



COURSE HANDBOOK



KEY INFORMATION

Course Name: Global Challenges for Business 2018/19
Course Code: BUST08035

DRPS Course Descriptor: https://path.is.ed.ac.uk/courses/BUST08035_SS1_SEM1

Course organiser: SARAH IVORY
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Course Description text from DRPS

Students will focus on key themes of understanding the nature of business including common organisational forms and alternatives which are gaining traction; the impact of globalization and global inequality on business; the shift to a low carbon economy and resource constrained world; and the impact of technology and digital disruption. Using a variety of frameworks and perspectives, students will then look at key business challenges facing leaders including rethinking consumption, inspiring innovation, and engaging a changing workforce. Students will also be exposed to the kinds of skill sets required to best manage such multiple challenges which arise from the interplay of all these issues. In addition, the study skills component of this course will enable students to approach their second semester and their later years with a firm knowledge of what is expected on them as a scholar, as well as an ability to live up to such expectations by applying their study skills to relevant business topics and issues.

This course is open to students studying degree programmes in the Business School and degree programmes where the second subject is Business; students on other degree programmes should take Introduction to Business (BUST08026).

The focus of this course is on the context in which business operates globally. It will teach around key themes including

Understanding Business (its roles and responsibilities in society; traditional forms of organising and the implications of these; alternative organisational forms and their traction in society)
Globalisation and Global Inequality (the process of international integration arising from the interchange of world views, products, ideas and mutual sharing; advances in transportation, telecoms, internet, mobile; implications of these for trade, transactions, economic and cultural development; the movement of people and dissemination of knowledge including winners and losers from this process)
Climate Change and a Low Carbon Economy (how this creates uncertainty and opportunity; impacts on resource insecurity including water, energy, food and clear air; market shifts and their implications)
Changes in Consumption (growth of emerging economies; markets at the bottom of the pyramid; consequences of demographic changes; rethinking consumption and the movement to an 'experience' economy)
Inspiring Innovation (centrality of innovation to societal development, role of innovation in organisational growth, pros and cons of innovation)
Digital Disruption (digital advances and impacts on firm structures and practices; emergence of new business models such as the shift of a collaborative economy; enablement and empowerment versus loss of jobs and alienation)
Engaging the Workforce (changing expectations of 'work' especially relating to generational shifts, implications of digital disruption on engaging workers, implications of issues including digital disruption and global inequality on workers' rights and conditions; role of leadership in this changing context)
In addition, this course comprises a significant 'study skills component' aimed at getting students to understand, embrace, and ultimately practice critical thinking relating to academic scholarship. Designed around the themes of quality of argument, strength of evidence, and clarity of presentation the course tightly integrates the 'topic based' and 'study skills' based lectures and tutorials, enabling students to practice their study skills immediately. Other themes covered include team working, careers, and learning about critical thinking in the workplace.

Graduate Attributes and Skills text from DRPS

Research and Enquiry: Students will develop conceptual and critical thinking, analysis and evaluation through engagement with the course content and in collaboration with their group; develop the ability to critically analyse a range of business data, sources of digital and other information and the application of appropriate methodologies and to use that research for evidence-based decision making.
Personal and Intellectual Autonomy: Group work will develop students' ability to work effectively and collaboratively in teams and to reflect critically on the process and outcomes.
Personal Effectiveness: Develops a readiness to accept responsibility and flexibility, resilience and to plan, organize and manage time; develops self-analysis and be able to work collaboratively both with other students and with external organisations.
Communication skills: Develops effective written and oral communication, including the ability to produce clear, structured business communication in multiple media.

Recent developments to course

The assessment has changed from the previous year, with an essay due in the first half of semester aimed at providing feedback to allow students a greater opportunity to learn and improve. There is also an expanded reflective component to ensure students are engaging with the learning environment of Topic Seminars.

Syllabus See attached. Please note this will be subject to change.

Will lectures be recorded or not? Yes.

Learning Outcomes

1. Understand the defining features and main areas of the role of business in society, and the responsibility for the stewardship of financial, social and natural resources.
2. Understand and be able to identify the complexities of political, economic, social, technological, environmental and legal environments as they impact business in a global economy, and the consequences of a VUCA world.
3. Be able to explain the positive and negative implications of global trends and challenges for business practice as well as the skills and approaches needed to manage and lead businesses.
4. Be able to demonstrate the ability to recognise the underlying ethical, legal and sustainability implications inherent in business situations and apply that knowledge to recommend responsible actions.
5. Be able to critically apply a range of techniques and analytical tools applicable to business.

Assessment text from DRPS

Written Exam 0%, Coursework 100%, Practical Exam 0%

Analytical Essay 1 (1,500 words) (10%) (LO1, 2, 5)

Group Poster & Oral Presentation (30%) (LO 3, 4, 5)

Analytical Essay 2 (2,500 words) (30%) (LO1, 2, 3, 4, 5)

Ongoing Reflective Assessment (4 x 500 words plus 1,000 word Essay) (20%) (LO1, 5)

Two Computing for Business Assignments 5% each (10%) (LO 5)

Submission details & dates –

Analytical Essay 1 (10%)	1500 word limit due by 2pm on Thursday 18 October Individual Assignment that should be submitted to Turnitin Submission link on Learn
Group Poster & Oral Presentation (30%)	10 minute Presentation with 5 minute Q&A given during your tutorial time in Week 7 Group Assignment and poster will be kept after presentation.
Analytical Essay 2 (30%)	2500 word limit due by 2pm on Monday 10 December Individual Assignment that should be submitted to Turnitin Submission link on Learn.
Ongoing Reflective Assessment (20%)	4 x 500 word plus 1,000 word reflective essay. Various Submissions throughout semester with final reflection due Friday 30 November 2018 Individual assignment that should be submitted through the Online Reflective Journal tool on Learn.

