

Teaching Innovation Program



June 23 – 25, 2004
New York City and GE Crotonville

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Teaching Innovation Program Agenda, June 23-25, 2004

The Teaching Innovation Program (TIP) is a two-year action-learning project and collaboration with eleven leading graduate schools of business and a small number of corporations. The overarching goal of TIP is to create a “tipping point” in business education to further the teaching of corporate citizenship and values-based leadership.

More specifically, over the next two years, TIP is designed to:

- **Advance teaching, dialogue and research in management education** that will assist individuals and firms in addressing challenges and opportunities in the areas of corporate citizenship, social impact management, corporate social responsibility, and values-based leadership. This will be achieved through individual pilot projects at participating schools and through collective action to disseminate the lessons learned to a wider group of management educators and schools.
- **Connect leading business schools doing innovative work** in these areas for a focused exchange of ideas and an exploration of collaborations to leverage impact of school-specific initiatives.
- **Forge new connections between academia and the private sector** as each seeks to define the skills and content required for leadership consistent with a sustainable global society – and the optimal pedagogy for teaching these skills and content.

Our initial convening in June 2004 is designed to:

- **Clarify realistic goals for specific projects** – especially goals to be achieved by our next convening in January 2005. This will involve examining and refining school-based pilot projects. In this first convening, we will spend considerable time familiarizing one another with our individual projects.
- **Identify common opportunities and critical challenges within projects**, and discover strategies and tactics to address them.
- **Develop an ongoing process for sharing learning and experiences** among participating schools and corporations.
- **Begin to identify the skills and knowledge** needed for business leadership in a sustainable global society.
- **Begin to develop possible scenarios** for how the TIP consortium could impact the wider arena of management education.

Wednesday, June 23
(The Times Square Building / Top of the Times
255 W. 43rd St. New York, New York)

3:15 – 5:30 pm Session One: Building a Vision

To kick off TIP, representatives from the eleven participating schools will gather with 20-30 invited guests in the heart of New York City to engage in visioning about the role of business in our society – and what business schools and management education, at their best, can achieve. Invited individuals from corporations, NGOs, and academia who care deeply about the ability of business to foster sustainability and values-based leadership will join TIP participants at this session.

This session is designed to involve a broad community of educators and executives in the activities of TIP from the outset.

Our venue for this session will be “The Top of the Times,” an indoor/outdoor meeting space operated by Common Ground, a non-profit housing and community development organization, whose mission is to solve homelessness. The Top of the Times is on the top floor of the grand Times Square Building, the largest example of affordable supportive housing in the United States.

The address is 255 W. 43rd Street in Manhattan, and our staff will be in the lobby to direct you up to the meeting space.

5:30 – 7:00 pm Cocktail Reception and Dinner

(At the conclusion of the evening, TIP participants will travel to Crotonville, GE’s executive learning center in Ossining, New York, via chartered bus. All of the remaining sessions will take place on the Crotonville campus).

Thursday, June 24
(Crotonville)

7:00 – 8:15 **Breakfast**

8:15 – 8:45 **Welcome and Introductions**

8:45 – 10:15 **Session Two: Individual Projects, Barriers, and Objectives**

In this session, six of our eleven teams will briefly introduce their pilot projects, focusing on the following questions:

1. What is your vision for your project and what are your specific objectives in pursuit of this vision? In what timeframe do you aim to achieve these objectives?
2. What do you anticipate will be the top two or three challenges as you implement your project?

As we listen, we will record common goals and challenges across school-based teams. According to these shared goals and challenges, we will form small groups for our afternoon sessions.

After hearing from our first six teams, we will pause and participants will be asked to reflect on the following questions:

- What are the most important insights and observations that our discussions thus far have raised for you?
- Are there / what are the implications for your TIP project?

10:30 – 12 noon **Session Two, Continued: Individual Projects, Barriers, and Objectives**

In this session, our remaining five schools will briefly introduce their pilot projects, focusing on the two questions outlined above. At the conclusion of these introductions, we will again pause to reflect on the summary questions noted above, as a way to identify the appropriate topics for afternoon group discussions.

12 noon **Working Lunch**

1:00 – 2:45 **Session Three: Small Group Work on Shared Challenges and Objectives**

Small groups will brainstorm key strategies and levers for addressing shared challenges and achieving shared objectives identified in Session Two. The most important early step is looking at the issue through the eyes of “the receivers” – whether these are your students, your fellow faculty, or your administration. Why should they respond to your project? Are you seeing what they see?

3:00 – 4:30

Session Four: Bridging the Corporate/Academic Divide

TIP is designed to foster the exchange of ideas between corporations and schools about the training and development of leaders for a sustainable global society. In this session, corporate representatives will first share their perspectives and experiences; discussions will include two levels:

Level 1 – Identifying the common challenges organizations face in managing corporate responsibility:

- What kinds of dilemmas are **managers** in your organization actually encountering?
- What are you identifying as capacities that are most needed or most lacking in your **new hires and managers**? What types of challenges does this present?

Level 2 – Reviewing the corporate citizenship competencies and development mechanisms:

- In your experience, what activities have been most helpful in developing competencies related to corporate citizenship and social impact management in your managers?
- How does your organization measure and reinforce these competencies? What works and what does not?

In plenary discussion, the larger group will then explore the relationship between corporations and graduate schools of business – what in the interaction of these two players could promote new/enhanced training and development?

6:00

Working Dinner

Friday, June 25 (Crotonville)

7:00 – 8:00 Working Breakfast in School-based Teams

Over breakfast, school based-teams will be asked to explore the following questions:

- Over the past one and one-half days, how has our view of our project changed?
- What is our team aiming to achieve by January 2005?
- How will we measure if we have been successful?

8:00-8:15 Opening Reflections

8:30 – 9:45 Session Five: Sharing Wisdom about Change

As a group, we will share insights from both academic and corporate environments about how organizational change happens. The goal of this session is for the corporate sponsors to share practical experiences about what happens when organizational change is attempted. Each corporate representative will speak for ten minutes on the following topics:

- What are drivers for buy-in?
- What characterizes successful change initiatives?

Then the larger group will discuss the key themes and next steps to make these change projects successful. The following questions will be discussed and specific recommendations will be developed:

- Who are the most important players to bring on board?
- What steps do they need to take?
- How will you know when you have been successful?
- What can this consortium do to advance dialogue about the need for new/more comprehensive training and development?

10:00– 11:30 Session Six: Goals Re-Visited

In plenary dialogue, we will share thoughts and learnings around the questions we explored in team-based groups over breakfast: How has our view of our project changed? What is our team aiming to achieve by January 2005? How will we measure if we have been successful?

Given these goals for January 2005, what would be most valuable to happen at that convening?

11:30-12:30 Session Seven: Our Wider Impact

In our final session, we will turn our attention to the question of what the TIP consortium's impact beyond participating schools can be. The goal will be to generate a list of ideas for schools, the Aspen Institute, and participating corporations to explore over the next six months. This session begins with a ten-minute presentation by the Aspen Institute about what the wider impact could look like by sharing examples from other projects. Then the group discusses and brainstorms possible scenarios for this project.

12:30 Closing Lunch

Readings

Stay Ahead of the Curve and Change the World

By Gary Hamel, 2004

In his keynote presentation at the 2004 MBA Leadership Conference in Newport Beach, California, author, lecturer, and management heavyweight Gary Hamel addressed business school program directors by videoconference, challenging them to think about innovation, change, and the goals of business school in new ways.

In order to stay competitive and produce leaders who will help companies adapt and succeed in a world of accelerating change, the real challenge for business schools is not to “get better” but to “get different,” said management guru Gary Hamel in his GMAC® MBA Leadership Conference address. He told the audience of MBA program directors that there is some validity to criticisms of business schools as places where theorists teach well-off students to apply academic approaches to real-world problems.

Business schools have not produced the kinds of new business models and practices that change management or industry, said Hamel. Business schools have been operating under traditional, unchallenged assumptions about what their mission should be, what a leader is, and what the relationships between a business school and the marketplace and corporations and society should be, Hamel said. They have capitulated to the demands of students and have adapted to change in the market rather than led it. They have used the wrong criteria for judging their success at producing the kinds of managers who will be able to help companies adapt to the changing needs of the business environment. Business schools must change or become irrelevant, he warned.

Many of the changes business schools have made recently have been very positive, Hamel acknowledged; these include reforms in curricula; developing better leaders through teamwork and residencies with companies; incorporating technology into the pedagogy; and embracing an ideal of globalism in reach and subject matter. But these adaptations and innovations have really come in response to demands from corporations and students that date back a decade at least. He argued that although we cannot predict what changes will come in the next decades, we can predict this with a fair amount of certainty: Change, which has been accelerating through every phase of history as we know it, will continue to accelerate.

Faced with the problem of rapid change, business schools themselves must change in order to remain relevant to the marketplace and society and to produce the kinds of ideas and leaders needed in an unpredictable future of rapid change. According to Hamel, there are five things business schools must do to succeed.

1. Get ahead of the management change curve. Management practice is changing faster than management pedagogy. Business schools must be on the cutting edge or lose their relevance.

Part of getting ahead of the change curve is producing graduates who understand how organizations change. Traditionally, organizations have been designed for perpetuation rather than renewal, and leaders, educated to change organizations by imposing new structures and models from above. But “renewal is too important to be left to the leaders in organizations,” Hamel said; change has to come from all levels of an organization.

If the challenge to organizations of the future is to be changeable and resilient, the challenge to business schools is to “build leaders who understand how to build organizations where responsibility for change is woven through the woof and warp of the organization.”

2. Become a catalyst for management innovation. Hamel believes it should be the mission of the business school to advance the state of the art in the field of management. Business schools, like schools of medicine and engineering, should be known as entities that produce innovations that change the field. Recent ideas that have altered the field of management (e.g., game theory and Six Sigma) have come from industry or scholars outside of business schools.

Hamel said in order to achieve the aim of advancing the field of management, business schools need “aspirational faculties” that believe in possibilities. He also suggested that schools partner with industry to create an environment that encourages (and funds) innovation and the testing of hypotheses in real management contexts.

3. Give students the source code. Business school education as we know it is predicated on traditional notions of how companies should be structured and managed and what the job of their leaders should be. But how can business schools and management itself change if these guiding principles are never examined and challenged? Hamel stated the guiding principles of management as follows:

- Replication—avoid needless variety
- Hierarchy—give more power to those with the most experience
- Specialization—group like activities into specialized units where people can reinforce one another’s learning
- Divisionalization—divide organizations into units to minimize the interdependence between units
- Planning and control—reduce variability by responding to external forces
- Extrinsic rewards—reinforce groups interests with monetary rewards

Although there is nothing inherently wrong with these principles, Hamel said, each one has its downside. If taken to extremes, an emphasis on hierarchy can kill the motivation and innovation of lower-level employees. Excessive specialization can result in the isolation of business units and factionalized organizations. A focus on extrinsic rewards can lead to greed. Business school students should be encouraged to question the assumptions on which current management practice and management education are based and the emphasis these concepts are given, and business school faculty should lead the way.

4. Engage the critics. Hamel said that in challenging traditional assumptions, business schools and their students take to heart the criticisms leveled at business schools, their graduates, and corporations. He listed a number of books that could start as a jumping-off point for discussions, including Naomi Klein’s *No Logo*, Joseph Stiglitz’s *Globalization and Its Discontents*, Barbara Ehrenreich’s *Nickel and Dimed*, Eric Schlosser’s *Fast Food Nation*, and Arianna Huffington’s *Pigs at the Trough*. He suggested that business school faculty and students engage around such questions as the following:

- Is economic growth toxic to the environment?
- How is the public interest distinct from large corporate interests?
- How can we prevent large corporations from hijacking the political process?
- To what extent does consumerism weaken family structures and social values?
- How did we end up with corporate governance structures that breed cronyism and avarice?
- Given their power, corporations make their decision processes more transparent to the outside world?

- Should the goal of economic efficiency trump every other interest, including social and cultural interests?
- Should we be concerned that corporations are manipulating our children (e.g., through marketing)?

Hamel asserted that the proper role of business schools is not to prepare students to serve corporations, but rather to prepare them to *mediate* between corporate interests and social interests. “Businesses exist in a social context,” he reminded the audience, “and legitimacy must be earned daily.” Business schools, by making the foundations of management transparent to students, equip those students to redefine their role as future leaders.

5. Serve the world. In addition to producing the kinds of leaders who will help make organizations more nimble and responsible, business schools must take it upon themselves to make graduate business degrees more accessible and affordable to a greater segment of society, Hamel argued.

“We are making Bentleys, and the world needs bicycles,” he said. The traditional model of business school as an expensive education delivered on campus by a centralized faculty makes the MBA prohibitively expensive and impractical for most people. The assumption that the goal of an MBA is a credential may also be limiting the way business school administrators think about possible business models for their programs. The MBA in its current incarnation is not serving the needs of the vast majority of struggling entrepreneurs and other business people, suggested Hamel, including those in developing nations, who may be most in need of management education. The high-end MBA is still valuable, but schools should consider offering lower-cost, more flexible options for business school education.

Hamel recommended that business schools restructure their cost and delivery models and create partnerships with companies worldwide and schools in developing nations to help extend the reach and positive influence of the MBA.

Getting Different and Better

Ultimately, Hamel said, business schools must escape traditional dogma in order to bring forth the innovation that will allow them, their students, and corporations meet the five major challenges described above. He acknowledged that this will not be easy, given the independent nature of faculty, the complex relationship between universities and the business schools they house, and the difficulty of bringing about institutional change. But if program directors are willing to entertain the possibilities, there is hope for change, Hamel suggested.

“Humans are more often limited by lack of vision than by lack of resources,” he said.

The State of Affairs for Management Education and Social Responsibility

Keynote address to the AACSB International Deans Conference by Judith Samuelson, Founder and Executive Director of The Aspen Institute's Business and Society Program. Written by Mary C. Gentile and Judith Samuelson. Delivered February 10, 2003. Please do not quote without attribution.

Good Morning!

