



QUINLAN
SCHOOL of BUSINESS

Schreiber Center • 16 E. Pearson St.
Water Tower Campus • Chicago, IL 60611
LUC.edu/Quinlan

MGMT 446.001 Spring 2019 – International Business Ethics
Thursdays 6pm – 9pm
Schreiber Center Room #605

Instructor: Dr. Jennifer J. Griffin
Professor of Strategy and Raymond C. Baumhart, S.J., Professor of Business Ethics

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Office Location: Schreiber Center 529
Office Hours: Thursdays 4 - 5.30 pm; by appointment

Course Description: This is an advanced business ethics course that addresses the ethical challenges of international business for managerial decision making. The aim is to understand the ethical issues that arise in the global business environment and to develop an ability to analyze and resolve these issues effectively. The main emphasis of the course is on standards, and implementation, for the operation of multinational corporations and on ethical problems in specific countries and regions of the world. Some attention is also given to the ethical perspectives of people in different countries and national differences in ethical outlooks.

Course Overview: Business ethics is an important part of the education of any manager, but managers with responsibility for foreign operations are confronted with many ethical issues that do not arise in domestic business. The distinctive ethical problems of international business are due to many factors, including: different ethical traditions and political and legal systems; diverse forms of economic organization and different levels of economic development; inadequate or ineffectual regulation, especially in emerging economies; conflicts between national and regional economic and political interests; a lack of background institutions and guidelines for international business; the scope and power of multinational corporations and their ability to evade regulation; and pervasive corruption and oppression in some parts of the world.

Learning Outcomes:

The objectives of this course are the development of the knowledge and skills that enable managers to make ethical decisions and to implement them effectively in a global business environment. Specifically, the course seeks to:

- Develop an appreciation and deeper understanding of the increasingly complex interactions among market, policy and civil society institutions and the specific ethical problems arising from ambiguities in these situations.
- Develop your awareness of, and a tolerance for, different ethical, legal, social and political standards and perspectives as they affect international business ethics while looking for commonalities among these standards.

- Develop your skills in analyzing your personal decision making, identifying key ethical issues, formulating changes and finding appropriate ways to implement changes within international businesses.
- Develop your capacity to listen and communicate complex concepts and ideas accurately and precisely, both orally and in writing.

Required Materials:

ORDER course packet from Harvard Business School Publishing:
<https://hbsp.harvard.edu/import/612426>

Note: Many national and international current events are relevant to international business ethics. Regular reading of *Wall Street Journal*, *Chicago Tribune*, *The New York Times*, or *Financial Times* is essential. Additional course materials available on Sakai.

Course Requirements and Grading Criteria:

Individual Memo (21 st March)	30%
Group Presentation (2 nd May)	25%
Group Paper (9 th May)	30%
Class Participation	<u>15%</u>
	100%

As there are numerous assignments, no extra credit opportunities are available.

Attendance

Class attendance is mandatory and essential to the value of the learning experience. Students are expected to attend all class sessions in order to pass the course. Missing more than one scheduled class severely jeopardizes the student’s ability to pass the course.

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor and program director by e-mail prior to missing the class, and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

Make-Up Examinations/Assignments

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on

the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Team-level Academic Integrity: The entire team is responsible for the academic integrity of the submitted case analysis. Any incident of academic dishonesty (e.g., plagiarism) will automatically result in a failing grade for this assignment for each member of the team who participated in the plagiarism. ***It is therefore critical that all team members review the written materials before you turn it in.*** Please refer to the Loyola's University Policy on Academic Integrity for details.

Peer and Self Evaluation of Team Members (required, due no later than 9th May 11:59pm CST)

After the group paper and presentation, each team member is required to evaluate yourself as well as each of your team members (the team evaluation form is posted on Sakai). Evaluations are confidential and will not be seen by your team members. The team evaluations are important! Individual grades will be adjusted up (leadership) and down (free riding) based upon the group average and standard deviation due to team participation (in effort and/or quality). Final grades won't be turned in until all team evaluations are received.

Team-wise Academic Integrity

The entire team is responsible for the academic integrity of the submitted case analysis. Any incident of academic dishonesty (e.g., plagiarism) will automatically result in a failing grade for this assignment for each member of the team who participated in the plagiarism. ***It is therefore critical that all team members review the written case analysis before you turn it in.*** Please refer to the Loyola's University Policy on Academic Integrity for details.

Getting help

Unless your question is of a confidential nature, please post your questions to the 'Q & A with Professor Griffin' discussion tab on Sakai. More than likely someone else in the class has the same question and we can all benefit as a community from a group conversation. Send confidential questions via email to the professor (jgriffin5@luc.edu).

