Module 5: Building Sustainability and Responsibility

Module title			
Building Sustainability and Responsibility			
Module NFQ level	**Module number / reference**	**ECTS Value**	**Duration**
9	MSC-PBM-BSR	**5**	**12 Weeks**
Parent programme(s)		**Stage of parent programme**	**Semester No.**
Master of Science in Pharmaceutical Business Management		1	1 or 2
Postgraduate Diploma in Science in Pharmaceutical Business Management		1	1 or 2
Certificate in Pharmaceutical Business Management		1	1 or 2
Teaching and Learning modes	**Proportion** (% of Total Directed Learning)		
Classroom / Face to Face	**80%**		
Workplace			
Online			
Other (Identify)	**Blended: 20%**		
Entry requirements (statement of knowledge, skill and competence)			
Learners should normally hold an honours (NFQ Level 8) degree in a cognate or non-cognate discipline or equivalent qualification, from an approved tertiary/or professional institution.			
Maximum number of learners per instance of the module	**100**		
Average (over the duration of the module) of the contact hours per week	**3**		
Pre-requisite module title(s) (if any)			
Co-requisite module title(s) (if any)	**N/A**		
Is this a capstone module? (Yes or No)	**No**		
Module-specific physical resources and support required per centre (or instance of the module)			
Lecture room with internet access, audio-visual equipment and white board. Moodle Area.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	**Qualifications & experience required:**		**# of Staff with this profile (WTEs**
Lecturer	Lecturing staff are required to hold at least a master's degree in Business, Engineering, Management or Leadership and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).		0.25

Analysis of required learning effort		
*Effort while in contact with staff	**Minimum ratio teacher / learner**	**Hours**
Classroom and demonstrations	1:100	24
Mentoring and small-group teaching	1:20	12
Other (specify)		
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		89
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	**Supervised Project**	**Proctored Practical Exam**	**Proctored Written Exam**	**Total**
Percentage Contribution	100%	-	-	-	**100%**

1.1.1 Module aims and objectives

The primary purpose of this module is to develop the learner's understanding of, and competence in, how to identify and exploit opportunities to build sustainable and responsible approaches to business management. Sustainability is not just about managing resources and environmental impacts, but is also a mindset and a way of doing things that is dynamic, adaptable and resilient against crises and other events. In essence it is a way of future-proofing a company through enhancing awareness, design and delivery.

Key to sustainability is responsibility, not only in the use of resources, but also in terms of relationships with stakeholders, where social and private capital can be harnessed in a purposeful organisation that has direction, legitimacy, and stakeholders that are motivated to participate.

Structured around design thinking, the module's objectives are threefold:

- To explore and examine the case for sustainable and responsible approaches.
- To evaluate, and draw lessons from, the experiences of organisations
- To design a plan of action for an organisation to develop a more sustainable platform and responsible modus operandi.

1.1.2 Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

MIMLO 5.1   Identity and evaluate changes that might provide opportunities of threats to an organisation's prospects

MIMLO 5.2   Examine the use of resources in developing a sustainable competitive advantage

MIMLO 5.3   Explore the role of governance and leadership in creating a culture of responsibility and purpose

MIMLO 5.4   Generate a coherent series of actions to bring purpose and responsibility to address tomorrow's challenges

MIMLO 5.5   Design a model for developing and delivering a more sustainable approach to management

1.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This is an elective module which can be undertaken as part of the overall project. Both Sustainability and Corporate Responsibility in all their guises – social, economic, environmental – are increasingly demanded by potential investors, the media, and consumers. Consequently, organisations need to be able to respond to these demands. Additionally. sustainability is not just about managing resources and environmental impacts, but is also a mind set and a way of doing things that is dynamic, adaptable and resilient against crises and other events. In essence it is a way of future-proofing a company through enhancing awareness, design and delivery. This module develops the learner's understanding of, and competence in, how to identify and exploit opportunities to build sustainable and responsible approaches to business management.

In this context, this module supports the achievement of the following MIPLOs (per each award):

Programme Title	MIPLOs achieved
MSc in Pharmaceutical Business Management	(ii), (iv), (vii), (x), (xi), (xii)
PgDip in Science in Pharmaceutical Business Management	(ii), (iii), (vi), (viii), (xi)
Certificate in Pharmaceutical Business Management	(ii), (iii), (v), (vii), (x)

1.1.4 Information provided to learners about the module

This module aims to introduce learners to the general subjects of sustainability and responsibility, and to improve learner knowledge and understanding of these subjects. It examines concepts, theories, and practices around these and the application of these to real 'life' situations which are relevant to learners now and in their future working lives. Specifically, it focuses upon the case for sustainable and responsible approaches, how to learn lessons from the experiences of organisations, and how to design a plan of action for an organisation to develop a more sustainable platform and responsible modus operandi.

The module draws on material from a variety of sources – academic works, case studies, documentaries, etc. The module is structured to help learners learn more about the topic through blended learning, including attending lectures, reading case studies and notes, completing short activities, watching video clips, and assessment activities.

