GWSB Spring 2017 Off-Campus Program
Gen Z, Millennials and The Business of Doing Well: Building A Corporate
Social Responsibility Plan in Action Sports
Spring 2017
School of Business, The George Washington University
Spring
Campus: January 30, February 6, 13, 27
California: March 13-14
Oregon: March 15-17
This is a three-credit course.

Professor: Mark Hyman
Office: Funger Hall, 301
Email: Mhyman@gwu.edu
Office Hours: By appointment.

Course Description

The course offers students a hands-on experience in shaping a Corporate Social
Responsibility plan for a leading company in Action Sports. Students will learn
about the industry from lectures, class discussion and independent research on
campus. In addition, students will travel to California and Oregon to meet leaders in
the action-sports community including executives, activists and professional
athletes.

Students will receive further input from Fuse Marketing, a leading Gen Z, young
adult and Millennial marketing agency that helps brands use sports, music, fashion
and gaming to reach consumers. (Fuse clients include Amazon, Starbucks, the North
Face, LinkedIn and New Balance). Students will consult with Fuse executives
throughout the course and present their consulting plans at Fuse’s offices in
Portland, Oregon at the end of the West Coast trip.

Action Sports represents a major part of the overall U.S. sports economy.
Approximately 18 million surfers, snowboarders and skateboarders spend
approximately $20 billion annually on equipment and apparel. Moreover,
participation is growing rapidly while the popularity of youth team sports is flat or
in decline

Corporate Social Responsibility has long been key to marketing strategies of top
companies and pro athletes in Action Sports. The course will explore the strategies
of innovators in Action Sports CSR including Patagonia founder Yvon Chouinard and
pro skateboarder Tony Hawk.

The course is creative and practice-oriented. Students are expected to be highly
entrepreneurial at finding the necessary sources needed to assess the current
business landscape and develop a proposal for their client. These sources include,
but are not limited to, physical and online archives, industry experts, other professors, and potential consumers of the client’s products and services. The professor will assist with access to some sources, but these should be viewed as a starting point rather than the only sources of information needed to address the client’s needs.

Course Objectives

By the end of the class, students will:

- Understand the Action Sports industry and its history.
- Know the importance of a fully integrated Corporate Social Responsibility Program to winning customers.
- Know the importance of a fully integrated Corporate Social Responsibility Program to winning employee loyalty.
- Have an understanding of Best Practices in CSR from companies that have deployed the most successful programs.
- Learn objectives of an Action Sports client and how to successfully match them with a CSR plan.
- Learn to work with team members to develop creative, supported, and actionable recommendations.

Required Readings

(selected readings)

The Responsible Company: What We’ve Learned From Patagonia’s First 40 Years. By Yvon Chouinard and Vincent Stanley, Patagonia 2012

How Did I Get Here: The Ascent of an Unlikely CEO By Tony Hawk and Pat Hawk Wiley, 2010

Optional Readings

The true value of CSR: corporate identity and stakeholder perceptions, Fryzel, Barbara, editor, Houndmills, Basingstoke, Hampshire; New York, NY: Palgrave
Macmillan, 2015


Class Schedule (D.C.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest</th>
<th>Assignment</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 30</td>
<td>Introduction and Syllabus Review</td>
<td>Betsy Gordon, Project Manager, Smithsonian Institution</td>
<td>Finish “The Responsible Company”</td>
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<tr>
<td>February 13</td>
<td>Client History and Consulting Project</td>
<td>Michael Morrow, President and Founder, Nutcase Helmets</td>
<td></td>
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<tr>
<td>February 27</td>
<td></td>
<td>CSR Brain-Storming</td>
<td>Finish, &quot;How Did I Get Here?&quot;</td>
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**Class Schedule (California and Oregon)**

<table>
<thead>
<tr>
<th>Location</th>
<th>Meeting</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12</td>
<td>Ventura, California</td>
<td>Arrival</td>
</tr>
<tr>
<td>March 13</td>
<td>Ventura, California</td>
<td>Patagonia</td>
</tr>
<tr>
<td>March 14</td>
<td>Vista, California</td>
<td>Tony Hawk Foundation</td>
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<tr>
<td>March 15</td>
<td>Portland, Oregon</td>
<td>TBA</td>
</tr>
<tr>
<td>March 16</td>
<td>Portland, Oregon</td>
<td>Fuse Marketing</td>
</tr>
<tr>
<td>March 17</td>
<td>Portland, Oregon</td>
<td>Nutcase Helmets</td>
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<tr>
<td>March 18</td>
<td>Flights to DC</td>
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**Assignments & Due Dates**

**Report Outline**
Due February 27
Includes a description of a group section of the report with questions that need to be answered as well as references of where/how to find answers, examples, and recommendations. Outlines typically include: Introduction, History/Background,
Current Situation, Research/Consulting Questions/Problem, Results, and Recommendations.

