

2012  
2013

# Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management Education

**An Open Online Compendium of Teaching Resources**

Sponsored by the PRME Working Group on Poverty as a Challenge to Management Education



---

## COLLECTION INTRODUCTION

---

The goal of this Collection is to provide short summaries of “what works” when it comes to integrating the issue of poverty into management education. The audience for this collection is the global community of teachers, scholars, institutional and program leaders at schools, colleges and educational programs, who are interested in this topic. The emphasis on successful experiences is a unique feature of this Collection.

Collection entries follow a standard format. They are one page in length. Each entry identifies an item by name, summarizes the item’s content, identifies the course and course level in which the item was or could be used, presents learning goals for the item, describes the personal experiences of the author with the item and provides a URL if the item is accessible online. Hyperlinks in the table below will take you the first entry in a category.

The Collection is comprised of the following thirteen categories.

<b>Activity type</b>	<b>Beginning Section</b>
Cases	<a href="#">Click here</a>
Journal articles	<a href="#">Click here</a>
Books /Book chapters	<a href="#">Click here</a>
Non-academic articles	<a href="#">Click here</a>
Video or films	<a href="#">Click here</a>
Pictures	<a href="#">Click here</a>
Active learning activities	<a href="#">Click here</a>
Major projects or assignments	
Invited Speakers/Lecture Series	<a href="#">Click here</a>
Online activities	<a href="#">Click here</a>
Courses	<a href="#">Click here</a>
Programs /Modules	<a href="#">Click here</a>
Research	

The first edition of the Collection was published as resource material for the 3<sup>rd</sup> PRME Global Forum held in conjunction with the Rio+20 Conference in June 2012. The second edition will be published in September 2013 for the [2013 PRME Summit](#) in Bled, Slovenia.

If you would like to contribute to the Collection, please send your contribution to:  
[PRMEPovertyGp@gmail.com](mailto:PRMEPovertyGp@gmail.com)

## CASE

<b>Case Name</b>	<b>The Sweetest Business of Nestlé Venezuela: El Dulce Negocio</b>
<b>URL</b>	<a href="http://www.globalens.com/casedetail.aspx?cid=1429090">http://www.globalens.com/casedetail.aspx?cid=1429090</a>
<b>Course</b>	Global Marketing
<b>Course Level</b>	MBA
<b>Brief description</b>	This case describes how Nestlé targeted low income housewives in Venezuela to increase sales of their sweetened and evaporated canned milk products. Nestlé chose sweetened milk because many other milk products had price caps set by the Venezuelan government. Nestlé's final strategy was to encourage low income women to become entrepreneurs: bakers. Nestlé supported women with baking sessions, videos and trial products (especially sweetened milk) so that these women could run a successful cake business from their homes.
<b>Learning points</b>	<p>(1) Introduce students to low income consumers in a country outside India or Africa</p> <p>(2) Illustrate the holistic way Nestlé thought about its low income target market</p> <p>(3) Stress the value of consumer psychographic profiles that are discussed in the case narrative</p>
<b>Experiences</b>	<p>I teach this case to stress the importance of having a detailed consumer profile for low income consumers. This takes marketing strategy out of the impersonal, abstract realm and forces students to connect with real individuals and to think about their daily lives. I also show two video clips of Nestlé's training videos: <a href="http://www.youtube.com/watch?v=WK8nNfExyWQ">http://www.youtube.com/watch?v=WK8nNfExyWQ</a> (Tres Leche [Three Milks]); <a href="http://www.youtube.com/watch?v=Mlqd-f0erM&amp;feature=related">http://www.youtube.com/watch?v=Mlqd-f0erM&amp;feature=related</a> (Lemon pie).</p> <p>There is also an English language summary of El Dulce Negocio, which seems to be produced by Nestlé: <a href="http://www.youtube.com/watch?v=71jEE7Wpq-A">http://www.youtube.com/watch?v=71jEE7Wpq-A</a>.</p>
<b>Submitted by</b>	Al Rosenbloom, Professor, Dominican University, USA, <a href="mailto:arosenbloom@dom.edu">arosenbloom@dom.edu</a>

## CASE

<b>Case Name</b>	<b>The family of sago producers in Pak Phanang, Southern Thailand</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances of a family living in Southern Thailand, who have access to sago wood. The family is very poor, and they are currently trying to enhance their livelihood through processing the natural sago surrounding their house, while trying to diversify their produce and develop their supply chains.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by families living in real poverty, and to enable the students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the family can enhance their income from sago production, while retaining the integrity of the natural environment.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>

## CASE

---

<b>Case Name</b>	<b>A Community of Weavers in Southern Thailand</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances of a traditional community of weavers living in Southern Thailand, who are reliant upon these traditional skills for income. The community is very poor, and they are currently trying to enhance their livelihood through diversifying their products, and developing their supply chains.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by people living in real poverty, and to enable the students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the community members can enhance their income through diversifying their products, and developing their supply chains, while retaining the integrity of the natural environment.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>

## CASE

---

<b>Case Name</b>	<b>A Community of Rice Farmers in Southern Thailand</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances of people living in a village in Southern Thailand, which relies upon rice farming for its income. The community is very poor, and its people are currently trying to enhance their livelihood through developing their farming methods, their rice milling processes and supply chains.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by people living in real poverty, and to enable the students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the farmers can enhance their income through developing their farming methods, their rice milling processes and their supply chains, while retaining the integrity of the natural environment.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>

## CASE

<b>Case Name</b>	<b>Microfinance in a Community of Small-Holder Farmers in Rural Cambodia</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances of people living in a farming village in rural Cambodia. The community is very poor, and its people are currently trying to enhance their livelihood through developing their farming methods and supply chains. The case looks at how a microfinance scheme supports them in these endeavors.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by people living in real poverty; and to enable students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare. In this particular case, an aim is to enable students to evaluate the effectiveness of microfinance in these circumstances.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the farmers can enhance their income through developing their farming methods and their supply chains, while retaining the integrity of the natural environment. They also find it interesting to examine and evaluate the impact that microfinance is having in these circumstances.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>

## CASE

<b>Case Name</b>	<b>Eco-tourism home-stays on the Mekong, Cambodia</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances faced by people living in a riverside village in rural Cambodia, which has traditionally been reliant for its welfare on fishing and agriculture. The community is very poor, and its people are currently trying to enhance their livelihood through developing eco-tourism home stays on the banks of the river Mekong. The case looks at how a microfinance scheme supports them in these endeavors, and it examines the effects that the eco-tourism initiative is having on the life of the village.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by people living in real poverty; and to enable the students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare. In this particular case, an aim is to enable students to evaluate the effectiveness of microfinance in these circumstances.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the villagers can enhance their income through engaging in eco-tourism, while retaining the integrity of the natural environment. Students also find it interesting to examine and evaluate the impact that microfinance is having in these circumstances.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>



## CASE

<b>Case Name</b>	<b>The Muslim fishing village in Pak Phanang, Thailand</b>
<b>URL</b>	<a href="http://www.researchshed.com/2010/08/management-education-and-poverty.html">http://www.researchshed.com/2010/08/management-education-and-poverty.html</a>
<b>Course</b>	Sustainability in Business, Business Ethics, International Management.
<b>Course Level</b>	1-5
<b>Brief description</b>	This case looks at the circumstances faced by people living in a village in Southern Thailand, who are reliant upon fishing as a livelihood. The village is very poor, and its people are currently trying to enhance their livelihood through developing their fishing methods, and diversifying their produce.
<b>Learning goal(s)</b>	The overall goal of the case is to sensitize students to the restricted options faced by people living in real poverty; and to enable the students to discuss the tensions between the natural environment, and the need for poor people to enhance their economic welfare.
<b>Experiences</b>	Classes respond well to this case. They find it interesting trying to explore ways in which the village can enhance its economic welfare from fishing, while retaining the integrity of the natural environment.
<b>Submitted by</b>	Mark Neal, PhD, School of Oriental & African Studies (SOAS), University of London, UK, <a href="mailto:info@markneal.com">info@markneal.com</a> , <a href="http://www.markneal.com">http://www.markneal.com</a>

## CASE

---

<b>Case Name</b>	<b>McKague, K. and Branzei, O. (2007). <i>E+Co: The Path to Scale</i>. London, ON: Ivey Business School Publishing</b>
<b>URL</b>	
<b>Course</b>	
<b>Course Level</b>	Upper Level Undergraduate and MBA
<b>Brief description</b>	A case on an organization, E+Co, which financed renewable energy entrepreneurs in the developing world. The case orients students to the challenges and issues of providing clean energy to the 1.6 billion people in the world without it and outlines the challenges E+Co faces to go from 1 million people served with clean energy to 100 million.
<b>Learning goal(s)</b>	A major challenge for all social enterprises is reaching scale, both in their social and environmental impact as well as in financial self-sustainability. This case stimulates students to think about very practical strategies for how E+Co can reach scale.
<b>Experiences</b>	
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## CASE

