

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 8: Strategic Approaches to Corporate Responsibility

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that shows the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit
- an assignment brief to support the assessment the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for textbooks, journals and websites that you can direct your learners to use and/or that you can use to complement delivery.

Unit 8: Strategic Approaches to Corporate Responsibility

Delivery guidance

All the learning outcomes in this unit can be delivered flexibly. Formal teacher input could identify some of the theoretical material; however, learners can work individually and in groups to research and gather information about the management of corporate responsibility. No previous knowledge of the management of corporate responsibility is assumed and learners can make use of any work experiences.

Research, investigation, case studies and discussions all offer approaches to learning about the management of corporate responsibility. Using an organisation's senior managers, compliance officers or an appropriate guest speaker could provide practical insight into the management of corporate responsibilities. Up-to-date materials are available on the internet, and material on legal and regulatory topics is available from both government agencies and private providers. Current affairs articles in the press and media will also consider corporate responsibilities in areas such as finance and the environment.

Learners could be introduced to the global context in which organisations operate and the impact that the global economy has on both national economies and on the functioning of organisations. Case studies and examples can be used to show how national governments have had to surrender control over various areas of their economies and legal systems to comply with the arrangements they are signed up to. The arrangements with which organisations must comply include, for example, international treaties relating to climate change, or the treatment of refugees. Examination of workplace policies, practices and procedures can show the influence and impact of laws, regulations and directives, and there is plenty of explanatory detail available within organisations and from online material produced by the government of Uzbekistan.

Presentations could identify the nature and importance of responsible corporate governance. Case studies considering the high-profile problems encountered with failures in financial and environmental controls could indicate the need for effective corporate governance practices. The consequences of governance failures have an impact that is immediate and extensive, and they also lead to changes in the requirements for governance that are then incorporated within legislation.

Research into organisational policies and discussions could identify the role and importance of environmental awareness in a world where sustainability is rising to the top of the political agenda. These issues filter down and their influence can be seen in areas such as personal welfare and protection. Learners also need to consider the ethical issues that influence organisational policies, practices and procedures in relation to workforce management.

Approaching the unit

Learners need to be able to analyse the motives of organisations which adopt a corporate responsibility approach to their operations. These motives can be generally classified into four main areas:

- in response to government initiatives, legislation and regulations e.g. health and safety legislation; employment legislation; emissions regulations
- in response to consumer pressure e.g. poor employment practices
- to drive forward the altruistic values of the business that are identified in the organisation's strategic plan
- as part of a business model that recognises that corporate social responsibility (CSR) policies and the associated actions are a business cost that can bring direct or indirect financial returns, such as increased turnover and profitability, as well as resulting in a competitive advantage resulting in increased market share. This business model can then be allied to shareholder wealth in the form of increased dividends, and asset value in the form of increased share prices.

In addition, learners should be encouraged to consider the business costs and implications of poor business practices, which have a wider social or environmental impact. For example, pollution caused by industrial practices and discriminatory employment practices.

Learners should also understand both the positive and negative impact of technology, and, in particular, social media on an organisation's brand image and reputation.

Learners following the qualification are already likely to have significant experience in management or supervisory positions. This experience can be used in class when discussing the application of management theories in different contexts and situations.

Learners will find it useful to maintain an ongoing portfolio of the activities, including and research completed during the qualification. This portfolio may be useful when they are preparing personal development plans, progressing to specialist management development programmes or preparing for progression to higher-level leadership and managerial positions.

Figure 1 shows the interrelationship between these four different elements.