I want to open today with a story a friend told me about a trip she took to the Four Corners region of the United States. She was there to study the remains of the fascinating Native American civilization – the Anasazi. As most of you probably know, the Anasazi were a people that lived in the Southwest region of this county for two millennia, until their mysterious disappearance in the 13th century, and they had built implausible and haunting cliff dwellings which still stand to this day. My friend's group was led by two respected scholars: one of them was an old-fashioned, Indiana Jones-style cultural anthropologist, and the other more of a "new school" archeologist who used computer modeling of weather patterns, topography and geology to study his subject. It was a fascinating trip, but my friend found herself frequently frustrated because her guides, despite years of field study and research, were unable to answer the questions most important to her – questions about the priorities of these people; about why they chose to live the way they did in small cave-like dwellings hundreds of feet above the canyon floor; about how their spiritual traditions tied to those of the present day tribes who lived in the same region; and so on. But, in the end, she recognized a problem that was well known to her in her own academic setting—that these wonderful scholars *were drawn to the questions that their discipline had provided the tools and methods to answer*, regardless of whether these questions were the most important to pursue.

We are here today to talk about ethics, "The State of Affairs for Management Education" and I think that too often, we are just like those anthropologists: we are only asking the questions—both of business practice and of business education—that we think we are best equipped and most accustomed to answer—as opposed to those on which the very preservation of the commons now depends.

I am at this conference, because I believe that this needs to change. Not because I am concerned about the state of scholarship in business academia per se—I am not. But because I have come to realize, like many activists, and a growing number of investors and consumers, that it is business—not government, and not what we like to call "Civil Society", but competitive, profit-hungry, talent-rich, problem-solving business—that will have the greatest impact, for good or for ill, on the institutions and resources that are critical to our survival as a planet and well-being as a civilization. And I am in this room because the piece of that puzzle that I think about and I believe is ripe for important change, is the system of training and developing the managers and leaders who will guide business along this road.

A tall order. Maybe even a little melodramatic for 9 a.m. on a Monday. But I, like many of you, am deeply concerned about what I see each morning in the paper. And I am in a hurry.

I'd like to walk you through a few of the questions that are on the table right now for business educators, and to talk about why our experience and research at The Aspen Institute's Business and Society Program demonstrate a need to shift that agenda. I hope that when I leave you today, you will ask some different questions. Because this is certainly a time for some different kinds of answers.

Our work at the Business and Society Program is built upon the premise that **business education does influence and is an important lever for changing business**. Our mission is producing business leaders who can balance the complex interdependence between business and wider society, and we do this through a focus on management education, working from MBAs to CEOs. And we, like you, have been sensitive to the increased scrutiny and even criticism that business schools have received in the past year.

In a world of Enron, Arthur Andersen and its cousins, and concern about global issues, like global climate change and the staggering AIDS epidemic – people are beginning to question **the impact of business education on future managers**, and whether business education is still relevant and influential in the formation of business leaders. We've seen this scrutiny and criticism in many places. For example:

- This past fall, the Academy of Management launched a new major journal called *Learning and Education*. In its first issue, the lead article was titled “The End of Business Schools? Less Success Than Meets the Eye?” The authors, Jeffrey Pfeffer and Christina Fong of Stanford, argued that the MBA has little impact on career success, and that b-school research has little impact on business practice. And their argument was picked up and repeated in the mainstream press.
- In an article titled “The Ethics of Business Schools” in *The Chronicle of Higher Education*, (Sept. 20, 2002), Katherine Mangan wonders whether business faculty are too close to their subject to maintain a useful and critical perspective.
- And the discussion is also popping up in the general press. *The Economist*, the *International Herald Tribune*, *The New York Times* and the *Boston Globe*, among others, have featured op-eds concerning the relevance of business education.
- And, of course, business school faculty have been talking among themselves. Academic listserves and informal e-mail exchanges have been heating up, re-visiting the familiar debate about just what should, or even can, be taught in business school. And they are asking whether b-schools played a role, or even could be *blamed* for the rash of corporate scandals. In fact, many of you in this room, according to the poll conducted by the AACSB, have concerns about this as well. In fact, over 65% of you indicated that B-schools are a factor in the recent corporate scandals.

At the Aspen Institute, we are just as interested in this question of whether or not business education makes a difference. We conducted a survey of students as they matriculated at 13 international MBA programs, and returned 18 months later with a post-MBA questionnaire. We wanted to understand the effect – if any – of MBA education on students' attitudes about the role and responsibilities of business and its leaders. And our findings were quite suggestive. First of all, we learned that MBA programs *do*, in fact, contrary to popular belief, shape student attitudes. We learned, that the students' priorities shift during the two years of business school, from customer needs and product quality towards the importance of shareholder value. The good news was that b-schools had an impact; the bad news, from our perspective, was that students were moving in a direction that wouldn't help them address the kinds of values conflicts, crises, and trends that the press, the general public and our own faculty are concerned about.

But let me suggest that all this attention to the question of “*Whether* business education is relevant” or “*Whether* business education is to blame for our current problems” is an example of asking the *wrong* question. We ask it out of habit. We can look at cause and effect; we can gather data and compare sample groups; we can try to make causal links; and then we can be sanctimoniously defensive about the importance of education, or we can be cleverly skeptical and find shame in every classroom.

But in the end, it's a damned-if-you-do/damned-if-don't kind of exercise. If b-schools are to blame, well, that's pretty damning. On the other hand, those that defend b-schools often suggest that they can't influence students much anyway – the common refrain being ‘MBAs are adults, and their values were shaped at their parents knees.’ But that argument is hardly something to take much comfort in, and frankly neither response is likely to move us forward.

Instead of asking *whether* business education matters, we have the opportunity to seize this extraordinary moment—in which many are willing to challenge our most basic assumptions—and ask *how* to make it matter—to ask *how* management education can respond effectively, and actually become part of the solution to the challenges business currently faces—challenges like:

- A general public – including investors and consumers – that has become cynical about the integrity and the motivations of business;
- Challenges like public outrage at executive compensation; and
- Calls for reform of the SEC, the audit system, the way market analysts work and are compensated; and most important,
- The growing public expectation that corporations accept responsibility for what has previously been presented as economic “externalities:” the environment, public health, impacts on families and communities and employees of boom and bust cycles driven by share price.

We could go on, citing examples of the brave new world facing business today, but the question still remains: “*How can we in business education be of use, when it comes to these challenges?*” It’s a sobering question and not one to be taken lightly. But once asked, it begins to answer itself.

I would argue that *once we embark on the pursuit of relevance, we become relevant*. Instead of the damned-if-you-do/damned-if-you don’t answers we begin to focus creatively on owning our potential as individuals within institution, capable of change. We can begin to focus on what works, rather than what has not. We can use small wins to create momentum. **And we can begin to be the leaders we want to produce.**

So for example, once we start asking “How can Business schools matter?” we will no longer be asking “Can ethics be taught?” In our work with business schools, we are seeing a veritable “flight to ethics.”

Now most of us recognize that this isn’t new. We remember the insider trading scandals of the late 1980s and the flurry of attention to business ethics in the nation’s business schools.

The fact is, the misbehavior of some business leaders has always been with us—and when it gets egregious enough, widespread enough or public enough, we face periodic reaction and the outcry of, “*what happened to ethics?*” It’s not that ethics is unimportant; it’s desperately important. Our entire market system is premised on the free flow of credible information. And trust in commitments. But an exclusive focus upon the ethics curriculum is not the answer to this problem because once we ask “can ethics be taught?”, we have already defined the subject that needs teaching as something *other* than business. Let me explain what I mean.

I work with colleagues who have taught and observed hundreds of such ethics classes and there is a perverse irony to them. The students often become engaged in elaborate analytical parsings of moral dilemmas – what is the greatest good to the greatest number, or should we honor the duty of truth-telling above all. But they do little to help students actually handle the kinds of decisions and situations they are likely to confront managing a plant in China or Detroit or Juarez, or advising a firm on a seductive ad campaign that both attracts and offends, or when they overhear racist talk in the board room.

The *Boston Globe* quoted a current student at the Harvard Business School as he describes his most memorable classroom discussion of ethics – it happened to be a discussion of child labor: He says, and I quote:

“Suddenly, everyone’s ethical compass had become unreliable. By the end of class, the only consensus among us was that everyone, free-traders and child-labor critics alike, held a view that could be seen as ethically defensible and indefensible at the same time.’ ‘And therein lies the rub of ethics education: No one really knows the right answers. We’d like to believe that role models like James Burke [J & J—of Tylenol fame] offer us a ready made example, but the truth is that most ethical debates reach only murky conclusions.” (*Boston Globe*, 12.8.2002. emphasis added)

Now I would be the first to argue that disturbing our student’s moral complacency is a worthy goal, but is it really enough? And do ethics classes, as currently configured, take us much further? The problem, in

our view, is that these issues are still framed as part of a discipline distinct from business. Whether they are taught as separate courses or inserted into special modules within existing ones, they are taught as if they are about ethics, instead of being about business. To quote another Harvard student—that Sharon Parks, who speaks later today, describes in her book—it's like saving the whales on the weekends.

The students use the tools of ethical analysis – deontological reasoning, utilitarianism, Rawls' veil of ignorance -- instead of using the tools of business analysis. And they pit business objectives *against* moral objectives, instead of revealing the interdependence of the two.

No wonder students—like the HBS student quoted in the *Globe*—see these courses at best, as *fascinating* but not *actionable*, and, at worst, as preachy and irrelevant – not something to highlight on their resume. No wonder faculty are often reluctant, as if they are being asked to teach a foreign language. No wonder many schools feel most comfortable addressing the call for attention to social concerns by focusing on charity drives and free consulting to non-profits, as opposed to business-focused curriculum and research.

This is why, in our work, we have chosen to frame the issues that need to be addressed as Social Impact Management, as opposed to Ethics, or Corporate Social Responsibility. We want to position the concerns at hand squarely within the terrain of business function, operations and investments. Let me define it: Social Impact Management is *the field of inquiry at the intersection of business needs and wider societal concerns that reflects and respects the complex interdependence between the two*. Social Impact Management focuses on *how to manage this complex interdependency to the mutual benefit of both*.

As such: Social Impact Management is a critical part of contemporary business because without an understanding of this interdependence, neither business nor the society in which it operates, can thrive. This has become abundantly clear, in a world in which 50 of the largest economies around the globe are multi-national corporations and when BP and Pfizer are larger and have far greater resources, talent, distribution and supply chains than many or even most nation states.

Social Impact Management, is a way of thinking about business activities, it explicitly considers and evaluates 3 aspects of a business:

First, **Purpose**: what is the purpose—in both societal and business terms—of a business or a business activity?

Second, **Social Context**: Are the legitimate rights and responsibilities of multiple stakeholders considered? Employees, pensioners, local populations, natural resources.

And Third, **Metrics**: how is performance and profitability measured? What is being counted and more importantly, what is *not* being counted? Are impacts and results measured across both short and long term time frames? How do we compute the impacts of what we tend to call 'externalities' but that increasingly rebound directly to the business environment, to intangibles like reputation and the ability to attract talent, and the franchise to operate around the globe?

Social Impact Management is about how to manage a complex interdependency—an interdependency that is unavoidable in today's business world. While we tend to think of ethics in the framework of right and wrong—Enron or Tyco as cases in point—many of today's most vexing managerial questions present themselves not as black and white, but as green, stuck between two "rights" or two "wrongs". E.g.: What's the true cost—and how does one manage—a layoff in a down economy? How about privacy issues on the internet? Low cost labor abroad or full employment at home? Tax advantaged havens, or the tax to support government functions like education and transportation (on which business depends). The reality is that where a decade or two ago, we thought these problems were adjudicated by government, few people are comfortable with that answer any more. For good or for ill, these now are business concerns.

The answers are not clear and even a student with a strong moral compass but who lacks foresight, creative problem solving, leadership and deep listening and negotiation skills, and an understanding of the social context, is ill-equipped to navigate these waters. By teaching these skills in application to questions of social impact management, business schools can make the strongest contribution to their students' moral compass, because we then teach that acting on values is *possible*. Values don't need to be left in the parking lot.

So once we shift the question from “can ethics be taught” to “how can we manage the interdependency between business needs and wider societal concerns, to the mutual benefit of both?” all sorts of things become possible.

A case in point: last year, we collaborated with J.P. Morgan Chase in designing and running The Walter V. Shipley Business Leadership Case Competition, in honor of their retired CEO. Students from three top b-schools put themselves in the places of the board of the World Bank and had to decide whether to loan funds to the governments of Chad and Cameroon, to participate in a petroleum drilling and pipeline project with a consortium of oil companies. Students struggled with a variety of thorny problems: the environmental impacts of the pipeline; the dislocation of indigenous peoples; the risk that the governments of these countries would use funds to fuel further armed conflict, rather than to ameliorate the poverty of their people; and so on. On the other hand, if they did not fund the project, a chance to make significant improvements in two very poor countries would be missed, and the government of Chad might partner with Libya instead, giving rise to more upheaval. This was a case where not doing the project appeared to have as many risks as doing it.

The case competition was a success by most measures, but for our purposes here, the most interesting observation was that students applied both quantitative and qualitative analysis, critical thinking and judgment, and a cross-functional approach to what was *clearly* a Finance case study. In this situation, perhaps because they *knew* this was a business leadership competition, or maybe because the protagonist was the World Bank rather than Chevron, the students were able to *do all the financial calculations without being ruled exclusively by them*. They understood that the project had to be financially viable, but they put together diverse teams of students who brought different backgrounds and interests in the environment, and developing country politics, and international multi-lateral institutions. The winning team from NYU, approached the decision as a question of “how to maximize the benefits to all affected stakeholders” rather than “whether or not I can do this deal.” They seemed empowered to look beyond the usual constraints of business classroom decision-making. In other words, when *asked* to find truly creative solutions to what have heretofore appeared to be zero-sum choices, students were more likely to do so. And it became apparent to all, including the observers from JP Morgan Chase, that the supposedly ‘non market’ considerations had material, measurable consequences for the private sector banks and oil companies as well.

Now, once we stop asking “can ethics be taught?” we stop the debate on: “Should we create stand-alone required courses or should we integrate these issues into the entire curriculum?” These issues are *not* exclusively ethics questions. They *are* questions of finance, marketing, organizational behavior and accounting. Especially Accounting! You have at your seats some pre-release data points from our most recent Student Attitude survey of current MBAs. When asked: “What is the most important change you would recommend to better educate students about the social responsibilities of companies?”, the most frequent response was to *integrate* these issues into the coursework.