<b>Case Name</b>	<b>McKague, K. and Branzei, O. (2007). <i>City Water Tanzania</i>. London, ON: Ivey Business School Publishing</b>
<b>URL</b>	
<b>Course</b>	
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	This multi-part case illustrates the types of ongoing tensions and divergent decision angles which influence the formation and performance of public-private partnerships. It also provides a rich and graphic account of the special threats and opportunities in the water sector – a wealth of complementary teaching resources can also stimulate larger debates, by juxtaposing the case decision with a broader crisis of confidence in for-profit solution to water and sewage provision in Africa (Nigerian and South African strikes precipitated the break-up of City Water) and Latin America (Cochabamba, Bolivia; Kibera, Nigeria). The case can also be used to discuss the benefits and disadvantages of conditional aid in an international business class. The case requires a grasp of fundamental principles of strategy, policy, and international business.
<b>Learning goal(s)</b>	<ol style="list-style-type: none"> <li>1) To illustrate and debate the role of private sector initiatives in reaching the tenth Millennium Development Goal target - <i>“to cut in half, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation”</i>.</li> <li>2) To discuss specific goals and challenges of public-private sector partnerships in providing clean water and sanitation in developing countries.</li> <li>3) To provide an example of failure.</li> <li>4) To help students work through, and develop a fine-grained understanding and appreciation of how companies could respond to demands for improved water supply and sanitation.</li> </ol>
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## CASE

<b>Case Name</b>	<b><i>Value Chain Development: CARE Kenya's Challenge to Make Markets Work for the Poor.</i></b> London, ON: Ivey Business School Publishing
<b>URL</b>	
<b>Course</b>	
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	<p>Case A examines how CARE, a non-profit international development organization, begins to pursue a market-based approach to meeting its poverty-reduction mission. Specifically, George Odo, a CARE project manager and the case's chief protagonist, explores how previous work with low-income livestock herders in drought-prone eastern Kenya might offer an opportunity to work with value chain actors to improve access to markets and increase farmer incomes. With the Kenyan livestock project as the pilot for this new approach, Case A's main decision point concerns a strategic choice regarding the role CARE should play in the value chain to support low-income pastoralists. Options include: 1) becoming directly involved in value chain transactions, buying and selling livestock and providing inputs to farmers, or 2) acting as a value chain facilitator to provide the information and incentives to existing actors to make the value chain more efficient and inclusive for low-income producers. This strategic decision is part of a larger proposal students are tasked to create for CARE's market-based livestock project.</p> <p>Case B describes the decisions CARE actually made in structuring the project and its choice to become directly involved in the value chain, buying cattle from farmers, negotiating a deal with a large farm to fatten the cattle and transporting the cattle to market. Case B is set three years into the project and describes some of the serious challenges CARE's strategy faces. Case B's decision point concerns developing options for how the project can be turned around, including CARE possibly playing an indirect role as value chain facilitator and catalyst.</p>
<b>Learning goal(s)</b>	1: Value Chain Conceptualization 2: Value Chain Mapping 3: Value Chain Roles 4: Understanding the Movement in the International Development Community Toward More Market-based Approaches 5: To Provide an Example of Learning from Failure And Changing Course Based on Difficult Experience
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## CASE

<b>Case Name</b>	<b>Habib, A., Gulamani, S., Lau, B., Lesau, O. and McKague, K. (2010). <i>IRC in Sierra Leone: The Path to Scale for an Alternative Microfranchising Model</i>. Ann Arbor, MI: William Davidson Institute, University of Michigan</b>
<b>URL</b>	
<b>Course</b>	
<b>Course Level</b>	Upper Level Undergraduate or MBA
<b>Brief description</b>	This case examines how the International Rescue Committee (IRC), a non-profit international development organization, develops a unique microfranchising model and explores the challenges and opportunities for refining it and taking it to scale. The case decision maker is Barri Shorey, the IRC manager responsible for piloting the model over its first year of operation. Students are given the background, successes and challenges of the pilot to date and are asked to consider their strategy for establishing the effectiveness and sustainability of the initiative in the future.
<b>Learning goal(s)</b>	<p><b>1. Understanding microfranchising.</b> The origins of the concept and its relation to social enterprise and microfinancing.</p> <p><b>2. The path to scale begins with refining the microfranchising model.</b> One of the important lessons to be brought out is the importance of further refining, testing, and systematizing IRC's microfranchising model before scaling it up.</p> <p><b>3. Goal Clarification.</b> At this early stage, the project could be taken in a number of directions, and it will be important to ensure the goals of the initiative are clear, so that these can be aligned with strategy and decisions around youth recruitment, staffing, monitoring and evaluation, levels of support, and partner selection.</p> <p><b>4. Moving beyond subsistence.</b> Starting from low levels of business knowledge and experience, the IRC project needs to consider how to move youth beyond subsistence petty trading activities. This includes both growth and financing options for the microfranchises.</p> <p><b>5. Training and capacity building.</b> For youth that want to grow their businesses, training and capacity building in business skills are essential. This can also be achieved through developing mentoring and business networks.</p> <p><b>6. Franchisor support.</b> Often with limited financial and business capacity themselves, franchisor businesses would benefit (as would their youth franchisees) from business development support.</p>
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## ARTICLE

<b>Author + Title</b>	<b>John Ireland, <i>Lessons for successful BOP marketing from Caracas' slums</i></b>
<b>Publication Title</b>	Journal of Consumer Marketing, 25/7 (2008), pp. 430–438
<b>Course</b>	International Marketing
<b>Course Level</b>	Undergraduate
<b>Brief description</b>	This article describes the challenges of marketing to urban slum dwellers. It uses the Caracas' slums to illustrate how some firms have successfully marketed their products/services to urban slum residents. A marketing mix (4 P) framework is used to structure the ideas presented.
<b>Learning points</b>	<p>1) Low income individuals living in urban environments are different from low income individuals living in rural/dispersed environments</p> <p>2) Because of point 1, successful firms cannot simply transplant successful BOP strategies from rural environments (such as India) into urban environments</p> <p>3) Firms targeting urban slum dwellers can take advantage of structural aspects of urban life: saturated media, transportation systems, high density living and proximity to establish product outlets</p>
<b>Experiences</b>	<p>I have students read this article after foundational articles by Prahalad and Hart. I use the article to contrast the “first wave” of BOP thinking, which focused on India and rural markets, with “second wave” thinking about low income, urban markets. I have students work in class in teams to contrast “Rural BOP Markets” with “Urban BOP Markets.” This task uncovers most points in the article. One conclusion from this reading is that urban slum dwellers take advantage of structural aspects of living in a large city and use these things (proximity to shopping malls, public transit, brand building through TV/radio) to shop for products. Students come to understand that urban slum dweller consumer behavior converges, in some ways, to a more standard “marketing mix” approach. I also like the article because it reminds students that BOP consumers are everywhere – not just in rural India and Africa.</p> <p>The Casas Bahia case can be used in conjunction with this article. This case, about a successful Brazilian retailer of electronic equipment, can be found in CK Prahalad's book, <i>Finding Fortune at the Bottom of the Pyramid</i>, as well as on line at <a href="http://www.globalens.com/casedetail.aspx?cid=1429148">http://www.globalens.com/casedetail.aspx?cid=1429148</a>.</p>
<b>Submitted by</b>	Al Rosenbloom, Professor, Dominican University, USA, <a href="mailto:arosenbloom@dom.edu">arosenbloom@dom.edu</a>