Late Submission of Coursework

The Course Organiser can consider cases for accepting late submissions up to a maximum of seven calendar days without exacting a penalty. Students are responsible for submitting their cases and supporting evidence in advance of the published deadline for the coursework, using the standard Coursework Extensions Request form available from

<https://www.ed.ac.uk/files/atoms/files/courseworkextensionform.docx>

Late Penalties are applied as outlined in Regulation 28 of the Taught Assessment Regulations 2018/19:

<https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Citation and Referencing Guidance:

<http://www.citethemrightonline.com.ezproxy.is.ed.ac.uk/>

The University takes plagiarism very seriously and is committed to ensuring that so far as possible it is detected and dealt with appropriately. Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or one's own

previously assessed original work. It is academically fraudulent and an offence against University discipline,

as outlined in Regulation 28 of the Taught Assessment Regulations 2018/19:

<https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website:

<https://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/plagiarism>

Reading List text from DRPS

See attached Reading List document. This will be subject to change.

If you require this document in an alternative format, such as large print or a coloured background, please contact our Student Support Team:

SSO@business-school.ed.ac.uk / 0131 651 5251

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JOINING THE COURSE

You are generally permitted to join an Undergraduate course within the first two weeks of the Semester.

You will not be admitted to an Undergraduate course more than two weeks after the start of the Semester without the permission of the Head of College (General UG Degree Programme Regulation 9): <http://www.drps.ed.ac.uk/18-19/regulations/UGDRPS18-19.pdf>

KEY LOCATIONS

- Virtual Learning Environment: Learn – access via [MyEd](#) login
- UG Support Office – Room 1.11, Business School, 29 Buccleuch Place
- **Lectures – Monday 15:00 – 16:00, Lecture Theatre A, David Hume Tower**
Tuesday 13:00 – 14:00, George Square Lecture Theatre
Thursday 15:00 – 16:00, George Square Lecture Theatre

ATTENDANCE

The University expects you to attend all your University classes - lectures, tutorials, seminars etc. This includes participating fully in the requirements of all your courses, including submitting assignments, contributing to tutorials and workshops, attending meetings with Personal Tutors and sitting examinations.

ASSESSMENT INFORMATION

The assessment for this course comprises:

Item of Work	Weighting	Submission Date	Feedback Return Date
Analytical Essay 1	10%	18 th October 2018	8 November 2018
Group Poster & Oral Presentation	30%	Week 7 (During Tutorial Times)	13 November 2018
Analytical Essay 2	30%	10 December 2018	11 January 2019
Ongoing Reflective Assessment	20%	Varies with final reflection due 30 November 2018	14 December 2018
Computing for Business (2 Assessments)	10%	See Computing for Business handbook	See Computing for Business handbook

Guidelines for each of the three assessments will be made available within the 'Assessments' folder on LEARN, with students informed of this in regular lectures.

Group Coursework: As part of your group coursework you will be required to engage in peer marking. The use of peer-marking allows you to have some influence on the marks for members of your group, determined by you reflecting on and scoring how everyone in the group (including yourself) contributed to the group work.

A percentage of the group coursework mark given by the Course Organiser is moderated by the members of the group scoring each other on a number of criteria. In practice, this means that if you agree that everyone in the group has contributed equally to the work and you all give each other the same score, then all members of the group will receive exactly the same coursework mark as given by the Course Organiser. If, within the group, there is some variation in the peer-marks between members then some students in the group will receive a mark which is slightly higher than the coursework mark and some a mark which is slightly lower. Each student will receive a single group mark, which is the overall mark after the peer moderation.

Refer to the guidance documents in the 'Assessment & Exams' folder on the course Learn site for more information.

Moderation: All components of assessment are internally moderated; a small sample of marked work is examined by a second academic to check that they agree with the level and the approach to marking. The sample size varies from course to course, but it will be no less than 10% and will be considerably more for smaller courses.

ALL coursework marks are provisional until ratified by the UG Board of Examiners in late January (for Semester 1 courses) or early June (for Semester 2 & Full-Year courses).

Resits:

Pre-Honours courses (Year 1 & 2): If your overall final course mark is a fail (< 40%) at the first attempt, you must sit a resit examination, which comprises 100% of the final mark for the course. Normally, the marks of other assessment components are not carried forward, unless the Board of Examiners decides otherwise. All resit exams are held in the August resit diet.

FEEDBACK INFORMATION

Summative: Feedback & marks for all summative in-course assessments are posted on the course Learn site within 15 working days of the submission deadline, or in time to be of use in subsequent assessments within the course, whichever is sooner.