Disability Services

Any student who feels s/he may need an accommodation based on a disability should contact me privately to discuss specific needs. You must contact Services for Students with Disabilities (SSWD) to establish eligibility. For additional information, please refer to, <http://www.luc.edu/sswd/index.shtml>

Late Assignments Late assignments (even those a few minutes late or due to Sakai hiccups) will automatically be dropped by a full letter grade. Failure to turn in assignments will result in a zero for the assignment. Plan your time accordingly.

Final Grades Final grades will reflect the student's total points earned in the course. You will be able to track your points on the Sakai gradebook (once I get it all sorted out). All grades are final. There will be no Extra Credit offered in this course as there are numerous assignments already.

Grading Disputes: If you believe an error has been made in the grading of your work, submit a WRITTEN REQUEST for a grade change to the professor. Include a discussion of what was graded, the rubric, and why you believe you should have received credit for your work. Wherever possible, provide citations from the textbook or lectures. In order to prevent 'cherry-picking' your entire assignment, submit a non-marked up version of your assignment and it will be re-graded which may possibly result in a higher or a lower grade.

Class Participation (15%)

Class participation by each student is an essential part of the course since verbal communication is an important attribute of business professionals. Your verbal contribution, in the classroom or a boardroom, is required because discussion is the major vehicle for improving our ability to deal with problem situations. *To discuss, you must prepare and attend.* Class participation, just like verbal communication, is not just talking. In class, good class participation means asking insightful questions; summarizing the ethical situation(s) in the case; identifying ethical problems and their root causes; performing a piece of analysis; asking helpful questions; tying the case and the reading materials; giving personal insights; or recommending an appropriate resolution. In short, whatever helps the class understand (explain and interpret) the concepts, underlying ethical issues and how to work toward more effective resolutions within international businesses.

Nearly every class period we will examine a case. For each case, please evaluate the ethical issues, understand key stakeholders, outline pros/cons of several alternatives, identify an appropriate recommendation and develop a resolution. Come to class prepared to discuss your analysis, recommendation and resolution for the organization(s). Your performance will be evaluated after each day of class (scale: 0, 1, 2, 3). Missing more than one class is cause for failing the class.

Teamwork is prevalent in international organizations as a means of accomplishing tasks, resolving ethical challenges, brainstorming, and created shared understanding of appropriate resolutions. Thus, it is important for you to gain experience in such activities. Please self-organize into teams of 4–5 students during the first two weeks of class and send me your team members.

After the group paper and presentation, each team member will evaluate yourself as well as each of the other team members (the group evaluation form is posted on Sakai). The team evaluations are important! Individual grades will be adjusted up and down based upon the group average and standard deviation due to team participation (in effort and/or quality). Final grades won't be turned in until all team evaluations are received.

Individual Memo (30%)

OPTION A: Critically analyze a CR Report. Are they aware of, and appropriately/ethically managing their critical business impacts? Make recommendations to the CEO/Board, highlighting: what is most important as well as what is most important that is not in the report. What's innovative and why? What's most problematic and why? Focus the Board's time and attention on the few most critical impacts. See additional information on Sakai.

OPTION B: Critically analyze an international business ethics or global corporate responsibility book and apply its insights to any firm. See additional information on Sakai.

Group Paper/Presentation (30%/25%)

OPTION A: Evaluating a Portfolio of Firms on the IMPACT of their Activities.

As a group examine and evaluate a portfolio of set of firms (2 times the number of members in your group minus two) within one industry sector. Critically and holistically evaluate each firm's impacts/activities across all its key stakeholders (e.g., customers, creditors, employees, suppliers, regulators). Explain their key innovations and effectively communicate the firms' impacts.

As a consultant to the CEO, you'll need to give each company in your portfolio an investment grade (e.g., A, B, C). Explain why they deserve the grade you've assigned. Be sure to examine all subsidiaries and all countries in which the firm has operations. A weighted average of nation-state and industry considerations may or may not be appropriate—you'll need to decide and explain to us. See additional information on Sakai.

OPTION B: Evaluate Industry Responses to a relevant Social Issue.

As a group, evaluate and write a case analysis complete with analysis and recommendations on any current social issue, facing any industry/organization. Be sure the social issue is substantive/strategic and significantly affects the industry/organization so you can make Board-level recommendations regarding the issue. The issue and/or organization may be international or cross-national. The organization may be for-profit, not-for-profit, governmental, non-governmental, privately-held or publicly-held, large or small. Your task is to demonstrate your managerial and analytical prowess to make appropriate Board-level policy recommendations; you are likely to find that difficult if your issue is how an organization should change (or has changed) its internal structure or policies, for example. On the other hand, some seemingly 'small' issues (e.g., CEO pay) may have significant social implications. Consult with me if you have any doubts. See additional information on Sakai.

Course Outline. Note: The syllabi may change at any time to accommodate relevant situations.

