
Final Report

2010 Survey on
Global Poverty as a
Challenge for
Management
Education

October 2010



Word from the Organizers

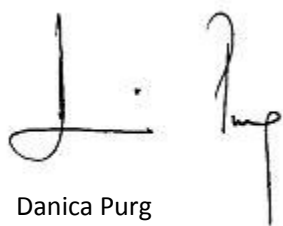
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Our support to this research initiative was based on our strong belief that the world of today needs to develop new responses for new challenges, including those that emerged with the global crisis. The role of business education and leadership is very important, since they create new generations of business leaders. Poverty eradication, one of the main objectives of the Millennium Development Goals, is certainly a challenge for management education, but it is also a great opportunity.

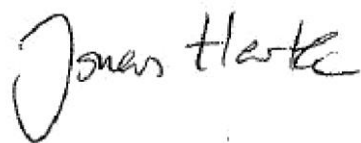
This survey is encouraging from different points of view. The massive response of faculty and business schools administrators from so many countries from all over the world demonstrates high interest and global concern about poverty issues. On the other hand, survey results show a whole spectrum of new approaches towards integrating poverty issues into business education and management development. Last but not least, the results of the survey provide an excellent platform for future work and cooperation in this area.

We would like to express gratitude to all those who contributed to this initiative, from the research team, who successfully built this survey on previous CEEMAN Survey on Management Education and Poverty Reduction, to all those whose contribution enabled to capture interesting and inspiring innovations taking place all over the world. They all have created a platform for further discussion, collaboration and innovation on this topic.

The Principles for Responsible Management Education (PRME), a UN-supported initiative for management schools, was happy to join CEEMAN in sponsoring this project. Following our joint commitment to the Principles for Responsible Management Education, we are looking forward to our future cooperation, also through supporting future activities of the PRME Working Group on Poverty as a Challenge for Management Education.



Danica Purg
CEEMAN President



Jonas Haertle
Head, PRME Secretariat

Introduction

This report presents the final results of a global survey designed to describe current and future commitments by faculty and administrators to the issue of poverty alleviation in management education. The current survey builds on the first global survey to explore the relationship between poverty alleviation and business education conducted by CEEMAN in 2008. In that first survey, 154 individuals from 33 countries responded. Major findings from the 2008 CEEMAN survey were that:

- 1) The issue of global poverty was a legitimate topic for management education;
- 2) Courses on corporate social responsibility and business ethics were said to be the most logical “homes” for this discussion; yet
- 3) Innovations in teaching about global poverty were occurring in business courses outside of the ethics and corporate social responsibility course.

In December 2008, the PRME Secretariat held its First Global Forum for Responsible Management Education in New York. One result of that meeting was the formation of the PRME Working Group on Poverty as a Challenge to Management Education. Encouraged by the insights gained from the 2008 CEEMAN survey, the Working Group decided to create and implement a new global survey.

The survey was designed by Al Rosenbloom, Dominican University, River Forest, USA, and Milenko Gudić, CEEMAN, Bled, Slovenia. They integrated ideas that were generated from the work done by and exchanged among members of PRME Working Group on Poverty as a Challenge to Management Education, including Thomas Brashear Alejandro, Isenberg School of Management, University of Massachusetts Amherst, USA; Paulo Cesar Motta, A Escola de Negocios da Puc-Rio, Rio de Janeiro, Brazil; Camilo Mejía Reátiga, Escuela de Negocios, Universidad del Norte, Barranquilla – Colombia; Miguel Angel Gardetti and Clara Cazenava, Instituto de Estudios para la Sustentabilidad Corporativa, Buenos Aires, Argentina. Useful suggestions on the draft survey questionnaire were also provided by Manuel Escudero, then Head of PRME Secretariat.

The new survey’s aim was to explore more fully point three from the initial CEEMAN survey: current and future curricular and pedagogical innovations in teaching about poverty in business programs around the world.

The survey was administered in May/June 2010 and further extended till September. Al Rosenbloom and Milenko Gudić presented an executive summary of preliminary survey results at the 2nd Global Forum for Responsible Management Education held in New York in June 2010, while summary of the final results was presented at the 18th CEEMAN Annual Conference and Deans and Directors Meeting in Caserta, Italy in September 2010, while full final report is presented below.

Survey Design

The 2010 Survey on Global Poverty as a Challenge to Management Education was designed primarily to capture course-level innovations in the teaching and discussion of global poverty across the entire business curriculum. Consequently, undergraduate, MBA, EMBA and doctoral level courses were given separate sections in the survey. Open-ended questions in these survey sections enabled respondents to describe the specific topics and learning activities they used in-class to involve students with the issue of global poverty.

Preceding this catalog of course innovations in teaching were a series of closed ended questions that asked survey respondents to:

- Assess the significance of poverty both as a global problem and as a problem in the country where the respondent taught
- Evaluate the overall legitimacy of poverty as a topic in management education
- Contrast the set of courses in which poverty discussions are currently occurring in the respondent's school with the ideal set of courses in which poverty discussion should occur
- Identify whether any of eight different learning activities and approaches matched how courses would change to better engage students with the issue of poverty

The survey concluded with a series of demographic and institutional classification questions.

Seven-point Likert scales were used for all attitudinal questions. Typically, the seven-point scale was anchored on the low end with "strongly disagree" and anchored on the high end with "strongly agree." Respondents were able to check a "not sure" category throughout the survey.

Respondent Profile

Three-hundred-and-seventy-seven individuals responded to the survey. **Table 1** indicates that 60% of all respondents held a doctorate as their highest level of education. Table 1 also indicates that respondents taught across the entire business curriculum. The top five disciplines represented in the survey were, in rank order: Management, Marketing, Finance, Strategy, and Economics. More than three-quarters (78.2%) of the respondents said they were primarily faculty members. Less than a quarter of the respondents identified themselves as primarily administrators.

	Frequency	Percent
Highest Degree		
▪ Bachelor's	14	5.7
▪ Master's	77	31.6
▪ Law	5	2.0
▪ Engineering	3	1.2
▪ Doctorate	145	59.4
<i>TOTAL</i>	<i>244</i>	<i>100.0</i>
Discipline		
▪ Accounting	9	4.1
▪ Administration	7	3.2
▪ Corporate governance	1	0.5
▪ Economics	16	7.2
▪ Entrepreneurship	11	5.0
▪ Ethics	15	6.8
▪ Finance	26	11.8
▪ International Business	9	4.1
▪ Information Systems	1	0.5
▪ Law	4	1.8
▪ Management	57	25.8
▪ Marketing	31	14.0
▪ Operation	9	4.1
▪ Statistics/Quantitative Methods	6	2.7
▪ Strategy	19	8.6
<i>TOTAL</i>	<i>221</i>	<i>100.0</i>
School Position		
▪ Faculty member with some administrative duties	105	42.3
▪ Faculty member with no administrative duties	89	35.9
▪ Administrator with some teaching duties	38	15.3
▪ Administrator with no teaching duties	16	6.5
<i>TOTAL</i>	<i>248</i>	<i>100.0</i>

Respondents came from 51 different countries. As **Figure 1** indicates, every continent in the world was presented.

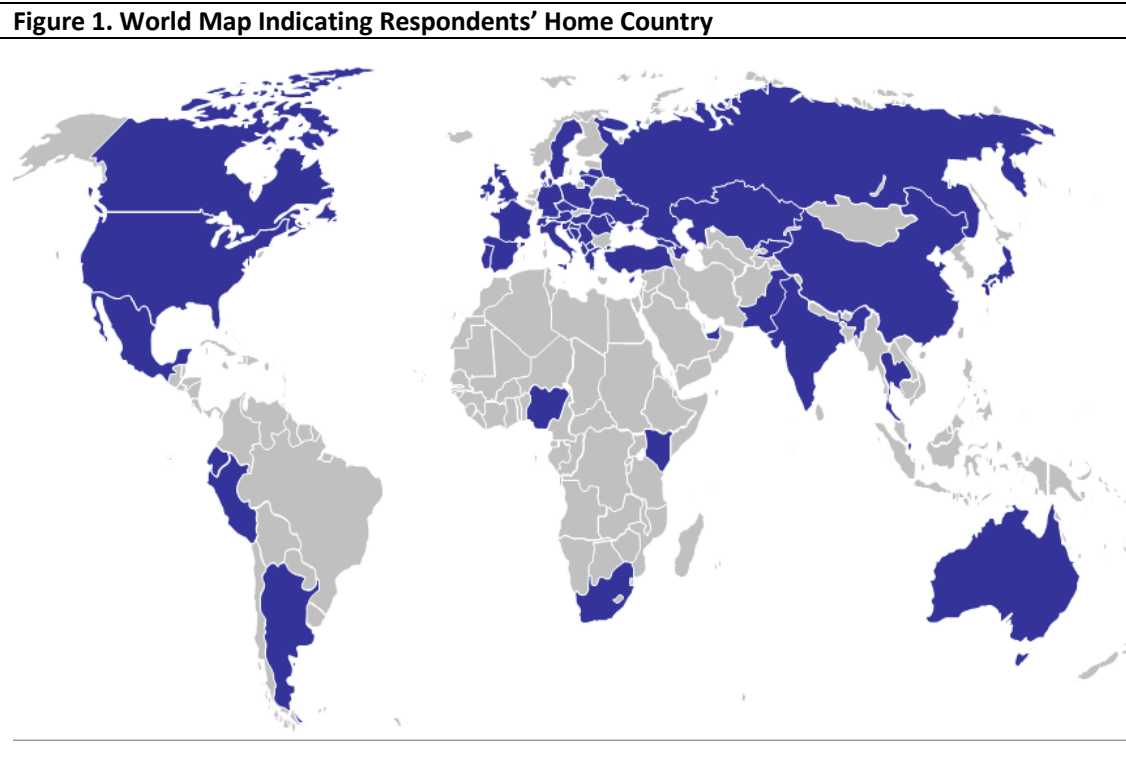


Table 2 provides a list of the number of survey responses received per country. The United States had the greatest number of survey respondents (38), followed closely by Argentina (35). Romania, Serbia, the Russian Federation and the United Kingdom all had more than 10 survey respondents.

Albania	2	France	8	Lithuania	1	Singapore	2
Argentina	35	Georgia	2	Macedonia, Republic of	3	Slovenia	6
Australia	5	Germany	4	Mexico	2	South Africa	5
Austria	1	Greece	1	Moldova, Republic of	1	Spain	9
Azerbaijan	1	Hungary	3	Montenegro	5	Sweden	3
Bosnia & Herzegovina	2	India	5	Nigeria	1	Switzerland	6
Canada	3	Ireland	1	Pakistan	1	Thailand	1
China	4	Italy	4	Peru	1	Turkey	2
Croatia	2	Japan	1	Poland	6	Ukraine	2
Cyprus	1	Kazakhstan	1	Portugal	2	United Arab Emirates	1
Czech Republic	4	Kenya	2	Romania	13	United Kingdom	10
Denmark	1	Kyrgyzstan	1	Russian Federation	10	United States	38
Ecuador	1	Latvia	2	Serbia	11		

Institutional Profile

Respondents were asked to classify their business school or business program along several dimensions. **Table 3** summarizes those institutional variables. Sixty percent of the respondents identified their school as being private. Almost three-quarters of the schools said their student body was predominantly national with some international students. Few business schools (just over five percent) were self-identified as being completely international in terms of their study body. Lastly, 30% of respondent schools identified themselves as being CEEMAN members, while 28.2% of respondent institutions were PRME signatories.

Table 3. Institutional Profile		
	Frequency	Percent
Institutional Type		
▪ Public	100	39.5
▪ Private	153	60.5
<i>TOTAL</i>	253	100.0
Student Profile		
▪ Completely national	23	19.1
▪ Predominantly national with some international students	186	73.2
▪ Predominantly international with some national students	31	12.2
▪ Completely international	14	5.5
<i>TOTAL</i>	254	100.0
CEEMAN Member		
▪ Yes	75	30.0
▪ No	128	51.2
▪ Not sure	47	18.8
<i>TOTAL</i>	250	100.0
PRME signatory		
▪ Yes	70	28.2
▪ No	50	20.2
▪ Not sure	128	51.6
<i>TOTAL</i>	248	100.0

General Overview

The survey began with two questions designed to capture respondent perceptions of the overall significance of poverty as a worldwide problem and then to contrast that perception with the significance of poverty within the country where the respondent taught. **Table 4**, as expected, indicates that respondents overwhelmingly saw global poverty as a very significant problem.