And when we asked them *where*, they named pretty much every course. The number of students who believed these issues belonged in Accounting courses jumped from 34%, a year and a half ago, to 84% now! And although almost everyone agreed that social responsibility should be taught in Business Ethics classes, 76% thought they should also be taught in General Management and Strategy; 70% said International

Management; and 57% agreed Finance (up from 36%). The stats from the Deans in this room are comparable, and even higher.

Taking into consideration what the students are telling us, now let's take a look at what is *actually* happening at b-schools. A project called *Beyond Grey Pinstripes* is a joint venture of Aspen and the World Resources Institute. It is a biennial global survey of accredited business schools to help us understand and measure efforts to integrate social and environmental stewardship in MBA programs. The 2001 survey revealed that while there is a growing body of innovative and relevant curricular and extra-curricular activity, the majority of the course work still falls within ethics, non-profit management and public policy classes – hardly the mainstream of the program.

It may be helpful to consider this question from another vantage point—especially since the overwhelming majority—as much as 90 percent—indicate that you integrate the topic into the MBA core curriculum.

If I am a professor who teaches Finance, for example, I probably feel no need to integrate Marketing issues into my syllabus. I assume that someone else is covering those topics. However, as a Finance professor, I do recognize Marketing as a legitimate and necessary part of the business operation. I teach Finance as if Marketing matters. So ask yourself: can the same be said for the kinds of questions that business ethics and social impact management raise? Are Finance and Marketing taught as if questions of business and social purpose, social context and broader metrics are legitimate and necessary parts of business operations? In our observation, our kindest answer would have to be “not often.” A stand-alone course, valuable as it can be, will not be able to undo the messages of other core courses that are taught as if social impact management is irrelevant.

However, once we stop asking about “stand-alone vs. integration”, we can begin asking some new and better questions like: *just what should we be teaching in social impact management?* Some 68 percent of the Deans in this room indicated *strong* agreement with the following—that ‘My business school is the kind of place where students feel free to raise issues related to the social responsibility of companies,’ although only 31 percent felt as strongly that the faculty actually encourage this discussion.

However, when the students are probed, they say *they are not being prepared to manage the conflicting demands of multiple stakeholders* – and if we look at any short list of the greatest risks faced by businesses today, especially global business, they have to do with these conflicting demands. The whiplash is felt by big brands—Nike, Shell, Chiquita among them—that are carefully watched by outside monitors, expert at use of the internet and media to publicize their concerns. But today it's more than the extractive industries and consumer products companies that are at risk.

Here is a sample from a list serve that I read last week.

Manufacturers from Panasonic to Motorola to Nokia have agreed to the Basel accord that places responsibility for environmentally sound disposal of mobile phones back on the company. A standard that Germany already applies to most manufactured products and is soon coming to an industry near you.

A new Australian law requires all investment firms to disclose ‘the extent to which labour standards or environmental, social or ethical considerations are taken into account.’

And finally, the California courts have so far failed to throw out a claim against Unocal – brought by citizens of Myanmar in the U.S. courts-- for human rights damages under a law that I am told has been on the books since the 1800s and was designed to keep piracy on the open seas in check. This is only a random sample of the issues hitting boardrooms, literally, as we meet.

What are business schools doing to prepare students to respond to these sophisticated critics making increasingly credible demands? These questions belong in Marketing classes that address the impact of drug pricing decisions and in Finance classes that examine the cost of capital for investments in developing countries and in Operations and Strategy classes that are considering the impacts of outsourcing production, and soon, it sounds like, cradle-to-grave responsibility for waste management of the products they outsource.

Our Student Attitude research also reveals that roughly half of the responding students *anticipate* that they will confront values conflicts in their business careers. They will arise around the need to weigh trade-offs—between and among shareholders, employees, customers and the environment. In particular, they see challenges in decisions about downsizing, about investing in less developed countries, and about natural resource exploration. About three quarters of them think conflicts over financial reporting are somewhat, or even *very* likely. These calculations (both qualitative and quantitative) cannot be separated from the management context.

Now don't misunderstand. When we stop asking "required course vs. integration", we don't abandon the value of independent courses and dedicated faculty and researchers. Rather, we are freed from the tyranny of false dichotomies and can see the ways that business education can be more relevant in the preparation of future leaders. By reframing this debate we can begin asking: *what, in fact, does a stand-alone course do best?* For example, it can be a curriculum-development engine, serving as the locus for the creating and test-driving materials that then migrate into other required courses. And it can serve as a site for in-depth comparisons—of varying corporate responses to some of the thorniest questions that surface elsewhere.

Now if faculty are to *teach* these questions of how to balance the conflicting demands of multiple stakeholders, they will need to *research* these issues, as well. And this will require another major shift in questions. For too long, the research around "business ethics" or "corporate social responsibility" has focused on a single refrain: "Does social responsibility pay?"

At the Business and Society Program, we even funded a comprehensive review of the relevant literature for the past 30 years or so, conducted by James Walsh of the University of Michigan Business School and Joshua Margolis of Harvard Business School. [You can find the references to their HBS working paper and a book reporting their findings on our website – www.aspenbsp.org.] And by now you probably won't be surprised to hear that we found we were asking the wrong question. Yes, there are numerous studies that look at "does social responsibility pay?" and yes, most of them show a positive or at least neutral correlation. But no, they have not convinced anyone -- and as authors point out, much of this has to do with both the difficulties and the flaws in the research designs and with the stance of "advocacy" that casts doubt on the findings before they are even reported.

Perhaps Professor David Vogel from the Haas School at Berkeley stated it most succinctly, when he wrote last September in *The Wall Street Journal*, that:

"...there is evidence that corporate responsibility 'pays.' But managing earnings also 'pays.'...like corporate responsibility, corporate *irresponsibility* has paid, especially for certain executives." (WSJ, 8/20/02, "Manager's Journal: Recycling Corporate Responsibility, B2)

So instead of asking "Does corporate responsibility pay?" – it may or it may not, just like corporate irresponsibility – we need to be asking in our research "*How can business create both positive financial returns as well as positive societal returns?*" We can do this by examining the social impacts that businesses already create, for good and for ill, as well as at their financial performance.

Our Business and Society Program has focused major attention over the past two years on an ongoing research project designed to do just this. In partnership with the William Davidson Institute at Michigan and a Finance professor at NYU, we inaugurated the Global Scholars program on the Social Impacts of Globalization. The impetus for this effort grew out of the recognition that it is risky for junior scholars to pursue research in some of the areas we are concerned about: publication outlets are not obvious; there are few senior scholars to serve as mentors; and so on. In addition, the research agenda was not as clear as it may seem in other, more established areas. We set out to bring together a group of truly outstanding senior b-school scholars in Finance, International Business, Economics and Sociology, along with promising untenured faculty and doctoral students, to identify the research questions and provide ongoing support for work-in-progress. The program has convened twice, with a third meeting scheduled for next month, and a growing body of committed faculty are attending. New research is well underway and we have plans to expand the program.

And lest we face a barrage of complaints that the question I propose – “How can business create both positive financial returns as well as positive societal returns?” – is an overly “normative” research question, let me suggest that it is no more value-laden than asking “How can business maximize shareholder wealth?” Marjorie Kelly, the founder of Business Ethics magazine, eloquently explores this hypocrisy in her new book, *The Divine Right of Capital*, comparing our compulsion to make profits for shareholders no matter who pays the cost, to how our forebears viewed the monarchy and feudal land tenancy as legitimate forms of government and social organization. Remember, the system is perfectly designed to create the outcomes that we witness and experience. Perhaps we will find, just as we did when we asked students to balance business and wider societal outcomes in the case competition, that asking the right *question* is the beginning of making the answer possible.

So, as promised, we have moved through a number of questions that I think have lost their usefulness, replacing them with new ones:

- Instead of asking “whether business education is relevant” or “whether it is to blame for our current problems”, we ask “*How* can business education matter? *How* can it be part of the solution to some of the dicey and critical challenges that face a world in which business has become the anchor tenant.
- Instead of asking “Can ethics be taught?”, I am asking “How can we teach students to manage the interdependence between business and wider society, to the mutual benefit of both?”
- Instead of asking “whether or not I can do this deal?”, our Case Competition students asked “How can I maximize the benefits to all affected stakeholders?”
- Instead of plying one more time “Stand-alone course versus integration”, I am asking “Just *what* should we be teaching about social impact management?” and “What competencies and experience and questions do we need to arm students with to succeed?” and ‘what, in fact, does a stand-alone course do best?’
- And finally, instead of focusing our research around “Does social responsibility pay?”, I am looking for research that considers “How can business create both positive financial returns as well as positive societal returns?”

And this leaves me with one more question to close on: *What have we learned at the Aspen Institute’s Business and Society Program – from our Student Attitude research, our Beyond Grey Pinstripes study, and from our work with faculty, deans, students, alumni and business leaders around the globe – about what you and your schools can do? What are the levers you can pull and the opportunities you can grasp?* Here’s some low hanging fruit; I have 5 areas to think about:

First: *Support the faculty champions in your school.* Quite often one or two faculty have cared about these issues, through thick and thin. Make a point of paying attention to their work. Help make it visible. Make it safe to perform research on these issues; if there are summer research grants and release time offers, encourage them to apply. Support research convenings on relevant topics on your campus. And so on. Our Global

Scholars Program proves that faculty in areas like Finance and Economics care about these questions; it's not just the ethics professors. And when a scholar gets a hold of a compelling research question, the interest is contagious. As a scholar at UCLA once said to me: the good news is that academics are drawn to complex problems like bees to honey; they just need encouragement to get started. There is no shortage of compelling issues to investigate.

Second: *Competitions can be effective to get discussion moving.* Our experience with Beyond Grey Pinstripes and with the Walter V. Shipley Business Leadership Case Competition demonstrates that there is energy to be tapped here. Bruce Hutton, from The University of Denver, and recipient of our faculty pioneer award for institutional leadership started the Ethics in Business awards in Colorado, now in its 11th year. The model uses MBA students to judge the nominees and the program has now spread to business schools in 5 other states.

Third: *If you think you are integrating Social Impact Management issues into your core curriculum, as the vast majority of you believe, I say take another look.* Our data and experience reinforce the importance of integration...and suggest that it is not happening to the degree that many of us would like to think. Our interactive website for business faculty, www.CasePlace.org, is a great place to start. It has over 350 case studies, readings and teaching ideas, searchable by issue—from child labor to inner-city investment or by discipline—accounting to OB. It's a readily available tool for integrating Social Impact Management into the curriculum. You have a postcard with the URL on your seat.

Fourth: *Leverage the existing – and according to our Student Attitude survey, the growing – Demand, among students, for more attention to Social Impact Management.* Our survey reveals that students are interested in balancing stakeholder interests; they are interested in corporate reputation as a job selection criteria; and they are interested in working for a company that has the potential to make a positive contribution to society. In our work, we see many examples of this student interest. Students at Wharton developed a business plan and launched a Social Impact Management initiative. The annual meeting of Net Impact, the business student association that promotes environmental and social impact management, attracted more than 1,000 MBAs to their conference in DC last November. The next conference, is November 6-9 at UT Austin. There are more than 70 chapters in the US, Canada and now around the globe. The brave Deans who underwrite travel to this conference will have ready-made allies and workers to move this work forward. But beware the energy you unleash! The same is true for alumni. And finally,

Fifth: *Challenge the recruiters!* We see a powerful disconnect between statements of senior executives and the reality of the interview room. The CEOs express strong concern about the social impacts of business, backed up with *specific* examples from their experience in the trenches. *But* we know from recruiter focus groups that interviewers, at best, offer benign neglect to demonstrations of student interest in such questions and at worst, view related activities and inquiry as soft—as time *not* spent in a finance elective. Recruiters, too often, are looking to replace themselves in entry level jobs where technical skills are more critical—skills that that are important but certainly do not represent the best that b-schools have to offer. There is an opportunity for you and your schools to communicate just what you *do* have to offer. The value-added of a business degree can be that *relevance* we talked about earlier, and that goes well beyond the ability to calculate net present value.

A cautionary note. I do not believe that all schools can be all things to all people. I do believe in the Tipping Point phenomenon that Malcolm Gladwell chronicles in his book.

But whatever you do, *take advantage of this special moment.* There is energy, interest, student demand. Try things, experiment. It is similar to competitive strategy that you already think about. If you are strong in finance, maybe a conference on trends in social investing is a place to start. In our *Pinstripes* survey we see examples of many schools doing many different kinds of things. Build on *your* school's strengths, whether that means key faculty, or research, or an innovative approach to curriculum, or close ties to the community, or global reach, or something else... You do not have to start with a full-blown program; you can start where the energy and ability already exists and build from there. Think small wins, not big bets.

And *ask some new questions*. In particular, ask yourselves: *How business education can really make a positive difference in the preparation of future business leaders?* I think, once you raise *this* question, you will find that there are lots of people with ideas, just waiting to be asked.

Lest I leave you with the impression that I am naïve and unaware of the challenge I've posed, let me share my favorite T-shirt slogan; "Change is good... You go first!"

So we have to work *together*, each of us building on our own particular gifts and resources – I do think that is how real change happens!

Project Descriptions

Ashridge Management College, U.K. The Development of Socially Responsible Leadership

Central to the Ashridge MBA is the belief that business functions should not be addressed in isolation. Managers now require a broad integrated range of business skills to negotiate the complexities of the business world with confidence. The objectives of the Ashridge TIP project are three-fold.

1. To identify the knowledge, skills and attitudes required for Socially Responsible Leadership (SRL).
2. To identify and investigate links between corporate success and SRL.
3. To examine how the MBA process can develop the knowledge, skills and attitudes required for SRL.

At the 'micro' level, we will be exploring the individual competencies required for effective SRL. It is anticipated that the project will begin with a combination of desk research, and interviews or surveys with practitioners, MBA participants, MBA alumni and academics to draw up a testable competency framework. The emphasis here will be to identify those competencies that will allow managers to put skills and knowledge into practice. Critical incident analysis will be used to identify instances of SRL best practices, which will be integrated into the competency framework.

At the 'macro' level, and in the longer term, we will seek to understand the links between SRL and business effectiveness. Using a clear criterion framework for business 'effectiveness' or 'success', we will investigate the impact of the SRL competencies on that effectiveness. Again, the methodology will involve surveys, interviews and critical incident analysis.