## ARTICLE

<b>Author + Title</b>	<b>Juan Alejandro Cortes-Ramirez, “The miracle fruit”: how a cooperative of fruit producers has vanquished poverty and brought peace and development to a small village in Colombia</b>
<b>Publication Title</b>	International Journal of Case Method Research & Application, XXIII(1), 22 – 30.
<b>Course</b>	Organizational Theory and Design
<b>Course Level</b>	Graduate
<b>Brief description</b>	This article presents an innovative intervention by a fruit producers’ cooperative called Asofrutas located in the region of Antioquia, Colombia. The article examines how this cooperative overcame the challenges of poverty and achieved a greatly improved standard of living in a village once plagued by violence. Cooperative members developed these capabilities through the intervention and assistance of Corporation Prodepaz, an organization that supports community projects for self-sustainability.
<b>Learning goals</b>	<ol style="list-style-type: none"> <li>1. Reality can be more interesting than fiction. This fruit producers’ association achieves the ideal of a human centered management.</li> <li>2. It is a goal to reflect upon local society and management theory and answer how is that this small organization can achieve so much with so many resources?, why others organization with big budgets and plenty of resources do not achieve the same in comparative terms?</li> <li>3. Another goal is to think about what are the challenges and barriers that prevent managers to act within the boundaries of social justice.</li> </ol>
<b>Experiences</b>	<p>The first time students read this article and I present additional facts and pictures about Asofrutas. They entered into some kind of magical realism narrative, like an altered reality. But the truth is that this is only two hours away driving from their homes. Most of my graduate students work for private companies and (although social problems are evident once one transit the streets of Medellín), they do not care so much for this problems, sometimes phrases like “those are state problems”, “social security institutions must take care of that”, arises on the debate, but when they are confronted to this small organization and learned how they have displaced violence, brought life-quality and vanquished poverty on its community just by running this association, then is when the reflection emerges.</p> <p>The debate is enriched by the complementary works and perspectives of authors like Amartya Sen (the social justice perspective), Manuel Castells (the power perspective), Zygmunt Bauman, Gilles Lipovetsky (the ethical and postmodern point of view), Omar Aktouf (a critical perspective on management).</p> <p>The main conclusions are oriented in the way that simple actions can really contribute to restorative justice, and that companies, no matter they size, are responsible to bring those actions of well-being specially in this new democracy times.</p>
<b>Submitted by</b>	Juan Alejandro Cortes-Ramirez, Universidad Pontificia Bolivariana, Colombia, <a href="mailto:juan.cortes@upb.edu.co">juan.cortes@upb.edu.co</a>

## ARTICLE

<b>Article Citation</b>	<b>McKague, K. (2011). Dynamic Capabilities of Institutional Entrepreneurship. <i>Journal of Enterprising Communities</i>, Vol. 5, No. 1: 11-28</b>
<b>Course</b>	
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	<p>To explore the dynamic capabilities which may be important for changing the practices and assumptions about the role of business in development, the article investigates a high-profile project at the United Nations Development Program (UNDP) known as the Growing Inclusive Markets (GIM) initiative. The GIM initiative is described by the UNDP as “a new multi-stakeholder initiative that strives to study, understand and share with the broader development and business communities ways in which the pursuits of profit and human progress can work to mutual advantage.”</p> <p>This concept that ‘profit and human progress can work to mutual advantage’ is a significant departure from historical assumptions of the UNDP and many other organizations in the business community and the development community. Before the 1990s, business was typically seen as a major contributor to the problems of human development rather than a source of solutions and the UN’s work on “Transnational Corporations” sought to limit the unchecked power of large companies operating across international boundaries. Many organizations within the business community continue to hold the view that engaging in socially or environmentally related activities with the poor is something best understood through the lens of charity or corporate social responsibility. At the same time, many organizations within the development and civil society communities continue to strongly hold the view that business is a major problem of underdevelopment and not part of a solution. Contrary to these “common understandings” and entrenched “ideologies”, the UNDP’s GIM initiative sought to fundamentally change these views towards an understanding that the private sector can be an important part of the solution to underdevelopment and that engaging with the poor as suppliers or customers can be fundamentally good for business.</p>
<b>Learning goals</b>	This paper both traces the UN’s history in working with companies (from seeing them as part of the problem of poverty to part of the solution). It also identifies specific capabilities that the UNDP had to develop and practice in order to facilitate including business as one of its main stakeholder groups.
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>



## ARTICLE

<b>Article Citation</b>	<b>McKague, K. (2012). Bangladesh's Rural Sales Program: Towards a Scalable Rural Sales Agent Model for the Distribution of Socially Beneficial Goods to the Poor. <i>Social Enterprise Journal</i>. Vol. 8, (1).</b>
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	<p><b>Purpose of the article</b> In Bangladesh, 30% of the population lives beyond the 'last mile' of traditional distribution networks and serving this rural low-income population with socially useful goods is a huge challenge. One of the most innovative and successful cases of its kind in the world, a social enterprise rural distribution model originally developed by CARE Bangladesh and the Bata Shoe Company illustrates the possibility of combining market-based solutions to poverty with socially responsible business growth.</p> <p><b>Design/methodology/approach</b> This in-depth case study was developed over the course of three field visits to Bangladesh between November 2009 and September 2010 based on 25 face-to-face interviews with rural sales women, Bata employees and CARE staff as well as participant observation and review of project documents and media reports.</p> <p><b>Findings</b> The case provides insights into the origins, lessons learned and key success factors of viable rural sales agent distribution networks serving the poor. A key tension to be managed is keeping the costs of the network down while ensuring that every member is adequately incentivized.</p> <p><b>Social implications</b> The 3,000 women sales agents in rural Bangladesh engaged with the Rural Sales Program have benefited from earning viable incomes in contexts where opportunities for employment and empowerment of women are limited. Rural populations have gained affordable access to socially beneficial goods such as fortified foods, seeds, daily necessities and shoes. Companies have benefited from learning how to adapt their product offerings to meet the needs of low-income customers.</p> <p><b>Originality</b> Where rural sales initiatives elsewhere have faced challenges, this case is the first published account of the origins of how CARE, Bata, and other companies established a viable and scalable rural sales agent distribution network for the commercial benefit of companies and the economic and social benefit of poor women and their customers.</p>
<b>Learning goals</b>	Many interesting product innovations have been developed for BoP consumers. But often the major challenge remains for distributing socially beneficial goods to the poor who need them. This case describes how the Rural Sales Program in Bangladesh overcame multiple challenges to establish a viable rural distribution channel by partnering with multiple companies and taking a market-based approach.
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## ARTICLE

<b>Article Citation</b>	<b>Kevin McKague, David Wheeler, Corrine Cash, Jane Comeault and Elise Ray (Eds.) Introduction to the Special Issue on Growing Inclusive Markets. <i>Journal of Enterprising Communities People and Places in the Global Economy</i>, Volume 5, Issue 1, 2011</b>
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	<p>One of the great challenges of the twenty-first century is to re-invent both the language and the practice of “international development”. In recent years, a crisis in confidence has emerged within the international development community among a number of activists, bilateral agencies and multilateral institutions that has led to a questioning of the traditional roles and effectiveness of the donor state, the recipient state, and the myriad international and local actors standing between development assistance and the poor. This current period of reflection has allowed bilateral agencies, non-governmental organizations, and multilateral agencies like the United Nations Development Program to revisit their own approaches and to explore the potential for private sector activity to make a positive contribution to poverty reduction. Economic growth is not necessarily translated into poverty alleviation, and the factors that have allowed some countries to grow their economies and include the poor in their local, national, and international marketplaces – as producers, consumers, employees, or traders – may be political, cultural, social, economic, regulatory, technological, or ecological. In most cases, these factors – depending on their force and direction – are intertwined in a complex web of drivers and inhibitors often only barely understood in terms of their overall impact on private sector development in the developing world. Into this uncertain and complex set of systems has been added a new impetus to discover how and under what conditions inclusive enterprises become established, grow, and replicate.</p> <p>Regardless of terminology and the diversity of approaches, there remains a pressing need to discover “what works and why” when enterprise activity that generates positive outcomes for low-income individuals emerges and is successful. There is also a need to learn from these observations in a way that transcends the anecdotal and starts to move the development community towards empirical and generalizable findings and lessons learned.</p>
<b>Learning goals</b>	This article (an introduction to a special issue on growing inclusive markets) provides a broad overview of the history and major trends that have contributed to current interest in poverty alleviation by the private sector and social entrepreneurs.
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## ARTICLE

<b>Article + Author</b>	<b>Wheeler, D., McKague, K., Thomson, J., Davies, R., Medalye, J. and Prada, M. (2005). Creating Sustainable Local Enterprise Networks. <i>MIT/Sloan Management Review</i>, Vol. 47, No. 1: 33–40</b>
<b>Course Level</b>	Upper level undergraduate or MBA
<b>Brief description</b>	The authors analyzed 50 cases of successful sustainable enterprise in developing countries and developed a conceptual framework called the Sustainable Local Enterprise Network (SLEN) model. Successful sustainable enterprises in developing countries often involve informal networks that include businesses, not-for-profit organizations, and local communities. These networks can lead to virtuous cycles of reinvestment in an area's financial, social, human, and ecological capital. Successful SLENs require at least one business enterprise to ensure the network's financial sustainability and serve as its anchor; however, a cooperative or a profitable social enterprise launched by a nongovernmental organization may play that anchor role. Although multinational corporations were sometimes part of the SLENs studied, entrepreneurs, nonprofits, and sustainable local businesses were more common. Concludes with recommendations for fostering the development of SLENs, such as setting up training programs in sustainable entrepreneurship in developing countries.
<b>Learning goals</b>	This article helps show that when dealing with complex business models related to the challenge of poverty alleviation, many organizations adopt a 'network' approach, partnering with a variety of other organizations to undertake business ventures and achieve social and environmental outcomes. Students learn to shift their thinking from thinking about single bounded organizations (companies or NGOs) to thinking of enterprise in terms of 'enterprise networks' that combine multiple complementary resources and capabilities that provide mutual benefits for all participants.
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>