Pre-Departure Quiz (online)
March 6

Draft Report
Due March 10
The report should be as complete as possible without any necessary primary research to be collected in California and Oregon.

Additional Questions/Research need to gather in California and Oregon
Due March 13
List questions and research that still needs to be answered/understood and describe how you plan to obtain this information in California and Oregon.

PPT & Oral Presentation Delivered to Client and Fuse Marketing
Presented March 17 in Oregon
Final presentations will be delivered to the client and to Fuse Marketing executives in Portland. Student groups will email a designated representative of the client and of Fuse Marketing an electronic version of the report and the PowerPoint before the presentation and will bring a hard copy of the revised report to the presentation for each client in attendance. Students should also bring copies of the PowerPoint handout for the client. Adhering to this timeline will require planning and should be an important point of discussion with your project team.

The clients and Fuse Marketing will be asked to provide feedback on the work of the team, both its content and delivery. The final report and presentation grade will be based on assessment by the professor and feedback from the client. Presentations will be graded according to these criteria:

- Ability to keep to the time limit
- Clear, easy-to-read, professional text and graphics
- Persuasiveness, on-stage, confidence, and energy of presentation
- Ability to respond to questions from client
- Full-room eye-contact, speech clarity, body posture/gestures

Final Written Report
Due April 2 at 5 p.m.
The main deliverable in this class will be a professional, client-responsive, and actionable client report. Each report will differ depending on the task assigned and client needs. In both cases, reports will be graded on the following criteria:

- Responsiveness to client needs/requests
- Comprehensiveness of research (primary and secondary)
- Specificity and "actionability" of recommendations made to client
- Creativity
- Professionalism of the report, presentation materials, and actual delivery of the proposals

A draft written report and copy of the presentation will be due on March 10. Students will receive feedback from the professor. Students are expected to revise and update the report and presentation in accordance with this feedback. The final report should include edits from the draft submitted March 10 in addition to information gathered in California and Oregon. The report also should include the final results, recommendations, and conclusions presented orally to client in Portland with consideration and changes made based on the feedback received from client during the oral presentation. After the reports are graded, they will be sent to the client as a working document.

**Blog Posts**

In California and Oregon, students will contribute to a course blog. Students will post four times while the course is in session on the West Coast. There is a limit of two posts per day. On the final day, there is a limit of one post. More instructions will be provided before leaving for the West Coast. There is a mandatory deduction of five points for fewer than six posts and a deduction of ten points for fewer than five. Each student is responsible for insuring that posts appear on the blog. No exceptions to this policy.

**Class Participation**

Students in this course should be prepared to be active participants. In D.C. and in California and Oregon, it is expected that students will complete assigned readings, participate in class discussion and engage speakers with thoughtful questions. Note that attendance and participation are **not the same**.

Here are factors that can increase a participation grade:

- Meaningful contributions to discussion
- Comments that reflect the student’s understanding of assigned readings
- Engaging our hosts (guest speakers)
- Willingness to contribute to discussion when others aren’t
- High frequency of contributions
- Improvement in these areas during the course
Here are factors that can detract from a participation grade:

- Comments that suggest the student has not done the assigned reading
- Comments that restate what others have said
- Infrequent contributions
- Failure to participate

**Student Peer Evaluation**
At the end of the program, students are required to provide an evaluation of their teammates. These evaluations also influence the final determination of individual grades.

<table>
<thead>
<tr>
<th>Percent / Point Value</th>
<th>Item</th>
</tr>
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<tbody>
<tr>
<td>50</td>
<td>Outline</td>
</tr>
<tr>
<td>100</td>
<td>Draft Plan</td>
</tr>
<tr>
<td>10</td>
<td>Additional Questions</td>
</tr>
<tr>
<td>100</td>
<td>Pre-Departure Quiz</td>
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<tr>
<td>50</td>
<td>Presentation</td>
</tr>
<tr>
<td>100</td>
<td>Final Written Report</td>
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<tr>
<td>20</td>
<td>Blog</td>
</tr>
<tr>
<td>60</td>
<td>Class Participation</td>
</tr>
<tr>
<td>10</td>
<td>Peer Evaluation</td>
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**Final Numerical Grade Calculation (+/-):**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<td>F</td>
<td>0-59</td>
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</table>

*All graded work must be completed in accordance with the George Washington University code of academic integrity*  
(http://www.gwu.edu/~ntegrity/code.html)

**Course Policies**

**Academic Progress and Travel Clearance**  
All students participating in the Action Sports Corporate Social Responsibility course are required to maintain good academic standing. The university reserves the right to remove students not making successful academic progress – with assessment on an ongoing basis – and such students will not be authorized to travel to the West Coast.