Table 4. Overall Significance of Global Poverty

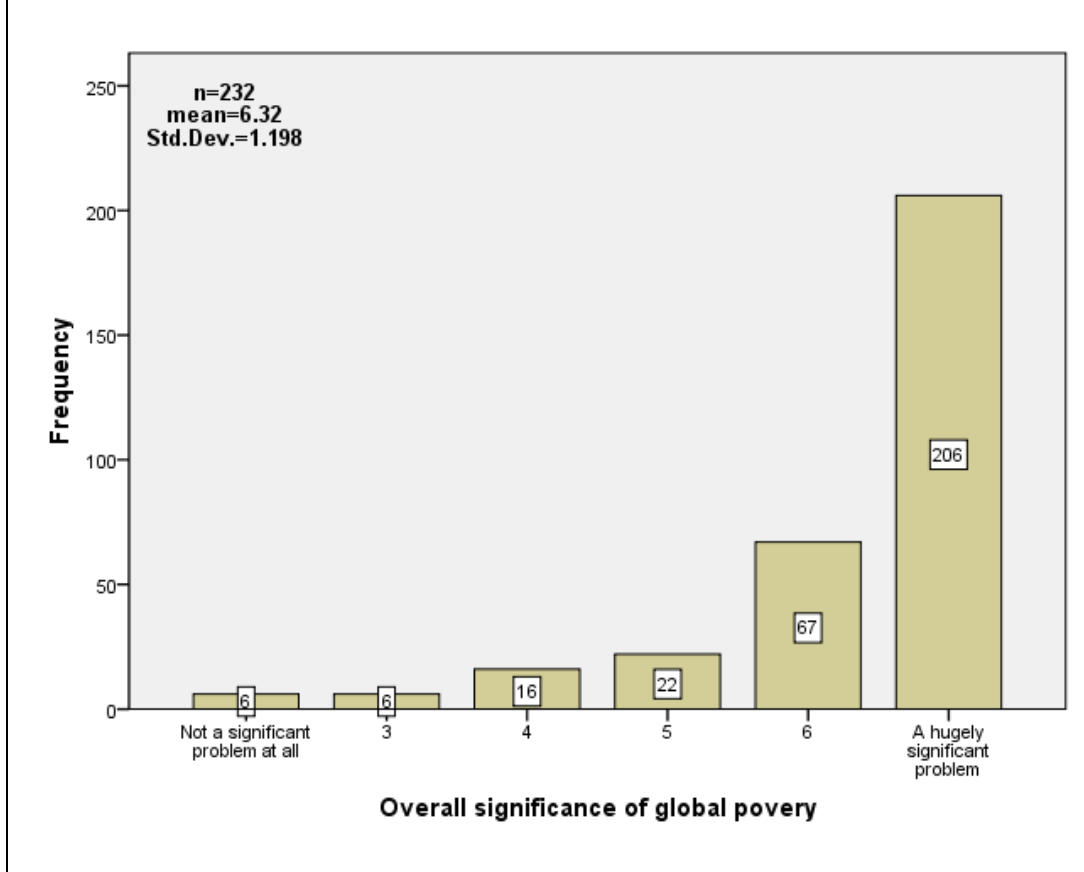


Table 5 presents respondent judgments as to the significance of poverty in the country where each respondent taught. It indicates that respondents distinguished between poverty as a global problem versus poverty as a significant local issue. Responses ranged across all the scales, from not a significant problem at all to a hugely significant problem. The majority (53%) of respondents, however, identified domestic poverty from somewhat significant to hugely significant local problem as indicated by scale ranges five, six and seven.

Table 5. Overall Significance of Global Poverty in the Country Where Respondents Teach

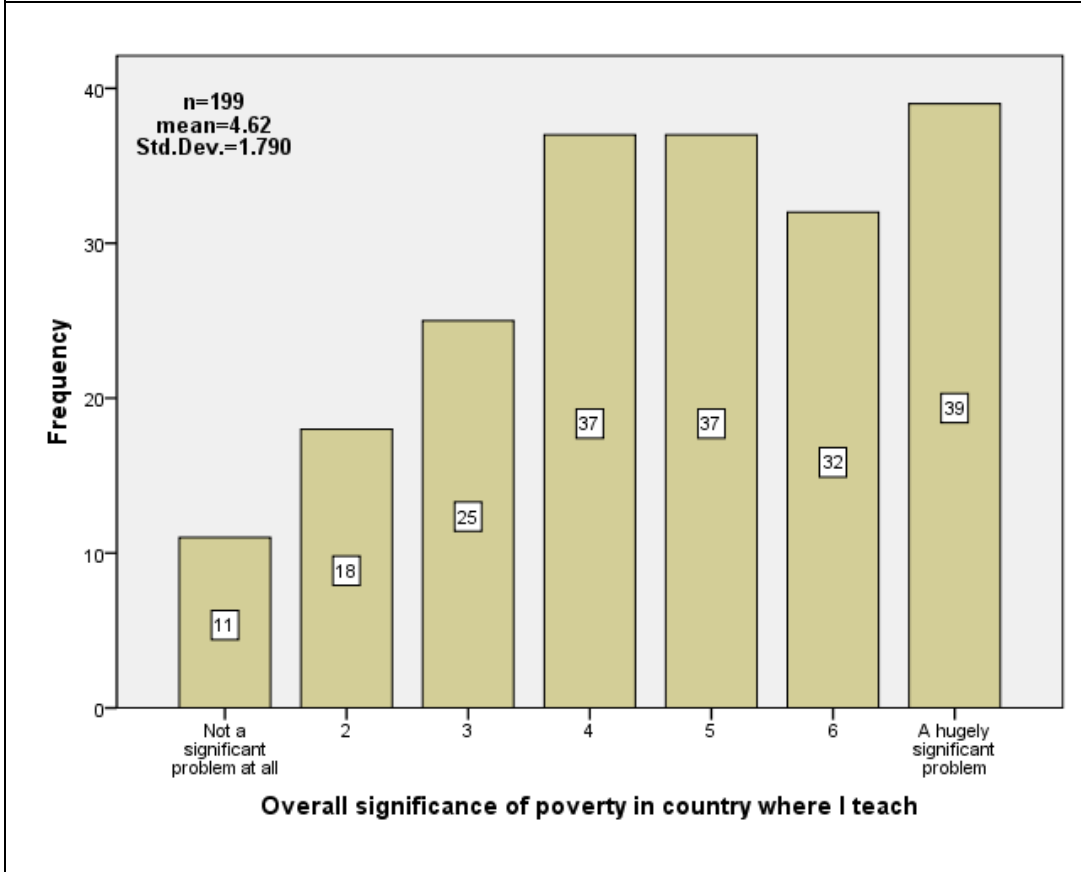
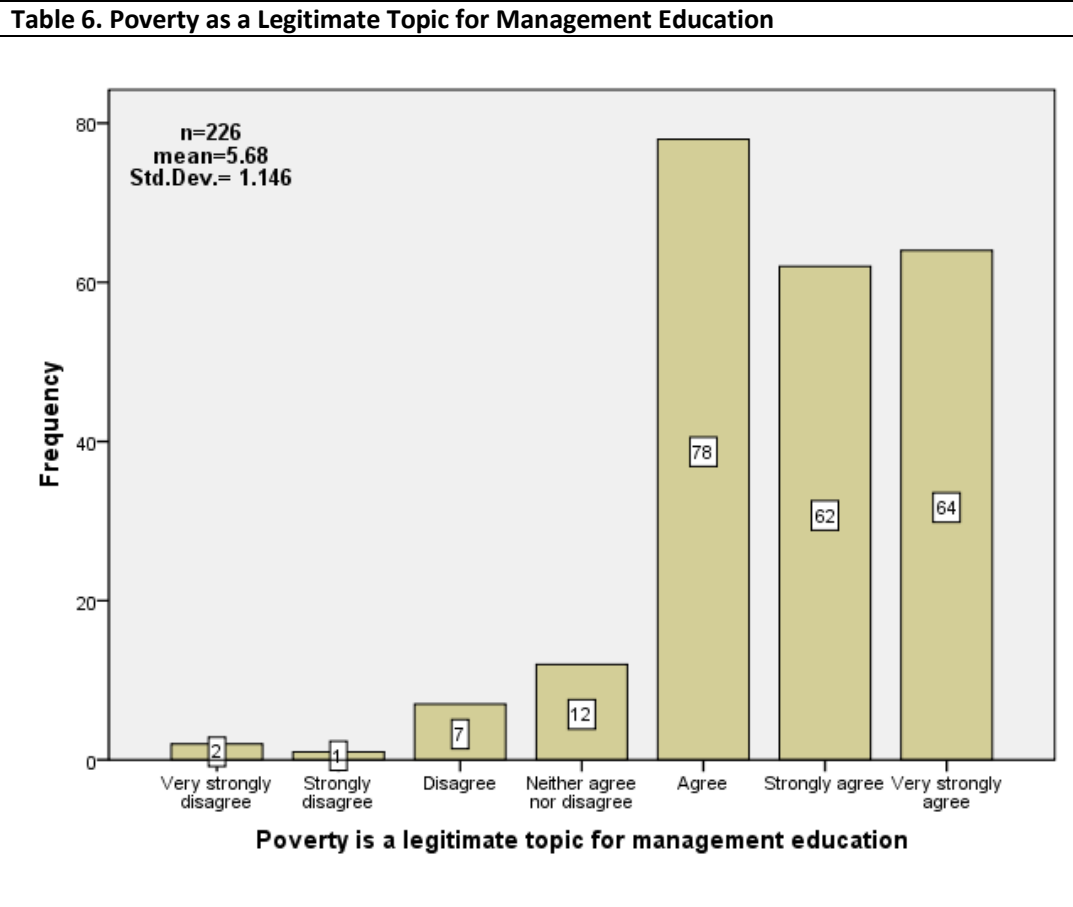
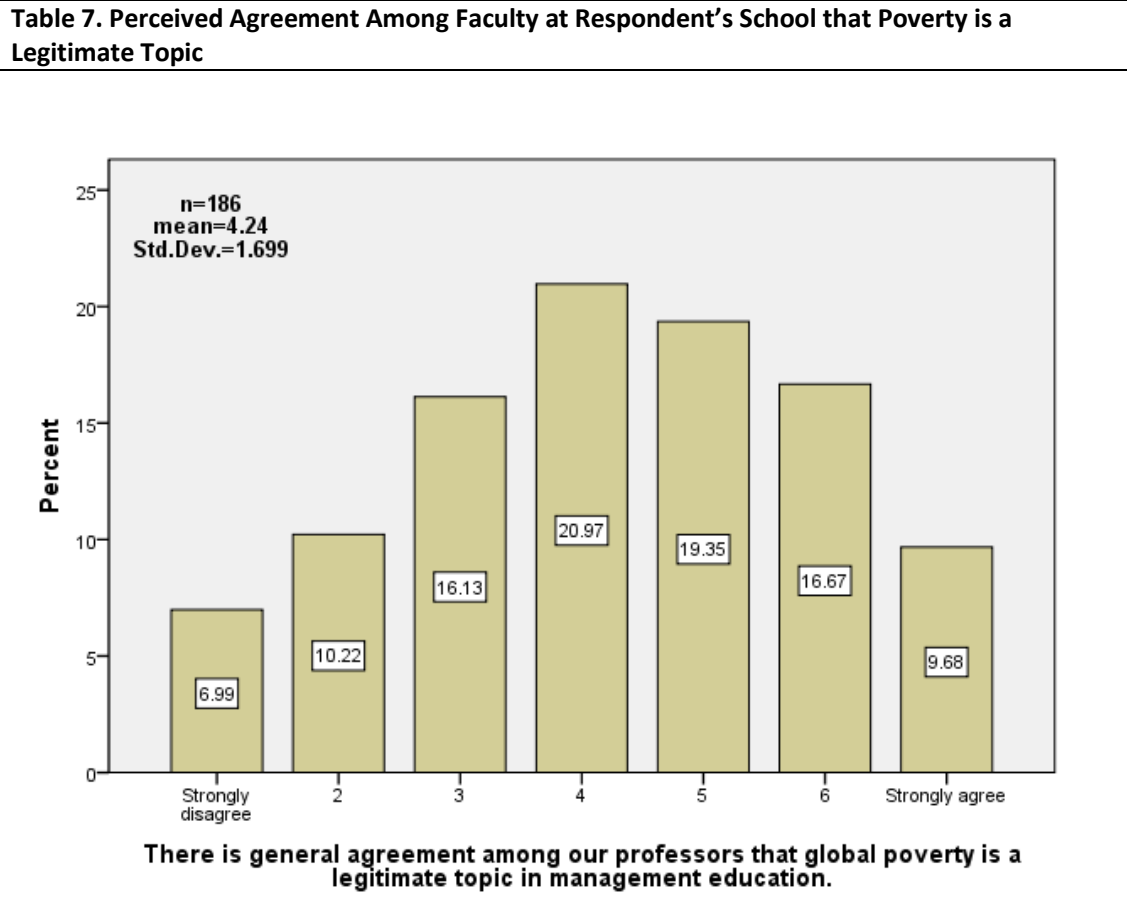


Table 6 summarizes respondent assessments as to whether the topic of global poverty is a legitimate topic for management education. While some differences of opinion existed in this survey sample, the right-skewed bar chart of Table 6 indicates that the vast majority of respondents (90.2%) thought the topic to be significant.



However, when asked about the perceptions of their own faculty, respondents stated that there was opinion divergence among colleagues. **Table 7** indicates that one-third of survey respondents believed that colleagues in their own school may not hold the same opinion as they did.



Response bias is an important consideration with all surveys. In other words, were survey data merely capturing the attitudes of individuals who felt strongly one way or the other about the survey issues and thus took the time to respond? To determine whether survey respondents predominantly reflected a bias, the survey asked individuals to consider the degree to which there was a natural fit between the issue of poverty and the course(s) respondent’s taught. A working assumption was that the more natural “the fit” between poverty issues and course topics, the more positive would be respondent views. **Table 8** presents respondent perceptions as to the degree of “fit” between this topic and their course(s). The spread of responses across all seven scale possibilities suggests that respondents were not simply expressing their own disciplinary perspective. Indeed, just over 25% of the respondents said that there was either no relationship or a weak relationship between the topic of poverty and the course(s) they taught (scale values 1, 2 and 3).

