

«CORPORATE SOCIAL RESPONSIBILITY» AS AN ACADEMIC DISCIPLINE FOR THE FUTURE MANAGERS

O. N. Erofeeva

PhD in economics, associate professor, Belarusian State University, Minsk, Belarus, erofeevaon@gmail.com

The results of designing a new training course for future managers based on modern approaches to corporate social responsibility research, as well as adult education theory and on the modern pedagogic technologies are shown. The introduction of such a discipline into the managers' educational process allows the actively use such drivers of the implementation of CSR practices in management, as the individual values of managers, awareness knowledge, skills and preferences of managers of the organization.

Keywords: corporate social responsibility; academic discipline structure; teaching methods, learning effectiveness; stimulation of the ESG approach in management implementation; non-financial reporting.

«КОРПОРАТИВНАЯ СОЦИАЛЬНАЯ ОТВЕТСТВЕННОСТЬ» КАК АКАДЕМИЧЕСКАЯ ДИСЦИПЛИНА ДЛЯ БУДУЩИХ МЕНЕДЖЕРОВ

О. Н. Ерофеева

кандидат экономических наук, доцент, Белорусский государственный университет, г. Минск, Беларусь, erofeevaon@gmail.com

Показаны результаты проектирования нового учебного курса для будущих менеджеров на основании современных подходов к исследованиям корпоративной социальной ответственности, а также с опорой на теорию обучения взрослых и современные педагогические технологии. Внедрение такой дисциплины в учебный процесс подготовки менеджеров позволяет активно задействовать такие драйверы имплементации КСО-практик в управление, как индивидуальные ценности управленцев, информированность, знания, навыки и предпочтения менеджеров организации.

Ключевые слова: корпоративная социальная ответственность; структура учебной дисциплины; методы преподавания, эффективность обучения; стимулирование внедрения ESG-подхода в управлении; нефинансовая отчетность.

Modern economic challenges and globalization processes dictate the need to develop the competencies of managers on the sustainable development and corporate social responsibility domains in order to increase the competitiveness of organizations at the domestic and foreign markets (s. [1]). The development of the competencies mentioned above is an integral element of modern business education.

Corporate social responsibility (CSR) can be considered «as a field of study within the management discipline» [2, p. 3], but nowadays CSR is increasingly becoming a subject of study and discussion in other disciplines, and is also a field of practice with increasing importance.

Modern publications on CSR (s. [2–5] and other) fully reflect the lack of a unified approach to the study of CSR issues. Based on the analysis of relevant publications, the structure of teaching the discipline at the Belarusian State University is worked out. The content of the academic discipline includes eight topics, taking into account current trends in the development of management science and most interesting business cases. The proposed topics are as following: «Corporate social responsibility: concept, meaning, principles, evolution», «The impact of CSR on the core activities and value of the company», «Corporate Social Performance Management» (with deeper analysis of

the CSR concept within the stakeholder theory, organizational structures for managing CSR and discussing modern trends in the CSR regulation), «Corporate social policy: concept, goals, directions», «Strategic CSR», «International standards and tools for assessing CSR. Social audit» (including consideration of issues regarding specifics of the main international standards in the field of social and environmental responsibility of companies GRI, AA 1000, SA 8000:1997, ISO 14000, ISO 26000:2010 «Guide to social responsibility»; Sustainability Accounting Standards Board (SASB) – SASB's framework; The Task Force on Climate-related Financial Disclosures (TCFD) – TCFD's framework; Carbon Disclosure Project, CDP and other); «CSR and Ethical Management», «International experience in regulating and implementing CSR practices».

According to Wickert Ch., the main directions for future CSR research are: «the reintegration of governments as important actors shaping CSR, the need to reorient the dependent variables used in CSR research toward tangible social and ecological outcomes, and the importance of CSR research tackling interrelated societal crises such as the COVID-19 pandemic and the climate crisis» [6]. This can be used for the improvement or refinement of the discipline's content in the future.

Researches on educational practice at the turn of the 21st century indicated economics «among the least popular disciplines in terms of student feedback on teaching, while many other disciplines had introduced much more variety and interactivity into teaching, economics remained wedded to lectures, supported by limited audiovisual input, with textbooks and possibly workbooks as the staple» [7, p. 407]. Nowadays trends have shown rapid increases, particularly in the use of learning technologies, but the potential for the development of pedagogical practice still remains.

The students studying the «Corporate Social Responsibility» discipline should be stimulated by its program, so that means taking into account the basic requirements of high school pedagogy and andragogy when designing classes for the course and also using of the modern educational approaches (such as a practice-oriented approach) and technologies, as well as interactive teaching methods (e. g. the project-based learning method, methods and techniques for developing critical thinking and others) while teaching.

When organizing the educational process, the method of group teaching will also be used, which is a form of organizing educational and cognitive activities of students, which involves the functioning of different types of small groups working on both general and specific educational tasks.

When conducting practical classes using such interactive teaching methods is planned as:

«1x2x4», «Associations», «Alphabet» – for the development of students through the organization of interaction and a combination of individual and group work;

«Complete the phrase», «Photo voice» – to include students in activities, create a good atmosphere, as well as organize students' sense-making;

«Determine who I am», «Chain» – for organizing interaction among students, developing active listening skills and asking questions on the topic;

«Chat stations», small groups quiz, mind maps drawing – for organizing discussions and assessment;

«And Then There Were None» – for organizing control and assessment,

«Reflective target», «Key word», «Complete the phrase» – for organizing reflective activities.

To conduct seminar classes a heuristic task (according to Khutorskoi's methodology) (s. [8]) will be used. Completing such a task involves students' work on problems, in subgroups, with plenary presentation of their collective work. Completing the task allows to organize a discussion in class, ensure the development of the necessary management competencies (according to the educational standards – «To be able to take into account aspects of corporate social responsibility in organizational strategy development and implementation»), and develop students' analytical skills.

The introduction and teaching the «Corporate Social Responsibility» discipline into the educational process, allows the actively use such drivers of the implementation of CSR practices in management, as the individual values of managers, knowledge, skills and preferences of managers of the organization.

References

1. Ерофеева О. Н. Возможности развития социальных стандартов организации при имплементации ESG-подхода // Новая экономика. 2022. Спецвыпуск № 2. С. 144–150.
2. McWilliams A., Deborah E. Rupp, Donald S. Siegel, Günter Stahl, David A. Waldman. The Oxford Handbook of Corporate Social Responsibility: Psychological and Organizational Perspectives. Oxford University Press, 2019. 736 p.
3. Blowfield M., Blowfield Mick, Murray A. Corporate Social Responsibility. 4th ed. Oxford University Press, 2019. 432 p.
4. Chandler D. Strategic Corporate Social Responsibility: Sustainable Value Creation (Sixth Edition). SAGE Publications, Inc., 2016. 522 p.
5. Dathe T., Dathe R., Dathe I., Helmold M. Corporate Social Responsibility (CSR), Sustainability and Environmental Social Governance (ESG): Approaches to Ethical Management (Management for Professionals). Springer, 2022. 352 p.
6. Wickert Ch. Corporate Social Responsibility Research in the Journal of Management Studies: A Shift from a Business-Centric to a Society-Centric Focus // Journal of Management Studies. 2021. Volume 58, Issue 8. P. E1–E17.
7. A handbook for teaching and learning in higher education: enhancing academic practice / [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall. 3rd ed. New York : Routledge, 2009. 525 p.
8. Король А. Д. Как разработать эвристическое задание? Основные компоненты и этапы технологии проектирования и составления заданий открытого типа // Народная асвета. 2014. № 3. С. 13–15.