The research will help to inform the redesign process for a newly structured Ashridge MBA programme to be launched in 2005. The new design will incorporate a significant module of 50 hours duration on the subject of 'Business in Society'. If completely successful the TIP project will have the following 'hard' outputs.

- a) A competency framework, which will be used to inform the content and delivery of the MBA and a number of other Ashridge executive education programmes.
- b) A multi-rater assessment instrument (360° inventory) to enable individuals to assess their strengths and development needs with respect to SRL. This instrument could also input to our evaluation and monitoring of the CSR teaching on the programme.
- c) Best practice recommendations linking individual SRL knowledge, skills and values with organisational effectiveness, building a clearer picture of what responsible, sustainable business looks like. This will inform the broader MBA curriculum in such areas as strategy development, marketing, finance, etc.

**EGADE-ITESM Campus Monterrey, Mexico
(Graduate School of Business Administration and Leadership at Tecnológico de Monterrey)
Concentration on Sustainable Development and Technology Management**

The sustainable development demanded by our emerging economies presents a significant challenge and opportunity for the creation of new sustainable business models that foster economic, environmental and social advances. As one of the leading business schools in Latin America and the world, EGADE is committed to implement these new business models in the entrepreneurial community of our region.

The proposed project is based on the design of a concentration, within the MBA program, on Sustainable Development and Technology Management that supports the creation of new sustainable businesses. The design of this concentration includes learning processes for business leaders to acquire the ability of combining financial goals and sustainability goals in the context of a new economy. The participants will be able to innovate and use technology as a means to create wealth and contribute to sustainable development.

This concentration, instead of being structured with lectures and quarter long courses, will be centered on a combination of learning experiences: a yearlong project (based on the teaching method POL, Project Oriented Learning) and a sequence of short problems (PBL, Problem Based Learning), where the students develop the specific competencies required by the project. As part of this academic program, EGADE will integrate the research of other areas in the Tecnológico de Monterrey and the network of research centers in Mexico, coordinated by CONACYT (Mexico's National Council of Science and Technology), in order to create a platform of innovative technology ideas capable of becoming new sustainable businesses. In addition, EGADE is developing the ability to evaluate and value the financial and market potential of innovative business plans, and their compliance with sustainability requirements. Additionally, an important activity will be to publish research focused on the process of creating new sustainable and technology-based businesses in emerging economies.

This academic program is aimed to attract the best innovative research projects from the Tecnológico de Monterrey and Mexican research centers, the financial support and involvement from public and private sectors, and the best practices in the creation of new businesses from partner universities around the world.

This project is aligned to EGADE's strategy of being an assertive change agent, redefining the concept of business as-usual to new sustainable businesses based on technology, in order to create the potential for an economy of innovation, knowledge, entrepreneurship and value added.

IESE Business School, University of Navarra, Spain

The Base of the Pyramid and Sustainable Growth

Our proposal for TIP focuses on initiatives at the base of the pyramid, which aim at sustainable development and growth. Until recently, the base of the pyramid (BOP) – a term that refers to the some four billion people who are excluded from the market economy and living in poverty in undeveloped regions of the world – has not been targeted by companies as a viable consumer group. In addition, the socio-economic conditions at the base of the pyramid have restrained the four billion people from proactively seeking entrepreneurial opportunities. This is hardly surprising, given that BOP consumers live on less than four dollars per day on average. Currently, individuals at the BOP are unable to purchase the goods and services developed for and supplied to the consumers of developed countries and cannot rely on the necessary infrastructure to set up their own entrepreneurial endeavors. So far the growth rates and penetration potential of Western and emerging markets has satisfied companies' need for growth. However, the emergence of two phenomena has radically altered this situation: first, the anti-globalization movement, which has become more vocal about the rising inequalities that globalization seems to bring with it; and second, the overall slowdown of the international economy.

In this ailing business landscape initiatives at the base of the pyramid represent an effective means to integrate social development aspects into the agenda of multinationals/established companies and at the same time to tap unlimited possibilities for expansion that the BOP to satisfy companies' quest for growth. Thus, the BOP is emerging as an area with the potential to help meet the compelling economic, social and environmental challenges that a more sustainable world entails.

IESE Business School is well positioned to play a leadership role in BOP research and teaching as we have long-lasting fruitful collaborations with the leading scholar in this field (Stuart Hart), pioneer companies such as Cemex, Philips, Tetra Pak and Unilever, as well as entrepreneurs focusing on these markets.

Our aim is to increase impact beyond the existing successful courses in the MBA program and leverage this know how outside of IESE. In this context we are currently in the process of refining the curriculum in different programs with the aim to broaden the spectrum of audience. In more detail we are:

- Developing open enrolment executive programs on Sustainable Strategies/BOP and designing modules on Social Entrepreneurship for company specific programs;
- Designing faculty training so that these issues are a natural part of case discussion in any management subject;
- Working on how to best include these considerations in our doctoral program (three students are already working on these issues); and
- Training faculty and doctoral students outside of IESE, an initiative we are currently discussing with the European Academy of Business in Society.

S.P. Jain Institute of Management and Research, India

Enhancing Business Effectiveness – The Next Level

Description of Project

Our pilot project seeks to analyze and strengthen our ongoing efforts to build leadership competencies in exemplary ‘social impact management’ practices among MBA students and corporate managers. This will enhance the effectiveness of both content and delivery of all our efforts in ‘social impact management’.

Objectives of Project

- Integrating ‘social impact management’
 - a. Across the MBA curriculum extending beyond the existing three-credit course on Development of Corporate Citizenship; and
 - b. With corporate business goals in a manner that strengthens the long-term value of the firm.
- Reinforcing a knowledge-sharing environment across B-Schools in India and abroad through active participation.

Process of Achieving these Objectives

- Honing current methodologies for
 - a. Selecting students with social sensibility to the MBA program; and
 - b. Providing to the students the required knowledge, skills and attitude for ‘social impact management’ across the MBA curriculum.
- Collaborating with corporate leaders for promoting the linkage between business and social/environmental objectives through workshops, research and consulting pilot projects;
- Networking with other institutes for knowledge building, knowledge sharing and peer review through seminars and conferences; and
- Measuring the impact of these initiatives on
 - a. Degree of social responsibility of students at graduation time and at the end of a decade of working life;
 - b. Managers from collaborating corporations; and
 - c. Knowledge building and sharing among network members.

Johnson Graduate School of Management, Cornell University, U.S. Center for Sustainable Global Enterprise

The Center for Sustainable Global Enterprise (CSGE) is the keystone for the Johnson School's sustainability efforts, housing our prestigious Chair in Sustainable Global Enterprise, coordinating the efforts of our energetic and devoted students, and providing a visible and vibrant hub for the larger sustainability-focused communities with whom we collaborate: the formidable research and educational networks of Cornell, as well as our strong corporate and nonprofit partners. We are uniquely qualified to be a major proponent for the advancement of sustainability.

Over the next three to five years, our aim is to develop the premier sustainability program in management education. The CSGE will spearhead sustainability curriculum and program offerings, including an MBA "immersion" program (a semester of intensive coursework combining case studies, class instruction, and field work), guidance for doctoral students pursuing sustainability issues, and courses to educate the business community on cutting-edge sustainability topics and practices. In addition, we will develop an external advisory board of corporate and non-profit leaders with a focus on sustainable business.

In addition to the expected MBA, Ph.D. and executive course material focusing on sustainable business issues, CSGE will seek to establish a campus-wide network of scholarship and practice devoted to the challenge of global sustainability. CSGE is also developing strong links to other key Johnson School initiatives, such as entrepreneurship and business applications in science and technology, emphasizing ventures and technologies that leapfrog to sustainability and serve underserved populations. The CSGE is actively partnering with a variety of Cornell units on a growing number of activities, programs and initiatives. Here are a few, organized by concept:

Concept: Commercialization of clean technology in the Base of the Pyramid

Cornell partners: College Engineering, College of Agricultural & Life Sciences, Center for the Environment, Cornell Entrepreneurship Network

Projects: Solar Decathlon (development of a commercially viable and affordable solar house); The Base of the Pyramid Development Station in Nigeria (an experimental laboratory for sustainable product development in low income markets)

Concept: Leadership and Organizational Change for sustainability

Cornell partners: Center for Advanced Human Resource Studies (School of Industrial & Labor Relations), Management & Organizations, Park Fellowship Program (Johnson School)

Project: Survey of Sustainability (a survey-feedback tool for aiding managers track the diffusion and penetration of sustainability within their companies)

Concept: New models for private-sector-driven sustainable development

Cornell partners: Center for International Development, Dept. of Rural Sociology, College of Human Ecology, Dept. of City and Regional Planning (College of Architecture, Art & Planning)

Project: Base of the Pyramid Protocol (to develop a culturally appropriate method for understanding the real needs of the four billion poor at the base of the economic pyramid).

Kellogg School of Management, Northwestern University, U.S.

Social Enterprise Management

Traditional business school curricula are not particularly well-structured or organized to help managers develop an appreciation for the broader social environment in which managerial decision making and leadership exist. The standard management disciplines (marketing, finance, strategy) operate from a rich research base, and they are focused primarily on for-profit business enterprises, giving different weights and interpretations to the broader social, political and cultural business environment. Other areas such as business ethics, social innovation, socially responsible management practice, as well as public and not-for-profit management, either lack a rigorous foundation and/or are simply separated from the rest of the management curriculum. As a result, the entire social impact area has, to this point, lacked a defining paradigm that has enjoyed credibility with researchers in mainline disciplines in U.S. business schools. Our Social Enterprise Management (SEM) program would seek to integrate social impact management into a broader management education program that would combine our strong resources and create an underpinning of research and teaching methodology for the areas of social impact management and a sustainable global society. Our mission is the following:

The Social Enterprise Management curriculum prepares students for leadership positions within corporations, and non-profit and public organizations, by giving them the opportunity to pursue an in-depth study of the interplay of stakeholder groups within the broader political and social environment in which these organizations must pursue their missions.

The program would combine a rich set of competencies, including:

- How private business firms fail and thrive as a function of how well they grasp the nuances of the media, regulatory and legal environment and anticipate action by activist and interest groups in those arenas.
- The management of non-profit organizations including NGOs, volunteer and philanthropic organizations, and educational institutions.
- The management of public institutions including governmental agencies and international organizations.
- The economic underpinnings of regulatory and fiscal policies and how regulatory and fiscal policies can affect the cost structures and strategic opportunities of business firms.
- The need to appreciate how ethical dilemmas and complexities can arise and the importance of thinking through the ethical ramifications of decisions.
- How socially responsible strategies can position firms to achieve competitive advantage in the markets in which they operate.

Scholars affiliated with the Social Enterprise Management Program would approach the analysis of these issues from a number of disciplinary lenses, including political science, economics, and social psychology. We have no doubt that the next three years could see this program create a solid administrative structure led by top interdisciplinary faculty and an advisory board including corporate leaders with first-hand knowledge of the importance of social impact management. We believe that the program will quickly enjoy widespread student participation that will spur on long-term research and begin to provide a base of knowledge that will lead business education into the future.

McGill University, Canada

Objectives

Our TIP Team Project goal is to strengthen and improve our MBA core curriculum to ensure that all McGill MBA students appreciate the importance of, and are adequately trained to manage, the social and environmental impacts of business. The specific project objectives include:

- To develop content and tools needed for teaching and learning socially and environmentally responsible management.
- To develop effective strategies and tools for teaching and learning global social impact management.
- To coalesce, coordinate and catalyze what to date has been a fragmented effort in our Faculty into a coordinated endeavor to improve management education.

Project

The most promising leverage point to affect the content of the required MBA curriculum is to build on our current Faculty's effort to redesign the MBA core curriculum. Our TIP Team Project would complement the larger MBA core curriculum redesign, giving us a chance to benchmark other schools and to expose our program designers to additional thought leaders in these subjects.

The proposed TIP project will map out the various social impact concepts and skills that must be included in the MBA required curriculum. Rather than design new courses, our project will focus on designing content modules and developing tools that can be woven through the core.

Aspects of our work that we wish to apply to our mainstream programs are: the Mindsets Framework and the Action Learning from our International Masters Program in Practicing Management and the McGill-McConnell: Masters of Management for National Voluntary Sector Leaders; exchanges between our masters programs located in different settings; our strong focus on entrepreneurship and corporate social responsibility through the Dobson Centre; and the cross-sectoral sharing first initiated by the McGill-Dupont Initiative on Social Innovation.

The Faculty team plans to hold collective design workshops at McGill to design the concept and tool modules and to hear from invited thought leaders. These workshops would include McGill faculty, students, and faculty with expertise from other business schools including members of the Aspen TIP consortium.

Visible Project Outcomes

- Foster innovation in teaching and collaborative cross-sectoral work among faculty.
- Produce and introduce a module of social impact management concepts and competencies that will be woven into the MBA core curriculum.
- Develop a clearer definition and a broader understanding among the faculty of the relevant global social impact concepts and skills that can be integrated into the MBA core curriculum.
- Build students' conceptual understanding and analytical power to respond effectively to complex social and environmental concerns facing business organizations.
- Foster Faculty appreciation of the importance of social impact management, as well as its contribution to improving management education overall.

Rotman School of Management, University of Toronto, Canada

The Context

At the Rotman School, we have significantly revised our curriculum, moving towards a program that emphasizes “integrative thinking” rather than a primarily case-based or functional approach. Future business leaders are taught how to think about the whole organization rather than the parts. In keeping with this approach, we would like to focus on the big picture and not on subsets of sustainability (e.g., specific social issues or impacts, or specific approaches such as stakeholder relations).

The Goal

Our goal will be to develop *a useful model for business leadership in a sustainable global society*. Such a model will provide the basis for an improved curriculum for current and future business leaders, including students, alumni and other members of the business community.

Clearly, this is no small task. To do this, we will engage senior faculty, staff and business leaders to conduct new research, hold seminars and conferences with academics and executives, and develop new curricular content and materials. These activities will be carried out leveraging our related networks and assets, including the AIC Institute for Leadership, the CCMF Center for Integrative Thinking, the Clarkson Center for Business Ethics & Board Effectiveness, and with the involvement of our students, alumni and the business community. We also look forward to learning from, and working with, the other members of the Aspen Institute’s TIP network in the development of all our important projects.