Feedback on your Group Poster Presentation will be provided by **4pm on Tuesday 13 November 2018**

Feedback on your Analytical Essay 1 will be provided by **4pm on Thursday 8 November 2018**

Feedback on your Ongoing Reflective Assessment will be provided by **4pm on Friday 14 December 2018**

Feedback on your Analytical Essay 2 will be provided by **4pm on Friday 11 January 2019**

Examinations: Generic feedback is added to the course Learn site after results are released. You will also be offered the opportunity to view your exam script to review any comments/feedback from the marker; this will be as soon as possible after the relevant Boards of Examiners meeting - look out for an email after results have been released.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:

- Asking and answering questions in lectures, classes or talks
- Asking questions of your Course Organiser or lecturer in their office hours
- Actively participating in your tutorials
- Talking about your ideas outside class with fellow students
- Participating in BizPALS events:
https://www.eusa.ed.ac.uk/support_and_advice/peer_learning_and_support/get_peer_support/find_a_project/organisation/bizPALS/

STUDENT SUPPORT & REPRESENTATION

If you find you are unable to engage with your studies, short or long term, or are experiencing a situation that is affecting your ability to come to class, or complete assessments, then you should speak to your Personal Tutor or your Student Support Team. They can either help directly, or put you in touch with someone who can help. For Business School students, you can contact the Student Support Team at:

- Email: SSO@business-school.ed.ac.uk
- Tel: 0131 651 5251
- In person: ask at the UG Reception, 1st floor, Business School, 29 Buccleuch Place.

Students with declared disabilities will have a Learning Profile. The Course Organiser will make adjustments in accordance with the recommendations of the profile.

Please contact the Student Disability Service if you have any questions:

- Web: www.ed.ac.uk/student-disability-service
- Email: Disability.Service@ed.ac.uk
- Tel: 0131 650 6828

Programme Representatives

Programme Representatives are the link between students and staff at the course and subject level, ensuring that the University is continually listening and engaging with students to improve teaching, learning, assessment, and academic services. In 2017 we have reduced the number of representatives across the UG Programmes in line with recommendations from the Students' Association in order to give Programme Representatives greater accountability and responsibility as the voice of their year group. Programme Reps feed issues back directly into their subject areas and courses through Student-Staff Liaison Committees, and can feedback to the Academic Council through their School Reps. All volunteers attend the Edinburgh University Students' Association (EUSA) Representative training. Each course Learn site has information on how to volunteer as a Programme Rep.

Student-Staff Liaison Committee (SSLC)

Staff members at the University of Edinburgh work closely with student representatives via the SSLC.

The Business School SSLC meets twice in each semester and its aims are to:

- allow staff and students to meet to discuss any problems with courses;
- facilitate improved course provision to students in future years;
- increase contact between staff and students outwith the lecture/tutorial environment
- allow students and support staff to meet and discuss programme/cluster level questions;
- allow students to comment on support issues, such as IT, Learn, facilities, student development, alumni etc.

Programme Reps represent the views of their fellow students directly to the staff in their Schools and are often the first point of contact between students and staff. By participating and representing their fellow students at the SSLC, Programme Reps can help improve the delivery, content, assessment, feedback and materials for courses, as well as build a stronger academic community within their School. By having fewer Programme Reps across the UG Programmes we hope to foster stronger relationships and dialogue between staff and reps, as well as to encourage a greater sense of accountability and representation amongst the reps.

Membership of SSLC includes the Chair, who is the School Council's elected UG rep, the Director of UG Programmes, academic staff & administrative staff from across the School.

The Students' Association (EUSA) runs training sessions for new Reps, as well as providing ongoing support through the year:

<https://www.eusa.ed.ac.uk/representation/studentrepresentation/>

STUDENT FEEDBACK

Mid-course Feedback: the Business School collects and responds to mid-course feedback for Undergraduate courses. Mid-course feedback aims to provide every student with an opportunity to provide feedback on what is going well / any issues and to receive a response to this feedback whilst the course is still running.

End of course Feedback: Towards the end of the course, you will be asked to complete an online course enhancement questionnaire, via the course enhancement channel in My Studies tab on MyEd. Following the analysis of the questionnaire results and discussions with course lecturers/tutors, the Course Organiser will review the course in line with School quality assurance procedures. Outcomes of the questionnaire along with the Course Organiser's response are posted on the course LEARN site.

EXTERNAL EXAMINER

Professor Afshin Mansouri
Professor of Operations and Supply Chain Management
Brunel University London

The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms. External Examiners help to ensure that degrees awarded by the University are comparable in standard to those of other equivalent departments in UK universities, although their content may differ. They also ensure that the assessment process is operated equitably and fairly in respect of the treatment and classification of students, and in line with the University's policies and regulations. External Examiners also advise on the quality and enhancement of learning, teaching and assessment.

You must not make contact with the External Examiner directly. If you have any questions about assessment, the role of the External Examiner, or wish to read an External Examiner's Report, please contact our Student Support Team: SSO@business-school.ed.ac.uk

University of Edinburgh External Examiners For Taught Programmes Policy:
<http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf>

HEALTH & SAFETY

The University has a duty, so far as reasonably practicable, to ensure the health, safety and welfare of all employees and students while at work, and the safety of all authorised visitors and members of the public entering the precincts of the University. The University Health and Safety Policy is issued upon the authority of the University Court and contains the Health and Safety Policy statement and summary of the organisation and arrangements of health and safety within the University.