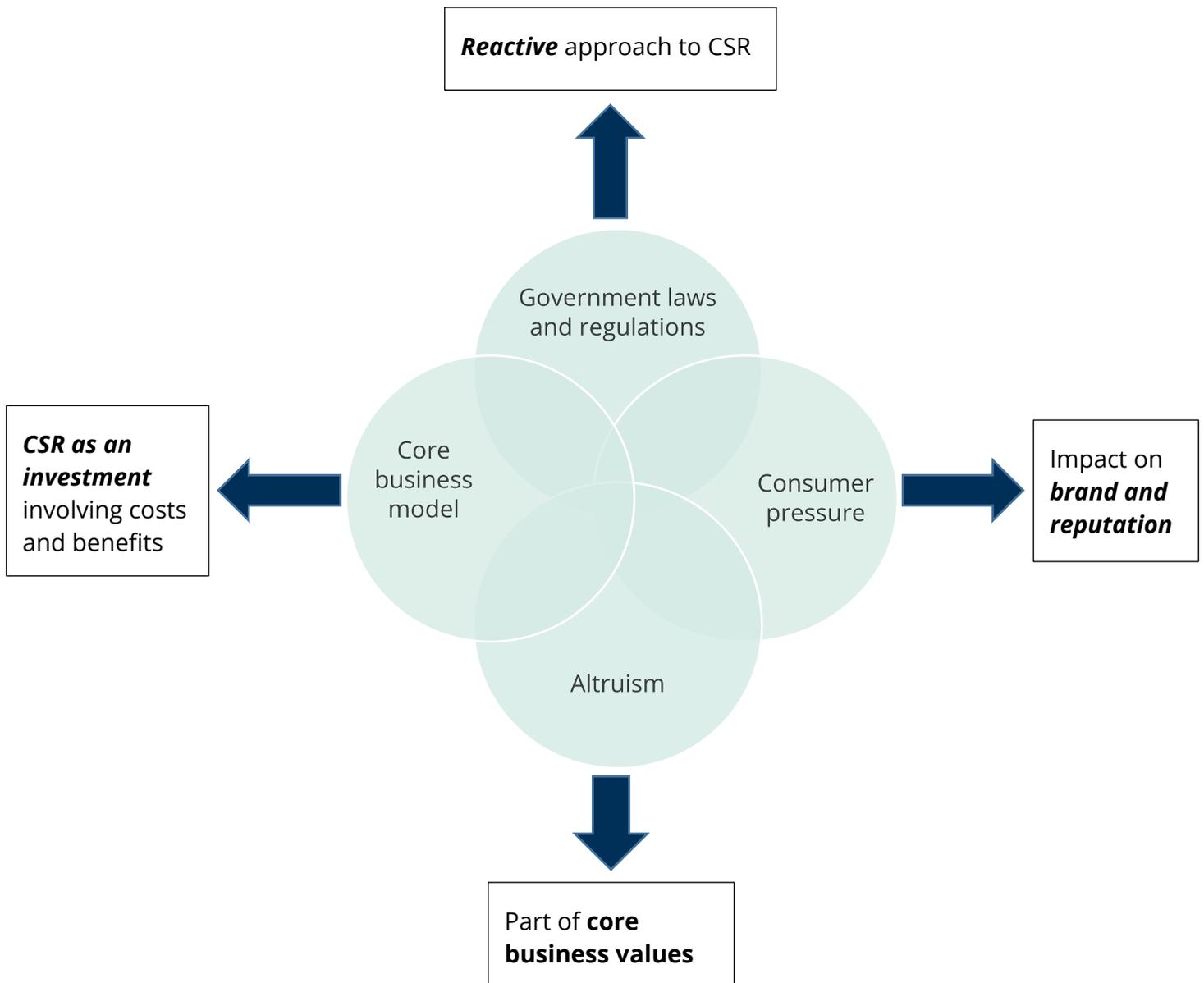


Figure 1: Motives of implementing CSR initiatives

Learners will be required to prepare and deliver presentations. This will introduce them to a new set of skills based on effective communication. Learners should be advised on the good practice points that result in an effective presentation. An example of a good practice point is that presentations are always accompanied by speaker notes that can be submitted as the detailed written record of the presentation.

Guest speakers are a good way of showing learners how their studies are applied in the world of work. People working in strategic management positions in central government ministries or private sector organisations could be invited to speak to learners.

When inviting guest speakers into the class, it is important that learners are well prepared. An effective way for learners to be well prepared for a guest speaker is for them to write a set of questions before the speaker is scheduled to attend. You can then check the suitability of the questions and allocate questions to individual learners.

The questions should fall into four categories:

- questions that relate to the specific CSR policies and initiatives of the organisation where the speaker is employed
- questions that focus on how CSR initiatives contribute to the key strategic objectives of the organisation
- questions that centre on the challenges faced by the organisation in implementing CSR initiatives
- questions that consider the returns for the business of adopting its CSR policies.

Table 1 highlights the further analysis of the above themes that could be undertaken by the learners following the presentation by a guest speaker.