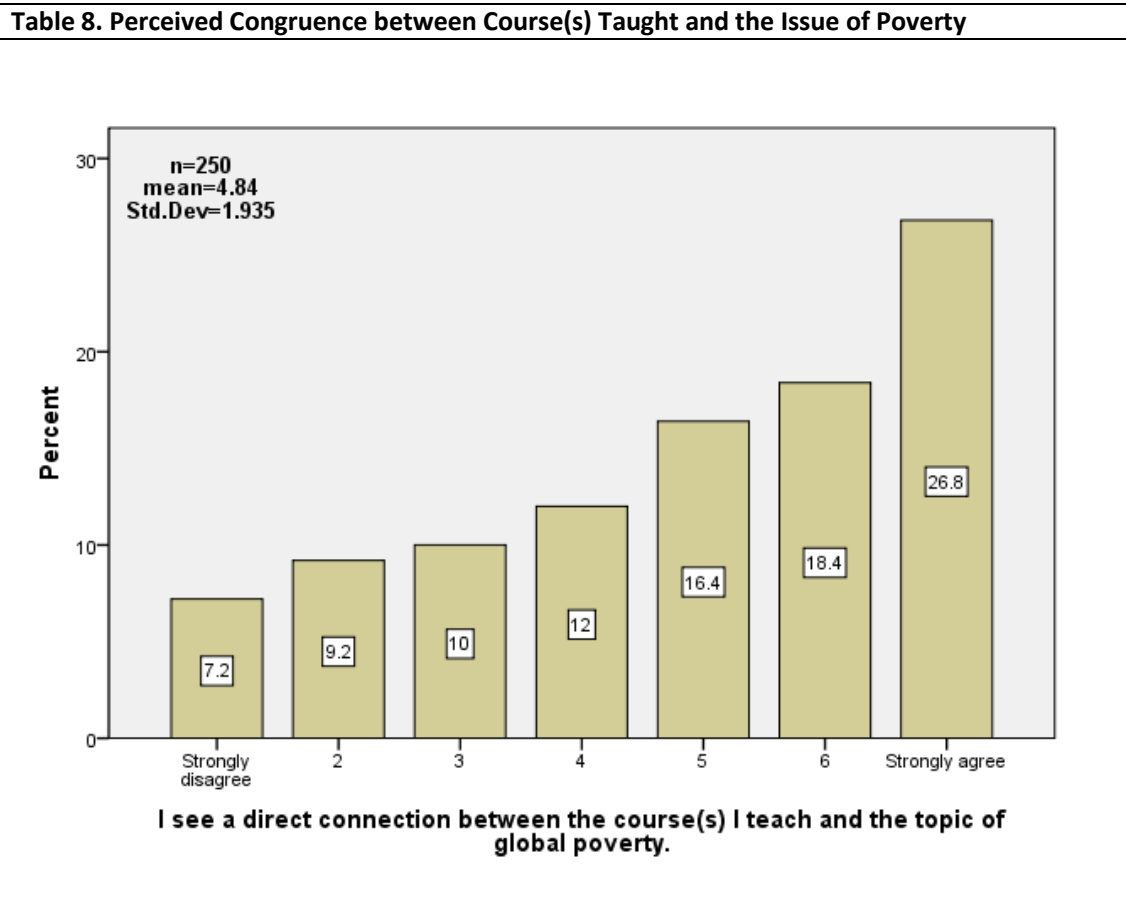


Table 9 provides additional insight into the issue of survey bias. It cross-tabulates the data from Table 8 (“fit” with course topics) and Table 6 (poverty as a legitimate management education topic). The shaded blue quadrants in Table 9 represent respondents who do not see a close fit between the courses they teach and poverty, yet who still state that poverty is a legitimate management topic. Essentially, these are respondents who said, “Even though I can’t see the connections in or with my own course(s), poverty is still an important issue for management students to understand.”

Table 9. Cross Tab Between Poverty as a Legitimate Topic and “Fit” with Course(s) Taught

		Poverty as a legitimate management education topic				Total
		Very strongly agree	Strongly agree	Agree	Neither agree nor disagree	
I see a direct connection between the course(s) I teach and the topic of global poverty.	Strongly disagree	3	4	7	4	18
	2	4	1	15	3	23
	3	4	6	12	3	25
	4	3	13	12	2	30
	5	7	15	18	1	41
	6	15	19	12	0	46
	Strongly agree	41	17	9	0	67
Total		77	75	85	13	250

Finally, a one-way analysis of variances (ANOVA) was run on each of the following questions to determine if CEEMAN members and PRME signatory members held statistically different views from nonmembers and non-PRME signatories: the overall significance of global poverty as a problem, the significance of poverty in the country where there respondent taught, and whether poverty is a legitimate topic in management education. No statistically significant difference was found between CEEMAN members and nonmembers, nor was any statistically significant difference found between PRME signatories and non-PRME signatories.

Curricular Dimensions

Several questions in the survey asked respondents to consider the ideal location with the curriculum for discussions about poverty. Response categories for these questions included: in the CSR/business ethics course, in selected foundation courses, in all foundation courses, in courses related to a major, and in elective courses. Respondents were asked to consider these questions across all four levels of management education of interest: undergraduate, MBA, EMBA and PhD.

Tables 10-13 present a comparison of three broad curriculum building blocks (foundation courses, major courses and elective courses) where poverty discussions are currently occurring and where respondents ideally think they should be occurring. In other words, Tables 10-13 compare “where we are now” with “where we should be.” (Note: The column “Valid Percent” is calculated using total survey respondents [377] as the denominator in all instances. These questions allowed for multiple responses since categories were not mutually exclusive.)

One theme emerged from all four tables: respondents strongly asserted that the business ethics/CSR course was the course that “should have” a discussion of poverty at every level of management education. In terms of foundation courses, there was general consensus that these courses are also logical locations for poverty-related discussions. Whether all or only selected foundation courses should include such poverty discussions is open to debate. Tables 10 and 11 indicate that roughly one-third of the respondents thought that every undergraduate and MBA foundation course should include the topic of poverty. Support for “all foundation courses” lessens at the EMBA and PhD levels. Overall, Tables 10-13 indicate that at every level of management education there are multiple courses (and thus multiple opportunities) where poverty-focused discussions should occur.

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
Undergrad	Business ethics/CSR course	59	15.6	220	58.4
	Selected foundation courses	46	12.1	141	37.4
	All foundation courses	16	4.2	125	33.2
	Course required in major	23	6.1	80	21.1
	Elective courses	37	9.8	113	30.0

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
MBA	Business ethics/CSR course	61	16.2	213	56.5
	Selected foundation courses	46	12.2	159	42.2
	All foundation courses	22	5.8	117	31.0
	Course required in major	109	28.9	109	28.9
	Elective courses	36	9.5	97	25.7

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
EMBA	Business ethics/CSR course	29	7.7	176	46.7
	Selected foundation courses	29	7.7	102	27.1
	All foundation courses	15	4.0	85	22.5
	Course required in major	18	4.8	89	23.6
	Elective courses	11	2.9	87	23.1

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
PhD	Business ethics/CSR course	17	4.5	137	36.3
	Selected foundation courses	14	3.7	82	21.8
	All foundation courses	7	1.9	69	18.3
	Course required in major	14	3.7	96	25.5
	Elective courses	10	2.7	76	20.2

Three other survey questions further validate the findings of Tables 10-13. **Table 14** summarizes respondent perceptions as to whether the time devoted to discussing poverty-related issues was currently sufficient in their own business school. Table 14 indicates that more than two-thirds (67.8%) of the respondents said it was not.

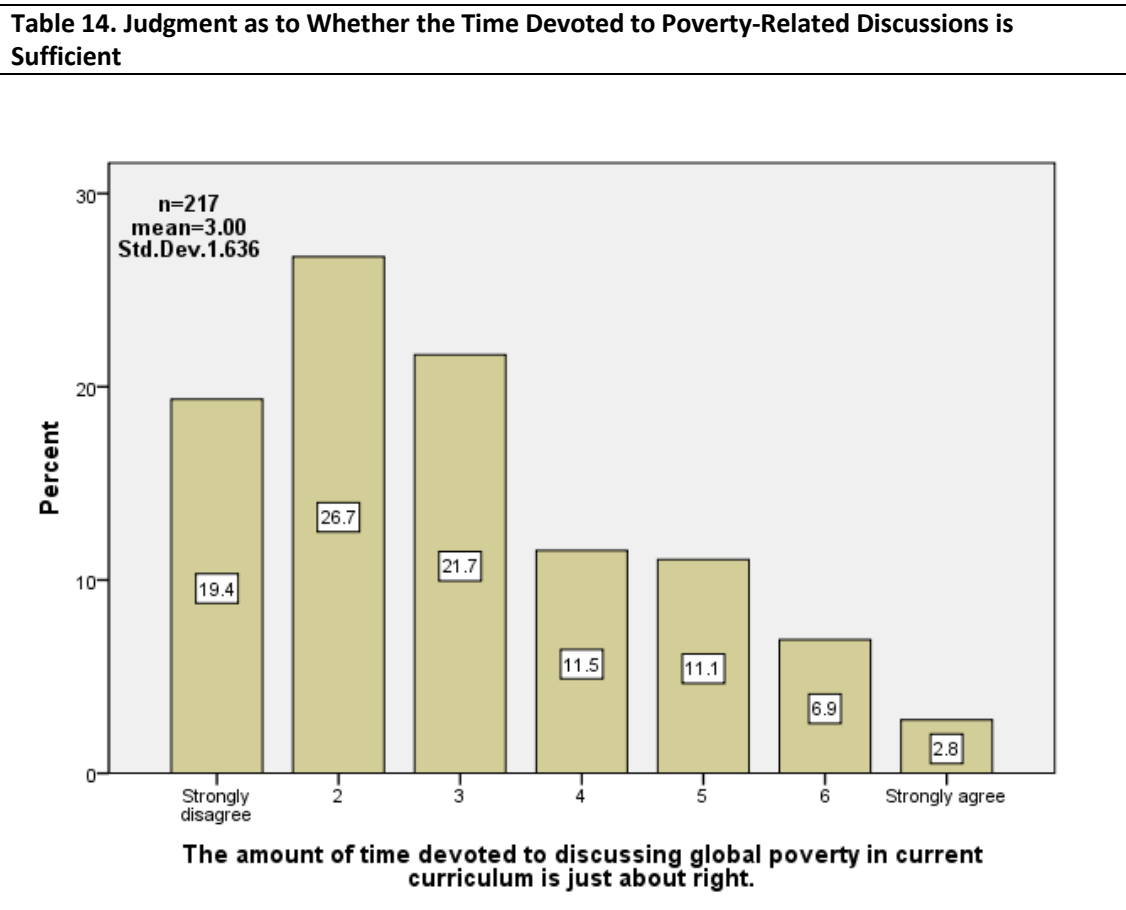
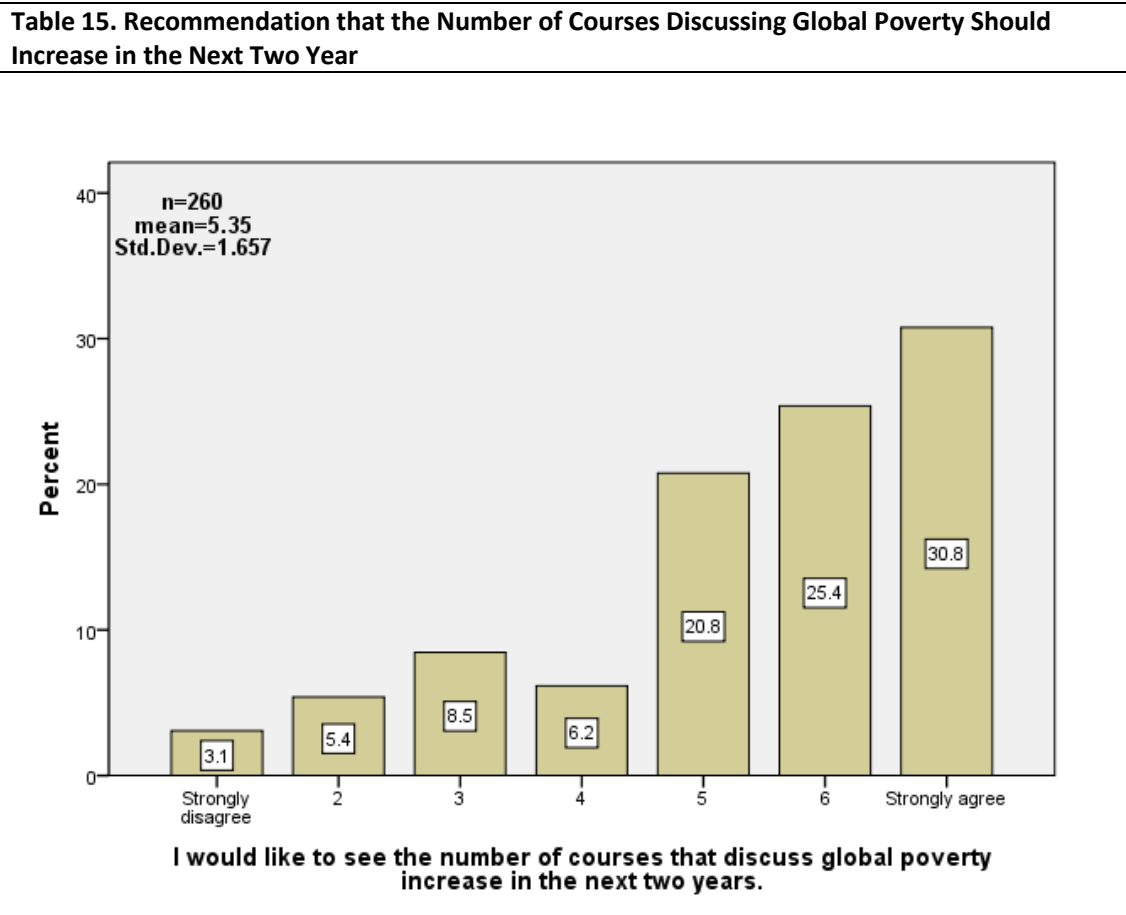
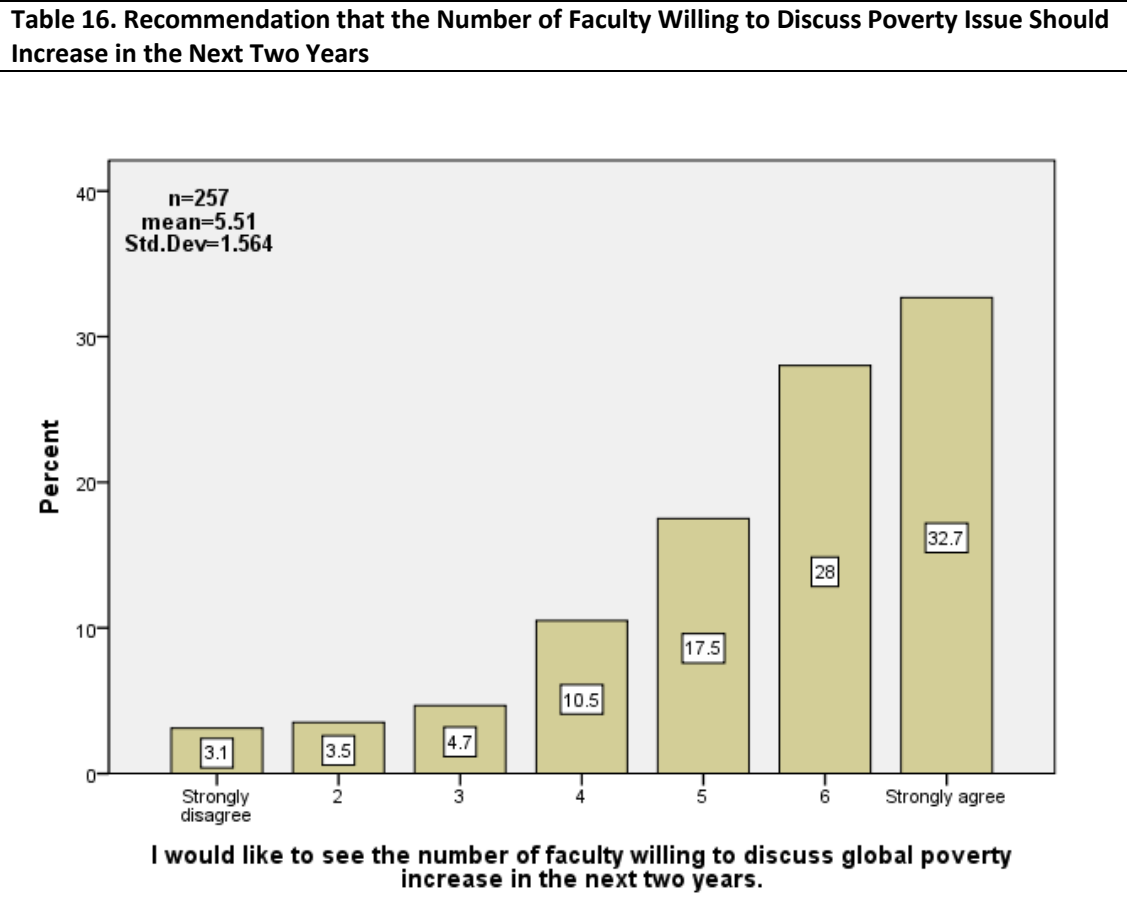