The Result

We believe that the creation of a model for business leadership in a sustainable global society is a key opportunity for influencing management education and the way business is conducted.

Success will be measured by products, profile and impact. As we engage in the process, there would be a number of possible interim products: research and discussion papers, published papers, reports from conferences and seminars, curriculum recommendations and changes, and new curricular content and materials for current students and business executives. We would also seek to build profile for these issues with our internal and external marketplaces.

Ultimately, impact is everything. The project’s success would not only be determined by the development of a new conceptual model, but also by the use of that model in our curriculum and by current and future business leaders who come into contact with Rotman. Beyond Rotman, we will look for our impact on other schools and business leaders more broadly through the Aspen TIP coalition and by the number of references to our publications and ideas in journals.

University of Michigan Business School, U.S.

The Michigan Business School currently has a wide variety of initiatives, programs, centers, and institutes focused on corporate social and environmental impact management, a number of them joint with other Schools within the University (e.g., The Corporate Environmental Management Program of the Erb Institute). The Business School currently offers over a dozen (mainly elective) courses at the MBA level focused on CSR, business ethics and governance, and environmentally sustainable business. At least a dozen faculty members, based in a variety of departments, dedicate a majority of their teaching, research and outreach activity to this topical field. New courses, student clubs, lecture series, pre-term activities, and endowed professorships in the area are proliferating. Large-scale funding proposals are under negotiation with donors, in conjunction with the School's capital campaign, to exponentially expand efforts in this area.

Most of these efforts, however, have been focused on the MBA level, with considerably less attention to the BBA, Ph.D. and executive education levels. And most of the activity has arisen organically, without much overall strategic or process integration or coordination. The mission of the University of Michigan TIP Pilot Program is:

1. To extend the teaching of “content and leadership competencies consistent with a sustainable global society” to all educational levels of the Business School (especially BBA and executive programs), and
2. To catalyze integration of the large portfolio of existing and prospective teaching, research and outreach activities in search of significant synergies, scale and scope economies, unified reputation building, and stimulation of truly pioneering development, dissemination and application of high-impact intellectual capital in the topic area.

Jim Walsh will lead the effort to weave “business and society” into the undergraduate curriculum, designing a new course with an international field component. Tom Gladwin will lead the effort to build sustainable business as a “center of excellence” into the School's executive education offerings, building on early efforts in this regard with Alcan and Ford Motor in collaboration with the Prince of Wales's Business & the Environment Programme based at The University of Cambridge. Both Jim and Tom, working with the School's deans, will design and implement the delicate process of integrating the School's myriad activities in the field on behalf of collective coherence, synergy, reputation and excellence.

University of Stellenbosch Business School, South Africa

The USB's proposal represents a three-pronged approach:

- The launching of a Ph.D. program in leadership, governance and ethics;
- the establishment of a Center for Development Partnership and Sustainable Business; and
- the design of a specialized MBA program in sustainable business and corporate social responsibility.

The USB proposal has an Africa focus; an emphasis on training the trainers; a research component; and a curriculum reform component.

The Ph.D.-program in leadership, governance and ethics will integrate the aforementioned knowledge fields as well as the important concepts of sustainable business and corporate social responsibility. The program will focus on leadership theories and practices required to lead organization successfully in a rapidly globalizing and changing world; how to lead organizations strategically to achieve continued strategic advantage and stakeholder value, but also how to provide leadership that will promote sustainable business globally and locally. The program will also expose students from African countries to the challenges of environmental degradation, poverty and inequality, the creation of sustainable livelihoods, developing countries' unequal access to markets, the effect of the HIV/AIDS pandemic, the creation of sustainable business in lieu of the business scandals, corruption etc, and the importance of ethically and financially sound business practices. This program will be in line with the goals of the New Economic Partnership for Africa's Development (NEPAF).

The second project entails the establishment of a "Centre for Development Partnership and Sustainable Business in Africa" and the design and introduction of an MBA in sustainable business and social corporate citizenship. The social, economic and environmental problems in developing countries are tremendous. In this context sustainable development is more urgently required than ever before. Due to *inter alia*. mutual mistrust and conflicting interests, it is unlikely that these problems can be solved without strong interaction of all parties involved. Co-operation is required and partnerships (international and domestic) are a must, since they create leverage in the development process. For some time, African governments and non-governmental organizations (NGOs) are changing their approaches to development in the direction of good governance. Multinational companies (MNCs) focus on local community development, and on building local enterprises and economies with corporate sustainability in mind. In fact, responsible entrepreneurship of corporations extends towards suppliers, sub-contractors and other ways of co-operation within global commodity chains.

The role of developing countries in global supply chains is scattered over a range of institutions. The aim of this partnership center is to co-ordinate the collection and analysis of this information in the framework of business and development co-operation in order to draw up guidelines for best practices, develop partnership concepts and assist new partnership initiatives. In summary, the partnership center is to focus on the crossroads of sustainability, partnerships and supply chains. The core activities of the proposed center and the new MBA in sustainable business and corporate social citizenship in Africa include consultancy, research and training activities. The objectives of the proposed center and MBA are to attract developmentally sustainable business investments and to position African industries and business within the NEPAD framework of good governance and sustainability.

Weatherhead School of Management, Case Western Reserve University, U.S. Center for Business as an Agent of World Benefit

Our project is multi-faceted in order to create both short- and long-term change and promote the integration of business and society issues not only into the MBA core curriculum but into the entire MBA and management education experience. The project, which would be a component of the School's new Center for Business as an Agent of World Benefit, would consist of three specific initiatives:

1. *A pilot project to incorporate issues of social impact management into the School's core curriculum of nine courses.* This pilot project would be incorporated into the development of the School's new Saturday MBA Program, which will begin in the fall of 2004. Working with the faculty who teach in the program, the TIP team would identify key issues in social impact management appropriate for inclusion in the core courses and work with the faculty to develop suitable teaching materials. Discipline-specific discussion groups for faculty would be held to share information on the pilot project and its results and determine how information and learning from the pilot would be applied throughout the core.
2. *A school-wide Appreciative Inquiry (AI) Summit on integrating sustainability and social impact leadership into the entire curriculum.* The Appreciative Inquiry Summit is a method for accelerating change by involving a broad range of internal and external stakeholders in the change process. Since the early 1990's, hundreds of organizations worldwide have employed the AI Summit methodology to address a variety of agendas, including strategic planning, organization design, culture transformation, and business process redesign. Some organizations – such as Nutritional and Green Mountain Coffee Roasters have used AI technology to accelerate the development of sustainable enterprise and social impact.

This would be the first time, to our knowledge, that the AI Summit method would be used to accelerate innovation in a management school by helping to make sustainability and social impact leadership part of the fabric of the culture and substance of a graduate school and its curriculum. This process is envisioned to include identification of key faculty to participate in the process of designing the program; a series of pre-summit inquires and mapping of strengths and opportunities; an Appreciative Inquiry summit, specifically developed for this audience and including participation by students, business leaders, thought leaders in relevant fields, and other key stakeholders; and mobilization of post-summit action groups in areas of curriculum design, pilot programs, and learning networks.

3. *Development of a major or minor concentration in the area of sustainability/social impact management,* envisioned to include several optional “streams” whereby students could select to develop expertise in specific areas of social impact management or to obtain a general proficiency. Numerous courses appropriate for such a concentration already exist within the Weatherhead School of Management and other University schools and centers. New elective courses are also proposed as part of this initiative.

Participant Biographies

Ashridge Management College

PATRICIA HIND

Professor

Tricia Hind, BSc, MSc, PhD, Cpsychol, joined Ashridge in November 1996 from City University, where she was responsible for designing and directing a tailored management course for a major High Street bank.

A chartered occupational psychologist, she has helped clients, particularly in the financial and voluntary sectors with group and team development issues. She has been actively involved in the design and construction of assessment centres and works with a range of clients on enhancing their employee development.

At Ashridge, she is an intake director for the two-year MBA programme, leading the teaching of interpersonal skills and organisational behaviour, and also has responsibility for the Positive People Skills open programme.

Tricia has published and given conference papers on a wide range of issues, from the motivational impact of downsizing programmes to the management of 360-degree appraisal systems. Her current research interests are the individual implications of corporate social responsibility programmes and the evaluation of management development programmes. At present, she is collaborating with a number of academic and practitioner colleagues on research in these areas.

She is fully qualified in a range of psychometric instruments.

ANDREW WILSON

Director of Research and Development

Andrew Wilson, BA, MPhil, PGCE, is director of Research and Development at Ashridge. As a member of the Ashridge Management Committee, he contributes to setting the strategic direction of the organisation with a focus on systematically growing intellectual capital to develop and enhance the Ashridge reputation and brand. Andrew also retains a leadership role at the Ashridge Centre for Business and Society.

Andrew has extensive experience of working with board-level managers in a range of multinational companies helping them to develop a strategic approach to corporate responsibility. He has advised companies in the development of statements of business principles and on addressing issues of corporate accountability and transparency. This work has involved extensive engagement with operational managers throughout Europe and the U.S.

Andrew is the author of many reports and has contributed to a number of books. He has presented papers to a large number of international conferences including those organised by the United Nations, the International Labour Organisation and the British Academy of Management.

ITESM / EGADE

ELISA COBAS-FLORES

Associate Professor

Elisa Cobas-Flores has a Bachelor Degree in Chemical Engineering with a minor in Information Systems and a Master Degree in Chemical and Process Engineering, both from the Tecnológico de Monterrey (ITESM, México), and a Ph.D. in Environmental Engineering from Carnegie Mellon University.

Currently, Dr. Cobas-Flores is a research professor in the Graduate School of Business Administration and Leadership (EGADE) at the Tecnológico de Monterrey, Mexico (ITESM). Her research lines are: Analysis of Product Life Cycle, Sustainable Development, and Creation of Businesses based on Technology. As professor in EGADE, she teaches the courses “Strategy, Structure and Processes of Organizations” and “Leadership for Sustainable Development” in the MBA program. Additionally, Elisa teaches and coordinates the academic trips to Oceania (Australia and New Zealand) and Asia (China, India and Singapore).

Elisa has international work experience as consultant in companies such as American Honda Motors (Torrance California Headquarters), Chrysler Corporation (Auburn Hills Headquarters) and the United States Council for Automotive Research (in the Vehicle Recycling Partnership a consortia by Chrysler, Ford and General Motors). In addition, she has collaborated in Automotive Recyclers Association, Institute of Scrap Recycling Industries, American Iron and Steel Institute, Aluminum Association, American Plastics Council, and Society of Automotive Engineers, all of them in the USA.

She is the author of several publications in international journals, including *Environmental Science and Technology*, *The Energy Journal* and *The Journal of Car*. She has participated as a keynote speaker at companies, institutions and associations in the United States, Canada, Mexico, Japan, Europe and Latin America. She was awarded at the SAE 2000 Congress with the 1998 Arch T Colwell Merit Award given as co-author of best paper “Life Cycle Inventory of a Generic U.S. Family Sedan, Overview Results of USCAR AMP Project” (SAE 982160) for its value as an original contribution to the subject. This paper also received the 1998 Best Paper Award given by SAE at the Total Life Cycle Conference, Land, Sea and Air Mobility, Graz Austria. At Carnegie Mellon University, she was Research Engineer in the Green Design Initiative (GDI) and in the Engineering Design Research Center, her doctoral thesis titled “Economic Input-Output Life Cycle Analysis”, and others of her publications generated a significant contribution to the research line on “Life Cycle Assessment.”

In 2002, the National Institute of Advanced Industrial Science and Technology invited Elisa to develop a research in Green Design in Japan, and the next year, CONACYT (Mexico’s National Council of Science and Technology) invited her to interact with KOTEC in Korea. In 2003, she was granted with a faculty-funded chair from the Tecnológico de Monterrey that is titled “Product Life-Cycle Management and its Relationship to the Sustainable Competitiveness of the Corporation in an International Context.”

Recently, in May 2004, Elisa and a group of EGADE researchers received a fund to support the creation of new businesses based on technology.

GERMAN OTALORA
Research Professor

German Otalora is a professor, researcher and consultant at Graduate School of Business Administration and Leadership at Tecnológico de Monterrey. He has a B.A. in Classical Literature and a M.A. in Philosophy from the Institute of Literature and Sciences in Mexico City, and a Ph.D. in Organizational Sociology from the University of Pennsylvania.

German has been at Tecnológico de Monterrey for the past 30 years. He was dean of the graduate business program for 11 years. Before, he taught at Universidad Iberoamericana in Mexico City and worked for GRUPO ICA, the largest Mexican engineering and construction firm. He has been visiting professor at the National University of Honduras, at ESADE in Barcelona, Spain, at the Escuela Militar de Ingeniería in La Paz, Bolivia, and at several Mexican Universities.

At the University of Pennsylvania he served as research associate at the Center for Studies in Criminology and Criminal Law. In Mexico he has done research on Industrial Relations, the impact of Organizational hierarchy on the behavioral system of the organizations members, family structures of juveniles delinquents, strategic changes in SME faced to the Mexican crisis of 1982, profile of Mexican executives in the context of NAFTA and several other topics. His research has been published in books and professional journals.

As a consultant, he has worked with several of the top 500 Mexican firms, with family companies in Spain, with Honduran, Panamanian and Ecuatorian firms and with a few American companies. He was the first to use sociometric tools for the analysis of the workforce in Mexican companies and standardized the JDI in a sample of 32,000 workers in Mexico.

Since 1981 he teaches Strategic Management both to seniors and in the MBA program. German is one of the four Mexican fellows of the International Academy of Management. He is member of the Strategic Management Society, the Academy of Management, the Iberoamerican Academy of Management, The American Sociological Association, The European Network of Business Ethics, the Family Firm Institute and the Association for the Advancement of Computers in Education.

German serves in the Board of Directors of Outward Bound in Mexico.

IESE Business School, University of Navarra

JOHANNA MAIR

Assistant Professor of General Management

Johanna Mair is an assistant professor of General Management at IESE, the Business School of the University of Navarra in Barcelona, Spain. She earned her Ph.D. in Management with a specialization in Strategy from INSEAD (Fontainebleau, France) and publishes in strategy and entrepreneurship journals. Johanna teaches competitive strategy, corporate strategy and social entrepreneurship in the MBA program and the Ph.D. program, and course development in the International Faculty Development Program (IFDP).