Themes	Further analysis
Questions that relate to the specific CSR policies and initiatives of the organisation where the speaker is employed	<ul style="list-style-type: none"> • Employment initiatives • Social measures • Environmental initiatives • Community projects • Policy statements • Implementation plans • Management responsibilities
How CSR initiatives contribute to the key strategic objectives of the organisation	<ul style="list-style-type: none"> • Mission, vision and values • Growth • Profitability • Market share • Stakeholder engagement • Shareholder wealth and value
Challenges faced by the organisation in implementing CSR initiatives	<ul style="list-style-type: none"> • Costs (direct; opportunity) • Evaluation of return on investment • Management buy-in • Organisational commitment
The potential returns for the business of adopting its CSR policies	<ul style="list-style-type: none"> • Brand • Reputation • Consumer engagement (loyalty; retention) • Financial impact (profits; sales; turnover; market share) • Ability to secure additional finance, e.g. government grants

Table 1: Analysing corporate social responsibility from an organisational perspective

Assessment model

Table 2 provides an overview of key content areas for each learning aim.

Note that there is a single assessment for this unit, consisting of three tasks. It is important for learners to understand that all assessment criteria in the assessment, and therefore all learning aims, must be met to achieve a pass.

Learning aim	Key content areas	Recommended assessment approach
A Understand the implications and effects of globalisation on organisations	A1 Impact of globalisation on national economies A2 Influence of international institutions on organisations	Prepare a corporate social responsibility strategy for an international business along with a presentation
B Understand the importance of responsible corporate governance in organisations	B1 Regulatory requirements that influence corporate governance B2 Impact of regulatory requirements on corporate stakeholders' interests in an organisation	
C Understand the effects of environmental legislation, directives and guidance on organisations	C1 Impact of sustainable environmental business practices on the wider environment C2 Environmental legislation C3 The business case for adopting sustainable business practices	
D Understand the socio-cultural, ethical and moral issues that affect organisations in the current economic environment	D1 Approaches to the management of diversity in organisations D2 Organisational approaches to ensuring positive policies of workforce diversity	

Table 2: Assessment overview by learning aim.

Assessment guidance

The learning aims for this unit can be assessed through one assessment that covers all of the learning aims (see the Sample Assignment Brief for this unit) or through a set of individual assignments covering specific learning aims.

The table above gives a recommended approach, based on one assignment with a set of related tasks. Guidance on each of these tasks is given below.

Learning aims A, B, C and D

In Task 1, learners should analyse the current CSR initiatives of an organisation. They should consider the areas in the organisation covered by the initiatives and the associated policy statements. Learners should analyse the effectiveness of the organisation's approach to CSR in relation to its strategic objectives, along with its vision, values and mission. In some instances, the organisation may not explicitly state its values or mission, and the impact of this omission should also be evaluated by the learner. The international dimension of the organisation should take into account the influence of relevant international institutions and how they affect organisational practices.

In Task 2, learners must show clear evidence of a strategic approach to the development of a CSR strategy. This should involve setting clear long-term objectives which add value to the organisation's overall business objectives. The long-term objectives should be supported by a realistic implementation plan, which includes the direct and indirect costs and benefits of the proposed plan.

In Task 3, learners must prepare a presentation supported by speaker notes using appropriate presentational software, and they should be prepared to answer questions from an invited audience. It is suggested that the assessment of the presentation is witnessed by at least one assessor.

Getting started

This section gives you a starting place for one way of delivering the unit.

Unit 8: Strategic Approaches to Corporate Responsibility

Introduction

Learners can use their own workplaces as the basis for much of the assessment for this unit. It is useful if learners are able to share the policies in their organisation that reflect the organisation's approach to CSR. However, if they are not a part of a suitable organisation, other strategies may have to be used, such as a work placement, a detailed investigation of an organisation, or suitable case-study material.

Case studies can be accessed through the internet. Major corporations are required to publish annual reports, which will include a commentary on their corporate responsibility initiatives. Such commentaries are useful since they provide the rationale for the business case for CSR.

A list of suggested websites and other resources is provided in the final section of this delivery guidance. The websites in particular are useful in providing the most up-to-date sources of information and other related material.

Learning aim A: Understand the implications and effects of globalisation on organisations.