Table 15 is similarly supportive of the assessment that more courses across the entire curriculum could provide opportunities for poverty-related discussions (Tables 10-13). Table 15 summarizes respondent answers to the question: would you like to see an increase in the next two years in the number of courses in your own program that discuss global poverty? More than three-quarters (77%) of respondents answered in the affirmative.



Similarly, the survey asked respondents to consider whether they would like to see an increase in the number of colleagues who discussed poverty. **Table 16** indicates that they would.



Lastly, a one-way analysis of variances (ANOVA) was run on each of the following statements to determine if CEEMAN members and PRME signatory members held statistically different views from non-CEEMAN members and non-PRME signatories: whether there is agreement among faculty at the respondent's school that global poverty is a legitimate topic in management education; whether the amount of time devoted to discussing global poverty in the current curriculum is right; whether the number of courses dealing with poverty should increase; and whether there should be an increase in the number of faculty who are willing to discuss poverty-related issues. None of the PRME and non-PRME signatories ANOVAs were significant.

Two statements, however, yielded statistically significant differences between CEEMAN members and non-CEEMAN members. **Table 17** indicates that CEEMAN members and non-CEEMAN members differed significantly on whether the amount of time devoted to poverty-focused discussions in the current curriculum was right. Non-CEEMAN members disagreed more strongly with the statement (mean=2.65) than did CEEMAN members (mean=3.32). In other words, non-CEEMAN members thought more time should be given to poverty-related discussions than did CEEMAN members.

Table 17. Table. Comparison Between CEEMAN and Non-CEEMAN Members on Whether the Amount of Time Devoted to Discussing Global Poverty in Current Curriculum is Just About Right

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups(Combined)	16.468	1	16.468	6.937	.009
Within Groups	353.730	149	2.374		
Total	370.199	150			

Table 18 indicates that non-CEEMAN members more strongly agreed that the number of courses devoted to poverty discussions should increase in the next two years (mean=5.66) than did CEEMAN members (mean=4.79).

Table 18. Table. Comparison Between CEEMAN and Non-CEEMAN Members on Whether the Number of Courses Discussing Global Poverty Should Increase in the Next Two Years

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups(Combined)	32.030	1	32.030	12.689	.000
Within Groups	459.399	182	2.524		
Total	491.429	183			

In-Class Pedagogies

This section is the survey’s core. As noted above, the survey’s primary objective was to systematically capture state-of-the-art curricular and pedagogical innovations developed by business faculty on how they integrate and discuss the topic of poverty alleviation within their classes. Within this part of the survey, questions were focused on each level of management education of interest: undergraduate, MBA, EMBA and PhD. Filtering questions were embedded in the survey so that respondents answered only those questions that were appropriate for the courses they taught. If a respondent taught only MBA and doctoral level courses, only these two sub-sections of the survey were presented to the respondent.

Table 19 presents a snapshot of how many survey respondents currently discussed poverty-related issues in their classes. Since only faculty teaching at each specific level of management education were able to answer this question, each highlighted green cell in Table 19 serves as a proxy measure for “pervasiveness of discussion” existing presently in this sample of educators. The highlighted cell in the MBA column would therefore be interpreted as: 57% of respondents who taught MBA classes currently included poverty discussions in their classes.

	Currently Teaching Undergrads		Currently Teaching MBAs		Currently Teaching EMBA		Currently Teaching PhDs	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Currently Discussing Poverty?								
Yes	108	65%	79	57%	39	65%	17	47%
No	58	45%	59	43%	21	35%	19	53%
Total	166	100%	138	100%	60	100%	36	100%

The survey also asked respondents to think about how their courses might change within the next year relative to poverty discussions and activities. **Tables 20-23** present that comparison. Each table is a cross-tabulation between the question “Do you currently discuss poverty in your classes?” and “Will you either add poverty-focused discussions or change how you teach about poverty within the next year?” (Note: differences in total responses between Table 19 and Tables 20-23 are due to respondent decisions to skip follow-up questions.)

		Yes	No	TOTAL
Will You Change How You Teach About Poverty or Will You Add This Discussion into Your Undergraduate Course(s)?	Yes	61	28	89
	No	36	31	67
	TOTAL	97	59	159

Table 21. Do you currently discuss poverty in your MBA Courses?				
		Yes	No	TOTAL
Will You Change How You Teach About Poverty or Will You Add This Discussion into Your MBA Course(s)?	Yes	50	21	71
	No	29	36	65
	TOTAL	79	57	136

Table 22. Do you currently discuss poverty in your EMBA Courses?				
		Yes	No	TOTAL
Will You Change How You Teach About Poverty or Will You Add This Discussion into Your EMBA Course(s)?	Yes	25	7	32
	No	10	14	24
	TOTAL	35	21	56

Table 23. Do you currently discuss poverty in your PhD Courses?				
		Yes	No	TOTAL
Will You Change How You Teach About Poverty or Will You Add This Discussion into Your PhD Course(s)?	Yes	11	3	14
	No	5	15	20
	TOTAL	16	18	34

Additional interpretive insight into Tables 20-23 can be gained by considering **Table 24**.

Table 24. Do you currently discuss poverty in your courses?			
		Yes	No
Will You Change How You Teach About Poverty or Will You Add This Discussion into Your Course(s)?	Yes	A Enriching the discussion	B Expanding the discussion
	No	C Maintaining the discussion	D No discussion

Table 24 gives a shorthand phrase for the frequency counts in Tables 20-23 as follows:

Cell A is the intersection of respondents who said they currently are discussing poverty in their course(s) and who anticipate some change in how they will teach the topic within the next year. This cell is labeled “enriching the discussion” because faculty are enhancing, improving or deepening their current pedagogy related to poverty.

Cell B represents those respondents who are currently not teaching about poverty in their course(s) but who have decided to include this topic in their course(s) within the next year. These respondents might be described as newcomers to poverty discussions; hence the idea that they will be “expanding the discussion” of poverty by adding the topic to their course(s).

Cell C presents respondents who presently include poverty in their course(s) and who do not anticipate changing how they teach the topic. These respondents will be “maintaining the discussion.”

Cell D describes respondents who have not included poverty topics in their course(s) to date and who do not foresee this changing within the next year.

The survey also asked respondents to consider each of the following activities and approaches to teaching about poverty and to state whether they currently used or were thinking of using them:

- Add **new cases** that address the issue of poverty
- Add **new assignments** that deal with poverty
- Add **articles and/or books** that discuss poverty
- Added **service learning** in an organization that deals with poverty
- Increase the number of sessions taught by **outside experts** in poverty
- Increase the number of sessions taught by **faculty experts** on poverty
- Increase the number of **student consulting projects** to NGOs/governments/corporations that focus on poverty
- Increase the number of **study travel** trips that have a business and poverty focus

Tables 25-28 summarize use of these pedagogies by program.