The successful implementation of the University Policy requires the support and co-operation of all employees and students - no person shall intentionally interfere with, or misuse anything provided by the University in the interest of health, safety or welfare.

The University Health and Safety Policy

The University Health and Safety Policy is supported by a Framework document published in two parts on the Organisation and Arrangements of health and safety within the University. Individuals are required to comply with any procedures or arrangements formulated under the authority of this Policy.

Any questions or problems about matters of health and safety can be taken up initially with the School Safety Adviser. Further guidance on health and safety matters can be found on the Health and Safety Department website at <http://www.ed.ac.uk/health-safety> including contact details for all professional staff within the corporate Health and Safety Department.

<http://www.ed.ac.uk/health-safety/policy-cop/policy>

Business School Safety Adviser: Mr Steven Roberts Steven.Roberts@ed.ac.uk

DATA PROTECTION

Under Data Protection Law, personal data includes all recorded information about a living, identifiable individual. Students using personal data as part of their studies must comply with the responsibilities as outlined in the linked guidance. Before using personal data as part of their

studies students must become familiar with the linked guidance, discuss implications with their supervisor and seek appropriate ethics approval. They must also obtain consent from the data subjects to take part in the studies. Failure to comply with the responsibilities is an offence against University discipline, and could lead to a breach of Data Protection Law. A data protection breach can cause distress to the people the information is about, and can harm relationships with research partners, stakeholders, and funding organisations. In severe circumstances the University could be sued, fined up to £20,000,000, and experience reputational damage.

<https://www.ed.ac.uk/records-management/data-protection/guidance-policies/student-responsibilities>

Every effort has been made to ensure that the information contained in this handbook is accurate. The University will take all reasonable steps to provide the educational services described herein. However, the content of individual courses and the programme for any given degree are under constant academic review in light of current circumstances and may change from time to time, with some programmes and courses being modified, discontinued or replaced.

Global Challenges for Business 2018-19: Course Outline

Week	THEME	Skills Lecture (Mon 3:10pm-4pm)	Topic Lecture 1 (Tues 1:10pm-2pm)	Topic Lecture 2 (Thurs 3:10pm-4pm)	Topic Seminar	Skills Workshop	Assessments Released/ Due
1 17/9	INTRODUCTION <i>Dr Sarah Ivory</i>	Introduction to the course	The role of university – an academic perspective	The role of university – a professional perspective <i>Guest Speaker, Chris Connor, Head of North America, Martin Currie</i>	NONE	NONE	RELEASED (17/9): Reflective Essay and Topic Seminar Reflections (latter completed throughout semester)*
2 24/9	UNDERSTANDING BUSINESS <i>Dr Sarah Ivory</i>	Quality of Argument (1)	What is 'business' and why does it exist?	Traditional and alternative forms of organising and the implications of these.	<i>Exploring critical thinking</i>	Identifying an Argument	RELEASED (27/9): Analytical Essay 1
3 1/10	SOCIETAL (HUMAN) DISRUPTION <i>Dr Sarah Ivory</i>	Working in Teams	Large scale social disruption: Involuntary migration, loss of whole employment categories	Individual scale human impact: The role of business in issues of identity and health	<i>What is business?</i>	Working in Teams	
4 8/10	ENVIRONMENTAL DISRUPTION <i>Dr Sarah Ivory</i>	Strength of Evidence (1)	Responsibility for and implications of climate change and resource scarcity Global and business responses: Paris Accord, Plan A (M&S)	*JUBILEE LECTURE* Geoff Drabble CEO, Ashtead Group	<i>Business and mental health</i>	Evaluating Evidence	RELEASED (8/10): Group Poster and Oral Presentation
5 15/10	DIGITAL DISRUPTION <i>Dr Sarah Ivory</i>	Clarity of Presentation (1 - Oral)	Impacts of the internet: technology diffusion and social media, security issues (malware, encryption, data breaches), AI and robots	Digital disruption of business models and markets <i>Guest Speaker, Stewart Langdon, Partner, Leapfrog Investments</i>	<i>Plastics: everyday convenience or environmental catastrophe?</i>	Presenting	DUE (18/10): Analytical Essay 1
6 22/10	ACTIVITY WEEK		-	-	-		-

7 29/10	GLOBALISATION <i>Dr Sarah Ivory</i>	Strength of Evidence (2)	Understanding globalisation and current trends. Who does it impact and how?	Pros and Cons of globalisation: Is globalisation new/old, good/bad, inclusive/exclusive?	POSTER PRESENTATION	NONE	DUE (during Topic Seminar): Group Poster and Oral Presentation
8 5/11	CONSUMPTION <i>Dr Rashné Limki</i>	Quality of Argument (2)	What is consumption? How does it structure social relations?	What is consumer culture? How does consumer culture impact social differentiation?	<i>Clothing industry and globalisation</i>	Developing an Argument	
9 12/11	NEW FORMS OF WORK <i>Dr Rashné Limki</i>	The 5 tools of university thinking	What is work? How is work globally distributed?	How does technology impact work and lives of workers?	<i>Gentrified consumption</i>	Referencing Sources	RELEASED (15/11): Analytical Essay 2: Case Study and general topic ONLY
10 19/11	LEADERSHIP <i>Dr Sarah Ivory</i>	Clarity of Presentation (2 - written)	The role of leaders in business and society.	What makes a great leader? What makes a leader great?	<i>Surrogacy and the creation of 'mother-workers'</i>	Writing an Essay	
11 26/11	LOOKING FORWARD <i>Dr Sarah Ivory</i>	Applying Critical Thinking Panel Discussion	Looking forward – Business in the Future	Looking forward – you as a scholar and an employee	<i>Final Case Study</i>	Careers	DUE (27/11): Reflective Essay RELEASED (30/11): Analytical Essay 2: Essay question
10/12 – 21/12	EXAM PERIOD	-	-	-	-		DUE (10/12): Analytical Essay 2