For learning aim A, learners need to explain the effects of globalisation on national economies. This will need to include the economic and social dimensions of globalisation. Learners need to adopt a critical stance and use relevant examples to illustrate their points.

Learners will discuss the influence of international institutions on at least two organisations in Uzbekistan, for example The World Bank, and explain the role and responsibility of Free Economic Zones (FEZ). The focus needs to be on economic and legal dimensions, with examples drawn from specific workplace policies and procedures. It is also useful to examine the common features of economic free trade zones, such as the European Union, and the tensions that may arise as a result of belonging to free trade areas.

Unit 8: Strategic Approaches to Corporate Responsibility

Learning aim B: Understand the importance of responsible corporate governance in organisations.

For learning aim B, learners need to explain the features, role and importance of corporate governance. The explanation needs to be critical and use examples of the failure of corporate governance to show the need for effective corporate governance practices.

Learners need to use analytical skills to show how legal and regulatory corporate governance requirements have been added into corporate policies and procedures, which show organisations are aware of the need to adopt best practice requirements. Learners need to evaluate the impact of regulatory requirements on stakeholders and their often conflicting and contrasting interests, indicating how a balance can be maintained between these different needs.

Learning aim C: Understand the effects of environmental legislation, directives and guidance on organisations.

For learning aim C, learners need to consider the economic impact for an organisation of adopting environmental policies and legislation, explaining the actions that need to be taken to ensure sustainability and minimise environmental impact.

Learners need to describe how employers act to ensure personnel are protected and to comply with legal requirements through the adoption of suitable health and safety measures, since a number of health and safety issues are connected to environmental awareness, such as the handling of hazardous materials.

Learning aim D: Understand the socio-cultural, ethical and moral issues that affect organisations in the current economic environment.

For learning aim D, learners need to analyse the responsibilities of organisations for improving workplace welfare. Learners need to consider how diversity is managed in organisations and compare how organisations use different approaches. Some organisations adopt a more pro-active stance by having affirmative action policies to manage diversity and equality of opportunity.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 4: Business Strategy and Corporate Culture
- Unit 10: Corporate Strategy; Concepts, Planning and Implementation Resources.

Textbooks

Crane A and Matten D – *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (3rd Edition), Oxford University Press (2010), ISBN-13: 9780199564330

Mallin C A – *Corporate Governance* (4th Edition), Oxford University Press (2012), ISBN-13: 9780199644667

Solomon J – *Corporate Governance and Accountability* (4th Edition), John Wiley and Sons (2013), ISBN-13: 9781118449103

Journals

Management Today (Haymarket Business Media)

Professional Manager (Chartered Management Institute)

The Economist (The Economist Newspaper Ltd) has articles on corporate responsibility and governance from time to time

The Times (Times Newspapers Ltd) has a specialist section on human-resource-related topics that it publishes once a week

Websites

www.businesslink.gov.uk – Business Link

www.europa.eu – The European Union

www.frc.org.uk – The Financial Reporting Council

www.imf.org – The International Monetary Fund

www.netregs.gov.uk – Environmental guidance for small and medium-sized businesses in the UK

www.oecd.org – The Organisation for Economic Cooperation and Development

Videos

<https://www.youtube.com/watch?v=nkteAJBtM9A>

Corporate Social Responsibility: an overview of the main principles and practice of CSR.

<https://www.youtube.com/watch?v=Z5KZhm19EO0>

The social responsibility of business: TED talk by Alex Edmans at the London Business School.