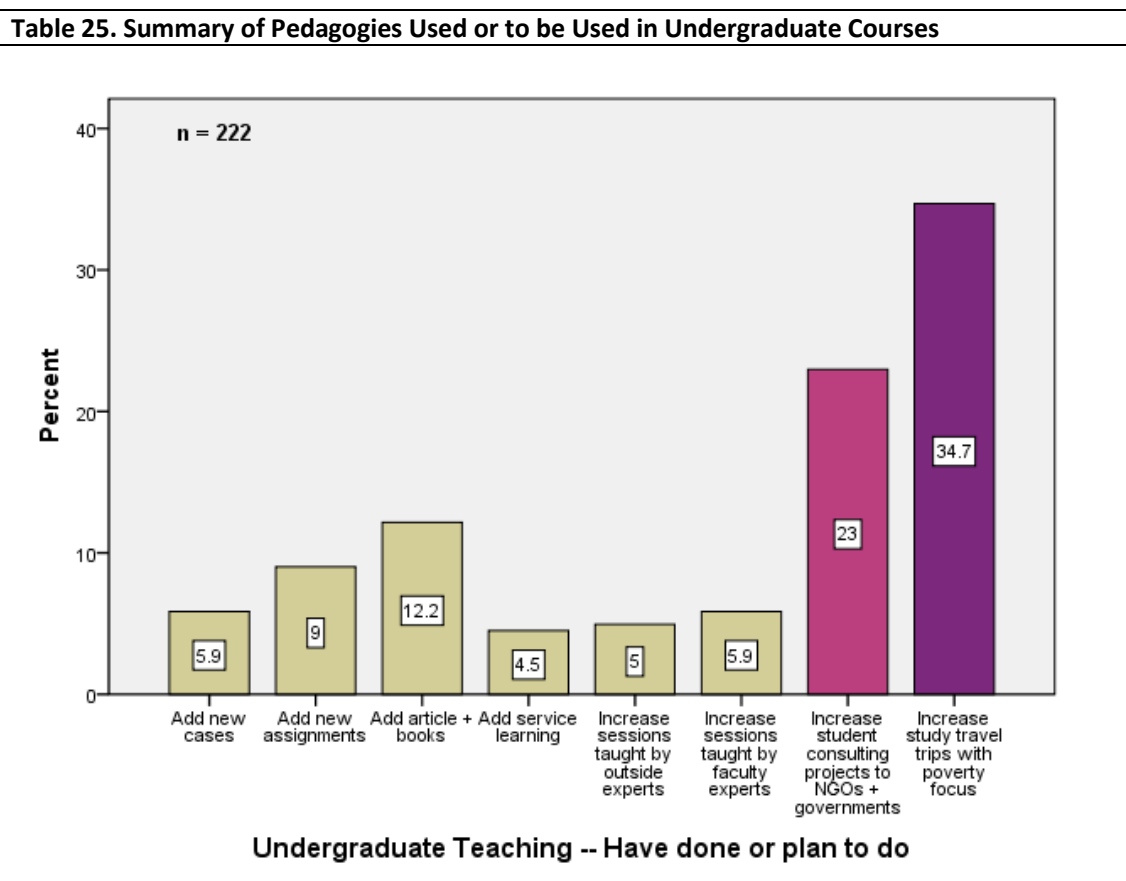


Table 26. Summary of Pedagogies Used or to be Used in MBA Courses

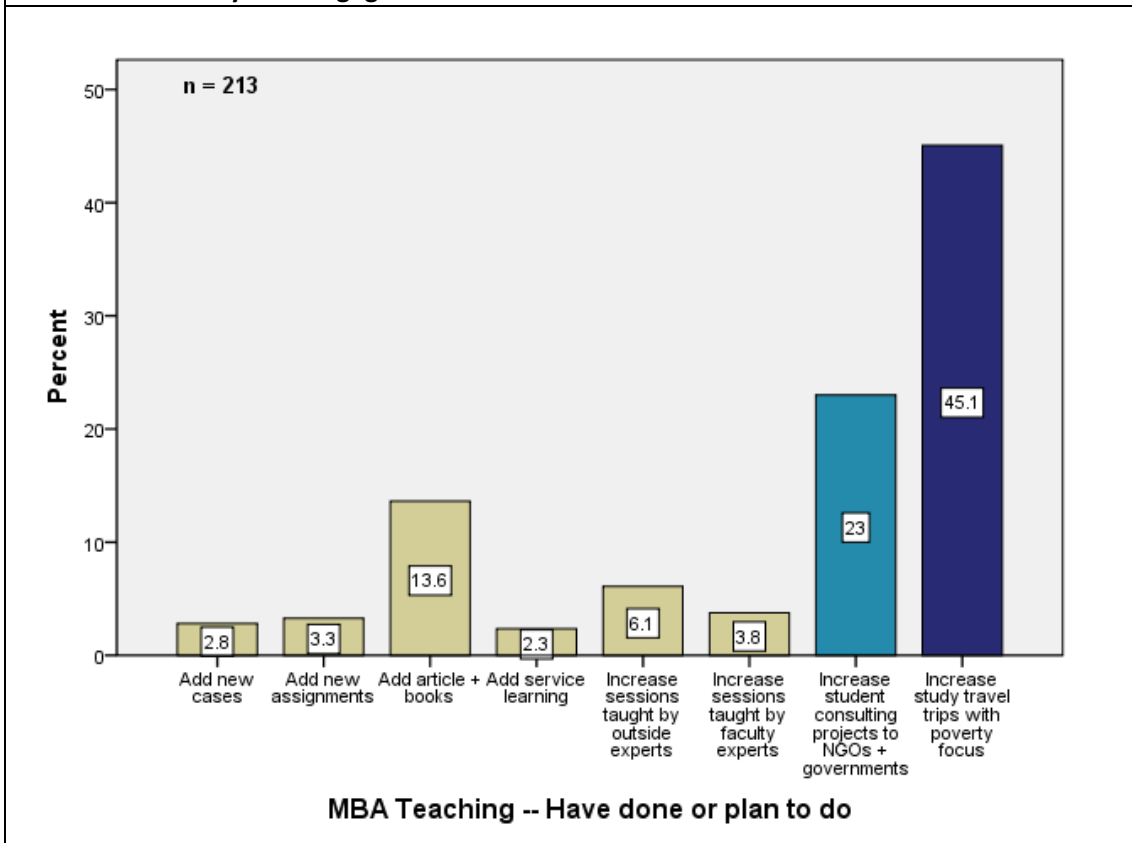


Table 27. Summary of Pedagogies Used or to be Used in EMBA Courses

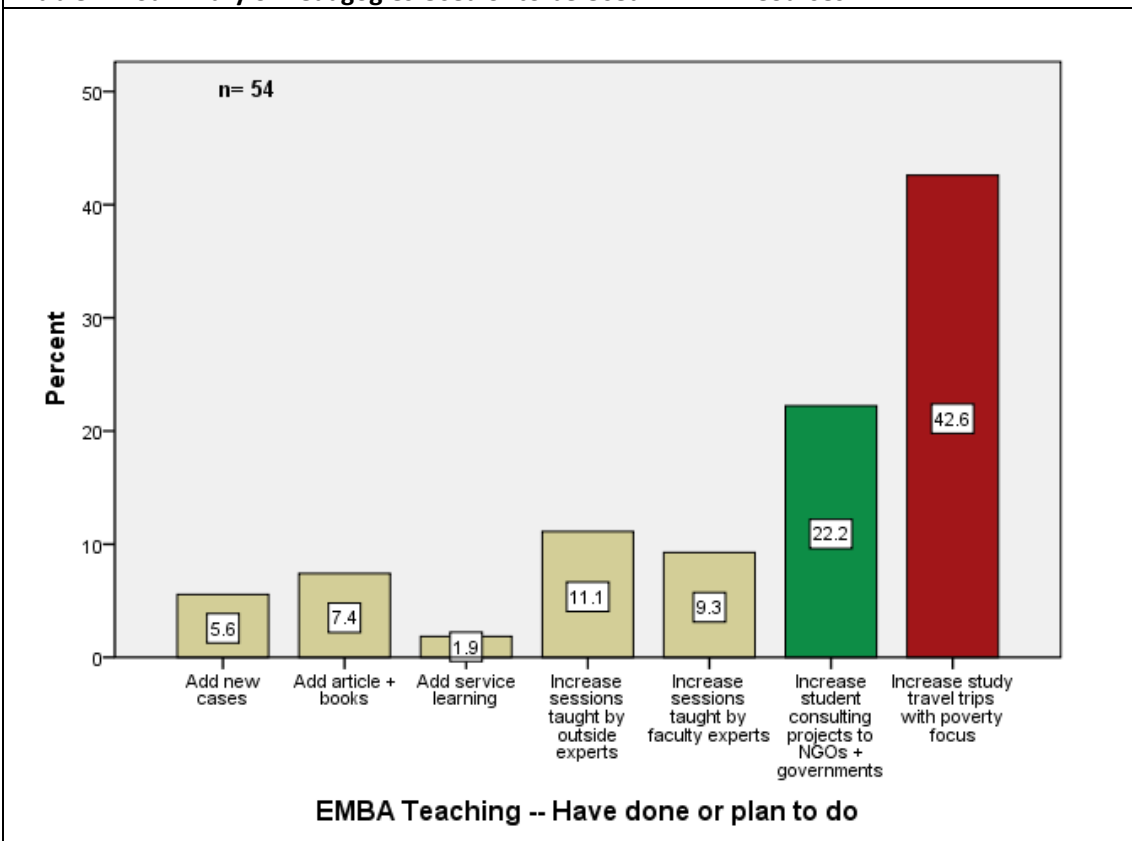
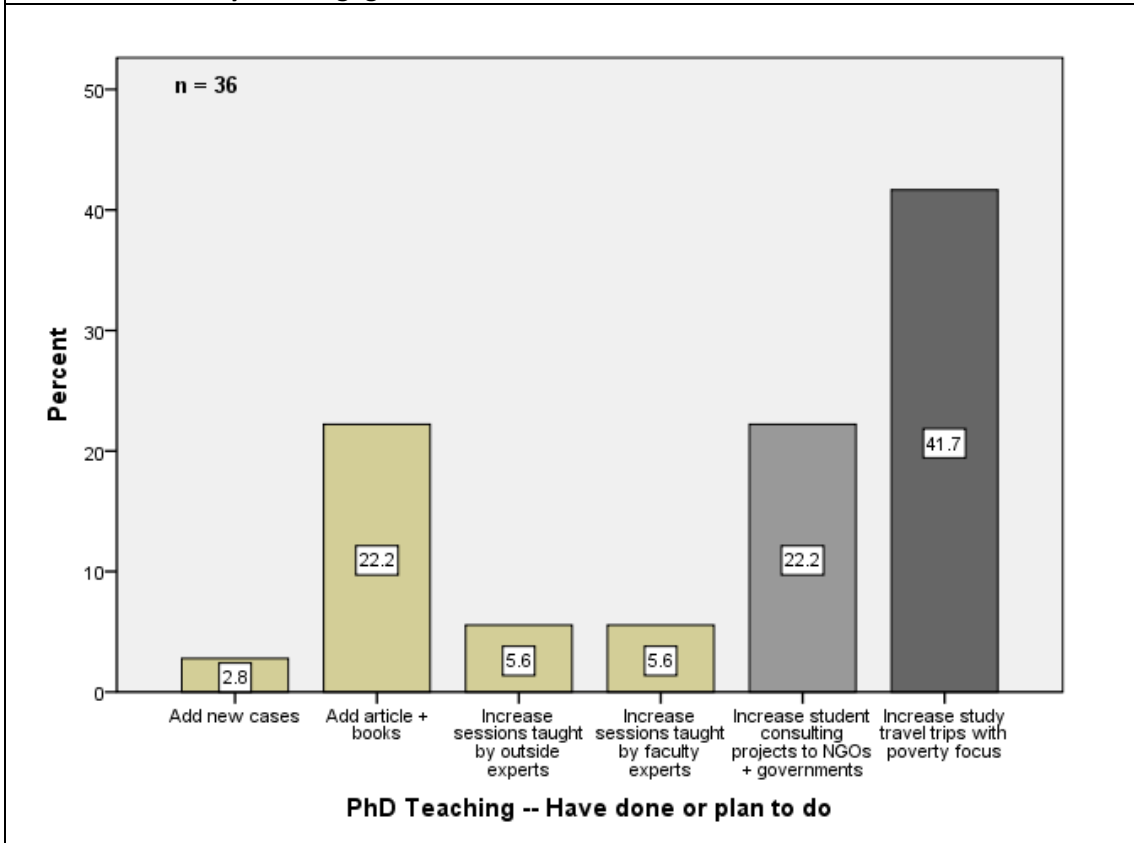


Table 28. Summary of Pedagogies Used or to be Used in PhD Courses



Tables 25-28 indicate that respondents used or intended to use a variety of pedagogies to teach about poverty. A consistent theme, though, was the focus on action learning. Across all levels of management education, respondents stated that increases in student consulting projects and increases in study travel trips were the activities attracting most of their interest. These two areas are highlighted with contrasting colored bar charts in each table above. When taken collectively, Tables 25-28 suggest that teaching about poverty should be done in the field as well as in the classroom.

Lastly, there is **Appendix A**. Appendix A is a catalog of what survey respondents are currently doing and plan to do in their teaching. This appendix might well be read as summary of faculty-driven teaching innovations on the topic of global poverty. Appendix A is divided by program: Undergraduate, MBA, EMBA and PhD. Further, each program is subdivided into Current Activities and Future Activities. There are over 450 open-ended responses listed in Appendix A.

Appendix A

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Teaching Innovation Catalog

UNDERGRADUATE COURSES

CURRENT INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
Performance Management
How the inflation affect the salaries and the income of the people
Case and theory
Cases
Paying taxes

Business Ethics
Internal Control Process and company responsibility
Projects and cases that address issues of inclusion of the poor in the market system
Discussions
Elective student team topic, lecture
Cases (of different sorts), assignments where students are asked to write an analytical note on a topic of their choice
Corruption
<p>I teach business ethics to undergraduate and I've pasted the syllabus in this box. What's innovative about my course is that students set the grade weightings as a group, conduct a community based research project, do an action learning ethics case, and develop their own creative work on their own utopia - a social vision statement. Also, students run an entire session as a team on any topic and they always pick topics related to poverty.</p> <p>Syllabus</p> <p>Course Vision: To provide a dynamic class environment that supports students' moral imagination, intellectual comprehension of ethical theory, and their development as skillful, ethical agents in the workplace and the community. In service of this vision, the course has several specific objectives:</p> <p>Course Inquiries: 1. What are my personal ethics and how does this inform my views about managing and "the good life"? 2. How can managerial decisions informed by different ethical and moral traditions? 3. What are the challenges and possibilities of leading a principled life as a manager? 4. How can business support corporate citizenship and ecological sustainability?</p> <p>Course Objectives: Through this course students will develop as Thought Leaders with... 1. A grounding in classical and contemporary ethical and corporate citizenship theories related to the individual, group, organizational, stakeholder, and societal levels. 2. An ability to identify common and emergent ethical issues within the workplace and in how organizations as entities interact with primary and secondary stakeholders. 3. An integrated understanding of how ethical and corporate citizenship theories relate to previous SoM and Liberal Studies courses. 4. Enhanced critical thinking related to common challenges associated with ethical intervention and action. 5. An understanding of the complexity related to creating a positive ethical environment and socially responsible corporate strategy. 6. Understanding ethical issues from various stakeholder perspectives. As Ethical Leaders through... 7. Modeling ethical behavior inside and outside the classroom. 8. Increased self-knowledge of one's own ethical values and frameworks</p>

through “reflective practice” activities like service learning, learning logs, and community learning teams. 9. Their ability to take action on ethical issues with enhanced intellectual and dialogue skills. 10. Enhanced individual and group competencies as self-directed learners. 11. Applying intellectual and social capital for the improvement of the greater Rochester community, at work, in service and faith organizations, and in our classroom. **Weights to be determined at the beginning of the term. Individual Work % Introductory Memo Learning Logs (bi-weekly) () Ethical Action Learning Case () Managerial Interview Social Vision Statement Service Learning Project () Group Presentation Individual Reflection Paper OR Ethical Action Project Group Work % Class Session Facilitation Participation % General Discussion () Peer Evaluation () Instructional Methods: small group projects, discussion, lecture, written assignments, peer teaching, independent learning, multi-media, role play, on-line technology, presentations, research, and service learning. Evaluation Methods: class participation, presentations, papers, learning logs, peer evaluations, and quizzes COURSE AND COLLEGE POLICIES Academic Integrity Statement. Academic integrity is essential to the educational mission of Nazareth College, for the free pursuit of knowledge and understanding is seriously impeded by any form of academic dishonesty. Hence no form of academic dishonesty will be condoned by the college. "Academic dishonesty" is understood as any act of deceit bearing on one's own or another's academic work, where "academic work" is understood to mean any activity pertaining to the educational mission of the college. Such acts include, but are not limited to, plagiarism in any form (including your own previous academic work) and the use during an exam of information or materials not authorized by the instructor for such use. Academic Accommodations. Students who need any accommodations in accordance with the Americans with Disabilities Act of 1990 and/or Section 504 of the Rehabilitation Act of 1973 should discuss this matter with me during office hours or by appointment. COURSE EXPECTATIONS Learning Log, Paper and Exam Policy Papers and Journals. All students are expected to hand in papers on the day they are due. They should be stapled, have a professional appearance, and use APA style citation. For fairness reasons for each day a paper is overdue there will be deductions from the final grade. Please hand in papers during class and do not send papers by email. Likewise, there are no make-up quizzes or exams unless it is an extraordinary circumstance. Class Attendance, Preparation, & Participation. It's understood that you are all busy students with co-curricular and work commitments, but by signing up for this course it's expected that you'll make every effort to attend all classes. If you must be absent from a class you should inform your team and I and make every effort to stay up to date on all course activity. Missing a class more than once is a serious matter and multiple absences will adversely affect your course performance. I expect all students to read all assigned material in advance of class and to participate actively in large group and small group discussions. An Evolving Agenda. As in life, the specifics in this course are subject to change. Adjustments to the course will likely be made along the way in the form of changes to reading assignments, or adjustments to the timing of specific activities or discussions. These changes are an effort to align the “best laid plans” with the actual needs of the group (i.e. flexibility to make adaptation to improve the course and your learning). You will never be asked to complete a task earlier than specified in the syllabus and changes will always be made with may days advance notice. Technology: E-mail and Blackboard. Students in this course are expected to use their Nazareth e-mail since it is the official form of communication at the college. I will often use email to send messages concerning class issues to students, so be sure to read it regularly. I suggest having your school emails forwarded to your work or personal email if you do not check WebMail often. We will also use Blackboard extensively in the course and it is your responsibility to make sure your account for the class works properly. Going Green. In an effort to reduce our ecological footprint we will