## BOOK

<b>Book Title</b>	<b>Embedded Sustainability: The Next Big Competitive Advantage</b>
<b>URL</b>	<a href="http://www.embeddedsustainability.com">http://www.embeddedsustainability.com</a>
<b>Course</b>	A wide range of courses on strategy, business-in-society and sustainability
<b>Course Level</b>	Undergraduate & graduate
<b>Brief description</b>	<p>“Embedded Sustainability: The Next Big Competitive Advantage” (Stanford University Press &amp; Greenleaf Publishing, 2011), co-authored by Chris Laszlo and Nadya Zhexembayeva, invites current managers and future managers to explore the best possible strategies for the growing social and environmental pressures. With the rapidly declining resources, increasing societal expectations, and radical transparency that define business reality today, how is business to compete?</p> <p>The vast majority of business chooses to see sustainability as cost. A small minority of companies prefers to view it as a small niche, charging premium for it, or compromising on product quality and performance.</p> <p>But a small group of companies following the path of embedded sustainability, which, as the best practice suggests, is such deep integration of social and environmental performance into the company DNA, that it literally transforms its business model with no compromise to price or quality.</p>
<b>Learning goal(s)</b>	Both, business and academic communities have used the many tools offered by the book as applied guidance for creating and capturing sustainable value in practice. As a classroom resource, the book offers insights into the history of relationship between business and society (Chapter 2: The Brief History of Value), highlights many strategic approaches to managing social and environmental pressures (Chapter 3: What Would A Strategist Do?), and offers practical framework for embedding sustainability into existing traditional organizations (Chapters 5, 6, 7& 8). The book concludes with a forward-looking discussions on the big debates within sustainability field, including such heated questions as the role of government, the future of consumption, and the limits of business as a force for good (Chapters 9 & 10).
<b>Experiences</b>	At many schools, “Embedded Sustainability” serves as a guide for a practicum, where students are required to develop a real-life sustainable value project with a clear business case and comprehensive implementation strategy. Filled with examples and illustrations from best global practices, “Embedded Sustainability” serves as inspiration for what many managers believe to be impossible: to create value for society while discovering value for business.
<b>Submitted by</b>	Nadya Zhexembayeva, PhD, Coca-Cola Chair of Sustainable Development IEDC-Bled School of Management, <a href="mailto:nadya.zhexembayeva@iedc.si">nadya.zhexembayeva@iedc.si</a>

## NON-ACADEMIC ARTICLE

<b>Article Title</b>	<b>Integrating Community Partnership Perspective in University Functions: A Strategic Approach to Strengthen University Community Linkage</b>
<b>URL</b>	<a href="http://www.col.org/pcf6/fp/zTZ2118.doc">www.col.org/pcf6/fp/zTZ2118.doc</a>
<b>Course</b>	Higher Education Management Certificate Program
<b>Course Level</b>	Higher Education Management Training (Graduate/ Post-Graduate )
<b>Brief description</b>	The primary functions of the universities include teaching, research and extension. The fundamental purpose of the knowledge creation and dissemination is deep rooted in the need for socio-economic development of the society, where the university exists. This relationship holds valid conceptually for all the universities irrespective of region and society, yet the different universities display different models in terms of type and level of community involvement. The experience shows that most of the academic institutions address the community development aspect just as a part of the 'University Social Responsibility' and thus, leaving a big question in terms of usefulness and relevance of such approach. Focusing on the issue, the present article broadly aims to explore the changing role of the universities in the society and community development under the changing global academic institutional environment. The paper analyses the strategic issues which need to be addressed by the universities in order to design and adjust their roles and responsibilities as the catalyst of social-economic development through active community based partnership. The paper conceptualizes a model for effective community-university partnership across all the major functions of teaching, research and extension. The paper is likely to provide a new and effective framework for integrated context-specific community-focused university function design, but without making any compromise with its universal character.
<b>Learning goal(s)</b>	<ul style="list-style-type: none"> <li>• To develop the appreciation for higher-education and community partnerships for poverty eradication and socio-economic development;</li> <li>• To make the higher-education managers aware of the challenges in effective integration of social-economic development issues in higher education; and</li> <li>• To suggest a strategic management model for context-specific and need-based design of courses/ programs to address sustainability issues.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• During the discussion, participants actively involved and raised the related issues;</li> <li>• Helped in brainstorming on the possible higher education innovations and interventions to focus on socio-economic development issues;</li> <li>• Brings the focus on planning and implementation of the sustainability programs by main-streaming it in the higher education.</li> </ul>
<b>Submitted by</b>	Shiv K. Tripathi, Professor, Mzumbe University, Faculty of Commerce, Tanzania, <a href="mailto:sktripathi@mzumbe.ac.tz">sktripathi@mzumbe.ac.tz</a>

## FILM/VIDEO

<b>Film/Video Title</b>	<b>Be Birmingham - Social Inclusion Process</b>
<b>URL</b>	<a href="http://www.youtube.com/watch?v=NmewfJmb9Sg">http://www.youtube.com/watch?v=NmewfJmb9Sg</a>
<b>Course</b>	Business, Ethics, Responsibility & Human Rights
<b>Course Level</b>	Postgraduate MSc
<b>Brief description</b>	<p>This short film explains the social inclusion process in Birmingham City.</p> <p>This initiative was set up after 'riots' that affected the city in August 2011.</p> <p>Issues of unemployment and poverty were seen as possible influences.</p> <p>see link to report that explores the background</p> <p><a href="http://www.blackradley.com/wp-content/uploads/2012/02/TheyMovedLikeFishReport.pdf">http://www.blackradley.com/wp-content/uploads/2012/02/TheyMovedLikeFishReport.pdf</a></p>
<b>Learning goal(s)</b>	<p>To understand the meaning of social inclusion and how this can impact poverty.</p> <p>To explore a 'live case study' on the City of Birmingham and understand how different actors working together (Business, Government and Community Groups) can make a difference.</p>
<b>Experiences</b>	<p>One of the key lines of enquiry for the social inclusion process is Inclusive Economic Growth. This aims to see how business can work with government and community groups to enable all people in the city to benefit from economic inclusion.</p>
<b>Submitted by</b>	Carole Parkes, Director Social Responsibility & Sustainability, Aston Business School, UK, <a href="mailto:c.l.parkes@aston.ac.uk">c.l.parkes@aston.ac.uk</a>

## FILM/VIDEO

---

<b>Film/Video Title</b>	<b>VEV Senegal: Wind Water for Life</b>
<b>URL</b>	<a href="http://www.youtube.com/watch?v=bdfAmfmCR00">http://www.youtube.com/watch?v=bdfAmfmCR00</a>
<b>Course Level</b>	Undergraduate or Graduate
<b>Brief description</b>	<p>Local Senegalese company "Vent l'Eau pour la Vie" is repairing and manufacturing wind water pumps - providing an invaluable service that promotes renewable energy, provides clean water, helps reforestation efforts and improves livelihoods for villagers. This company is a client of clean energy finance company E+Co (<a href="http://www.eandco.net">www.eandco.net</a>). French with English subtitles.</p> <p>See also the UNDP Case Study  <a href="http://www.growinginclusivemarkets.org/media/cases/Senegal_VEV_2010.pdf">http://www.growinginclusivemarkets.org/media/cases/Senegal_VEV_2010.pdf</a>  and interview with the author Mamadou Gaye  <a href="http://www.growinginclusivemarkets.org/2010/11/16/qa-with-mamadou-gaye-author...">http://www.growinginclusivemarkets.org/2010/11/16/qa-with-mamadou-gaye-author...</a></p>
<b>Learning goal(s)</b>	This short video illustrates how local entrepreneurs in Senegal took over an NGO and turned it into a financially viable renewable energy enterprise (windmill-based water pumping).
<b>Submitted by</b>	Kevin McKague, President, Foundation for Sustainable Enterprise and Development, Canada, <a href="mailto:kevin@fsed.ca">kevin@fsed.ca</a>