Her current research focuses on the intersection of traditional strategy and social entrepreneurship. As such, she is interested in entrepreneurial activity that aims at economic *and* social value creation, both in the context of established and newly created organizations. Current topics include the intention formation and opportunity recognition process of social entrepreneurs, the collaboration between established companies and social entrepreneurs, and the link between social entrepreneurship and sustainable development.

Johanna has been nominated by the United Nations Capital Development Fund (UNCDF) for the Advisory Committee for the International Year of Microcredit in 2005. Furthermore, she is the coordinator of an EU sponsored program that fosters exchange and mobility between Asia and Europe in the area of social entrepreneurship.

MIGUEL A. RODRIGUEZ

Assistant Professor of General Management

Miguel A. Rodriguez is a lecturer, research associate and academic director of the Center for Business in Society at IESE Business School, University of Navarra. He holds a Ph.D. in Business Administration by the Universidad Polit cnica de Catalunya (1998), a Master of Business Administration by Santa Clara University (1992), a Bachelor of Arts in Classical Philology by the Universidad Aut noma de Barcelona (1988) and a Bachelor of Arts in Spanish Philology by the Universidad de Zaragoza (1983). Besides IESE MBA and executive education programs, he also teaches at the Universidad Politecnica de Catalunya and Universidad Pompeu Fabra.

He has worked as an adviser for several Spanish companies, such as BSH Home Appliances, Ericsson, Gas Natural, Siemens, SCH or Tetra Pak, in the fields of strategic management and sustainable development. He has co-authored six books as well as several articles and teaching cases. In 2003, he was recognized as a Highly Commended Runner-Up at the first "European Faculty Pioneer Award" by The Aspen Institute, the European Academy of Business in Society and the World Resources Institute for his work in integrating environmental and social issues into the management education curriculum. His areas of interest include business and sustainable development, strategic management and corporate governance. He is co-director of the IESE's Forum on Business and Sustainable Development.

S.P. Jain Institute of Management and Research

MARWAHA KAPIL

Professor

Marwaha Kapil is a chartered accountant with over a decade's experience in multinational consulting firms advising corporate clients on business and legal issues. International exposure includes working in the U.S. and extensively with offices of consulting firms across U.S., Europe and Asia. Professor Kapil is an active network partner of SPJIMR and focuses on assisting corporates to integrate their economic and social goals in a manner that achieves higher results with respect to both these goals.

NIRJA MATTOO

Professor

Nirja Mattoo is currently pursuing a Ph.D. in Corporate Social Responsibility and Poverty Alleviation, a Masters in Social Work, and attended the International Training Program on Advocacy Policy (Institute of Advocacy, Washington D.C.). She has been actively involved in the development sector for the last 20 years. She reviewed the projects on Community Empowerment in Latin America (Peru, Ecuador and Bolivia) supported by Plan International as E.D. of CASP, a national NGO represented at various national and international forums. At SPJIMR, she is working as Co-Chairperson for the Center for Development of Corporate Citizenship (DOCC), involved in integrating DOCC with the Post Graduate Program and its objectives, and building Partnership Projects, networking and projecting SPJIMR externally through DOCC.

M. SURESH RAO

Professor

M.Suresh Rao, B.E., PGDBA IIM(A) has extensive exposure to medium and large family businesses in both the old and new economies including with the Godrej group, a century old business house with an outstanding track record in CSR. Currently, Professor Rao is Marketing Professor; Coordinator, Entrepreneurship Center; and active faculty in the Institute's DOCC Program. Professor Rao's areas of interest include: Entrepreneurship, CSR, Business Strategy, Marketing.

Johnson School of Management, Cornell University

STUART L. HART

S.C. Johnson Chair of Sustainable Global Enterprise; and Professor of Management

Stuart L. Hart is the S.C. Johnson Chair of Sustainable Global Enterprise and Professor of Management at Cornell University's Johnson School of Management. Before joining Cornell in 2003, he was the Hans Zulliger Distinguished Professor of Sustainable Enterprise and Professor of Strategic Management at the University of North Carolina's Kenan-Flagler Business School, where he founded the Center for Sustainable Enterprise and the Base of the Pyramid Learning Laboratory. Previously, he taught corporate strategy at the University of Michigan Business School and was the founding director of the Corporate Environmental Management Program. Professor Hart's research interests center on strategy innovation and change. He is particularly interested in the implications of environmentalism and sustainable development for corporate and competitive strategy. He has published over 50 papers and authored or edited five books. His article "Beyond Greening: Strategies for a Sustainable World" won the McKinsey Award for Best Article in the Harvard Business Review for 1997.

Stuart has earned a B.A. from the University of Rochester in General Science, an M.F.S. from the Yale University School of Forestry and Environmental Studies in Environmental Management, and a Ph.D. from the University of Michigan in Planning and Strategy.

Kellogg School of Management, Northwestern University

DANIEL DIERMEIER

IBM Distinguished Professor of Regulation and Competitive Practice

Daniel Diermeier is the IBM Distinguished Professor of Regulation and Competitive Practice and a professor of Managerial Economics and Decision Sciences at the Kellogg School of Management and of Political Science at the Weinberg College of Arts and Sciences (by courtesy). He served as the acting director of Kellogg's Ford Motor Company Center for Global Citizenship and is the founding director of the Center for Business, Government, and Society at Kellogg.

His teaching focuses on the interaction of business and politics, crisis management, the anticipation and management of political risk, and strategic aspects of corporate social responsibility. He has lectured and consulted globally on media and issue management, activists and consumer boycotts, political strategy and regulatory management.

Professor Diermeier is a leading scholar in the study of political institutions and their consequences for policy choice. His work has been published by leading journals in both economics and politics, including the *American Economic Review*, the *American Political Science Review*, the *American Journal of Political Science*, *Econometrica*, the *Journal of Economic Theory*, and the *Quarterly Journal of Economics*.

Professor Diermeier came to Kellogg in 1997 after spending three years as an assistant professor of political economy at Stanford University's Graduate School of Business. Since his arrival, he has been the recipient of various teaching awards, most recently the 2000 *Best Teacher Award* for the Kellogg-WHU International Executive MBA Program and (after being a finalist in the previous year) the coveted *L.G. Lavengood Professor of the Year Award* (June 2001).

Daniel holds a Ph.D., Political Science, University of Rochester, March 1995; Ph.D.-Candidate, Philosophy, Duisburg University, Germany, M.A.; Political Science, University of Munich, Germany, June 1990; M.A., Political Science, University of Rochester, May 1993; M.A., Philosophy, University of Southern California, May 1989.

TIMOTHY FEDDERSEN

Wendell Hobbs Professor of Managerial Economics and Decision Sciences

Timothy Feddersen is the Wendell Hobbs Professor of Managerial Economics and Decision Sciences in the Kellogg School of Management at Northwestern University. Professor Feddersen's research focus centers on the manner in which elections aggregate dispersed information; the linkage between information and participation in elections; modeling ethically motivated agents in games; bargaining in legislatures; and the informal role of activists in the economy. He is currently investigating the interaction between ethical concerns and participation in elections. He is also involved in the development of software allowing the investigation of different decision-making procedures for online groups. Professor Feddersen's work has been published in leading journals, including the *American Political Science Review*, the *American Journal of Political Science*, the *American Economic Review*, and the *Journal of Economics and Management Strategy*.

Timothy has earned a B.A. 1985 in Mathematics from Indiana University, and a Ph.D., 1992 in Political Science from the University of Rochester.

McGill University

ALFRED JAEGER

Professor

Alfred Jaeger, MBA, Ph.D. (Stanford) is a professor in the Organizational Behavior area and Associate Dean and the Director of the MBA Program at the Faculty of Management, McGill University in Montréal, Canada.

He has taught Organizational Behavior, Organizational Policy and Strategy, Organization Development and Cross-Cultural Management at McGill University. In addition, he has lectured at numerous other institutions including HEC (Montréal), ICN (France), ESSEC (France), Wirtschaftsuniversität Wien (Austria), Universität de Saarlandes (Germany), Federal University of Rio de Janeiro (Brazil), and Federal University of Rio Grande do Sul (Brazil).

Alfred's areas of interest include cross-cultural management, management in developing countries, cross-cultural communication, and negotiation. He has published several articles on these topics in such journals as *Academy of Management Review*, *Journal of International Business Studies*, *Strategic Management Journal*, *Gestion*, and *International Studies of Management and Organization*. He has also edited a book entitled *Management in Developing Countries* (with R.N. Kanungo), London: Routledge, 1990.

STEVE MAGUIRE

Professor

Steve Maguire, B.Sc. Chemical Engineering (Queen's), MBA (UBC), Ph.D. (HEC-Montreal) is an assistant professor of Strategy and Organization in the Faculty of Management at McGill University.

He teaches the introductory MBA course *Organizational Strategy* as well as two electives which deal directly with social and environmental issues – Strategies for Sustainable Development and Managing Organizational Politics.

His research focuses on institutional, technological and organizational change resulting when commercial, scientific and political struggles intersect around social or environmental issues, and this has led him to develop expertise in the chemical and pharmaceutical sectors. For example, his doctoral dissertation draws lessons from society's experience with the insecticide DDT and was awarded the Academy of Management's "Organization and Natural Environment (ONE)" Best Doctoral Dissertation Award in 2001. He has also theorized the shifting relationship between pharmaceutical companies and AIDS treatment activists as it evolved from one of conflict to one of increased collaboration as the epidemic progressed.

His most recent work focuses on the precautionary principle and its implications for business. In addition to the *Academy of Management Journal*, he has published in *Organization Studies*, *Health Care Management Review*, *Greener Management International*, and *Emergence*, and has authored several book chapters.

Rotman School of Management, University of Toronto

LESYA A.E. BALYCH-COOPER

Vice President, Equity and Employee Engagement, BMO Financial Group

Lesya Balych-Cooper is vice president, Equity and Employee Engagement for the BMO Financial Group. Her current responsibilities span Canada, the U.S. and England. Lesya's mandate across the enterprise is to engage all employees through building a culture that is motivational, open, trusting and inclusive. This includes leadership of the enterprise's Corporate Values, Annual Employee Survey, Human Resources Communications, Diversity/Workplace Equity, Employment Relations, Organizational Health and Employee Well Being and BMO's Employee Assistance Programs.

Over the past nineteen years, in addition to her most recent work in human resources, Lesya has led personal and commercial banking regions as well as private banking and trust operations combining the full range of credit, trust and investment products, financial services and management expertise. She has worked in the legal, financial and government services industries in Canada, England and Singapore in staff, line and consulting positions.

Lesya graduated with both a Bachelor of Arts degree in History and a Bachelor of Laws degree from the University of Saskatchewan, her home province. She continued to study international financial law and completed a Master of Laws degree at the London School of Economics and Political Science at the University of London (England). She is admitted to the Ontario Bar.

Lesya is a frequent guest speaker on the topics of corporate values, corporate social responsibility, leadership, diversity and equity in the workplace, as well as on young people entering the workforce.

KIRSTY DUNCAN

Adjunct Professor

Kirsty Duncan is an adjunct professor at the Rotman School of Management at the University of Toronto. She was formerly an associate professor at the University of Windsor.

Kirsty led the expedition to discover the causal agent of the 1918 Spanish influenza virus. Her book, *Hunting the 1918 Flu: One Scientist's Search for a Killer Virus* details the 10-year history of the search, and was published by the University of Toronto Press in 2003. The book was short-listed for the 2004 Canadian Science Writers' Association awards.

She is also an international speaker, who has lectured for such organizations as the Center for Disease Control (U.S.), National Geographic (U.S.), the Japanese Government, and the Young Presidents Organization (Portugal).

Kirsty completed her bachelor degree, a double specialist in geography and anthropology and a minor in psychology, at the University of Toronto in 1989 and graduated with distinction. She completed her doctoral degree in geography at the University of Edinburgh in 1992. Following the completion of her doctoral degree, she worked for the University of Windsor where she taught meteorology, climatology and climate change, and for the University of Toronto where she teaches medical geography. Today, she also teaches corporate social responsibility at the Rotman School of Management, and global processes at Royal Roads University.

She just completed writing a second academic book, *Environment and Health: Corporate Contributions to Our Common Future*. She also recently completed work, regarding climate change and human health for North America, for the Intergovernmental Panel on Climate Change, a joint venture of the United Nations Environmental Programme and the World Meteorological Organization.

ALISON KEMPER

Executive Director, The 519 Church Street Community Centre

Alison Kemper is a Ph.D. candidate at the Rotman School of Management, University of Toronto. She received her MBA from Rotman in 2004.

She has been working in non-profits for nearly 20 years. She began her career in fundraising, moved on to ordained ministry, and then switched into working with immigrant women, where she worked for eight years. After a brief stint as the administrative director of Greenpeace Canada, she moved to The 519, where she has been the Executive Director since 1992.

Alison combines a keen interest in non-profit management with a fierce and determined role as advocate. She believes that advocacy makes the best bureaucracy. She co-chairs the City Council's Advisory Committee on Homeless and Socially Isolated Persons. Her position allows her to pursue interests in diverse anti-poverty and human rights concerns.

Alison is best known as "K" for her supporting role in "K and B," the successful charter challenge adoption case and as one of the applicants in *Halpern v. Toronto* which resulted in the granting of marriage licenses to same sex couples in Ontario.

ROD LOHIN

Director, Alumni and Community Relations

Rod Lohin is director, Alumni and Community Relations at the Joseph L. Rotman School of Management at the University of Toronto. As part of his corporate responsibilities, he works with Dean Roger Martin to integrate the school's corporate citizenship initiatives.

Rod was formerly a director at Manifest Communications, a social marketing consulting firm based in Toronto, Canada, where he led the corporate practice, delivering corporate citizenship strategies and programs for leading global corporations like Ericsson, Fidelity, Hewlett-Packard, Kellogg, Pfizer and Sears. His work with Ericsson to improve the global response to disasters was implemented worldwide and recognized by the UN Global Compact and the International Committee of the Red Cross.

Previously, he was director, Partnerships and Projects for United Way of Greater Toronto, where he led major corporate partnership development and policy development projects, including the study "Beyond Survival: Homelessness in Metro Toronto" (1997).

He started his career as a management consultant at Patterson Kirk Wallace, where he became a senior consultant. He received his MA from York University in 1989 and his BA (Hons) from the University of British Columbia in 1988.