experiment this semester with using digital technology to support our learning and minimizing our paper use. For this reason papers should be submitted in single spacing when hard copy is requested. Other “green” strategies are welcomed. TEXTBOOK AND READINGS 1. American Business Values: A Global Perspective by Gerald F. Cavanaugh (Bookstore) The 5th edition of this textbook helps the reader to: understand the values and ethics of the free market systems; clarify and articulate personal goals and ethics; comprehend the relationships among business, government & society; be equipped to judge and act ethically; and, examine how American [U.S.] values influence people and businesses throughout the world and how these values are, in turn, affected by other people. 2. Academic Journal Articles (Library Databases) 3. Handouts (Blackboard and in class) 4. PowerPoint slides (Blackboard) ASSIGNMENTS (detailed descriptions will be provided on Blackboard during the semester) 1. Introductory Memo (ungraded): The purpose of this assignment is to help the instructor and your team get acquainted with you and to get you thinking early about how you can improve as a change agent this semester. Write a one-page description of you focusing on your interests, co-curricular activities, work experiences, your career objectives, and 3 professionally related ethical dilemmas you have personally experienced. Bring five copies to class, four to share with your new Learning Team members and one to hand in to the instructor. Try to find a way to print on recycled paper. 2. Bi-weekly Learning Logs: Minimum 2-3 pages per cycle. The learning logs are an arena for you to reflect on your development and evolution as a change agent. You should expect that this type of writing to be quite different from previous academic writing assignments since it will integrate both 1st and 3rd person tone. See Blackboard for more details. 3. Ethical Action Learning Case: In this 3 page case you will be asked to select a real-life situation that you would like to take action to address an ongoing ethical dilemma. Using examples from your own life you will write up a dialog related to the ethical dilemma based on your experience and diagnose the situation using ethical theories and the “Difficult Conversations” model. See Blackboard for more details. 4. Managerial Interview (Midterm): This 3-5 page paper will discuss your interview with the manager of your choosing and how his/her day-to-day experiences relate to the theories discussed in class. In preparation for this interview you need to conduct research and find 3 articles (scholarly or trade) that discuss particular ethical issues in your manager’s industry or functional area. See Blackboard for more details. 5. Social Vision Statement (Final Part 1): Imagine you could live in a world/society that exactly met your deepest desires and dreams. Write a 3-4 page essay, story, letter, poem, drama, or ... (something creative) to tell about this society in a way that integrates 10 theoretical concepts from throughout the semester in a cohesive manner. (See Blackboard for more details) 6. Service Learning Project (CPP) and Individual Reflection Paper (Final Part 2): As part of this class you are expected to participate in a substantial semester-long service learning project that integrates your work in the class. The SLP has three primary aims: | To help you develop as a future manager by identifying and overcoming ethical obstacles at the individual, group, and organizational levels. | To develop skills in creating a positive ethical team environment; | To apply your intellectual and social capital for the improvement of our community and organizations. A 3 page individual SLP paper is due at the end of the semester, as well as a formal presentation for our partner organization. See Blackboard more details. 7. Seminar Facilitation Each seminar member will facilitate one 50-minute class in teams of 4-5 individuals. The presentations focus can focus on a particular ethical theory, ethical case study, or other topic with permission of the instructor. You are in charge of identifying your own materials with consultation from the instructor. The primary objectives of this assignment are three-fold: 1) to introduce to the class new material related to ethics, 2) integrate and analyze the new material with previous course readings, and 3) present the

information in a creative, informative, and engaging manner. Assessing the facilitation. You will be assessed both by the instructor and your peers based on how well you: 1) deepen our understanding of ethical theories, 2) make links to previous course material 3) keep us engaged, and 4) demonstrate creativity and learning innovativeness. See Blackboard for more details. 8. Team Assessments: At the mid-point and end of the semester each Learning Team will be asked to conduct a qualitative and quantitative assessment of its performance and that of each team member. The intent of this process is to promote individual and team development and to help you improve your performance for the remainder of the course. The team will again assess performance at the end of the course. Course Schedule: See Blackboard for most recent version.
Depends on professor.
Creating awareness of the link(s) between poverty and business sustainability
Teaching and using cases concerning economic causes of poverty, remedies and the role of business; cases and issues of the BoP approach
How the technology affects the global economy and widens the gap between rich and poor nations. Philanthropic efforts, social responsibility towards and in developing countries
Presentation and critical analysis of the "bottom of the pyramid" strategy./ Critical and context-oriented analysis of the concept of "need" and "life standard".
A chapter in my business ethics handbook on "The issue of wealth and poverty in the literature of the subject"
We discuss matters of poverty, globalization

Corporate Governance
CSR, Environmental Management

Economics
Globalization and the impact on all segments of society
Our program includes items such as economic growth, IDH, measurement of poverty in our country, correlation between IDH and economic freedom, etc.
How the inflation affect the investments
Studies and research
Discussion
Migration Management
Measures of prosperity development
Development economics course
Case studies in development. Relationship between values and development
Discussions on the effects of micro and macroeconomic policies on the level of population income. Currently I am working on the creation of a model which will measure the effects of ALMP, and students are involved in the research

Entrepreneurship
How to think
Social entrepreneurship courses
Discussions
Free consulting

Students shadow social entrepreneurs in the NE area what focus on issues of their choosing. Students then share what they learn with the rest of the class. Many students choose poverty as their issue.
Writing notes in class (a thought journal) of what you learn
Start up, how to get in business, how to find a job, how to create a job
How the poverty issues sound on the entrepreneurship; what is their effect, discussion of cases of the countries in terms of entrepreneurship where level of poverty is too high
New entrepreneurship venture to alleviate poverty
Brief reference to micro credits in the developing world.
How poverty catalyzes entrepreneurship

Finance
Have courses and micro finance also we have a microfinance club that manages a microfinance fund
Inflación- análisis de costos en un entorno inflacionario
Newspaper news and impact in companies and people. Impact of Gov decisions
Discussions
Ethics-Poverty-Microfinance-NGO-Start Ups-Fund Raisings
Investments, global economic policies and impact on wealth
Cases
International Finance
Mathematics of Finance, time value of money, valuing investment projects, portfolio management and cases in finance

International Business
Regional courses that address issues of poverty
Hold discussions on the role of business and investment in bringing about economic development, examples and case studies on how and why free trade works
focus on impact of globalization
Development Gap
I am one of the teachers on the course and provide an understanding of the concepts of poverty and major trends in poverty and inequality
How students' perception of corruption changes when policemen are charged with taking payments in order to eat.
Low wages and economic efficiency
International business environment; the main gaps between different regions of the world; convergence and divergence from de economic point of view.

Law
Studies
Cases
Legal aspects of development

Leadership
Different styles of leadership
Discussion
term project, outreach assignment, service learning projects, case studies, readings, speakers
Service Leadership, Robert Greenleaf's Ideas on Leader as a Servant, Tolerance
A role play
Depends on professor
Reading and discussing articles on global poverty
Leadership and Management Issues in Ghana: a semester long course, with two weeks of travel to Ghana

Management – including strategy
Strat Plan, leadership, strategies
BOP
Impact of companies. Stakeholders
Studies and research
Discuss how new NGO start working, manage themselves comparing to already working NGOs
Case and theory
Labor Relations course discusses poverty a bit when dealing with labor history and current struggles to achieve a living wage and the working poor
Capstone - Corp Responsibility & Poverty in product design and pricing
it is offered as an optional final paper topic for undergraduate research papers in OB (none have taken it yet); it is a topic in my business ethics course readings and was student selected as a team presentation topic last semester
Questions of the capitalist structuring of life if central in all of my teaching. Poverty is therefore a necessary (but not exclusive) focus and issue.
term project, outreach assignment, service learning projects, case studies, readings, speakers
Corporate Social Responsibility, Partnership, Social Capital, Stakeholders' Mutual Responsibility, Business & Professional Ethics
Business cases and BoP
A competition (like a game that goes on for a week)
Service Learning projects that address specific poverty related issues in the community. Cases that address business and poverty related issues. Some international consulting project including travel abroad.
I am teaching Strategic Management of local communities and I am presenting poverty problems and the ways of solving them
Capstone UG and Graduate Strategy course
Corporate Social Responsibility (Business and society)
Use cases of companies, especially IBM, linking CSR to create a win win situation
Business Policy and Strategic management course includes a comprehensive session on Sustainability where we discuss social aspects of sustainability.

Management Information Systems
Discuss issues such as water shortages

Studies and research
Depends on professor

Marketing
Poverty - included in marketing environment session and globalization
BOP
Cases
Case and theory
Lecture and handout
In the course titled Marketing Management that I teach I motivate the students to think about adjusting marketing activities to the changes in the environment in which companies operate i.e. how to define strategy having in mind the poverty that is reality nowadays
Teaching international Marketing Strategies. In this course there is a limited discussion on poverty.
How marketer should respond to the poverty; CSR issues in Marketing and how they help to overcome poverty
Using cases
How the increasing poverty in different countries does affect the purchase habits of the consumers and therefore the marketing strategies.

Operations Management
Studies and research

Statistics
Courses on business at the base of the pyramid, Peace Through Commerce
Research
Measures of dispersion
Measuring poverty, the poverty line

Other Courses
Study ethic
I teach a winter session course titled "the ethical, Legal, Business and Political Aspects of World Soccer." In it, I spend about an hour discussing poverty, racism and exploitation of talented African soccer players and some scams involving exploiting players when bringing them to Europe.
Fair Trade - a solution for poverty?
Business and Society course. There is more extended discussion on poverty. This can be expanded to include additional guest speaker to talk about world poverty, and an assignment requiring field visit of an NGO organization.
Policy of technological development- the effect of globalization on global poverty
Intercultural Management for International Business: the issue of poverty in countries is part of the comprehension for the student how societies are attending, confront or are looking for solutions, that can be applied in their own.

In Sports Sociology and Ethics I teach about the possibilities sport offers to fight poverty or help poor kids/families.
During my Public Management course I teach what are the MDGs and I use a multimedia case
Communication Skills: Oral and Written. In the Oral Communication Skills Course we evaluate several public speakers, some of whom, like Hans Rosling, address inequality in the world. Students also have to give a persuasive presentation on behalf of an NGO. After doing this survey, I will include a report writing assignment related to the topic of Poverty as dignity is key in life and poverty is a tremendous waste of resources.
Global Social Responsibility Internship in Ghana: 8 weeks of living and working in Ghana with an NGO.
Sports Sociology - poverty is mentioned as part of the relationship between sport and society and how sport can have a positive influence on society. Large corporations salve their consciences by Foundations to promote the under-privileged.
Case studies
I discuss poverty as part of a course about CSR
Sustainable development... theories of interdependence and dependent development

UNDERGRADUATE COURSES

FUTURE INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
Inflation, poverty, wages and growth
Discussions
No more taxes. More private activity. Less poverty

Business Ethics
I would find articles on poverty, I will try to search for more materials about poverty and its impact on society and management education
Dedicate an entire chapter to global poverty and how business can play a pivotal role in transforming communities.
Cases
No more taxes. More private activity. Less poverty
Include cases on poverty
More cases
Highlight the UN millennial goals and bring poverty as a sustained inquiry throughout the course
Enhance the cases and activities that students have to deal with,
Find out more about and use more recent cases on potentials but also LIMITATIONS of BoP-approaches from a Human Development Perspective
I need to collect material and new data on this issue, it can be a relevant objective of the PRME: bring to its members pedagogical support and material for this issue.
Just to continue what was done so far
Global social responsibility, against corruption
Additional chapter in the textbook

Corporate Governance
Discussions

Economics
Social and Economic Entrepreneurship in Developing Countries
Studies and research
I would draw students attention on the relationship between Globalization and poverty. Probably it would be easier to assign a project to students where they would have to collect data on level of global integration and poverty indices for a panel of developing countries and use simple regression to see whether globalization has helped developing countries to reduce poverty on an average or has increased it. I would need more time to think about the details of this project.
The present course is quite theoretical and needs more examples and even more specific issues related to global poverty. Being an introductory course in Economics, it is more focused on

general principles of economics such as supply and demand, etc.
Cases and empirical analysis
Better link market failures and poverty issues

Entrepreneurship
Expand on social entrepreneurship to suggest strategies that can make underprivileged individuals/groups self sufficient
Entry for fulltime MBA with specialization
More entrepreneurship, less poverty
More learning from real-life cases (visits, guest lectures)
Bring in more outside experts to talk about how poverty is lived.
Use of inclusive markets case studies
Poverty Management
To show some statistics and the correlation of poverty level in the country with the number of entrepreneurs
Increase the segment on micro credits, not-for-profit initiatives and projects for the under-privileged.