https://www.youtube.com/watch?v=H4Aq-qC_Pdo

Oxford MBA Debate: Social Responsibility in Business.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Unit 8: Strategic Approaches to Corporate Responsibility
Guided learning hours	30
Number of lessons	10
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Global integration Topic A1		<ul style="list-style-type: none"> • Lead in: Teacher introduces the aims of the unit; content overview and assessment criteria. • Teacher presentation: International business environment – PESTLE (political, economic, social, technical, legal, environmental) analysis. • Paired activity: Case study – learners carry out a PESTLE analysis. 	Unit specification Whiteboard and pens Computers with internet access Presentations Activity sheets Flip charts and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Use the outcomes from the previous activity to determine the impact on the strategic objectives of the business. • Individual activity: Learners to conduct research on international institutions e.g. World Bank; G20. • Teacher-led discussion: Confirm main features of each of the institutions. • Teacher presentation: International trading blocs. • Paired activity: Learners research the global and regional links established by the Government of Uzbekistan. • Teacher-led discussion: The implications for Uzbekistan of its global links with other countries and institutions. • Plenary: Teacher confirms the main learning points identified in the lesson. 	
2	Challenges to globalisation Topic A2		<ul style="list-style-type: none"> • Lead in: Questions and answers: teacher to recap previous lesson. • Teacher presentation: An overview of the challenges of globalisation. 	Unit specification Whiteboard and pens Internet-connected computers Flipcharts and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Case studies – learners explore the UK experience and Brexit, and the US ‘Make America Great’ strategy. • Teacher-led discussion: Implications for Uzbekistan of the UK and US experience. • Paired activity: Case study – learners explore the advantages and drawbacks of the international mobility of capital and labour. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Presentations Activity sheets
3	Corporate governance and regulatory requirement Topics B1 and B2		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Corporate governance. • Paired activity: Case study – learners to explore the Uzbekistan model of corporate responsibility. • Teacher presentation: The features of good governance. • Paired activity: Case studies – learners identify where the features of good governance have been undermined. 	Unit specification Whiteboard and pens Internet-connected computers Presentation slides Flip chart and pens Activity sheets

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Use outcomes of previous activity to confirm the features of good governance. • Teacher presentation: The features and purpose of internal and external (financial) audits. • Paired activity: Case studies – learners explore the impact and implications of audits on stakeholders. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
4	<p>Environmental issues and environmental legislation</p> <p>Topics C1 and C2</p>		<ul style="list-style-type: none"> • Lead in: Learners to present the outcome of the case study on stakeholder audit from previous lesson. • Teacher presentation: Environmental issues and the global response. • Paired activity: Learners to research international response to environmental issues e.g. Kyoto; Paris Agreement. • Teacher-led discussion: Use the outcome of the previous activity to highlight the current international tensions and issues when dealing with environmental issues. • Teacher presentation: Public goods, free goods and externalities. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Internet-connected computers</p> <p>Presentation slides</p> <p>Flip chart and pens</p> <p>Activity sheets</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to research the current regulations in Uzbekistan relating to environmental protection. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
5	Sustainability and corporate values Topic C3		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: The Brundtland Report and the implications for business. • Paired activity: Case study – learners take part in a practical application of the triple bottom line. • Teacher-led discussion: Use the outcome of the previous activity to introduce the notion of environmental accounting. • Paired activity: Case study – learners explore sustainable business practices. • Teacher presentation: Introduce Assignment and take learners through the requirements of each task. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens Assignment Internal verification records Internet-connected computers Presentation slides Flip chart and pens Activity sheets

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Social, cultural, ethical and moral challenges Topic D1		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: The distinction between social, cultural, ethical and moral challenges. • Paired activity: Business scenarios – learners identify social, cultural, ethical and moral challenges in a variety of different business contexts. • Teacher-led discussion: Use the outcomes of the previous activity to highlight the needs and interests of different stakeholders. • Paired activity: Scenarios – learners explore the potential conflict of interest between different stakeholder groups. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens Internet-connected computers Presentation slides Flip chart and pens Activity sheets
7	Organisational practices Topic D2		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Organisational practices in business to address social, cultural and ethical issues. 	Unit specification Whiteboard and pens Internet-connected computers Flip charts and pens Presentation slides

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to research how businesses are seeking to address social, cultural ethical and moral challenges. • Teacher-led discussion: Identify best practice drawn from the previous activity. • Teacher-led class debate: Learners to debate the business case for implementing actions to address social, cultural ethical and moral challenges. • Teacher-led discussion: Identify the key issues drawn from the previous activity. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Activity sheets
8	Guest speaker	GS/IS	<ul style="list-style-type: none"> • Lead in: Teacher to introduce guest speaker. • Guest speaker: Guest speaker to present on strategic leadership in respect of corporate social responsibility (CSR) in their organisation. • Individual learner activity: Learners ask pre-prepared questions and note speaker's responses. • Small-group activity: Learners to discuss main points from guest speaker's presentation and responses. 	Unit specification Whiteboard and pens Guest speaker and guest speaker presentation Guest speaker preparation activity sheet Guest speaker review activity sheet