**Group Work**  
This course intends to replicate the conditions in which a team of consultants work jointly to address their client’s problems. As a result, group-work will be the norm rather than the exception. Make sure that team expectations are set from the very beginning. Given the amount of time that you will have to spend working together every week it is advisable that, from the beginning, all the members of the team agree on reserving specific blocks of time to plan and distribute the work, discuss and integrate it, and produce the reports and presentations as required. All members of the team have to be ready to discuss any aspect of the group’s work at any time. Similarly, the cases can be prepared in a joint manner but each student will be responsible for answering questions raised during class discussions.

**Portable Electronic Devices in the Classroom**  
Many students use laptops to help in taking notes or to access the Internet as it
relates to class discussion. However, do not surf the web, check email, send text messages, or work on unrelated class assignments.

Professional Conduct
Students registered for this course are representing the George Washington University during their consultancy project and are expected to conduct themselves in a professional manner. Students who fail to do so will receive a written warning and be subject to removal from class sessions and/or the project team. Repeated unacceptable behavior may result in suspension from the project teams and students will be required return Washington at their own expense. Students should refer to the complete participation agreement which must be signed electronically prior to travel and is provided in the appendix of this syllabus.

Late Assignments
No late assignments will be accepted. Note that 5 minutes late constitutes a late assignment. Students are expected to make arrangements to hand in assignments prior to the deadline. If you anticipate a course absence the day an assignment is due, you should plan to complete the work ahead of time, turning in the assignment early via email or fax. These alternative methods of turning in assignments should be made prior to the class period. Failure to turn in assignments before class will result in a zero for the assignment.

Final Grade
The grade of A is reserved for those who demonstrate extraordinarily excellent performance. The grade of A- is awarded only for excellent performance. The grade for good performance in this course is a B+/B.

Final grades will reflect the student's total points earned in the course. You will be able to track your points on the Blackboard. All grades are final. There is no extra credit offered in this course.

Grading Guidelines for GWSB
The following are guidelines for grade distributions for GWSB classes.

The suggested ranges are based on feedback from faculty. Each year the Dean's office will share with Faculty these averages for the entire school as well as by department and program.

The differences in grade guidelines reflect variations in core/non-core classes.
<table>
<thead>
<tr>
<th>Graduate Classes</th>
<th>Maximum percentage of A and A- combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD</td>
<td>40%</td>
</tr>
<tr>
<td>Non-MBAD</td>
<td>50%</td>
</tr>
</tbody>
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**Academic Integrity**

Please review the University’s policy on academic integrity, located at [www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html).

All graded work must be completed in accordance with The George Washington University Code of Academic Integrity.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest behavior include, but are not limited to, the following: Cheating; Fabrication; Plagiarism; Falsification and forgery of University academic documents; Facilitating academic dishonesty.

**Plagiarism**

Plagiarism is a serious offense. Know what it means and be clear that you are not practicing it. College students should have a clear understanding of what is their original work and what is not. Fully credit all references in your work. When in doubt, attribute all information that comes from books, newspapers, magazines, websites, television programs and other sources.

If you are feeling overwhelmed or are confronted with a personal crisis, speak with the professor. Trying to explain plagiarism or other dishonest behavior that violates the university ethics standards will be far less persuasive once an assignment has been submitted.

**Student Support**

Disability Support Services
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202.994.8250 in
the Marvin Center, Suite 242 to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to:
http://gwired.gwu.edu/dss.
For accommodation overseas students are directed to contact International Education & Programs (IE&P) early on in the planning process. IE&P will liaise with Disability Support Services and in-country travel providers to establish eligibility and coordinate reasonable accommodations. For more information please email sbintl@gwu.edu.

Classroom Emergency Preparations and Response Information
Please consult the following link for GWU emergency procedures at http://gwired.gwu.edu/upd/ as well as reference the important numbers below.
GW Campus Police (Emergency)
Foggy Bottom - 202.994.6111

GW Campus Police (Non-Emergency)
Foggy Bottom - 202.994.6110

Communication from the University
GW Campus Advisories is the University’s principle method used for communicating incident-related information, including class cancellations, to the GW community. Visit http://campusadvisories.gwu.edu/ to sign up for Alert DC (text message alerts) and download GW Alert (desktop notifications). In addition, the University posts recorded messages on the GW Info line 202.994.5050.
Overseas Preparedness and Emergency Response Information
Successful preparation for your CAP engagement will require careful attention to meetings prior to travel and after arrival at your destination.