University of Michigan Business School

THOMAS N. GLADWIN

Max McGraw Professor of Sustainable Enterprise

Director, Erb Environmental Management Institute

Tom Gladwin received a B.S. with Honors and Distinction from the University of Delaware in 1970 and a M.B.A. with Distinction from the University of Michigan in 1971. As the first Tenneco National Scholar in Industrial Ecology, he received a Ph.D. in International Business and Natural Resource Policy from the University of Michigan in 1975. He then joined the Centre d'Etudes Industrielles in Geneva, Switzerland as a Rockefeller Foundation Post-Doctoral Fellow in Environmental Affairs. Tom joined New York University in 1976, where he directed the Global Environmental Program within the Stern School of Business. He assumed the Max McGraw Professorship of Sustainable Enterprise and Directorship of the Erb Environmental Management Institute at the University of Michigan in 1998. He chairs the University's Environmental Faculty Steering Committee and teaches courses on systems thinking, global change and sustainable enterprise. He is the recipient of 26 foundation and academic awards for research on ecologically and socially sustainable commerce, including major awards from the National Science Foundation and the Energy Foundation. He has received four awards for "Excellence in Teaching" over the past decade and in 2003 received the "Faculty Pioneer Award for Lifetime Achievement" from the World Resources Institute and the Aspen Institute.

Tom is the author of over 130 articles, cases and chapters on international and environmental management and eight books including: *Environment, Planning and the Multinational Corporation* (1977), *Multinationals Under Fire: Lessons in the Management of Conflict* (1980), *Environmental Aspects of the Activities of Transnational Corporations* (1985), *Building the Sustainable Corporation: Creating Environmental Sustainability and Corporate Advantage* (1992), *Stakeholder Negotiations: Exercises in Sustainable Development* (1996), and *Business, Nature and Society: Towards Sustainable Enterprise* (in process). He has directed a number of major conferences, including the "Business, Environment, Learning and Leadership Conference" with the World Resources Institute (1999) and "Mobility in a Sustainable World: A Complex Systems Approach" (2003).

He is an active teacher in multinational corporate executive programs and has served as a consultant to the Corporate Conservation Council, World Business Council for Sustainable Development, Environmental Protection Agency, OECD Environment Directorate, National Science Foundation, United Nations, World Commission on Environment and Development, World Resources Institute, Council on Economic Priorities and numerous corporations. He chaired the International Management Division of the Academy of Management, as well as its Organizations and Natural Environment Interest Group. He serves on the Editorial Boards of *Corporate Reputation Review*, *Greener Management International*, *Environmental Quality Management*, and *Journal of Industrial Ecology and Sustainable Development*. He was a member of the educational task force of President Clinton's Council on Sustainable Development and the "Corporate Environmental Performance Metrics" committee of the National Academy of Engineering, and is currently a member of the DuPont Invista Sustainability Advisory Council. He serves on the board of directors of Trillium Asset Management Corporation, Sustainable Energy Institute, SustainAbility Ltd., and the Southeast Michigan Sustainable Business Forum. He was the John M. Olin Foundation Distinguished Visiting Fellow at Oxford University (1994) and an AT&T Industrial Ecology Faculty Fellow (2002). He

serves as a core faculty member in the HRH The Prince of Wales's Business & The Environment Programme and is the faculty director of its senior executives' seminar in the U.S.

Tom and his family reside on a farm just outside Ann Arbor where they recently converted their horse barn into a solar-passive environmental retreat center for use by University and community groups.

JAMES P. WALSH

Gerald and Esther Carey Professor of Business Administration

James P. Walsh is the Gerald and Esther Carey Professor of Business Administration at the University of Michigan Business School. He joined the Michigan faculty in 1991 after spending eight years at Dartmouth College's Amos Tuck School of Business Administration. He was a visiting professor at the Hong Kong University of Science and Technology in 1997. He holds appointments in the school's Management and Organization department, as well as the Corporate Strategy and International Business department. Jim received his BA from SUNY-Albany, MA degrees from Columbia University and the University of Chicago, and his Ph.D. from Northwestern University.

Over the years, Jim has taught a variety of courses in the area of organizational behavior and corporate strategy to groups of undergraduate, masters, Ph.D. and executive students in the U.S. and abroad. In particular, he has been very active in project-based teaching. He has taught in Michigan's domestic and Brazil consulting programs since their inception. Jim has also worked with student project teams in China, Russia and Vietnam with the William Davidson Institute.

His research interests lie in the area of corporate governance. Initially doing work within the neo-classical model of the firm, he has examined a variety of questions about the relationship between owners and managers, as mediated by the board of directors and disciplined by the market for corporate control. At one time he was very interested in the efficiency of the market for corporate control. More recently, he has expanded his conception of governance to look at questions about the purpose and accountability of the firm in society. His latest paper, "Misery Loves Companies: Rethinking Social Initiatives by Business," was just published by the *Administrative Science Quarterly*.

Jim leads an active professional life. He is the Associate Editor-in-Chief of *Organization Science*, the co-editor of the Erlbaum scholarly book series on organization and management, and a member of the editorial board of *Strategic Management Journal*. He has served on a variety of other editorial boards over the years and has been elected chair of both the Organization and Management Theory Division and the Managerial and Organizational Cognition Division in the Academy of Management, as well as the chair of the College on Organization in INFORMS. He is a fellow of the Academy of Management.

University of Stellenbosch Business School

STEF COETZEE

Professor

Stef Coetzee was born at Victoria West and matriculated at Upington High School in the Northern Cape. He holds an M.A degree in economics from the University of Stellenbosch and a D. Phil from the University of the Free State (UFS). He completed the Oxford Leadership Programme at Templeton College in 2000. Previously he attended certificate courses in negotiation strategy, managing interpersonal relations and creativity. He started his career in development research at the UFS in 1974, lectured development economics at UNISA and on a part time basis at the University of Pretoria as an honorary professor.

Stef was senior lecturer and researcher at the Institute for Social and Economic Research ISER (UFS), professor in economics at the University of South Africa, director: Policy Analysis at the Development Bank of Southern Africa, executive director of the Africa Institute of South Africa, deputy vice-chancellor of the University of Potchefstroom (1994-96) and from 1997-2002 vice-chancellor and rector of the University of the Free State. From 1994-1996 he served as economic advisor to the premier of the North West Province of South Africa.

He is currently professor at the Business School of the University of Stellenbosch where he lectures on Change Management and Leadership and acts as an advisor on the University's Africa positioning and transformation. He is a board member of the National Research Foundation of South Africa, a member of the Council on Higher Education of South Africa (also a member of the executive committee), and deputy-chair of the premier's Economic Advisory Council of the Free State Province. He was a member and vice-chair of the executive committee of the South African Vice-Chancellor's Association (SAUVCA), chair of the Matriculation Board of South Africa and was a member of the Board of the Association of Commonwealth Universities.

Stef's fields of interest are development economics, change management and leadership and higher education reform. He was at the helm of a drastic, but highly successful, transformation programme at the University of the Free State for six years and participated intensely in workshops on economic reform before, during and after South Africa's political transition.

Stef has published 28 articles, 12 research reports, 21 chapters in books and is the co-editor of two books. He delivered 60 papers locally and abroad and has been a participant in several national television programmes and radio interviews on economic development and higher education issues in South Africa.

Stef loves reading newspapers and topical books, a long night's discussion and particularly a glass of good Cape, South African wine. He is a regular in the gym but has never been completely fit!

THERESE FISH

Professor

Therese Fish entered the University of Cape Town Medical School during the height of apartheid when acceptance of black students at the then white universities was done under a quota system. Therefore graduating with a MBChB degree in 1986, where less than 10% of the class were graduates of colour, was considered a major achievement.

Starting her medical career working in a remote part of the black homeland called Kwazulu in 1986 and being promoted through the ranks (at both provincial and local government Level), from a medical officer to a district health manager in 1999, has exposed her to a broad range of experience at all levels within the health services. Her responsibilities, amongst others, were to manage the health district, effectively and efficiently through strategic management principles and within the parameters of existing legislation and budgetary constraints.

During this time she continued her tertiary education by completing a Diploma in Community Medicine, (1993–1994) from the University of Stellenbosch; a short course in Health Policy, Planning and Economics (1999) from the Nuffield Institute Of Health, University of Leeds (UK); a MBA (cum laude) (2001) from the University of Stellenbosch and a certificate course in Healthcare Financing (2001) at the University of Cape Town, Actuarial Science Department.

She presently holds the position of senior lecturer at the University of Stellenbosch Business School where she lectures in the field of Business Statistics. She also is the Head: MBA Theses for the internationally accredited MBA programme and fulfils the role of liaison person between the student body and the academic staff.

Therese has a special interest in Healthcare Management in Developing Environments, Microfinance as a key aspect of development and the role of gender in a changing environment. She is one of the change agents at the USB contributing to renewed thinking on curricula.

Weatherhead School of Management, Case Western Reserve University

ROBERT J. BRICKER

Ernst and Young Faculty Fellow and Professor of Accountancy

Robert J. Bricker is the Ernst and Young Faculty Fellow and Professor of Accountancy, 1990 to present, at the Weatherhead School of Management, Case Western Reserve University (tenure received in 1994 and promoted to Full Professor in 2001). He received his Ph.D. in Management from Case Western Reserve University in 1987. He currently is associate dean of Weatherhead School Professional Programs, which includes MBA, M.S. and doctoral programs. He is also interim chief information officer for the Weatherhead School.

Dr. Bricker is an active scholar with over 50 publications in the *Journal of Finance*, *Journal of Accounting Research*, *Contemporary Accounting Research*, *Auditing: A Journal of Practice and Theory*, *Accounting, Organizations and Society*, *Journal of Accounting, Auditing and Finance*, *Accounting Horizons*, et al. He has presented at multiple refereed and invited paper conferences and has had extensive professional practice experience. He is a book series co-editor and teaches financial accounting, reporting and analysis, individual taxation and managerial accounting to undergraduate, graduate and Ph.D. level students.

DAVID COOPERRIDER

Professor

David L. Cooperrider is professor and chairman of the world inquiry for Business As An Agent of World Benefit, at the Weatherhead School of Management at Case Western Reserve University.

David is past president of the National Academy of Management's Division of Organization Development, and a co-founder of The Taos Institute. He has lectured and taught at Stanford University, MIT, University of Chicago, Katholieke University in Belgium, Pepperdine University, and others.

He has served as researcher and consultant to a wide variety of organizations including, for example, Allstate, Cap Gemini Ernst and Young, GTE-Verizon, Roadway Express, Green Mountain Coffee Roasters, Nutrimental, World Vision, Cleveland Clinic, Imagine Chicago, and United Way of America. Currently, as a result of a multimillion-dollar grant, David and his colleagues have organizational learning projects in 57 organizations in over 100 countries in Africa, Asia, Europe, and North and South America. One of the most complex and important is an initiative toward the establishment of an organization comparable to a United Nations among the world's religions — a United Religions. Most of these projects are inspired by the Appreciative Inquiry (AI) methodology for which Professor Cooperrider is best known. His seminal work in this area, along with many colleagues, is creating a positive revolution in the field of change. Admiral Clark, CNO of the Navy, recently met with David to bring AI into the Navy for a multiyear project on "Bold and Enlightened Naval Leadership." His work is especially important because of its ability to enable positive change in systems of very large and complex scale.

David often serves as meeting speaker and leader of large group, interactive conference events. His ideas have been published in journals such as *Administrative Science Quarterly*, *Human Relations*, *Journal of Applied Behavioral Science*, *The OD Practitioner*, and in research series such as *Advances In Strategic Management*. More popularly, Professor Cooperrider's work has been covered by *The*

New York Times; Science Magazine, Forbes Magazine; Fast Company, Fortune, Christian Science Monitor, San Francisco Chronicle and others. He has been recipient of *Best Paper of the Year Awards* at the Academy of Management, and numerous clients have received awards for their work with Appreciative Inquiry — GTE, for example, was recognized as the 1998 Best Organization Change Program in the Country by ASTD. Among his highest honors David was invited to design a series of dialogues among 25 of the world's top religious leaders, started in 1998 by His Holiness the Dalai Lama who said, "If only the world's religious leaders could just know each other . . . the world will be a better place." Using AI, the group has held meetings in Jerusalem and at the Carter Center in Atlanta. David was recognized in 2000 as among "the top ten visionaries" in the field by *Training Magazine*, and has been named in *Five Hundred People of Influence*.

David has published seven books and authored over 40 articles and book chapters. Cooperrider's most recent volumes include *Collaborating for Change: Appreciative Inquiry* Berrett-Kohler 1999 (with Diana Whitney); *No Limits to Cooperation: The Organization Dimensions of Global Change*, 1999, Sage Publications (with Jane Dutton); *Organizational Courage and Executive Wisdom* and *Appreciative Leadership and Management* (both with Suresh Srivastva); *International and Global OD* (with Peter Sorenson). David has been named editor of a new Sage Publication Book Series on the *Human Dimensions of Global Change* and an academic book series *Advances in Appreciative Inquiry* (with Michel Avital) published by Elsevier Science.

RONALD E. FRY

Associate Professor of Organizational Behavior

Ronald E. Fry is an associate professor of Organizational Behavior. Ron joined the faculty of the Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University in August, 1978 and was tenured in 1984. Before coming to CWRU he received a BS in Engineering at University of California at Los Angeles (1969), and an MS in Management from the Alfred P. Sloan School of Management at the Massachusetts Institute of Technology (1971) where he also received a Ph.D. degree in Organizational Psychology (1978). While at CWRU he has served as director of the Master's of Science in Organizational Development and Analysis program and has received the University Award for Outstanding Teaching in the Professional Studies. For the past 11 years he has served as faculty director of the Weatherhead School's Executive MBA Program, consistently ranked by *Business Week*, *US News and World Reports*, and *Financial Times* as one of the premier EMBA programs in the world.

Ron has been involved in research and consulting with industrial, service and educational organizations in the areas of human resource development and organizational development for the past 25 years. Major field work has involved firms including Ford, General Electric, Northern Telecom, KeyCorp, Roadway Express, Square D, City of Cleveland, Keithley Instruments and the Metropolitan Water District of So. California. He has collaborated in developing a widely used team development program, *Task Oriented Team Development*, and conducts internationally publicized seminar on the same. With colleagues David Cooperrider and Suresh Srivastva, Ron has pioneered the theory and practice of Appreciative Inquiry over the past 10 years. He has designed and led a Certificate Program in Organization Capacity Building and Appreciative Leadership for over 150 leaders of non-governmental social change organizations worldwide and their partnering, U.S.-base private voluntary organizations.