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Teacher to review key learning points from responses of guest speaker • Individual learner activity: Learners to identify the strategic implications of CSR. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
9	Assignment workshop Learning aims A-D		<ul style="list-style-type: none"> • Lead in: Learners to provide feedback to teacher on progress to date in completing Assignment. • Individual learner activity: Learners to complete all tasks in Assignment. • Teacher support activities: Teacher to provide support to learners. • Individual learner presentations: Teacher to assess the presentations. • Teacher record-keeping: Learners to submit completed Assignment. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Unit specification Assignment Internet-connected computers Whiteboard and pen Flip chart and pens Presentation slides Activity sheets Internal verification records

#	Topic	Lesson type	Suggested activities	Classroom resources
10	Assessment Review and Feedback Learning aims A-D		<ul style="list-style-type: none"> • Lead-in: Teacher to hand out assessed Assignment and provide feedback to learners; teacher to identify good practice points and any issues that need to be addressed. • Individual learner activity: Learners to review their individual work and identify and address weaknesses. • Teacher-led presentation: An overview of the main aspects covered in learning aims A to D, identifying relationships between the aims and how the unit links with other units within the programme. • Teacher-led discussion: Discuss the main themes covered in the previous teacher presentation with reference to the learners' own work roles and organisations. • Individual learner activity: Learners complete template to record feedback. • Teacher-led discussion: Collect feedback forms and discuss outcomes. 	Unit specification Whiteboard and pens Presentation Flip chart and pens Activity sheets Template for recording learner feedback