*Please refer to Reflective Assessments guidance on LEARN relating to the assessment 'Topic Seminar Reflections' which have varied due dates throughout the semester.

Global Challenges for Business 2018-19: Lecture Preparation: Reading and Resource List

There are TWO *Reading and Resource Lists* for this course. Below is the list for *Lecture Preparation*. There is also a *Topic Seminar Handbook* which contains the essential readings (and questions) for Topics Seminars. ALL readings and resources on this list are required preparation in advance of lectures. You will be expected to be able to reflect on these readings within the lecture, and may be asked to summarise or comment on them.

There is no text book for this course. There is, however, one report which we rely on throughout the course: World Economic Forum (2018). *Global Risks Report 2018*, World Economic Forum: Geneva. Available: http://www3.weforum.org/docs/WEF_GRR18_Report.pdf. You may like to read this entire report in advance of the semester beginning, to give yourself the best start. Please note that you are unlikely to understand the entire report on first reading – we use it as a basis to explore and examine issues.

For some of these articles, you need to access them through the University Library website. Becoming familiar with this website, and indeed the physical library also, is a very good idea. If you have any access issues, ask for help in the library.

Week	THEME
1 17/9	INTRODUCTION <i>Dr Sarah Ivory</i>
	<p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. Anonymous. (2017). <i>Make Me Different</i>. Reflection from Global Challenges for Business student 2017-18. Available on LEARN 2. Hess, E. (2017). In the age of ‘AI’, being smart will mean something completely different, <i>Harvard Business Review</i>, June 19th 3. Gino, F. (2018). Why Curiosity Matters, <i>Harvard Business Review</i>. September-October <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. Ellerton, P. (2014). How to teach all students to think critically, <i>The Conversation</i>, December 18th. Available at http://theconversation.com/how-to-teach-all-students-to-think-critically-35331 2. Levi, L. and Rothstein, B. (2018). Educating Ethical Leaders and Critical Thinkers, <i>University World News</i>. 12th January, Available at: http://www.universityworldnews.com/article.php?story=20180109150748260

<p>2 24/9</p>	<p style="text-align: center;">UNDERSTANDING BUSINESS <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. Friedman, M. (1970). The Social Responsibility of Business is to Increase its Profits, <i>The New York Times Magazine</i>, September 13th, Available at: graphics8.nytimes.com/packages/pdf/business/miltonfriedman1970.pdf 2. Stout, Lynn A., "The Shareholder Value Myth" (2013). <i>Cornell Law Faculty Publications</i>. Paper 771, Available at: http://scholarship.law.cornell.edu/facpub/771 3. Martin, R.L. and Osberg, S.R. (2015). Two Keys to Sustainable Social Enterprise, <i>Harvard Business Review</i>, May <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. Ivory, S. (2018). Identifying a Quality Argument – Part 1. Available on LEARN. 2. Barker, Alan. How to Write an Essay, free eBook download, Available at: http://bookboon.com/en/how-to-write-an-essay-ebook (note: this is a long book and if you don't have time to read it fully, skimming it at this stage will be enough. You should, however, read the full book by the end of the semester)
<p>3 1/10</p>	<p style="text-align: center;">SOCIETAL (HUMAN) DISRUPTION <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. World Economic Forum (2018) 'Preface, Executive Summary and global Risks 2018: Fractures, Fears and Failures', <i>Global Risks Report 2018</i>, World Economic Forum: Geneva. pp:5-17 (and examine Figures I, II, III, and IV) Available: http://www3.weforum.org/docs/WEF_GRR18_Report.pdf 2. Donaldson-Fielder, E. and Lewis, R. (2016). Managing mental health at work: the role of leaders and line managers, <i>Personnel Today</i>, 19th June. 3. Hamburgh, R. (2015). Rising numbers of employees reporting mental health issues. <i>The Guardian</i>, 16 Sep. Available: https://www.theguardian.com/money/2015/sep/16/rising-number-employees-reporting-mental-health-issues <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. WATCH: Building a psychologically safe workplace, Amy Edmondson, 11 minutes, https://www.youtube.com/watch?v=LhoLuui9gX8#action=share