## FILM/VIDEO

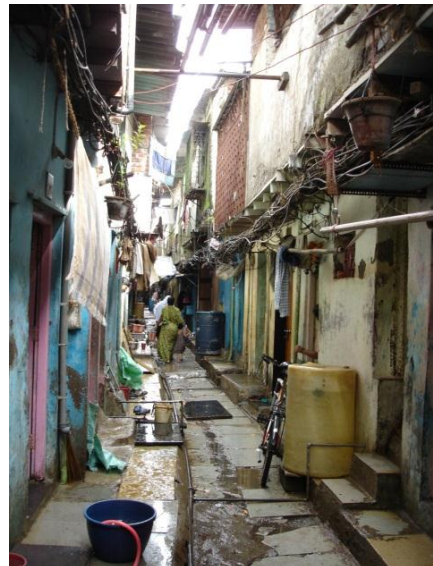
<b>Film/Video Title</b>	<b>Bapu-Bazar<sup>1</sup>: Community-Partnership Oriented Entrepreneurial Training Innovation in an Indian University</b>
<b>URL</b>	<a href="http://www.youtube.com/watch?v=bljPyVMTvIE">http://www.youtube.com/watch?v=bljPyVMTvIE</a>
<b>Course</b>	National Service Scheme Program (Non-Credit)
<b>Course Level</b>	Graduate Level Students
<b>Brief description</b>	The initiative was launched by VBS Purvanchal University, Jaunpur (India). It focuses on managing the supply-chain of used cloths, toys and other items of daily use to help the poor in the region. Students collect cloths and other items from their respective surroundings and prepare it for the next-use. They organize the special camps to sell it to the needy poor at a token price. The token price is charged to generate feelings of honor and pride of ownership.
<b>Learning goal(s)</b>	<ul style="list-style-type: none"> <li>• Enhancing social-responsibility orientation among the students by involving them to help the poor;</li> <li>• Developing socially-responsible entrepreneurial skills through action-learning; and</li> <li>• Inculcating moral-leadership values among the students by designing and implementing community-partnership based social development project.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Within 1 year from the introduction of this innovative project, more than 1000 students voluntarily joined the project.</li> <li>• During last 1 year, 6 camps have been organized by the students to sell the used cloths, toys, house-hold items at a nominal token price. The number of beneficiaries (poor and below poverty line rural people from northern India) crossed 5000.</li> <li>• Based on the students learning experiences and social impact, the model is being planned for other courses of the universities.</li> </ul>
<b>Submitted by</b>	Shiv K. Tripathi, Professor, Mzumbe University, Faculty of Commerce, Tanzania, <a href="mailto:sktripathi@mzumbe.ac.tz">sktripathi@mzumbe.ac.tz</a>

<sup>1</sup> Bapu is an Indian word to call father lovingly. People use this title to remember father of the nation Mahatma Gandhi. Bazar is Indian equivalent for physical market-place where people buy and sell the things.



## PHOTOS



<b>Title</b>	<b>Photos of Dharavi, Mumbai, India</b>
<b>Course</b>	International Marketing, Global Marketing (MBA)
<b>Course Level</b>	Undergraduate, Graduate
<b>Photo(s)</b>	 





<b>Learning points</b>	<p>I use these photos that I took to:</p> <ol style="list-style-type: none"> <li>1) Help students visualize the slum that is talked about in Chapter 1 of CK Prahalad's book, <i>Finding Fortune at the Bottom of the Pyramid</i>, and in Prahalad and Hammond's Harvard Business Review article (September, 2002), <i>Serving the Poor Profitably</i></li> <li>2) Dispell some "myths" about life in a slum</li> <li>3) Encourage students to think about individuals living in Dharavi as an active, vital market</li> <li>4) Prompt thinking about the poverty penalty that Prahalad and Hart talk about</li> </ol>
<b>Experiences</b>	<p>Students might recognize this slum as the slum that was in <i>Slum Dog Millionaires</i>. This immediately builds interest in the pictures. I generally print the photos and ask students to circle things that they notice. I encourage students to look closely at the photos. I also encourage student s to move past the summary statement: "Things are poor/dirty in a slum."</p> <p>Points I try to make are:</p> <ol style="list-style-type: none"> <li>1) Slums are ecosystems in themselves; they are communities in which individuals buy and sell goods to each other. The two pictures of the ATM and the fruit stand with two cellphone carrier brands (Orange and Airtel) help make this point.</li> <li>2) Space inside Dharavi is limited. There is constant interaction between residents. Companies can use this to their advantage: there is rapid diffusion of ideas through good word of mouth in an environment like this.</li> <li>3) Individuals living in Dharavi still desire the basic things all individuals want: products that work, products that meet their needs, etc. All individuals want to be treated with respect and dignity.</li> </ol>
<b>Submitted by</b>	<p>Al Rosenbloom, Professor, Dominican University, USA,  <a href="mailto:arosenbloom@dom.edu">arosenbloom@dom.edu</a></p>



## PHOTOS

<b>Title</b>	<b>RAMBO: Responsible Research and Community Partnership</b>
<b>Course</b>	Non-Credit Community Outreach Activity
<b>Course Level</b>	Graduate / Post-Graduate (MBA)
<b>Photo(s)</b>	 
<b>Learning goal(s)</b>	<ul style="list-style-type: none"> <li>• To develop orientation among MBA student towards the social issues through research;</li> <li>• To learn the application of management theory in improving the livelihood of the poor in surrounding areas; and</li> <li>• To develop skills for integrated research and outreach action for poverty eradication.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Students actively participated in the initiative.</li> <li>• During the piloting it was observed that the activity was helpful in developing the social development perspective among the students.</li> <li>• The initial piloting result confirmed that with a little fine-tuning such activities would help in poverty eradication.</li> </ul>
<b>Submitted by</b>	Shiv K. Tripathi, Professor, Mzumbe University, Faculty of Commerce, Tanzania, <a href="mailto:sktripathi@mzumbe.ac.tz">sktripathi@mzumbe.ac.tz</a>

## PHOTOS

<b>Title</b>	<b>Bapu-Bazar<sup>2</sup>: Community-Partnership Oriented Entrepreneurial Training Innovation in an Indian University</b>
<b>Course</b>	National Service Scheme Program (Non-Credit)
<b>Course Level</b>	Graduate Level Students
<b>Photo(s)</b>	<p><a href="http://www.vbspu.ac.in/images/stories/bapu%208.4.jpg">http://www.vbspu.ac.in/images/stories/bapu%208.4.jpg</a></p>  <p><a href="http://www.vbspu.ac.in/images/stories/bapu%20bazar%2030%20-1.bmp">http://www.vbspu.ac.in/images/stories/bapu%20bazar%2030%20-1.bmp</a></p> 
<b>Learning goal(s)</b>	<ul style="list-style-type: none"> <li>• Enhancing social-responsibility orientation among the students by involving them to help the poor;</li> <li>• Developing socially-responsible entrepreneurial skills through action-learning; and</li> <li>• Inculcating moral-leadership values among the students by designing and implementing community-partnership based social development project.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Within 1 year from the introduction of this innovative project, more than 1,000 students voluntarily joined the project.</li> </ul>

<sup>2</sup> Bapu is an Indian word to call father lovingly. People use this title to remember father of the nation Mahatma Gandhi. Bazar is Indian equivalent for physical market-place where people buy and sell the things.

	<ul style="list-style-type: none"> <li>• During last 1 year, 6 camps have been organized by the students to sell the used cloths, toys, house-hold items at a nominal token price. The number of beneficiaries (poor and below poverty line rural people from northern India) crossed 5,000.</li> <li>• Based on the students learning experiences and social impact, the model is being planned for the other courses of the university.</li> </ul>
<b>Submitted by</b>	Shiv K. Tripathi, Professor, Mzumbe University, Faculty of Commerce, Tanzania, <a href="mailto:sktripathi@mzumbe.ac.tz">sktripathi@mzumbe.ac.tz</a>

## ACTIVE LEARNING ACTIVITY

---

<b>Activity Name</b>	<b>Lesson of Friendship</b>
<b>Course</b>	Psychology and Art
<b>Course Level</b>	1
<b>Brief description</b>	This project is a lesson for children from orphanages (implemented by a team of students from Baikal International Business School, Irkutsk State University, Russia) and its aim is to discuss friendship as one of the greatest values in life. We start with an acquaintance; then, we briefly discuss what friendship is and why it is so important. Then, we watch a Russian cartoon about several friends, kindness, and mutual help. After all, we create some photo frames or cards for children's friends using the technique of scrapbooking.
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>• The goal is to give children a chance to understand that friendship is extremely important and friends are like a big family for us.</li> <li>• One more goal is to create a present for a close person and give it to this person later. This is one of the ways to teach children how to make pleasant things and make friends glad.</li> </ul>
<b>Experiences</b>	<p>Our project has already discussed friendship in two orphanages, and we have talked to 30 children. All of them were really enthusiastic to share their points of view on friendship, and our discussions were very lively. Children also enjoyed the cartoons "Along the road of clouds" and "A gift for the Elephant". Our team has taught children how to create good-looking photo frames and wonderful cards for their friends.</p> <p>In a week after the lesson we come back and bring children their photos which can be put into created photo frames or cards.</p>
<b>Submitted by</b>	<p>Maria Potapkina, Deputy Dean, Russian-American Program Coordinator, Baikal School of International Business, Irkutsk State University, Russia, <a href="mailto:mpotapkina@gmail.com">mpotapkina@gmail.com</a></p> <p>Valentina Alekseyeva, student, Siberian-American School of Management, Baikal International Business School, Irkutsk State University</p>