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	1 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand how to apply a PESTLE analysis • understand the role and functions of international institutions • understand the features and aims of different types of international trading blocs • be able to identify the global links established by the Government of Uzbekistan.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet-connected computers • Flip charts and pens • PS: Presentation slides and notes • AS: PESTLE analysis • AS: Research international institutions • AS: Research Uzbekistan's global relationships
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher introduces the aims of the unit; content overview and assessment criteria.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: International business environment – PESTLE (political, economic, social, technical, legal, environmental) analysis; market size; economies of scale; multinational corporations; transnational corporations. • Paired activity: Case study – learners to carry out a PESTLE analysis with reference to the factors affecting a specific business or sector of the economy. • Teacher-led discussion: Use the outcomes from the previous activity to determine the impact on the strategic objectives of the business. • Individual activity: Learners to conduct research on international institutions e.g. World Bank; G20. • Teacher-led discussion: Confirm the main features of each of the institutions. • Teacher presentation: International trading blocs: features of different types of trading blocs and the implications for member states. • Paired activity: Learners to research the global and regional links established by the Government of Uzbekistan. • Teacher-led discussion: The implications for Uzbekistan of its global links with other countries and institutions
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson and explain the role and purpose of the portfolio of evidence.
Private study	Learners to write up their notes and start work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	2 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the challenges of globalisation • recognise how the challenges of globalisation may impact upon Uzbekistan • understand the advantages and challenges of the international mobility of labour and capital.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: Cases study (UK and US experience) • AS: Advantages and disadvantages of international mobility of capital and labour
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	Lead in: Questions and answers – teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: An overview of the challenges of globalisation. ● Paired activity: Case studies – learners explore the UK experience and Brexit, and the US ‘Make America Great’ strategy: <ul style="list-style-type: none"> ○ the nationalism versus internationalism debate. ● Teacher-led discussion: Implications for Uzbekistan of the UK and US experience. ● Paired activity: Case study – learners explore the advantages and drawbacks of the international mobility of capital and labour: <ul style="list-style-type: none"> ○ social and economic implications.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Learners to write up their notes and work on their portfolios of evidence. ● Learners to complete the case study started in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	3 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the notion of corporate governance • be able to understand the implications of poor governance practice • understand the features of internal and external audit • understand the differences between governance in Uzbekistan and the UK.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet-connected computers • Flip chart and pens • PS: Presentation slides and notes • AS: Case study: the Uzbek governance model • AS: Poor governance practices • AS: Case study: internal and external audits
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The role, functions and responsibilities of corporate governance. • Paired activity: Case study – learners to explore the Uzbekistan model of corporate responsibility and the role of government in ensuring the robustness of governance practice. • Teacher presentation: The features of good governance. • Paired activity: Case studies – learners to identify where the features of good governance have been undermined. • Teacher-led discussion: Use outcomes of previous activity to confirm the features of good governance and the difference in approach between the Uzbek model and the UK model (or another country). • Teacher presentation: The features and purpose of internal and external (financial) audits. • Paired activity: Case studies – learners explore the impact and implications of audits on stakeholders.
Concluding activity (20 minutes)	Teacher to confirm the main learning points of the lesson.
Private study	Learners to complete the case study started in the lesson, for presentation at start of next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	4 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the environmental issues faced in the global economy • the international response to environmental challenges • the policy conflicts of dealing with environmental challenges • the framework for environmental protection in Uzbekistan • the difference between public goods, free goods and externalities.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: International responses to environmental issues • AS: Uzbek regulations in respect of environmental issues
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	Lead in: Learners to present the outcome of the case study on the stakeholder audit from the previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Environmental issues and the global response. ● Paired activity: Learners to research international response to environmental issues e.g. Kyoto; Paris Agreement. ● Teacher-led discussion: Use the outcome of the previous activity to highlight the current international tensions and issues when dealing with environmental issues. ● Teacher presentation: Public goods, free goods and externalities. ● Paired activity: Learners to research the current regulations in Uzbekistan relating to environmental protection.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: Teacher to confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learning activity: Learners conduct further research on leadership theory and write up notes on theories in management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	5 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the principles adopted by the Brundtland Report and its implications for business • understand the principles of environmental accounting • understand sustainable business practices • become familiar with the requirements of Assignment.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • Assignment • Internal verification records • PS: Presentation slides and notes • AS: Application of the triple bottom line • AS: Case study – sustainable business practice
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers to confirm main themes covered in the previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The Brundtland Report and the implications for business. • Paired activity: Case study – learners carry out a practical application of the triple bottom line. • Teacher-led discussion: Use the outcome of the previous activity to introduce the notion of environmental accounting. • Paired activity: Case study – learners to research the ways in which different businesses implement sustainable business practices and the potential costs and benefits of such practices. • Teacher presentation: Introduce Assignment and walk-through the requirements of each task; address any points of clarification raised by the learners (Note: the assignment will be completed in Lesson 9 and handed back to the learners in Lesson 10).
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners to write up their notes and work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	6 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the distinct social, cultural, ethical and moral challenges faced by a business • be able to analyse the social, cultural, ethical and moral challenges faced by different stakeholder groups.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: Business scenarios – social, cultural, ethical and moral challenges • AS: Business scenarios – stakeholder analysis