	<p>2. WATCH: The power of introverts, Susan Cain, 19 minutes, https://www.ted.com/talks/susan_cain_the_power_of_introverts</p>
4 8/10	<p style="text-align: center;">ENVIRONMENTAL DISRUPTION <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. Clark, P. A world without water, <i>Financial Times (online)</i>, Accessed 8th August, 2017. Available at: http://ig-legacy.ft.com/content/8e42bdc8-0838-11e4-9afc-00144feab7de#slide0 2. WATCH: The Reality of Climate Change, David Puttnam, 16 minutes, https://www.youtube.com/watch?v=SBjtO-0tbKU 3. Haanaes, K., Michael, D., Jurgens, J., and Rangan, S. (2013), Making Sustainability Profitable, <i>Harvard Business Review</i>, March, pp.110-114 <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. Ivory, S. (2018). Identifying and Evaluating Evidence. Available on LEARN.
5 15/10	<p style="text-align: center;">DIGITAL DISRUPTION <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. Harford, T. (2017). What we get wrong about technology. <i>Financial Times</i>, 7th July. 2. Silva R, (2015), The new white collar fear: will robots take your job? <i>The Telegraph</i>, 12th September. 3. WATCH: Patrick Forth: Technology disruption meets the change monster...who wins?, 12 minutes, https://www.ted.com/watch/ted-institute/ted-bcg/patrick-forth-technology-disruption-meets-the-change-monster-who-wins 4. Chui, M., Manyika, J. and Miremadi, M. (2015). Four Fundamentals of Workplace Automation, <i>McKinsey Quarterly</i>, November <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. WATCH: Giving an Effective Poster Presentation, 12 mins, https://www.youtube.com/watch?v=vMSaFUrk-FA

	2. WATCH: Why I Live in Mortal Dread of Public Speaking, Megan Washington, 13 minutes, https://www.ted.com/talks/megan_washington_why_i_live_in_mortal_dread_of_public_speaking
6 22/10	ACTIVITY WEEK
7 29/10	<p style="text-align: center;">GLOBALISATION <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> Guttal, S. (2007) ‘Globalisation.’ <i>Development in Practice</i>, 17(4/5): 523–531. https://doi.org/10.1080/09614520701469492 World Economic Forum (2018) ‘Geopolitical Power Shifts’, <i>Global Risks Report 2018</i>, World Economic Forum: Geneva. pp:36-41 (and examine Figures I, II, III, and IV) Available: http://www3.weforum.org/docs/WEF_GRR18_Report.pdf Eliot, L. (2017). Globalisation once made the world go around. Is it about to grind to a halt? <i>The Guardian</i>, 21st January. Kerr, W.R. (2016). Harnessing the Best of Globalization, <i>MIT Sloan Management Review</i>, 58(1), pp. 59-67 <p>Skills Preparation:</p> <ol style="list-style-type: none"> Review this website from the University of Edinburgh’s Institute for Academic Development so you are aware of all the documents which support your referencing: http://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice/referencing Review the different support articles on this website: https://www-citethemrightonline-com.ezproxy.is.ed.ac.uk/ (you will need your UoE login)
8 5/11	<p style="text-align: center;">CONSUMPTION <i>Dr Rashné Limki</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> Sassatelli, R. (2007). ‘Born to consume’, in <i>Consumer Culture: History, Theory and Politics</i>. London: Sage. 1-6. Magids, S., Zorfas, A. and Leemon, D. (2015). ‘The New Science of Customer Emotions’, <i>Harvard Business Review</i>. Patella-Rey, P. J. (2013). ‘Burning Man is the New Capitalism’, <i>Cyborgology</i>. https://thesocietypages.org/cyborgology/2013/09/05/burning-man-is-the-new-capitalism/

	<p>Skills Preparation:</p> <ol style="list-style-type: none"> Ivory, S. (2018). Developing a Quality Argument – Part 2. Available on LEARN.
<p>9 12/11</p>	<p style="text-align: center;">NEW FORMS OF WORK <i>Dr Rashné Limki</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> Marsh, A. (2015). ‘Automation is revolutionising how we work’, <i>Raconteur</i>. Available at: https://www.raconteur.net/business-innovation/automation-is-revolutionising-how-we-work Gash, C. (2018) ‘The Real Future of Work’, <i>Politico</i>, January-February. Available at: https://www.politico.com/magazine/story/2018/01/04/future-work-independent-contractors-alternative-work-arrangements-216212 Graeber, D. (2013). ‘On the Phenomenon of Bullshit Jobs: A Work Rant’, <i>STRIKE! Magazine</i>. Available at: https://strikemag.org/bullshit-jobs/ <p>Skills Preparation:</p> <p>TBA</p>
<p>10 19/11</p>	<p style="text-align: center;">LEADERSHIP <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> Schoemaker, P.J.H., Krupp, S., and Howland, S. (2013). Strategic Leadership: The Essential Skills, Harvard Business Review, Jan-Feb. Hitt, M.A., Haynes, K. T. and Serpa, R. (2010). Strategic leadership for the 21st century, <i>Business Horizons</i>, 53, 437-444 Modglin, A. (2017). Leadership: It’s Not About You, <i>Forbes</i>, September 20th, Available at: https://www.forbes.com/sites/forbescoachescouncil/2017/09/20/leadership-its-not-about-you/#7e0cba7a5a5a <p>Skills Preparation:</p> <ol style="list-style-type: none"> (Re-read or finish reading from Week 2!) Barker, Alan. How to Write an Essay, free eBook download, Available at: http://bookboon.com/en/how-to-write-an-essay-ebook