1.1.5 Module content, organisation and structure

Why: the case for Sustainability and Responsibility
- External Environment – Trends and changing expectations
- Corporate Governance, responsibility and sustainability
- Mission: purpose, values and motivation
- Customer Value Proposition and responsibility
- Social Capital: Corporate social responsibility and social entrepreneurship

Who: structure and sustainability
- The Board and Leadership
- Empowering Employees
- Cultural influences
- Stakeholders: Ethical Stances

Where: value and supply chains
- Stakeholders: internalizing externalities and accountability
- Sustainable Business Models
- Ethical sourcing
- Operational efficiencies, waste and quality
- Supply chain relationships
- Sustainable and responsible marketing

How: designing sustainable approaches
- Strategic Thinking long-term: scenario analysis, sustainable competitive advantage
- Adaptability: agility and empowerment
- Governance: accountability and transparency
- Purpose: motivation and direction
- Design: sustainable systems and processes

Teaching plan

Weeks 1, 2, & 3	The case for Sustainability and Responsibility
Weeks 4, 5, & 6	Structure and Sustainability
Weeks 7, 8, & 9	Value and Supply chains
Weeks 10, 11, & 12	Designing sustainable approaches

1.1.6 Module teaching and learning (including formative assessment) strategy

The module will be facilitated through participative lectures and problem-solving tutorials and workshops. There will be an emphasis on problem and discovery-based learning with learner collaboration required. Learners will be provided with materials, scenarios and practical problems relating to the topic under discussion and will be asked for their views and recommendations. There will be a requirement for learners to read previously provided material in advance of some lectures and to carry out independent research. Lecturing and tutorial time may vary from week to week. This will be clearly timetabled at the beginning of each semester.

1.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

1.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

1.1.9 Module physical resource requirements

A classroom setting is used for the onsite & virtual delivery of the module through a series of 10-12 lectures including assignment and assessment workshops. Supports for learners include course material, lecture notes, activities, short, self-administered questionnaires, case studies and related assessment tasks. These are supplemented with a module set book and online reading materials, PowerPoint presentations, and other activities using Moodle, the College's Virtual Learning Environment (VLE) provide additional support materials to help with self-study.

1.1.10 Reading lists and other information resources

Core Reference Materials

Cannon, T. (2012) *Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment*. 2nd Edition. Harlow, UK: Pearson Education.

de Kluyver, Cornelius A. (2012) *Corporate Governance.* Saylor Foundation. Available at: https://open.umn.edu/opentextbooks/textbooks/corporate-governance (Accessed: 11/07/2022).

Fisher, C., Lovell, A. and Valero-Silva, N. (2013) *Business Ethics and Values: Individual, Corporate and International Perspectives*. 4th Edition. Harlow, UK: Pearson Education.

Kopnina, H. and Blewitt, J. (2018) *Sustainable Business: Key Issues*. 2nd Edition. Oxford, UK: Routledge.

Wheelen, T.L., Hunger, D.J, Hoffman, A.N. and Bamford, C.E. (2017) *Strategic Management and Business Policy: Globalization, Innovation and Sustainability, Global Edition*. 15th Edition. Harlow, England: Pearson.

Secondary reading and eResources

Barney, J. (1991) 'Firm Resources and Sustained Competitive Advantage'. *Journal of Management*, 17(1), p. 99.

Boatright, J.R., Smith, J.D. and Prasan Patra, B. (2017) *Ethics and the Conduct of Business.* 7th Edition. Harlow: Pearson.

Boysen, P.G. (2013) 'Just Culture: A Foundation for Balanced Accountability and Patient Safety'. *The Ochsner Journal*, 13(3), pp. 400–406.

Clarke, T. (2017) *International Corporate Governance: A Comparative Approach.* 2nd Edition. New York: Routledge.

Crane, A. and Matten, D. (2019) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization.* 5th Edition. Oxford: Oxford University Press.

Harrison, S. and Lukaszewski, J. (2020) *The Decency Code: The Leader's Path to Building Integrity and Trust*. New York: McGraw-Hill Education.

Hartman, L.P., DesJardins, J. and MacDonald, C. (2019) *Business Ethics, Decision Making for Personal Integrity and Social Responsibility.* 5th Edition. New York: McGraw Hill.

Institute of Directors (2009) *The Handbook of International Corporate Governance.* London: Kogan Page

Jennings, M.M. (2017) *Business: Its Legal, Ethical, and Global Environment.* 11th Edition, London: Cengage.

Lawrence, A.T., Weber, J. and Post, J.E. (2022) *Business and Society: Stakeholders, Ethics, Public Policy*. 17th Edition. New York: McGraw-Hill.

Legrand, W., Sloan, P. and Chen, J.S. (2022) *Sustainability in the Hospitality Industry*. 4th Edition. Oxford: Routledge.

Mallin, C. (2019) *Corporate Governance.* 6th Edition. Oxford: Oxford University Press.

Treviño, L. and Nelson K.A. (2019) *Managing business ethics: Straight talk about how to do it right.* 7th Edition. New York: John Wiley and Sons Ltd.

Tricker, R.I. (2019) *Corporate Governance: Principles, Policies, and Practices.* 4th Edition. Oxford University Press.

Zinkin, J. (2020) *The Challenge of Sustainability: Corporate Governance in a Complicated World*. Berlin: De Gruyter.

1.1.11 Specifications for module staffing requirements

Lecturer and other personnel should hold a Masters Level (Level 9) qualification in Business, Engineering, Management or Leadership. Industry experience is beneficial but not a requirement.

Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

1.1.12 Module summative assessment strategy

This module demonstrates the relevance of continuous improvement; and identifies key elements in which learners can apply as leaders to transform their business. These lectures and tutorials provide information and background that help learners to make sense of the subject matter. There are two assignments, each worth 50% of overall credits.

Module Assessment Strategy

No.	Weighting	Type	Description
1	50%	Written report	Organisational Analysis
2	50%	Presentation	Presentation of a future model.

No	Weighting	Type	Description	Learning outcomes assessed
1	50%	Written report	Written report. Organisational analysis. SWOT analysis of a company, grounded in research and analysis of the external environment, the company's business model, governance and culture.	1-3
2	50%	Presentation	Presentation of future model. Design and presentation of a model for developing and delivering a more sustainable approach to management.	4, 5

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.