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to recap previous lesson's key learning points and use a question and answer session to check learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The distinction between social, cultural, ethical and moral challenges. • Paired activity: Business scenarios – learners to identify social, cultural, ethical and moral challenges in a variety of different business contexts and put forward recommendations for how they could be addressed. • Teacher-led discussion: Use the outcomes of the previous activity to highlight the needs and interests of different stakeholders. • Paired activity: Scenarios – learners explore the potential conflict of interest between different stakeholder groups and the response of business.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners to write up their notes and work on their portfolio of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	7 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • how businesses are seeking to address social, cultural ethical and moral challenges • the business case for implementing actions to address social, cultural ethical and moral challenges.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: Research activities • AS: Classroom debate
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to give an overview of the previous lesson and use questions and answers to confirm learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Organisational practices in business to address social, cultural and moral issues ethical issues. • Paired activity: Learners to research how businesses are seeking to address social, cultural, ethical and moral challenges – strategies, policies and procedures and implementation plans, including targets. • Teacher-led discussion: Identify best practice drawn from the previous activity. • Teacher-led class debate: Learners to debate the business case for implementing actions to address social, cultural ethical and moral challenges: “This house considers that the profit motive and creation of shareholder wealth takes precedence over all other business considerations”. • Teacher-led discussion: Identify the key issues arising from the previous activity.
Concluding activity (20 minutes)	Teacher to address any queries arising from the assignment and confirms submission date.
Private study	Learners to prepare questions for guest speaker in next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	8 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> ask questions of a guest speaker to enable them to understand the strategic implications of corporate social responsibility.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens Guest speaker and guest speaker presentation slides (Note: teacher must brief the guest speaker on the areas to cover in the presentation before the lesson) AS: Guest speaker preparation AS: Guest speaker review
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to introduce guest speaker.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Guest speaker presentation: Guest speaker to present on Corporate social responsibility (CSR) in relation to their own organisation. • Individual learner activity: Learners to ask the questions they prepared after the previous lesson and take notes on the speaker's responses. • Small-group activity: Learners to discuss what they consider to be the main points arising from the guest speaker's presentation and responses to their questions. • Teacher-led discussion: Teacher to review the key learning points drawn from the responses of the guest speaker. Establish links with: <ul style="list-style-type: none"> ○ CSR ○ corporate objectives ○ challenges – costs and benefits. • Individual learner activity: Learners identify the strategic implications of CSR.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners write up notes in their management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	9 (180 minutes)
Lesson objectives	Learners will: <ul style="list-style-type: none"> • complete Assignment.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet-connected computers • Flip chart and pens • Internal verification records • PS: Presentation slides and notes • AS: Assignment
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Learners to provide feedback to teacher on progress to date in completing Assignment.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Learners to complete all tasks in Assignment. • Teacher support activities: Teacher to provide general (non-directive) support to learners. • Individual learner presentations: Teacher to assess the presentations. • Teacher record-keeping: Learners to submit completed Assignment; teacher to record submissions.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners write up notes in their management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	10 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • review their assessed work completed for Assignment • understand the links between the learning aims covered in Unit 8 • complete a Unit 8 feedback form.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Review assessment feedback on Assignment • TF: Learner feedback form
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher gives a walk-through of assessment outcomes required for this unit.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Discuss the strengths and weaknesses of the assignments that learners have submitted for assessment. Discuss best practice evident in assignments presented by learners. Give them the opportunity to raise any issues of concern they encountered while completing the assignment. • Individual learner activity: Learners to review their individual work and identify and address weaknesses. • Teacher-led presentation: Teacher to present an overview of the main aspects covered in learning aims A to D; identify relationships between the aims and how the unit links in to other units within the programme. • Teacher-led discussion: Discuss the main themes covered in the previous teacher presentation in respect of the learners' own work role and organisations. • Individual learner activity: Learners complete template to record feedback. • Teacher-led discussion: Collect feedback forms and discuss outcomes.
Concluding activity (20 minutes)	Teacher explains the link between this unit and other units in this qualification.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Learning aims	<p>A Understand the implications and effects of globalisation on organisations.</p> <p>B Understand the importance of responsible corporate governance in organisations.</p> <p>C Understand the effects of environmental legislation, directives and guidance on organisations.</p> <p>D Understand the socio-cultural, ethical and moral issues that affect organisations in the current economic environment.</p>
Assignment title	Preparing a Business Case for Corporate Social Responsibility (CSR)
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p><i>This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge. The organisation should be engaged in business activities in more than one country.</i></p>
Task 1	<ul style="list-style-type: none"> ● Critically review the approach to corporate responsibility adopted by a specific organisation.
Task 2	<ul style="list-style-type: none"> ● Prepare a CSR strategy and associated operational initiatives that could be adopted by the organisation.
Task 3	<ul style="list-style-type: none"> ● Prepare a presentation for the Board of Directors of the organisation outlining the business case for adopting a CSR strategy.
Checklist of evidence required	<ul style="list-style-type: none"> ● A review of an organisation's approach to CSR ● A CSR strategy and an associated implementation plan ● Formal presentation of findings ● Presentation slides and speaker notes, covering: <ul style="list-style-type: none"> ○ the business case for CSR ○ the strategic objectives of the proposed CSR strategy ○ an implementation plan

Criteria covered by this task	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Analyse the impact of globalisation on national economies.
A.P2	Evaluate the influence of international institutions on organisations.
B.P1	Analyse the regulatory requirements that influence corporate governance.
B.P2	Evaluate the impact of regulatory requirements on corporate stakeholders' interests in an organisation.
C.P1	Assess the impact of sustainable business practices on the wider environment.
C.P2	Evaluate the business case for adopting sustainable business practices.
D.P1	Analyse approaches to the management of diversity in organisations.
D.P2	Evaluate organisational approaches to ensuring positive policies of workforce diversity.

Sources of information to support you with this assignment	<ul style="list-style-type: none"> • Relevant internet research • Lesson notes.
Other assessment materials attached to this assignment brief	None

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