## ACTIVE LEARNING ACTIVITY

<b>Activity Name</b>	<b>RAMBO: Responsible Research and Community Partnership</b>
<b>Course</b>	Non-Credit Community Outreach Activity
<b>Course Level</b>	Graduate / Post-Graduate (MBA)
<b>Brief description</b>	<p>RAMBO, the acronym for 'Rickshawpullers Association for Mobile Business Opportunity' is a pilot project started independently by the Faculty and students of Institute of Business Management, VBS Purvanchal University, Jaunpur to improve the daily earning of these rickshaw pullers through a marketing intervention on March 2008. The initiative undertaken is on the rickshaw pullers in Jaunpur, a semi-urban district of Eastern Uttar Pradesh (INDIA). Jaunpur, has nearly 10,000 rickshaw pullers operating throughout the district. In Jaunpur city alone there were 3969 registered rickshaws (till March 2008) as per the figures of the local Municipal Office. The students doing their Master's in Business administration (MBA), administered survey on various aspects of rickshaw puller's livelihood in the city of Jaunpur. Followed by the survey, students, under supervision of faculty members, were involved in developing an alternative distribution channel by involving rickshaw pullers. The pilot project reflects an innovative way for engaging B-school students in poverty reduction through responsible research and outreach focus.</p> <p><i>(For details please refer to: Banerjee, S., Project 'RAMBO': an initiative to improve rickshaw pullers' earnings, Development in Practice, Volume 20, Number 1, February 2010)</i></p>
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>• To develop orientation among MBA student towards the social issues through research;</li> <li>• To learn the application of management theory in improving the livelihood of the poor in surrounding areas; and</li> <li>• To develop skills for integrated research and outreach action for poverty eradication.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Students actively participated in the initiative.</li> <li>• During the piloting it was observed that the activity was helpful in developing the social development perspective among the students.</li> <li>• The initial piloting result confirmed that with a little fine-tuning such activities would help in poverty eradication.</li> </ul>
<b>Submitted by</b>	Shiv K. Tripathi, Professor, Mzumbe University, Faculty of Commerce, Tanzania, <a href="mailto:sktripathi@mzumbe.ac.tz">sktripathi@mzumbe.ac.tz</a>



## ACTIVE LEARNING ACTIVITY

<b>Project name</b>	<b>Management mentoring in St. Petersburg, Russia</b>
<b>Initiated by</b>	The CEMS Club Saint-Petersburg in partnership with Upsala Circus
<b>URLs</b>	<a href="http://www.gsom.spbu.ru/en/graduate/cems/cems_club/">http://www.gsom.spbu.ru/en/graduate/cems/cems_club/</a> <a href="http://upsala-zirk.org/en/">http://upsala-zirk.org/en/</a>
<b>Brief description</b>	<p>The project “Management mentoring” initiated by the CEMS Club Saint-Petersburg in partnership with Upsala Circus follows an inspiring goal of sharing the business school (Saint-Petersburg State University, Graduate School of Management) students’ key skills and competences with teenagers from social risk groups that get training at Upsala Circus. Upsala Circus is a unique project aimed at providing social risk group teenagers an alternative to street life through teaching circus skills. It is natural that at some point the teenagers become adults and they are eager to commence circus career. They develop their own projects, find investors, or apply for different positions in local or international circuses, namely Cirque du Soleil. It is here where both parties (The CEMS Club Saint-Petersburg and Upsala Circus) find the gap. Speaking specifically, the teenagers definitely show strong potential in the future circus career but they lack certain skills, for instance, presentation, time management skills, and other competencies that business school students of Saint-Petersburg State University, Graduate School of Management do possess. Thus, it was decided to come up with specific series of skill seminars and workshops that would facilitate experience sharing between business school students and the teenagers from social risk groups getting training at Upsala Circus.</p>
<b>Learning goal(s)</b>	<ul style="list-style-type: none"> <li>Coach teenagers from social risk groups in acquiring specific skills through sharing the business school students’ key competencies</li> </ul>
<b>Results and experiences</b>	<p>The project “Management mentoring” has already developed one full workshop on presentation skills. The leader of humanitarian projects within the CEMS Club Saint-Petersburg Galya Korukhchyan and the business school’s volunteering students organized and conducted the seminar. Among the participants were the teenagers and administrative employees of Upsala Circus. The feedback was very positive and according to the carried out questionnaire all the teenagers would advise others who get training at Upsala Circus to go through the workshop.</p> <p>As a result of positive feedback from both parties it is decided to continue the initiative and the further step could be to develop another workshop on sharing experience between business school students and the teenagers from social risk groups.</p>
<b>Submitted by</b>	Galya Korukhchyan, leader of humanitarian projects within the CEMS Club Saint-Petersburg, Saint-Petersburg State University, Graduate School of Management, <a href="mailto:g.korukhchyan@gmail.com">g.korukhchyan@gmail.com</a>

## INVITED SPEAKERS/LECTURE SERIES

<b>Speaker/Lecture Series Name</b>	<b>Development Director of CIGB (Churches &amp; Industry Group Birmingham)</b>
<b>URL</b>	<a href="http://www.cigb.org.uk/wp-content/uploads/2010/10/Here-to-stay5.pdf">http://www.cigb.org.uk/wp-content/uploads/2010/10/Here-to-stay5.pdf</a>
<b>Course</b>	Business, Ethics, Responsibility & Human Rights
<b>Course Level</b>	Postgraduate MSc
<b>Brief description</b>	<p>Example of speaker invited to co facilitate session on 'Poverty as a challenge for Business'</p> <p>Speaker has experience of working with different community groups and businesses in UK and in Nigeria.</p> <p>Link above is to report by the speaker on the experiences of migrants in the West Midlands in the UK.</p> <p>Speaker also discussed lobbying BP Oil CEO in Nigeria to improve conditions for local communities living in poverty.</p>
<b>Learning goal(s)</b>	<p>Session set up to address the following questions:</p> <ul style="list-style-type: none"> <li>• How is poverty relevant to business organizations?</li> <li>• What might their role be?</li> <li>• What are the key considerations for businesses in relation to poverty?</li> </ul>
<b>Experiences</b>	Speaker provided practical 'hands on' approach to the issue of poverty and business. Students able to question the speaker on real life examples and experiences.
<b>Submitted by</b>	Carole Parkes, Director Social Responsibility & Sustainability, Aston Business School, UK, <a href="mailto:c.l.parkes@aston.ac.uk">c.l.parkes@aston.ac.uk</a>

## INVITED SPEAKERS/LECTURE SERIES

<b>Speaker/Lecture Series Name</b>	<b>CSR Summit – Business Critical</b>
<b>URL</b>	<a href="http://www1.aston.ac.uk/aston-business-school/research/events/business-critical/">http://www1.aston.ac.uk/aston-business-school/research/events/business-critical/</a>
<b>Course Level</b>	MBA & MSc students
<b>Brief description</b>	The event brought together Chief Executives and Corporate Social Responsibility Directors from the region's leading businesses, with key representatives from Government and the Voluntary Sector, to examine critical issues affecting the future of business to community relations and agree key actions to take this forward in the 21 <sup>st</sup> century.
<b>Learning goal(s)</b>	To understand from business, government and community leaders, the key issues for CSR activity. To focus on the ways in which the key actors could address issues relating to poverty including social inclusion.
<b>Experiences</b>	Students were able to hear first-hand from major companies and business leaders in the region how they plan to work with community groups to address some of these issues. Contacts were also made for current and future academic projects.
<b>Submitted by</b>	Carole Parkes, Director Social Responsibility & Sustainability, Aston Business School, UK, <a href="mailto:c.l.parkes@aston.ac.uk">c.l.parkes@aston.ac.uk</a>