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
February 21	1	Managing Ethically in a Global Environment Why Bother?

Case(s)

Hunger Site Decision (in-class)
H.B. Fuller in Honduras (Sakai)

Discussion Questions

What does managing ethically, managing responsibly mean? Domestically, internationally?

How do organizations give evidence of managing responsibly?

Why does it matter?

Note the Why-What-How triplet

Suggested Readings

Fink, Larry. 2019. [Letters to Shareholders from the CEO of BlackRock.](#)

Pearlstein, S. 2018. [Five myths about Capitalism: Maybe Greed Isn't so Good.](#)

Gelles, David, 2017. "[The Moral Voice of Corporate America](#)", *The New York Times*, August 19.

Gelles, David and Miller, Claire Cain, 2017. "[Business Schools Now Teaching #MeToo, N.F.L. Protests and Trump](#)," *The New York Times*, December 25.

Reed, R. 2017. [Walgreens leaves 'the corner of happy and healthy' behind with new slogan.](#)
Chicago Tribune, December 1.

[Heritage Foundation, 2012.](#) Why the US Should Oppose International CSR Mandates
(skim) "*Corporate Responsibility in Different Varieties of Capitalism: Exploring the Role of National Institutions*," Bertelsmann Stiftung, (2016).

Tedtalks/Videos:

Social cohesion (rather than superchicken) builds superior performance:

https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work?utm_campaign=ios-share&utm_medium=social&source=email&utm_source=email

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
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Feb 28	2	Global Ethical Perspectives
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Case(s)

IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A) (9-906-414)

(skim) *The Economist*, 2018. As retailers abandon the high street, why is IKEA moving in?

(skim) IKEA's 'Food is Precious' Initiative: Wasting Less for Feeding More

Required Readings

Donaldson, Thomas, "Values in Tension," *Harvard Business Review* (September-October 1996), 48-62. (Sakai)

Porter, Michael, and Mark Kramer, "Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility," *Harvard Business Review*, 84 (2006), 78-92.

(skim) Garriga, Elisabet and Mele, Domènec, "Corporate Social Responsibility Theories: Mapping the Territory," *Journal of Business Ethics*, 53 (2004), 51-71.

Strategy+business, 2017. What will work look like in 2030? December 18.

Discussion Questions

1. What business are they in? How do they compete?
2. Is child labor more than a generic issue for IKEA? Why? Why not?
3. What can they do? Ought they do? Will they do? (aka: coulda/woulda/shoulda) Why?

Suggested Readings

Donaldson, Thomas, and Thomas Dunfee, "When Ethics Travels: The Promise and Perils of Global Business Ethics," *California Management Review*, 41 (Summer 1999), 45-63.

Gould, Carol C., "Ethical Issues in Globalization," in *Oxford Handbook of Business Ethics*, ed. George G. Brenkert and Tom L. Beauchamp (New York: Oxford University Press, 2010).

Vogel, David, "The Globalization of Business Ethics: Why America Remains Distinctive," *California Management Review*, 35 (Fall 1992), 30-49.

Green, Ronald M., "Guiding Principles for Jewish Business Ethics," *Business Ethics Quarterly*, 7:2 (1997), 21-30.

Velasquez, Manuel, "International Business, Morality, and the Common Good," *Business Ethics Quarterly*, 2:1 (1992), 27-40.

Ernest & Young, "Purpose-led Brands: Ready to Deliver on Their Value-Creation Promise, Survey Insights", (August 2017).

Tedtalks/Videos:

https://www.ted.com/talks/michael_porter_why_business_can_be_good_at_solving_social_problems

Justice/fairness: <https://www.youtube.com/watch?v=meiU6TxysCg>

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
March 14	3	An Economist's Perspective: Relationship with Financials

Case I: Unilever/Oxfam Report, 2006 (.pdf, especially pages 8-22)
(skim) Unilever [various announcements on triple pundit](#), 2010-2018
(skim) Reuters, 2018. Unilever takes stand against digital media's fake followers.
(skim) *Fortune*, 2017. Unilever CEO Paul Polman's Plan to Save the World
(skim) Massoudi, Arash and Fontanella-Khan, James, "[The \\$143bn Flop: How Warren Buffett and 3G Lost Unilever](#)", *Financial Times*, February 21, 2017.
(skim) Bhattacharya, CB and Polman, Paul, Sustainability Lessons From the Front Lines, *MIT Sloan Management Review*, 58(2), (2017), 71-78.