<p>11 26/11</p>	<p style="text-align: center;">LOOKING FORWARD <i>Dr Sarah Ivory</i></p> <p>Topic Preparation:</p> <ol style="list-style-type: none"> 1. World Economic Forum (2018) ‘Economic Storm Clouds and Future Shocks.’ <i>Global Risks Report 2018</i>, World Economic Forum: Geneva. pp:18-35 Available: http://www3.weforum.org/docs/WEF_GRR18_Report.pdf, accessed 2018, 19 Aug. 2. Metcalf, S. (2017). Neoliberalism: The Idea that Swallowed the World, <i>The Guardian</i>, 18th August, Available at: https://www.theguardian.com/news/2017/aug/18/neoliberalism-the-idea-that-changed-the-world 3. WATCH: Paddy Ashdown, The Global Power Shift, 18 minutes https://www.ted.com/talks/paddy_ashdown_the_global_power_shift <p>Skills Preparation:</p> <ol style="list-style-type: none"> 1. Burton, N. (2012). Man’s Search for Meaning, <i>Psychology Today</i>, 24th May, Available at: https://www.psychologytoday.com/gb/blog/hide-and-peek/201205/mans-search-meaning 2. WATCH: Dan Pink, The Surprising Truth about What Motivates Us, 11 minutes, Available at: https://www.youtube.com/watch?v=aUWGHTiKr8Y 3. WATCH: Barry Schwartz, Why Do We Work, 8 minutes, Available at: https://www.ted.com/talks/barry_schwartz_the_way_we_think_about_work_is_broken
<p>10/12 – 21/12</p>	<p>EXAM PERIOD</p>



UNIVERSITY OF EDINBURGH
Business School

GLOBAL CHALLENGES FOR BUSINESS

Topic Seminar Handbook

BUST08035 2018-2019

TOPIC SEMINARS: OUTLINES & PREPARATORY TASKS

Each week you will have topic seminars in small groups, facilitated by your tutor. These are DISCUSSION based seminars and require active engagement based on your own preparation. These seminars give you the opportunity to consider in greater depth a key global challenge issue, relating to the previous week's lectures. Seminars are a great chance to develop your critical thinking and discussion skills. This handbook covers the ESSENTIAL reading and thinking you need to do before each seminar.

SUMMARY

WEEK	TOPIC SEMINAR
1	No seminar
2	Exploring critical thinking
3	What is business?
4	Business & mental health
5	Plastics: everyday convenience or environmental catastrophe?
6	Activity week (no seminar)
7	POSTER PRESENTATIONS
8	Clothing industry & globalization
9	Gentrified consumption
10	Surrogacy & the creation of 'mother-workers'
11	Final case study

WEEK 2 TOPIC SEMINAR

EXPLORING CRITICAL THINKING

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. There is no required reading for this first seminar.
3. However, you can prepare by considering the following questions:
 - a. What is the purpose of a University education?
 - b. What else do Universities do, other than teach?

WEEK 3 TOPIC SEMINAR

WHAT IS BUSINESS?

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. You should read the required reading (listed below).
3. While reading, consider the following questions:
 - a. How do companies know whether they are doing well or not?
 - b. What indicators can managers use to monitor corporate performance?

Required reading:

- Previous week's lecture readings
- Caulkin, S. (2016) Companies with a purpose beyond profit tend to make more money: It is a paradox that the most profitable companies are not the most profit-focused. *Financial Times*, 2016, 24 Jan. Available: <https://www.ft.com/content/b22933e0-b618-11e5-b147-e5e5bba42e51>. Accessed 2018, 28 Aug.
- Talbot, L. (2016) How running companies for shareholders drives scandals like BHS. *The Conversation*, Aug 12. Available: <https://theconversation.com/how-running-companies-for-shareholders-drives-scandals-like-bhs-63135>, accessed 2018, 28 Aug.
- Goyder, M. (2018) Stewardship in disruptive times. *Tomorrow's company*, 7 June. Available: <https://tomorrowscompany.com/stewardship-in-disruptive-times>, accessed 2018, 28 Aug.

Additional readings (if you want to delve more deeply into the topic):

- Stout, L. (2012) The problem of corporate purpose. *Issues in Governance Studies*, 48. Available: https://www.brookings.edu/wp-content/uploads/2016/06/Stout_Corporate-Issues.pdf, accessed 2018, 28 Aug.
- Bloch, J., & Spataro, S.E. (2014) Cultivating critical-thinking dispositions throughout the business curriculum. *Business and Professional Communication Quarterly*, 77(3): 249-265. <https://doi.org/10.1177/2329490614538094>.

WEEK 4 TOPIC SEMINAR

BUSINESS AND MENTAL HEALTH

This seminar explores the issue of mental health in the workplace, and considers employers' responsibilities to staff, customers, and the public at large.

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. You should read the required reading (listed below).
3. While reading, consider the following questions:
 - a. What trends relating to mental health in the workplace can be observed?
 - b. Should businesses have mental health policies? Justify your answer.