## INVITED SPEAKERS/LECTURE SERIES

<b>Speaker/Lecture Series Name</b>	<b>Faculty and researchers meeting</b>
<b>Course</b>	Seminar series of Bocconi SDA research division
<b>Course Level</b>	MPM, Master of Cooperative and Social Enterprise, and PhD students
<b>Brief description</b>	<p>The two-hour seminar “Fighting Poverty through Management Education” was introduced with an objective to present the preliminary results of the global survey on Fighting Poverty through Management Education, conducted by PRME Anti-Poverty Working Group. It was attended by about 50 SDA faculty members, MPM students, Master of Cooperative and Social Enterprises students, PhD students. The focus was on challenges, opportunities and solutions in fighting poverty through management education, and what business schools could do to contribute to achieving one of the main Millennium Development Goals.</p> <p><b>Milenko Gudić</b>, IMTA Director, CEEMAN, the PRME Anti-Poverty Working Group Coordinator, presented: (1) current megatrends that are reshaping the world, emerging development paradoxes and dilemmas, (2) implications on the issue of poverty, (3) initiatives taken by businesses, international organizations, and business schools, PRME initiative, and (4) the preliminary findings of the survey.</p>
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>• Better understanding of the overall context for the PRME WG initiative to integrate poverty into management education</li> <li>• What business schools could learn from business initiatives related to sustainable development, inclusive markets and poverty alleviation</li> <li>• The need for a new generation of responsible business (and public) leaders</li> <li>• The role that management education can and should play</li> </ul>
<b>Experiences</b>	<p>A vivid dialogue on the poverty-related issues went also beyond. Fresh ideas were launched on the need for multidisciplinary research, faculty development, organization of internal dialogues among faculty, researchers and departments on the issues of course design, curricula development, processes and methods that would lead towards more holistic approach to management education and towards responsible management education in general. The students underlined that the seminar was really helpful to broaden their perspective on the relations between economy and society. They received the input to rethink the nature and the logic of international cooperation for socioeconomic development that is sustainable only if the population of not yet developed countries or regions is given autonomy, freedom of choice and responsibility on their own future. The faculty caught the relevance to include the topic in their research and their teaching. The seminar was an innovative challenge for the faculty and the students.</p>
<b>Submitted by</b>	Elio Borgonovi, Full Professor, Department of Public Management and Policy Analysis, Bocconi University, <a href="mailto:elio.borgonovi@unibocconi.it">elio.borgonovi@unibocconi.it</a>

## INVITED SPEAKERS/LECTURE SERIES

<b>Speaker/Lecture Series Name</b>	<b>Elective Co-curriculum Lectures</b>
<b>Course</b>	Public Administration Economics and Management
<b>Course Level</b>	Undergraduate students, 2nd year
<b>Brief description</b>	<p>The lecture “<i>Fighting Poverty through Management Education</i>” was as one of the four elective lectures, from which students could chose and write a mandatory essay based on one of the elective lectures. It was offered to explore students’ interest into the topic, and to initiate a discussion on how business and public management education could contribute to achieving one of the Millennium Development Goals.</p> <p>The lecture by <b>Milenko Gudić</b>, IMTA managing Director at CEEMAN, and the PRME Anti-Poverty Working Group Coordinator, included: (1) Current megatrends that are reshaping the world of today and the related development paradoxes and dilemmas, (2) their implications on the issue of poverty, (3) initiatives taken by businesses, international organizations, and business schools, (4) the preliminary findings of the PRME WG survey on fighting poverty through management education.</p>
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>- Better understanding of the complex issues related to the economic development, social transformation, sustainable development and poverty eradication</li> <li>- Business interests in sustainable development and inclusive markets</li> <li>- The need for a new generation of responsible business (and public) leaders</li> <li>- The role that management education can and should play</li> </ul>
<b>Experiences</b>	<p>The selection of the topic proved to be well thought. The lecture attracted even higher interest that originally expected. About 150 students took the lecture as the basis for their essay writing. Young generations bring new values and attitudes, which schools need to correctly perceive and adequately respond to. The lecture inspired for an interesting discussion and dialogue among students and faculty, which resulted in fresh ideas for the ongoing process of changing our educational programs, processes, actors and institutional/organizational arrangements. The need to respond to the specific social responsibility of the school and its role in promoting sustainable development (including poverty alleviation), and the development of responsible leadership for a better world was particularly emphasized. The overall experience also confirmed the value of integrating business education inputs into public management programs and vice versa.</p>
<b>Submitted by</b>	Elio Borgonovi, Full Professor, Department of Public Management and Policy Analysis, Bocconi University, <a href="mailto:elio.borgonovi@unibocconi.it">elio.borgonovi@unibocconi.it</a>

## INVITED SPEAKERS/LECTURE SERIES

<b>Speaker/Lecture Series Name</b>	<b>Discussion club "Business Credo"</b>
<b>Course</b>	Extracurricular activity
<b>Course Level</b>	Executive
<b>Brief description</b>	<p>In 2011-2012 Lviv Business School (LvBS) and the Ukrainian Catholic University (UCU) created a unique platform and started an active dialogue on collaboration between business and society through a sequence of meetings within the Discussion club "Business Credo".</p> <p>Participation in meetings of the Discussion club "Business Credo" is an opportunity for owners and senior managers to communicate in the format of "business talk" with leading thinkers and opinion leaders in the Ukrainian and international environment.</p> <p>As guests of the Discussion club "Business Credo" participated: the rector of the Ukrainian Catholic University father doctor Borys Gudziak, Ukrainian and international human rights activist Myroslav Marynovych, Internationally famous Polish movie producer Krzysztof Zanussi, Cardinal of the Catholic Church, His Beatitude Lubomyr (Husar), historian, professor Yaroslav Hrytsak, writer Ivan Malkovych.</p>
<b>Learning goal(s)</b>	<p>To create a platform that will launch an active dialog between business and society, to analyze modern mutual challenges and influences, and in longer perspective to strengthen the role of business in developing core social processes in the country.</p> <p>To reflect openly on issues that underlie the surface questions looking for answers:</p> <ul style="list-style-type: none"> <li>• How much does dignity cost? How much is it linked to human ability to go against the stream, especially in low democratic societies?</li> <li>• People on the margin of society, what can we do in Ukraine? Responsibility of rich people in the society?</li> <li>• Where countries can find the moral elite?</li> </ul>
<b>Experiences</b>	<p>The discussion concerned less the regular aspects of business – efficiency, processes, and profits – than spiritual question in the minds of entrepreneurs. The more difficult the administrative decisions, the deeper the spiritual quest and desire to answer some the hardest questions: Am I doing what is right and what is the ultimate goal?</p> <p>The events are open and each gathers up to 150 participants. Several companies and media support financially this project as it fits their values and positioning as responsible on the market.</p> <p>In 2012 we started to broadcast events online due to the fact that not everyone interested could fit into conference rooms and to make it possible to be part of event for business people interested in cities other than Kyiv. "Business Credo" became a project with a famous brand.</p>
<b>Submitted by</b>	Sophia Opatska, CEO, Lviv Business School of the Ukrainian Catholic University, Ukraine, <a href="mailto:sopatska@lvbs.com.ua">sopatska@lvbs.com.ua</a>

## ONLINE ACTIVITY

<b>Name</b>	<b>Business Fights Poverty Website</b>
<b>URL</b>	<a href="http://www.businessfightspoverty.org/">http://www.businessfightspoverty.org/</a>
<b>Course</b>	Business, Ethics, Responsibility & Human Rights
<b>Course Level</b>	Postgraduate MSc
<b>Brief description</b>	<p>Business Fights Poverty is an online community for business and development, connecting over 10,000 professionals.</p> <p>Business Fights Poverty is a vibrant community of individuals from business, the international donor community, non-government organizations and academia – all of whom share a passion for fighting poverty through business.</p> <p>Business Fights Poverty provides its members with targeted peer-to-peer engagement and hot-off-the-press, mission-critical knowledge.</p>
<b>Learning goal(s)</b>	<p>To understand the relevance of poverty to business organizations.</p> <p>To access information relating to specific industries, organizations and issues in relation to poverty.</p>
<b>Experiences</b>	<p>An excellent site for business and poverty related resources and information.</p> <p>Used as a key resource for a range of learning activities including case study material.</p>
<b>Submitted by</b>	Carole Parkes, Director Social Responsibility & Sustainability, Aston Business School, UK, <a href="mailto:c.l.parkes@aston.ac.uk">c.l.parkes@aston.ac.uk</a>

## ONLINE ACTIVITY

<b>Name</b>	<b>Poverty.com Hunger and Poverty</b>
<b>URL</b>	<a href="http://www.poverty.com/">http://www.poverty.com/</a> <a href="http://www.poverty.com/more.html">http://www.poverty.com/more.html</a>
<b>Course</b>	International Perspectives
<b>Course Level</b>	Undergraduate
<b>Brief description</b>	<p>A practical approach to understanding issues of poverty, hunger and disease. About 25,000 people die every day of hunger or hunger-related causes, according to the United Nations. This is one person every three and a half seconds, as you can see on the animated map on this site. The site also provides links to major information sources including:</p> <ul style="list-style-type: none"> <li>• One Campaign</li> <li>• United Nations World Food Program (WFP)</li> <li>• UNICEF</li> <li>• Millennium Campaign</li> <li>• Global Issues</li> </ul> <p>There are also lists and links to many major international organizations that have related information about poverty, hunger, and preventable diseases.</p>
<b>Learning goal(s)</b>	<p>To understand the extent and effect of poverty as a global issue.</p> <p>To consider the role of aid in responding to global poverty</p>
<b>Experiences</b>	Students respond well to using the site in addressing seminar questions relating to poverty and global organizations.
<b>Submitted by</b>	Carole Parkes, Director Social Responsibility & Sustainability, Aston Business School, UK, <a href="mailto:c.l.parkes@aston.ac.uk">c.l.parkes@aston.ac.uk</a>