Finance
New cases and articles about global poverty, and what things can be done by companies to reduce it
Studies
Globalization-Unemployment-Pralahads Teachings-NGO-Pupil Activities
Increase discussion of wealth impacts of economic and investment policies and players
Project Based Learning
How to plan better

International Business
Studies
Insert lessons and assignments on Global Poverty

Law
Union negotiations
Studies

Leadership
Case would be good to find about leading the change and eliminating poverty!
Research
Add a few cases & situations/articles to study & analyze
Add cases, read books, articles, make discussions with outside experts
Should lead from the crises and prevent

Management – including strategy
Research discussions
Make the students research and experience what NGOs do and how they manage and how different NGOs use different strategies to succeed
No more taxes. More private activity. Less poverty
Increasing shareholder equity vs. products, community service initiatives and donations to fight global poverty.
Keep it as a full session topic if students don't select it in the ethics class;
I am continually developing my teaching, in relation to development in theory and in the world. With poverty becoming more of a reality and an issue, this will continue to be a focus in my teaching.
Use of BoP / inclusive markets case studies
Strategy of development, new technologies
Add a few cases & situations/articles to study & analyze
Business plans
Correlation between productivity, financial performances, macro index
More integrated service learning projects.
Career Development Course will include information about working with NGOs that address the issue of poverty.
I use video cases to discuss poverty
To learn how to plan the future

Management Information Systems
Discussions

Marketing
Add assignment
Discussions
No more taxes. More private activity. Less poverty
International Marketing Strategies: include case studies.
The marketing in the countries where the level of poverty is too high; How CSR can change the poverty issues

Operations Management
Add to my courses the case study based in the analysis of the poverty in our country and in the region.
Studies research
Add new cases to reflect impact of poverty on decision making for those in charge
More depth on the pros and cons of low cost manufacturing and the effects, both positive and negative, on those societies and on the companies involved.
Give assignments that try to alleviate poverty

Statistics
Students could be given poverty related assignments in every segment of the course that includes data organization and presentation, summary measures of central tendency and dispersion, probability, hypothesis testing and regression.
Presenting methodology of measuring Gini coefficient

Other Courses
Create awareness about global poverty and have students think about it and what can be done by business students
Business communications can email the poverty issues and national peculiarities
Ethic
Fieldworks
REDACAM.COM
Talk about Poverty statistics in Argentina
Effects of Business Responsibility on Emerging markets
Commercial Management - how do you approach a market with customers seriously affected by poverty, what can you do to create the need for consumption?
Technology management
I am offering an elective on globalization to the year 2050 which will include topics related to poverty in the future
Business and Society. Include case studies, Assignment of field visit of NGO, Video cases, and Guest speaker.
Social Responsibility
Policy of technological development - poverty in Macedonia
Project Management: include cases and experts from nonprofit organizations that are launching projects in under developed countries
I only teach freshmen in the area of poverty, and I intend to expand in the area of homelessness.
Articles and cases on issues of poverty, student research on how cultural universal systems influence income distribution disparity.
Communication Skills: as previously mentioned I will create assignments that force students to reflect upon this issue.
Add new cases
Deepen service learning in related fields
Discuss the topic from a worldwide communication perspective, each student finding a project to get involved in and see the evolution throughout the course
Projects to minimize poverty
Introduce a sustainability core course
International economy - add some more articles on this issue

MBA COURSES

CURRENT INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
Price policy, different products - different prices
Socially Responsible Investing-an investment strategy which seeks to maximize both financial return and social good. Community Investing- a subset of Socially Responsible Investing, allows for investment directly into community based organizations. In accounting introduction and calculation of Return on SRI are considered.
Paying taxes
Dealing with externalities

Business Ethics
Projects and cases that address issues of inclusion of the poor in the market system
I talk about the effects of unethical decisions on the people of Nigeria, increased poverty, bad roads, poor health care etc.
Exec Ed and MBA course on ethical pluralism using film excerpts to illustrate ethical foundations
Cases
Real life Dilemmas
Emphasize opportunities for business people to contribute to social justice
Lecturas, casos y ejercicios que permitan plantear dilemas eticos
Speakers, outreach, case competitions
As part of the sustainability agenda and 'risk society' debate
We highlight the role of business in tackling with the poverty issue
Corporate Social Responsibility towards all stakeholders, Following ethical way of doing business. Issues like child labor, Equal pay for equal work and others are highlighted.
Business Integrity
Present a multimedia-case and discuss the MDGs, including implications for managers
use video clips; assign individual assignments; case discussion
Teaching and using cases on causes and consequences of poverty and impacts on as well as by corporations; BoP-approach
Critical analysis of the "bottom of the pyramid" strategy
"Doing well and doing good"
Poverty is covered in case studies, films and CSR themes.
Discussion and case studies

Corporate Governance
Importance of good governance necessary for all round sustainable development and poverty reduction also referred in U.N millennium Declaration -Sep. 2000
Transparency
Issues such as corruption and absence of contracts in developing nations.

Discussion and case studies
Economics
Issues of globalization and the impact on various segments of society
Minimum wages, does Keynesian unemployment exist?, factors underlying economic growth, human poverty index vs. GDP per capita, is the international aid in poor countries efficient?, future of Polish social security system
Discussions on the relevance of using GDP as measure of prosperity.
Structural reform required in developing and underdeveloped countries. Grass root development to eradicate poverty.
Measures for economic development
International trade and investment and poverty, role of multilateral agencies and MNCs and MNBs
Relevant to everything to do with world poverty.

Entrepreneurship
Social Entrepreneurship is discussed with an exercise
social entrepreneurship cases and courses
Fulltime MBA
Creating economics impact through innovative entrepreneurship
Focus on social entrepreneurship
Social Entrepreneurship, with a core critical analysis of winners and losers; focus on the MDGs; attention to Cooperatives as a business model that can alleviate poverty.
Same answer as before, only at the grad level.
Social entrepreneurship
Expose MBAs to social entrepreneurs often with a focus on relieving poverty in specific countries or communities.
Social leaders on poverty
A new course on 'social business' in the context of poverty eradication has been introduced
Social Innovation as one way of coming out with socially useful product or service at subsidized cost, useful at mass level eg. Jaipur Foot, Grameen Bank
Entrepreneurial opportunities which combine combating poverty with opportunity growth
Reference to micro credits
How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.
How poverty catalyzes/hinders entrepreneurship

Finance
Courses on microfinance; microlending club and fund
Regional courses that address poverty
Microfinances
Topics of microlending
Micro Finance facility to poor people and Small and Medium scale Enterprises, the model-Bajaj Allianj with CareFoundation(N.G.O)
International Finance

Personal Finance
Always relevant

International Business
The impact of international trade barriers on global poverty
In the Business Law class, we teach Foreign Corrupt Practices act and I launch a brief discussion on the interrelationship between bribery and poverty.
Cases
Free Trade Zones, Special Economic Zones, Antitrust policies, Aids from ADB and others.
In globalization course
Business with emerging nations is a prominent theme.
International business environment.

Law
Leadership
Ethical leadership and social responsibility
Leadership Round-tables that include focus on wider purpose and contribution to society
Research and cases on management environments in developing economies and impact business has upon society and cultural changes
Only gets mentioned in the process of discussion about opportunities, symbolic action, vision
Speakers, outreach, case competitions
Human Rights and Fundamental rights- their real application for freedom against exploitation.
Dealt within the context of absent systems (see Hernando De Soto)

Leadership
Projects and cases that address issues of inclusion of the poor in the market system
WE take the delegates on an experiential journey that explores the GINI coefficient
intercultural context of leadership, coaching, mentoring programs, educational issue
Sustainable leadership: a holistic leadership program that are compulsory for all MBA students
Initiatives from Corporates, NGOs, educationists eg. C.K Prahalad eradicating poverty through profits at Bottom Of Pyramid
Bottom of the Pyramid strategies, UN Global Compact
Different possible approaches at the bottom of the pyramid are discussed.

Management – including strategy
Business strategies-BOP
Corporate Strategy incorporating linkages to poverty eradication eg. Starbucks- Bean growers relationship for their upliftment
Business social responsibility cases.
As under leadership.
Strategic Management course covers poverty under the Sustainability theme as well as "serving the poor" as a strategic choice.

Management Information Systems
Marketing environment, globalization, international trade
Issues of water
lecture- important aspect of analyzing markets; often a condition of the markets; micro-finance; other solutions possible
Incorporated MIS models of companies like ITC-E- CHOUPAL and CHOUPAL SAGAR as a step towards providing better know how and information which could ultimately help in poverty eradication.
The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

Marketing
Dialogo acerca del consumo responsable y la importancia de la innovación en el Desarrollo sustentable
BOP
Sustainability for Competitive Advantage is a core course
Business at the Base of the Pyramid; Peace Through Commerce required for all MBA students
The One Planet MBA
BoP (Base of the Pyramid) and PPP (Private-public partnerships) as tools for addressing stakeholder/ customer needs above and beyond what the classical models offer
Indigenous marketing models of companies like Hindustan Unilever Limited- Shakti Amma in Indian Villages
Combining Western and traditional methods in traditional BOP communities.

Operations Management
I teach this course base on the "base of the pyramid" concept
Value Engineering using cheap substitutes through Research and Development and Reverse Innovation
How improvisation can work

Statistics
Culture and Entrepreneurship in South Africa - global service learning experience
Gini index, Theil index
Data Collection, analysis, Interpretation of agricultural productivity, Increase usage of High Yielding Variety seeds, etc.
Everywhere

Other courses
Career development -employability and unemployment, poverty, values, socialization processes etc.
Regional analysis: disparities

Business in Society module - discuss inter alia the issue of global poverty, the impact poverty has on economic and environmental sustainability. Also do off site visits to a variety of NGOs and NFP's exposing MBAs to another paradigm and encouraging awareness. Looking at microfinance projects and global NGO projects in the form of case studies, guest lecture debates.
European sustainable development strategies and policies
I run a course on poverty and the private sector
Sustainable enterprise: Dealing with the Bottom of the Pyramid Agenda
Global Political Economy
Business Environment-National and Global
Business, government and Society and Programs like Socially Useful Programs
Knowledge management and organizational communication
Managing Sustainable organizations
Emerging Markets, Telecoms Business
The use of Sports and Technology to make sports more accessible to people in poor areas.
Cross-cultural communication
Communication Skills: students prepare presentations, some of which need to be 'in favour of a cause'; they also evaluate speakers from Ted many of whom are talking about this issue.
Investments Management - I show how investments can create new jobs for people and change their poverty into a prosperous situation. Knowledge Management - I teach the students about their knowledge capital (neo-factors of production) that can assure a good life.
Create an analytical frame to research on the topic and open discussions in class
For all the above comments see covering letter sent by e-mail. The subject is especially covered in our MSc in Sustainability.
Strategic thinking and Scenarios

MBA COURSES

FUTURE INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
Management Accounting tools - Greatest potential for Micro Business- Cost Management, throughput Enhancement, Budgeting, risk Management, Identifying Opportunities. Cost Management and Throughput Enhancement improve current day to day operations of the business, increase short term productivity and profitability and are easier to learn & apply. Budgeting, risk Management & Opportunity identification help Microentrepreneurs envision Multiple potential futures.
Dealing with externalities

Business Ethics
Include external speakers on the subject
Cases
Trabajar casos locales en México y la región de América Latina que sean discutidos en clase
More cases, team projects, community consulting
More case studies
To encourage the students to work as interns with such organizations that are working on poverty issues
Ethics from Philosophy and literature and could try to fit it in B -school curriculum so that real holistic insights could be achieved and better appreciation of Industrial work could be realized in current context.
UN PRME, ONE project
To take care of poverty issue
Just more of the same
Use cases related to poverty
Better link poverty issues with CSR and related cases
Same answer about the lack of data and material
"Doing well and doing good"
Add case-based discussions about the importance of ethical behaviour in business. Discuss issues of sustainable development
Ethics comes from 'ethos'. There is a need to go back to the etymology of business terms such as 'interest', 'corporation', 'profit', 'service' etc. to recover the richer lost sense of the meaning of these terms rather than to teach 'ethics' in an 'instrumental' way.

Corporate Governance
To be responsible in resolving poverty problems
CSR and poverty

Economics

Including new topics in Economics beyond Maximizing principle to inclusive growth which is real parameter of development.
Teach economics as art to resolve poverty problem
Relevant to everything to do with world poverty.

Entrepreneurship
More practical projects related to social eship
In fall of 2010 I am teaching a new course on Cooperatives as a business model that can alleviate poverty. Also, based on current research on the economically poor in my community, I hope to create a service learning program to engage students in providing services in the poor community.
Same answer as before.
Social entrepreneurship
To encourage students to participate in business plan competitions that are related to the objective of poverty eradication
Conducting more and more Entrepreneurship Development Programmes and assessing their impact on students and Entrepreneurs regarding social innovation.
New businesses to take care of poverty problems
Increase the content of not-for-profit initiatives, micro credits to reduce poverty.
How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.
Focus on poor people as the start of entrepreneurship, bring cases on poverty, not rich people

Finance
Economic event discussion and impact on wealth
Discuss and write with students cases about interconnection business and society
Motivating students to come out with Microcredit model with the help of faculties, banks (internship) which could be a real contribution to poor people.
Always relevant
Project Based Learning

International Business
In International Human Resources Management - what incentives do you need to use as a multinational company to make sure that your employees would go abroad for missions and to be efficient? And what criteria can you use while recruiting in a host country with a high degree of poverty?
Development Gap, Fair Trade
Initiatives for the development of poor economies, free trade zones Regional Unions like SAARC, ASEAN etc.
Develop international business so as to decrease poverty
Create new cases eg on Microfinance
Business with emerging nations is a prominent theme.
Intellectual capital; Emotional intelligence.

Law
Could conduct some classes for poor students in the campus with educational aids to make them aware about their right and also discussing various policies and schemes running at different levels, how to best utilize them.