Required reading:

- Previous week's lecture readings
- CIPD (2018) Health and well-being at work: 2018 survey report. Chartered Institute of Personnel and Development: London. Available: https://www.cipd.co.uk/Images/health-and-well-being-at-work_tcm18-40863.pdf, accessed 2018, 19 Aug.
- Harvey, G., & Turnbull, P. (2015) 'Germanwings prompts pilot review but industry must also deal with workplace stress.' *The Conversation*. Available: www.theconversation.com/germanwings-prompts-pilot-review-but-industry-must-also-deal-with-workplace-stress-39827, Accessed 2018, 19 Aug.
- Roper, J. (2017). Case Study: WH Smith's approach to mental health, HR Magazine, April 27. Available: <http://www.hrmagazine.co.uk/article-details/case-study-whsmiths-approach-to-mental-health>, accessed 2018, 19 Aug.

Additional reading (if you want to delve more deeply into the topic):

- Follmer, K.B., & Jones, K.S (2018) Mental illness in the workplace: An interdisciplinary review and organisational research agenda. *Journal of Management*, 44(1): 325-251. <https://doi.org/10.1177/0149206317741194>.

WEEK 8

CLOTHING INDUSTRY AND GLOBALISATION

This seminar explores four perspectives of the Bangladesh apparel industry; workers, company, consumer and the wider global context.

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. You should read the required reading (listed below).
3. While reading, consider the following questions:
 - a. Who are the stakeholders involved in garment production in Bangladesh?
 - b. Do different stakeholders experience different benefits and costs from their involvement in this industry sector?

Required reading:

- Previous week's lecture readings
- Cairns, G. (2013) Life more tragic than death: Who remembers Rana Plaza? The Conversation. Available: <https://theconversation.com/life-more-tragic-than-death-who-remembers-rana-plaza-18222>, accessed 2018, 19 Aug.
- A-Saber, S. (2014) One year on from Rana Plaza collapse, work still to be done. The Conversation. Available: <https://theconversation.com/one-year-on-from-rana-plaza-collapse-work-still-to-be-done-24710>, accessed 2018, 19 Aug.
- Bain, M., & Avins, J. (2015) The thing that makes Bangladesh's garment industry such a huge success also makes it deadly. *Quartz*, Apr 24. Available: <https://qz.com/389741/the-thing-that-makes-bangladeshs-garment-industry-such-a-huge-success-also-makes-it-deadly>, accessed 2018, 28 Aug.

Additional reading (if you want to delve more deeply into the topic):

Guttal, S. (2007) 'Globalisation.' *Development in Practice*, 17(4/5): 523–531.
<https://doi.org/10.1080/09614520701469492>

WEEK 9

GENTRIFIED CONSUMPTION

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. You should read the required reading (listed below).

Required reading:

- Glass, R. (1964) 'London: Aspects of Change', in L. Lees, T. Slater and E. Wlyly (eds) *The Gentrification Reader*. Oxon: Routledge. 7-8.
- Hamilton, T. and Curran, W. (2018) Sustainable cities need more than parks, cafes and a Riverwalk. *The Conversation*. Available at: <https://theconversation.com/sustainable-cities-need-more-than-parks-cafes-and-a-riverwalk-88760>.
- Kunzru, H. (2005). The Battle for Broadway Market. Available at: <https://www.harikunzru.com/the-battle-of-broadway-market-2005>.

Additional reading (if you want to delve more deeply into the topic):

- Foster, D. (2017) Even hipsters and artists should be afraid of gentrification. *The Guardian*. Available at: <https://www.theguardian.com/housing-network/2016/may/13/hipsters-artists-gentrification-social-cleansing-developers>.
- Halnon, K. and Cohen, S. (2006) 'Muscles, Motorcycles and Tattoos: Gentrification in a new frontier', *Journal of Consumer Culture*, 6(1): 33–56. James, E. (dir) (2005) *The Battle for Broadway Market*. <https://vimeo.com/12992826>.

WEEK 10

SURROGACY & THE CREATION OF 'MOTHER-WORKERS'

Preparing for the seminar:

1. You should attend the previous week's lectures.
2. You should read the required reading (listed below).

Required reading:

- Arruza, C. (2014) 'The capitalism of affects', *Public Seminar*.
<http://www.publicseminar.org/2014/08/the-capitalism-of-affects/#.VTu5dGauRt1>.
- Misha, L. (2012) 'An apartment just for surrogate moms', *The Times of India*.
Available at: <https://timesofindia.indiatimes.com/life-style/relationships/parenting/An-apartment-just-for-surrogate-moms/articleshow/11030016.cms>.
- Vora, K. (2009) 'Indian Transnational Surrogacy and the Disaggregation of Mothering Work', *Anthropology News*, 50(2): 9.

Additional reading (if you want to delve more deeply into the topic):

- Hardt, M. (1999) 'Affective Labor', *Boundary*, 26(2): 89-100. Available at:
<http://www.english.ufl.edu/mrg/readings/Affective%20Labor.pdf>.
- Pande, A. (2010) 'Commercial surrogacy in India: Manufacturing a perfect mother-worker', *Signs: Journal of Women in Culture and Society*, 35: 969-992.

WEEK 11 TOPIC SEMINAR

FINAL CASE STUDY

Details of the final case study will follow during semester. The seminar will discuss a case study which will form the basis for the final essay. The topic will be connected with much of the material discussed throughout the course. You will be given the case study and told the general topic of the question in week 9. The actual essay question will be released in week 11 after the last seminar of the week has taken place, to ensure fairness.