## COURSE

<b>Course Name</b>	<b>Elites and Society</b>
<b>Course Level</b>	Executive MBA
<b>Brief description</b>	<p>The course is focused on developing the understanding of the role of different elites in formatting the society. It covers the following topics:</p> <ul style="list-style-type: none"> <li>• Different types of elites and their main characteristics – economic, political, cultural, spiritual (clerical)</li> <li>• Conflict of elites: intersections of spheres of influence</li> <li>• Elites and the masses: conquest and disrespect or custody and serving</li> <li>• Elites in different conceptual environments</li> <li>• Elite, power and philosophy of the gift</li> <li>• Historical aspects of the elite formation: interaction of the Church, the State and the Society</li> <li>• Responsibility and irresponsibility of elites: or why the capitalism works in some countries and does not in others.</li> </ul>
<b>Program/Module goal(s)</b>	The main goal of the program is to demonstrate the power of influence of elites on formatting the society and inversely, to understand high importance of responsibility of elites for the leading role they play in developing this society and how different types of elites can consolidate their efforts in building better life in their country and the world.
<b>Experiences</b>	In this program participants work with experts in different areas – Doctor of Philosophy, Head of Philosophy Department of the Ukrainian Catholic University, Director of the Institute of Church History, Internationally recognized Ukrainian historian, Director of the Institute of Historical Research. During interactive discussions participants are not just get acquainted with major concepts but also develop their own understanding of the role of elite and their personal role in the future of the country, which is exposed in their final essay they submit in order to complete the course.
<b>Submitted by</b>	Oksana Koulakovska, MBA Director, Lviv Business School of the Ukrainian Catholic University, Ukraine, <a href="mailto:okulakovska@lvbs.com.ua">okulakovska@lvbs.com.ua</a>

## COURSE

<b>Course Name</b>	<b>Personal and Career Development</b>
<b>Course Level</b>	MBA
<b>Brief Description</b>	<p>All of us want to do something remarkable with our lives and our careers. With this course, we want to help the MBA students learn how to select their goals and the goals of their organizations and how to use their energy and skills to accomplish them. This course aims to assist the students in understanding what success really means for them and their organizations and how to get there.</p> <p>We start the journey by helping them to improve their self-knowledge, discover their values, the values of their organizations and build their personal vision. In a second step, we help them to align their career plan with their other goals in life, their competences and their context. The program moves forward then to a third part, where we help them understand how to implement their career and life plans in their daily life. Finally, they work on their relationships, understanding how to build lasting partnerships within their society, organizations, family, acquaintances, colleagues and friends.</p> <p>This course takes a very practical approach. During the course we use state-of-the-art tools and knowledge. Faculty use evaluation and self-awareness tools and a broad range of activities to identify, enhance and challenge participants capabilities and ideas: outdoor games, case studies, tests, indoor exercises, group discussions, workshops, coaching, and a bit—only a little bit—of lecturing and reading! In addition, they maintain a learning log throughout the program to facilitate their reflection.</p>
<b>Course goal (s)</b>	<p>Personal and Career Development strives to provide students with the capacity for taking small and big decisions in regards of their career and personal development plans. In this course students learn how to “build and implement their career plan” based on their lives’, organizations’ and societies’ bigger picture. We believe that organizations could become more “socially responsible” if their managers lead a more integrated life.</p> <p>Upon completion of this course, students should be able:</p> <ul style="list-style-type: none"> <li>- To assess their strengths, interests, and priorities for their career and life.</li> <li>- To develop a personal and career development</li> </ul>

	<p>plan</p> <ul style="list-style-type: none"> <li>- To identify career opportunities, which are aligned with their other personal objectives and the larger needs of their societies and organizations.</li> <li>- To develop an action plan for improving their skills and addressing conflicting goals.</li> <li>- To improve their capacity for coaching others.</li> <li>- To understand the power of interpersonal relationships and how to keep them in the long run.</li> </ul>
<b>Experiences</b>	<p>This course has been run for the first time in 2012 and it will be offered once a year. The performance and engagement of the MBA students have been outstanding. Some of the participants have taken steps towards changes in their careers, and in their perception of their careers' and organizations' roles in their lives and their societies. Many of the participants indicated that this was their best course in the MBA program.</p> <p>One of the students wrote after completion of the course: <i>"I found it as one of the best designed courses I have had at the RBS (regarding the content, sequence of topics covered and methods used). I really had a feeling that each topic covered during the course is picked carefully, and has a meaning in the whole context. As a student you could see that every following class answers the questions raised in previous classes. And I liked very much that the whole course had that different – more human and ethical – approach on all topics covered."</i></p>
<b>Submitted by</b>	<p><b>Claudio Andres Rivera, Assistant Professor and BBA Director, Riga Business School, Latvia,</b>  <a href="mailto:claudio.rivera@rbs.lv">claudio.rivera@rbs.lv</a></p>

## PROGRAM/MODULE

<b>Program/Module Name</b>	<b>One Planet MBA</b>
<b>URL</b>	<a href="http://business-school.exeter.ac.uk/mba/why/">http://business-school.exeter.ac.uk/mba/why/</a>
<b>Course Level</b>	MBA
<b>Brief description</b>	<p>There is an urgent need to reshape the way we do business. Environmental, financial and social changes are challenging traditional business models and there is a need for a new generation of managers and leaders who are capable of developing more sustainable business approaches. The University of Exeter Business School has joined forces with WWF – one of the world’s largest and most respected conservation organizations – to provide a unique MBA to meet this need. The One Planet MBA is designed to deliver the knowledge, understanding and skills required to run a successful and sustainable business in a rapidly changing natural, financial, social and global market environment. It will develop individuals who have a deep understanding of the challenges we face. It is global in both outlook and student composition. It will develop its participants abilities to innovate, to think and act strategically and to lead others and organizations through change. We place an emphasis on tools, techniques and practical application. Many MBA programs offer modules in corporate responsibility and ethical management. Where the One Planet MBA differs is that the core values of responsible management and sustainable business run through the very heart of the program, from the topics covered to the learning and teaching style.</p>
<b>Program/Module goal(s)</b>	<p>(1) <b>Integrating environmental expertise.</b> Working with the world’s largest and most respected environmental organization, the program benefits from WWF’s experience of engaging at the highest level with major companies around the world on sustainability issues. We have already integrated learning from their One Planet Leaders executive education courses and worked with WWF contacts in setting up company based projects for students. WWF International (and their corporate partners) also contributes to the teaching of the program.</p> <p>(2) <b>Engagement with thought-leaders.</b> The One Planet MBA includes a series of distinguished guest speakers who infuse new thinking into The One Planet MBA. Consultants and academics from around the UK and overseas have also contributed to exploring the implications of sustainability for business education. In 2010/11 these included Alan Knight OBE, independent sustainability advisor to the Virgin Group; Jake Bakus, Coca Cola; Gordon Sinclair, Sustainable Development Strategist, Sasfin; and Nigel Topping from Carbon Disclosure, amongst many others.</p> <p>(3) <b>The social perspective.</b> The program also engages with the public sector and social enterprise. In 2010/2011 it began working with the Environment Agency and a range of not-for- profit organizations such as Tree Aid, Action Aid and the Exeter Drugs Project (EDP) to further integrate their perspectives into our teaching.</p> <p>(4) <b>Community impact.</b> Our program and our students are having a direct impact on the local community, business and society. Our students are working on sustainability consultancy projects with local and regional companies in the SW of England and also major corporates. In the</p>

	summer of 2011 our students worked with Coca Cola, Sony, the Met Office, KLM, The Cooperative Group, Thomson Reuters and many small companies to help develop a shared understanding of the implications of sustainability for business success.
<b>Experiences</b>	<p>To our knowledge, this is the first MBA program that has been co-created with a student innovation cohort. We invited MBA applicants to participate in a year of innovation, as we worked towards introducing sustainability perspectives into existing modules and trialed new specialist electives and guest speakers. A series of formal co-creation meetings captured the views and critical reflections of students, faculty, WWF, companies and external observers.</p> <p>The initiative has involved staff from across the Business School – both academic and professional services colleagues. The program also draws on academic staff from across the University in a truly cross-disciplinary way, including personnel from the creative arts and history and from our shared campus in Tremough, Cornwall where much of our environmental science expertise resides.</p> <p>The One Planet MBA program will immerse, excite and challenge the students. They will be joining a global network of new leaders – leaders who view the planet differently and have the skills and motivation to make a difference.</p>
<b>Submitted by</b>	Jonathan Gosling, Director, Center for Leadership Studies, University of Exeter Business School, UK, <a href="mailto:Jonathan.Gosling@exeter.ac.uk">Jonathan.Gosling@exeter.ac.uk</a>