Leadership
Case studies workshops
One Planet Leadership: module on the MBA
I'm looking for more contemporary cases
Include articles and self-reflection assignments on the subject
Add at least one case. We already do a lot of action learning projects with non-profits and can add more
Best practices on dealing with global poverty
To stimulate participants' interest about poverty issue, discussion, data survey etc.
More cases, team projects, community consulting
Provide more direct interaction with poverty, thus facilitating a different understanding of the role of business in society
Ask students to take initiative and extend the Socially Useful Program (College level- where students have to assist with any NPO for 1 month), could educate poor people and could join with them for their economic and personal advancement.
UN PRME , ONE Project
Poverty aware leadership
Add new cases, discuss with faculty experts
Different possible approaches at the bottom of the pyramid are discussed.
Put more emphasis on diversity issues

Management – including strategy
Labor Relations-- will likely discuss poverty and the working poor in the US, and current efforts to alleviate it.
More cases, team projects, community consulting
I can try to teach students how to strategically approach a market in which poverty is a serious issue and customers may be represented by authorities, not by companies or the general public.
Discuss and write with students cases about interconnection business and society
Add cases & articles to study and analyze
To encourage students to conduct research on poverty-related issue
Motivating students to develop new business models which satisfies both Corporate and Community needs.
Formulate and develop strategy which takes care of poverty

Management Information Systems
Discuss the adverse effect of global poverty of corporate performance
Developing user friendly information system which could facilitate poor people to gather required information which helps in rational decision making
To know the dimensions of poverty issues

The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

Marketing
Require a project focused on social inclusion or sustainability
Preparar material didactico a partir de la investigación que vengo realizando sobre marketing verde
Additional cases, external lecturers, students projects (at the end of the course) are encouraged to focus on topics of their interest
Identifying new product/ services which facilitates basic needs of poor people which is value for money and useful
UN PRME
Combining Western and traditional methods in traditional BOP communities.

Operations Management
Research Projects "in the field"
Motivate students to come out with product prototype which is value engineered and could place the idea in front of Government or N.G.O
Greater depth of discussion about the effects of low cost manufacturing on the societies and the companies involved.
As marketing.
Bring cases on poverty...bring poor people to class!

Statistics
Draw attention to the topic and generate interest by asking students to give views on the topical
Statistical analysis inserted in content based on global poverty
Unemployment and poverty
Trying to send students in the real field and ask them to collect data and analyse it to make it more useful, could serve for some N.G.O or agency involved in eradicating poverty.
Include data on poverty
Everywhere.

Other courses
Career development, people management and development; education and poverty, employability etc.
We aim to have a more integrative approach to exposing MBAs to range of subjects/topics related to sustainability, responsible leadership, corporate and community responsibility and to increase the number of discussions across a range of disciplines through the use of internal and external faculty, case studies and site visits.
Introduce more speakers from outside either from business or NGOs
Globalization and Inclusive Growth
Thinking to introduce new courses at Bottom of Pyramid
Sports and Conflict Resolution, Sports & Charity

Student research on the influence of cultural universal systems on income distribution disparity.
Communication Skills: I will add assignments that generate more investigation and reflection.
Develop a group project where students can partnership with any country organization
Field and disaster mgt projects
For all the above comments see covering letter sent by e-mail. The subject is especially covered in our MSc in Sustainability.
Fundamentally, it is the way we think about business and wealth creation and distribution that determines how, if at all poverty eradication is achievable

EMBA COURSES

CURRENT INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
SRI and Social auditing- Concept and applications
Paying taxes
Dealing with externalities

Business Ethics
Poverty vs. stakeholder expectations & responsibility
Ethical Pluralism; also a session on betrayal, which includes discussion of 'betrayal of the poor'
Incluir en los casos de discusión, casuística relacionada con los sectores empresariales de los participantes
As part of the sustainability agenda and 'risk society' debate
Poverty-related topics are included in the CSR & Ethics course
Governance and ethics are often requested as a module on Executive Development courses
Cases discussion
Ethics drawn from philosophy and Literature across cultures.
Business integrity
Present a video-case and discuss the MDGs, including implications for managers
idem
"Doing well and doing good"
The course covers poverty in different contexts; theories of justice, social impact of business and so on.
As with previous comment

Corporate Governance
Post modern trends- Growing Shareholders' activism in non-compliance
Issues such as corruption and absence of contracts in developing nations.

Economics
Minimum wages, does Keynesian unemployment exist?, factors underlying economic growth, human poverty index, is the international aid in poor countries efficient?, future of social security system, debt in international perspective, liberalism and international aid
CSR on poverty cases
Case studies, measurement
Environmental scanning with reference to poverty as well is one of the modules often selected for Executive Development Programmes
Inclusive Growth practices-equitable allocation of resources with benefits accruing to every section of society , Concept of Triple Bottom Line- People, planet and profit in place of Bottom Line i.e profit
Measures to develop entrepreneurship and leadership

Relevant to everything to do with world poverty.

Entrepreneurship

Awareness that eship is not a commercial phenomenon only, but that cultural and social - or societal - eship are very important

Social leaders on poverty

Our Executive Development division has its own Centre for Applied Entrepreneurship

Cases discussion

How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.

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Finance

microfinances

Social Venture Capitalist resources, Micro credit application

Always relevant.

International Business

Study trips

Development Gap

New cases EG in Microfinance/Islamic Management

Business with emerging nations is a prominent theme.

International regional development

Law

Judicial activism in the area of poor people rights to become a part of mainstream

Dealt within the context of absent systems (see Hernando De Soto).

Leadership

Addressing poverty related issues as source of competitive advantage

We explore the operating environment and in particular our country having the highest gini coefficient in the world

Again, only as a byproduct of discussions on vision, symbolic action, etc.

Focus on corporate responsibility, sustainable development and responsible leadership

Cases discussion

Third world Leadership in U.N.O, I.M.F. Information about Human Rights Fundamental rights and their applications

Different possible approaches at the bottom of the pyramid are discussed.

Management – including strategy

CSR a management tool

BOP

Business plans, cases, movies

Corporate Strategy with social objectives/ deriving Corporate strategy from broad social objectives.
As under leadership.

Management Information Systems
MIS with human face which could help in retrieving useful information for poor people which they otherwise could not access.
The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

Marketing
Importancia de considerar la BOP en las estrategias de la empresa, con actividades que visualicen el valor que agrega al negocio el cumplir con su RSE
BOP
Global Marketing Environment
Rural Marketing- poor economies like Africa, Latin America, India where majority of population still resides in villages and deprived of basic amenities how rural marketing helps in catering their needs.
Combining Western and traditional methods in traditional BOP communities.

Operations Management
Sustainability for Strategic Advantage is a required course
We teach around HIVAIDS which is very closely related to poverty
I teach base on the "base of the pyramid" concept
Lean management - which helps in removing obesity from management and instead of wastage of resources, poor people could be benefited.

Other courses
Consulting project course - several of the projects have focused on assisting those in developing countries
India
International Business Environment
Social Entrepreneurship, with several cases written at my Business School.
Classics for managers which is helpful in getting attention to different issues of community importance
Organizational communication

EMBA COURSES

FUTURE INNOVATIONS IN TEACHING ABOUT POVERTY

Accounting
Less taxes, more private business, less poverty
Management Accounting tools - Greatest potential for Micro Business- Cost Management, throughput Enhancement, Budgeting, risk Management, Identifying Opportunities. Cost Management and Throughput Enhancement improve current day to day operations of the business, increase short term productivity and profitability and are easier to learn & apply. Budgeting, risk Management & Opportunity identification help Microentrepreneurs envision Multiple potential futures.
Además, de lo que vengo haciendo con material diverso para remarcar el tema de pobreza, incluiré como proyecto de trabajo grupal la elaboración de aquellos que incluyan la pobreza como elemento detonador de su trabajo final, documentando una experiencia local
Team projects, readings
More case studies
Add more teaching material
Ethics from Philosophy and literature and could try to fit it in B -school curriculum so that real holistic insights could be achieved and better appreciation of Industrial work could be realized in current context.
UNPRME, ONE project
"Doing well and doing good"
Dealing with externalities

Business Ethics
Add more teaching material
Include external speakers on this subject

Corporate Governance
Introduce training sessions in companies by students emphasizing whistle blowing activity and other key issues need attention.
Issues such as corruption and absence of contracts in developing nations.

Economics
Less taxes, more private business, less poverty
Relevant to everything to do with world poverty.

Entrepreneurship
Developing products with poor
Conducting more and more Entrepreneurship Development Programmes and assessing their impact on students and Entrepreneurs regarding social innovation.
Field work

Conducting more and more Entrepreneurship Development Programmes and assessing their impact on students and Entrepreneurs regarding social innovation.
Increase the content relating to projects for the under-privileged, micro credits and non-for-profit initiatives.
How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.

Finance
One Planet Leaders
Motivating students to come out with Microcredit model with the help of faculties, banks (internship) which could be a real contribution to poor people.
Always relevant

International Business
Add more teaching material
include articles and self-reflection assignments on this subject
Initiatives for the development of poor economies, free trade zones Regional Unions like SAARC, ASEAN etc.
Business Failure/ Development/Islamic Management
Business with emerging nations is a prominent theme.

Law
Less taxes, more private business, less poverty
Could conduct some classes for poor students in the campus with educational aids to make them aware about their right and also discussing various policies and schemes running at different levels, how to best utilize them.
Dealt within the context of absent systems (see Hernando De Soto).

Leadership
Team projects, readings
We aim to have an element of ethical, responsible and sustainable leadership practices across all our executive education programs.
Ask students to take initiative and extend the Socially Useful Program (College level- where students have to assist with any NPO for 1 month), could educate poor people and could join with them for their economic and personal advancement.
Different possible approaches at the bottom of the pyramid are discussed.

Management – including strategy
Less taxes, more private business, less poverty
Team projects, readings
Field work
Motivating students to develop new business models which satisfy both Corporate and Community needs.
UN PRME, one project

Management Information Systems

Projects focused on NGOs

Executive Master for Operator Universities and Schools of Management

Developing user friendly information system which could facilitate poor people to gather required information which helps in rational decision making.

The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

Marketing

Las auditorias de un Mk responsable, con la BOP incluir actividades donde el estudiante tenga contacto con realidades que ofrezcan áreas de oportunidad para reconocer el Mk responsable que detone un consumidor responsable. Ejercicios, proyectos, casos locales

Identifying new product/ services which facilitates basic needs of poor people which is value for money and useful.

Combining Western and traditional methods in traditional BOP communities.

Operations Management

A service learning course in collaboration with the UN Global Compact or with other universities will be helpful.

Motivate students to come out with product prototype which is value engineered and could place the idea in front of Government or N.G.O.

Statistics

Trying to send students in the real field and ask them to collect data and analyse it to make it more useful, could serve for some N.G.O or agency involved in eradicating poverty.

Other courses

We aim to expose the EMBA participants in an integrative manner to topics related to sustainability, responsible leadership, poverty and value creation and corporate and community responsibility through the use of case studies, site visits, internal and external faculty.

Training for sustainability practitioners; program for NPO managers

Globalization and Inclusion

Thinking to introduce new courses at Bottom of Pyramid

Management graduates should be sensitized to the impact of their business decisions on poverty. The businesses being what they are their indirect effect on the economic well being of people on the bottom pyramid is very high and often negative. One extreme example could be the automobile industry. Apart from the direct impact it may cause on employment, investment and business profitability, its indirect impact on distribution of capital for activities that would have generated jobs at the lower levels and creation of assets which the poor man could use is something the MBA students should be taught. Planning keeping poverty rather than prosperity as the centre point of argument should be considered seriously in the classroom for debate.

For all the above comments see covering letter sent by e-mail.

PHD COURSES

CURRENT INNOVATIONS IN TEACHING ABOUT POVERTY

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Accounting
Paying taxes
Dealing with externalities

Business Ethics
Poverty-related topics are discussed in CSR & Ethics course
Business Integrity and anti-corruption measures
Bottom of the Pyramid strategies, UN Global Compact
"Doing well and doing good"

Corporate Governance
Transparency
Issues such as corruption and absence of contracts in developing nations.

Economics
Measures for nourishing entrepreneurship and leadership
Poverty implication of privatization and financial liberalization
Relevant to everything to do with world poverty.

Entrepreneurship
BoP case studies, UNDP GIM, oikos Case Comp. winning cases
How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.

Finance
Always relevant

International Business
Impact of Poverty and Standard of living on purchasing power
Supervising projects on Poverty/development in Namibia, West Africa, Yemen
Business with emerging nations is a prominent theme.

Law
Dealt within the context of absent systems (see Hernando De Soto).

Leadership

Different possible approaches at the bottom of the pyramid are discussed.

Management Information Systems

The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

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Marketing

Innovation management - BoP strategies (in a PhD course for food scientist PhD-students) I am just a guest lecturer

Combining Western and traditional methods in traditional BOP communities.

Operations Management

We look at the impact of poverty on food safety

Statistics

Everywhere

Other courses

PhD research supervision that focuses on various aspects of justice

Modelo de negocios humanista

To the extent that the research aims and topic allow

PHD COURSES

FUTURE INNOVATIONS IN TEACHING ABOUT POVERTY

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Accounting
Dealing with externalities

Business Ethics
Increase in poverty-related issues to be discussed in the course
"Doing well and doing good"

Corporate Governance
Issues such as corruption and absence of contracts in developing nations.

Economics
Our economics courses (taught by other professors) are developing in that direction. Much of it is explained by research that they get funding to do - and want to share the experience from.
Relevant to everything to do with world poverty.

Entrepreneurship
Use innovative new knowledge generated by initiatives like "The Hub", work more with case protagonists / real cases
An optional course on social enterprise will be introduced
How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses.

Finance
Always relevant

International Business
Look for good doctoral students from poor countries
Business with emerging nations is a prominent theme.

Law
Dealt within the context of absent systems (see Hernando De Soto).

Leadership
Different possible approaches at the bottom of the pyramid are discussed.

Management Information Systems

The advent of mobile telephones in spreading information transforms farmer buying and selling at BOP.

Marketing

Combining Western and traditional methods in traditional BOP communities.

Statistics

Everywhere

Supervise thesis that are poverty oriented
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Other courses

Multi-disciplinary approach to poverty alleviation
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For all the above comments see covering letter sent by e-mail. Though Doctoral programs are more focused in depth on specific topics.



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