observations, and evidence to support your analysis.

The purpose of the Short Paper is to help you improve your ability to recognize how firms create externalities, how they pass on those costs to societies, and the efforts they make to hide them. Your task will be to use the concepts about business strategy, stakeholders, and trade-offs that we discuss in class to analyzing a situation in which a firm contributed to creating negative externalities for society through the strategy it employed.

The Short Paper is 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 Assignment*

The company case study requires students to work in teams of 3-4.

**Case outline:** OPTIONAL: Each team can submit a 2-page (or shorter) outline of the sections of the case and the main data and points to be made in each section. The outline should be your best sense for what the flow of the case will be and what data you will use to develop the story. This outline will assist you in identifying what your story will be, what data you will need and who you might want to interview as part of developing the case. Teams who chose to submit an outline will receive written feedback aimed to help you develop the case.

**Case presentation:** Teams will present their cases for about 15 minutes in class. Every other team will be expected to provide feedback to the presenting team to help strengthen their case writing. The purpose of these sessions is to share your insights with your colleagues and gain useful feedback to help you complete your assignment.

**Final case study:** Each team must submit a final case of at least 10 pages singled-spaced (with a maximum of 20 pages) plus relevant exhibits. Please pay attention to the grading rubric for the case as posted in Quercus. In this case study you will be asked to describe how a firm that was in conflict with at least one stakeholder group responded to that conflict, evaluate that firm's response, and suggest a path forward.

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 the deadline for the short paper or final case study 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 Short Paper or Case Study*

All assignments are due on the date and at the time specified in Quercus. Late submissions will normally be penalized by 25% if the assignment is not received on the specified date, at the specified time. A further penalty of 25% will be applied to each subsequent day.

## 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.

## 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 3	Introduction	Chapter 1 of “The 360° Corporation” by Sarah Kaplan
2	Sept 10	Externalities	“Income Inequality and the CEO Pay Ratio of TJX Cos” (Case 9-120-063)
3	Sept 17	Externalities in Supply Chains	“The Ready-Made Garment Industry: A Bangladeshi Perspective (A)” (Case 9-317-052)
4	Sept 24	Stakeholders	“Business in the Heart of Darkness: SOCO’s Oil Exploration in the Virunga National Park” (Case KE1163)
5	Oct 1	Win-Win Strategies	“Patagonia” (Case 9-711-020); Short Paper due 11:59pm on Oct 7
6	Oct 8	Circular Economies	“Circular Economy Simulation: Fashion Forward” (FO0016-HTM-ENG)
7	Oct 15	Stakeholder Engagement	“Rosia Montana: Political and Social Risk Management in the Land of Dracula (A) & (B)”
8	Oct 22	Corporate Purpose	“Creating and Measuring Purpose at Viega” (Case 9-122-028)
		<i>Reading week</i>	
9	Nov 5	Employee Activism	“Employee Activism” (Case 9-120-104)
10	Nov 12	Case Presentations	No readings
11	Nov 19	Case Presentations	No readings
12	Nov 26	Conclusion	No readings; work on your <b>Final Case Study</b> (due at 11:59pm on Dec 3 <sup>rd</sup> )

**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](mailto: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>