He has published widely in the areas of Organizational Development, Team Building, Change Management, Appreciative Inquiry, and the role and behavior of the CEO. His current research interests lie in the study of global organization and management for social change, the exploration of

continuity as a key to organizational health and the application of appreciative inquiry to build organizational capacity. Among his most recent publications are *Appreciative Inquiry and Organizational Transformation*, co-edited with Frank Barrett, Jane Seiling and Diana Whitney (Quorum: 2001), and *Executive and Organizational Continuity: Managing the Paradoxes of Stability and Change* (Jossey-Bass), a volume com-edited with Suresh Srivastva.

Ron is a frequent visiting lecturer to specialized OD programs at Benedictine University and McGill University and is an adjunct faculty member of the New Zealand Institute of management where he conducts executive development programs annually. He has also served as a visiting faculty to the Katholieke University in Leuven, Belgium and to the Administrative Staff College of India.

JEAN E. KILGORE
Senior Lecturer

Jean E. Kilgore, senior lecturer in the Department of Marketing and Policy Studies of the Weatherhead School of Management, Case Western Reserve University, holds both a doctorate and M.B.A. in marketing. Prior to receiving these degrees from Case Western Reserve University, she earned an M.A. in comparative literature from New York University.

Jean's research interests over the last 10 years have included the theory and practice of corporate social responsibility/corporate citizenship, corporate community engagement, cause-related marketing, and social marketing, both domestically and internationally. Her dissertation research, completed in 1998, addressed the ways in which multinational corporations' social responsibility/community engagement activities align with and support their business and marketing strategy in host countries. More recently, she has focused on identifying the breadth of corporate activities in the public interest and the burgeoning innovation in this field.

Jean's teaching has included not only managerial marketing but also marketing for nonprofit organizations. In addition to her academic pursuits, Dr. Kilgore has over 20 years of management experience, primarily in service industries. Most recently, she served as vice president of marketing for a diversified healthcare organization. During her management career, she oversaw community relations activities and worked extensively with companies to develop cause-related marketing programs. She has also provided consulting services in marketing and new product development.

General Electric

ROBERT L. CORCORAN

Vice President, Corporate Citizenship & Chief Learning Officer

Bob Corcoran is Chief Learning Officer and Vice President, Corporate Citizenship at the General Electric Company, and President of the GE Foundation. He is responsible for training and leadership development, corporate citizenship activities, philanthropy and volunteerism initiatives at GE. Corcoran also heads the John F. Welch Leadership Development Center in Crotonville, NY, where he has global responsibility for training and developing GE leaders. Corcoran's 25-year GE career has included key HR leadership roles in GE's Medical, Aircraft, Lighting and Aerospace businesses. Prior to his current position, Bob was Vice President of Human Resources for GE Medical Systems and was elected a Corporate Officer by the GE Board of Directors in 2000.

ROGER NOZAKI

Executive Director, GE Foundation

As executive director, Roger Nozaki works with the GE Foundation board, president, and staff to establish priorities and strategies for the foundation's \$50 million global philanthropic portfolio. In this role, he provides leadership and management for grants, employee programs (matching gifts, United Way, and scholarships), and operations and systems; and supports GE's corporate citizenship initiatives and community relations efforts.

Before coming to the GE Foundation, Roger served as senior program officer at the Hitachi Foundation in Washington, DC, and previously managed programs at education and non-profit organizations.

RICHARD O'DONNELL

GE Crotonville

Richard has been with GE for eight years working for GE Consumer & Industrial in London and most recently before his Crotonville position with NBC in New York. Prior to working with GE, Richard spent seven years with Unilever also splitting his time between London and New York assignments.

Richard is a qualified accountant by profession and has held a number of different Finance roles in Audit, Treasury and Financial Planning & Analysis both with Unilever and GE. In 2000, he switched gears to take a Six Sigma role at NBC and in March 2004 received his Quality Leader Certification from GE having already achieved Master Black Belt Certification in May 2002.

Richard is married to Ilene and they have 2 young children Sam & Annabel. He lives in River Vale, NJ and enjoys watching and playing all sports particularly golf, soccer and football.

3M

ALEX C. CIRILLO, JR.

Staff Vice President, Community Affairs & Workplace Diversity

Alex Cirillo was born and raised in Utica, New York. He received an A.B. in Chemistry from the Catholic University in Washington, D.C., and both an M.S. and Ph.D. in Chemistry at the University of Wisconsin – Milwaukee. He was a post-doctoral student at the Centre Nationale de Recherche Scientifique Laboratory in Orleans, France.

In 1979, Alex joined 3M's Central Research Laboratories as a Senior Physicist working in the area of small particle technology. In 1983 he was chosen to lead 3M's first laboratory in Filtration Products. In 1990, he was appointed technical director of the 3M Commercial Graphics Division, the business unit responsible for creating the digital revolution in large format graphics for commercial applications. Alex was then appointed staff R&D executive for the 3M Health Care Markets, where he had responsibility for several 3MTechnology Centers as well as the 3M Bioanalytical Technologies Project, a business unit targeting products for genomic applications. In 2000, he was appointed president and General Manager of 3M Canada and 14 months later returned to become the division vice president of the Commercial Graphics Division. He currently serves as the Vice President of Community Affairs and Workplace Diversity.

In addition to his 3M experience, Dr. Cirillo spent five years in religious life as a teaching Brother, six years in the U.S. Army Reserves as a mechanic, truck driver and prison guard. He has taught science and mathematics at various levels from elementary school to university. Dr. Cirillo is an avid guitar player and singer. He and his wife, Judy, have four children and four grandchildren.

The Aspen Institute

MARY C. GENTILE

Consultant

Mary C. Gentile is an independent consultant in Arlington, MA. Previously (1985-1995) Gentile was faculty member, researcher, and administrator at the Harvard Business School. As an independent consultant (1995-present), Gentile works with corporate, non-profit and academic institutions on executive coaching, training and curriculum development, issue definition and strategy design on issues of social impact management, ethics, business education and diversity. Clients include: Harvard Business School, Columbia Business School, Harvard's Kennedy School of Government, The Aspen Institute, United Nations Global Compact Learning Forum, Merrill Lynch, Fine Line Consulting, International Women's Forum, Pfizer Corporation, Morgan Stanley, Harvard Divinity School, etc. While at Harvard Business School (1985-95), Gentile developed the School's first and very highly rated course on managing diversity. Gentile was also one of the principal architects of the innovative educational program, *Leadership, Ethics and Corporate Responsibility*, which served to integrate Business Ethics into the Harvard graduate management curriculum.

Publications include *Can Ethics Be Taught? Perspectives, Challenges, and Approaches at Harvard Business School* (with Thomas R. Piper and Sharon Parks, HBS Press, 1993), *Differences That Work: Organizational Excellence through Diversity* (HBR, 1994); *Managerial Excellence Through Diversity: Text and Cases* (Richard D. Irwin, Inc., 1995; Waveland Press, 1998), numerous best-selling HBS case studies, and articles in journals including *Harvard Business Review*, *Risk Management*, *CFO*, *The Journal of Human Values*, *New Academy Review*, etc. Gentile was Content Expert for the award-winning CD-ROM, *Managing Across Differences* (HBSP, 1996). Gentile holds a B.A. from The College of William and Mary and M.A. and Ph.D. from the State University of New York at Buffalo.

MATTHEW KANE

Events Coordinator/Administrative Assistant, Business and Society Program

Matthew recently joined The Aspen Institute. He assists the Business and Society Program's directors, helping to organize and implement many of the office's programs. Before joining the Institute, Matt worked with several social change organizations in many different settings. Most recently, Matt lived in Jerusalem and worked for a short time as a project coordinator at the Citizens Accord Forum for Jews and Arabs in Israel. He has also worked as a research assistant at the Institute for Resource and Security Studies in Cambridge, MA and at the New England regional office of the U.S. Department of Housing and Urban Development in Boston, MA. Matt graduated with a B.A. in Economics from Tufts University in 2003.

AMY LEFKOWITZ

Senior Program Associate, Business and Society Program

Amy Lefkowitz joined The Aspen Institute in January 2003. She manages aspects of the Beyond Grey Pinstripes biennial survey, report, and website and various business development projects.

Amy has worked in both the for-profit and non-profit sectors and has significant management, marketing, and business development experience. This includes market entry strategy and development for a leading German manufacturing firm, managing the sales and marketing in Europe of such brands as Donna Karan, Tommy Hilfiger, and Oscar de la Renta for the Lantis Eyewear Corporation, and new business development for a division of the American Express Company. In the non-profit sector she has worked on community economic development projects involving microlending and empowerment business incubation at Seedco.

She holds an MBA in finance and marketing from New York University's Leonard N. Stern School of Business. Amy has traveled extensively for business and is proficient in both the German and Italian languages. In addition, she has mentored inner-city students as part of MindsMatter of New York, and done marketing work for ReStart Central to help rebuild small business in Lower Manhattan post 9/11.

KATHRYN C. MAYER

Consultant

Kathryn has over 15 years of experience as an executive coach and a leadership, training, and change management professional. She brings a unique blend of experiences ranging from competitive tennis, cognitive psychology, theatrical techniques, and business to her consulting.

She began her career as a ranked junior tennis player and played competitive tennis for 25 years. Kathryn's competitive drive to win motivates her to partner with her clients to develop successful solutions. She focuses on getting clients to deal with the real issues that hold them back and identify and leverage the strengths that propel them forward. Kathryn adds a proven dimension in understanding competitive attitudes toward success.

She brought her competitive drive to Wall Street and led successful training efforts at both Goldman Sachs (senior training specialist) and Citigroup's Investment Bank (Director of Career Development for the Investment Bank). Prior to joining Citigroup, she brought her training and change management expertise to Deloitte and Touche (Director of Career Development). She received a BA in Sociology with Phi Beta Kappa honors from St. Lawrence University and obtained an MS in Counseling Psychology from SUNY at Albany.

NANCY McGAW

Deputy Director, Business and Society Program

Nancy McGaw is deputy director of the Business and Society Program at The Aspen Institute. She is responsible for three of the organization's signature programs. She leads the Developing Balanced Leaders program, creating a learning network of experts in executive education around the world to share experiences and build knowledge about cutting-edge initiatives to develop *balanced* leaders. Such leaders are attentive to the social impact of their decisions as well as to economic performance, to both the long and short-term implications of their actions, and to the concerns and voices of their enterprises' multiple stakeholders.

She is also responsible for the Business and Society Program's participation in the *Beyond Grey Pinstripes* survey of business schools. This global, biennial survey, conducted in conjunction with the World Resources Institute, assesses how – and whether – MBA programs are preparing graduates for social and environmental stewardship.

In addition, she oversees the team responsible for surveys designed to study MBA student attitudes toward business and society. The most recent survey report, *Where Will They Lead? MBA Student Attitudes About Business and Society 2003*, was published in May, 2003.

Nancy joined Aspen from a career in corporate banking and international development. From 1997 to 1999 she was director of Corporate Partnerships at The Synergos Institute, a nonprofit organization dedicated to developing effective sustainable solutions to global poverty. Previously, she worked for 18 years in business development and relationship and portfolio management in corporate banking, most recently at Bank of America where, as managing director, she had responsibility for a team of professionals specializing in corporate finance structuring and risk analysis and for multinational corporate clients. Her career has included overseas assignments in Japan and England.

She has an M.A. in International Relations from the School of Advanced International Studies at Johns Hopkins University and a B.A. from Michigan State University.

CLAIRE PREISSER
Associate Director, Business and Society Program

Claire Preisser joined the Aspen Institute in September 2000. She leads several of the Business and Society Program's dialogue-based projects with business leaders and academics, including the Teaching Innovation Program, the Business Leaders Dialogue, and the Global Scholars Program.

Claire joined the Institute after completing her M.B.A. cum laude at Babson College. While there she founded a chapter of *Net Impact* (formerly *Students for Responsible Business*) and contributed extensively to the development of the business ethics component of the M.B.A. curriculum. Before pursuing her M.B.A., Claire spent two years with a boutique consulting firm that specialized in systems thinking. There she directed the firm's executive education program and supported the marketing, development, and implementation of training and consulting engagements. Prior to this, she worked in fundraising and volunteer management in the non-profit sector.

Claire holds a B.A. from The College of William and Mary and an M.B.A. from The F.W. Olin Graduate School of Business at Babson College.

JUDITH F. SAMUELSON
Executive Director, Business and Society Program

Judith Samuelson is founder and executive director of the Business and Society Program, a policy program at The Aspen Institute. Now in its seventh year, the mission of the Business and Society Program is to develop business leaders for a sustainable global society. The Business and Society Program creates opportunities for cross-sector dialogue and research, and partners with business executives and educators to explore new pathways to sustainability. The Business and Society Program is the leading source of innovative curriculum in top business schools around the world through its websites, BeyondGreyPinstripes.org and CasePlace.org.

Judy's work experience spans the business, government and nonprofit sectors. She joined the Ford Foundation in 1989 and served through 1996 as Director of the Office of Program-Related Investments and the Foundation's \$150 million social investment fund, targeting domestic and international investments in housing development, micro-enterprise, economic development and

nonprofit infrastructure. In 1994 she helped launch the Foundation's Corporate Involvement Initiative, a comprehensive effort to encourage private-nonprofit partnerships and facilitate business opportunities with broad social benefits.

Prior to joining the Ford Foundation, Judy was a commercial banker at Bankers Trust Company where she managed a sales and lending team in New York's garment center. She began her career in Sacramento, California as a lobbyist and legislative aid on public health and education issues and in the Governor's Office of Planning and Research.

Judy has a Masters degree from the Yale School of Management and a B.A. from UCLA. She is member of the Executive Committee of Net Impact, formerly Students for Responsible Business (an MBA organization with over 5,000 members and 70 chapters on university campuses in the U.S., India and Europe); she sits on the Board of ACCION-New York, a micro-lending program, and is a trustee of All Souls Unitarian Church of New York City.

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