Case II

Last name, K-Z: Friedman, Milton. "The Social Responsibility of Business is to Increase Its Profits", *The New York Times Magazine*, September 13, 1970.
Last name, A-J: John Mackey, founder of Whole Foods, [on CR in Reason Magazine](#), 2005
AND <http://www.businessweek.com/articles/2012-08-09/walter-robb-on-whole-foods-recession-lessons> **AND** Ed Freeman Tedtalk:
<https://www.youtube.com/watch?v=7dugfwJthBY>

Required Readings

Porter, Michael E., and Mark R. Kramer, "Creating Shared Value," *Harvard Business Review*, January-February 2011, 62-77.
Crane, Andrew, Palazzo, Guido, Spence Laura J., and Matten, Dirk, "Contesting the Value of 'Creating Shared Value'," *California Management Review*, 56:2 (2014), 130-153.
Financial Times, 2019. [Beyond the bottom line: should business put purpose before profit?](#)
(skim) Husted, B. W. and Salazar, J. d. J. 2006. Taking Friedman Seriously: Maximizing Profits and Social Performance. *Journal of Management Studies*, 43(1), 75-91.

Discussion Questions (on Sakai for Unilever/Oxfam Report and Milton v. Mackey)

TedTalks/Videos:

There is a Social Good: https://www.ted.com/playlists/139/social_good_inc
2011, [Porter on Creating Shared Value](#); start at 7.30 minutes on shared value

Suggested Readings

The Economist, 2015. [Corporate Social Responsibility: The Halo Effect. Do-gooding Policies Help Firms When They Get Prosecuted. July 27.](#)
[Pearlstein, Steven. 2013. "Putting Shareholders First". The Washington Post.](#)
Meyerson, Harold. 2014. "[The Myth of Maximizing Shareholder Value,](#)" *The Washington Post*.
Krugman, Paul. 2009. "[How Did Economists Get It So Wrong?,"](#) *The New York Times Magazine*.
Griffin, Jennifer J. 2016. *Managing Corporate Impacts: Co-creating Value*, Chapters 1 and 2
(skim) Orlitzky, Marc, Louche, Celine, Gond, Jean-Pascal, and Chapple, Wendy, "Unpacking the Drivers of Corporate Social Performance: A Multilevel, Multistakeholder, and Multimethod Analysis," *Journal of Business Ethics*, 144 (2017), 21-40.

DATE SESSION TOPICS and ASSIGNMENTS

March 21** 4 Individual Memo / brief overview

Industries (suggested, not required)

Banks: Chase, Northern Trust, Bradesco Bank, Westpac Bank (Australia)
Retail: Nike, LVHM
Cocoa: Mondelez, Nestle, Mars
FMCGs: McDonalds, Coca-Cola, Keurig/Dr. Pepper

Option A: Critically analyze a CR Report (two pages plus appendices, as needed, if needed) and make a two-minute video focusing the Board’s time and attention on your most important recommendation. Examine what is most important in the report and what is most important that is *not* in the report. Report out on any innovative initiatives explaining why it might/might not be a game changer. See additional information on Sakai.

Suggested CSR Reporting Resources (note some are self-reported!):

Global Reporting Initiative Standards, [GRI Standards](#), supersedes GRI G4 July 2018

[International Integrated Reporting Council](#) (IIRC)

[Corporate Register](#) (CR)

[Dow Jones Sustainability Index](#) (DJSI)

[FTSE4Good](#) (British)

[Sustainability Accounting Standards Board](#) (SASB)

[Sustainable Development Goals](#) (SDGs)

[2019 Edelman Trust Barometer](#)

ISO26000 and the SDGs (.pdf)

KPMG, 2017. “The Road Ahead: The KPMG Survey of Corporate Responsibility Reporting 2017”, [kpmg.com/crreporting](#).

Lazonick, William, 2014. “Profits without Prosperity,” *Harvard Business Review*.

Option B: Critically analyze a relevant book and apply to any organization. See additional information on Sakai.

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
March 28	5	WICKED Issues: Multiplier Effects along the Supply Chain; Partnering and Deforestation

Case

Kellogg and Wilmar International: A Partnership Under Fire (1-429-378)

Video: [Peat moss and CO2](#)

Readings

Prahalad, CK and Hammond, M. Serving the World's Poor, Profitably. *Harvard Business Review*

Prahalad, D. 2019. [The New Fortune at the Bottom of the Pyramid.](#)

[Online Game to Sort Recycling Materials.](#)

Pfizer, Marc, Bockstette, Valerie, and Stamp, Mike, 2013. Innovating for Shared Value: Companies that Deliver Both Social Benefit and Business Value Rely on Five Mutually Reinforcing Elements, *Harvard Business Review*, 100-107.

Washington Post, [A Life Worth More than Gold-Tambogrande, Peru](#)

Griffin, Jennifer J., Global-Local Corporate Social Responsibility, *The Aspen Institute*.

Prakash, Aseem. [On global supply chains.](#)

Swisher, K. 2018. Who Will Teach Silicon Valley to be Ethical? *The New York Times*, October 21.

The Economist, 2018. The global smartphone supply chain needs an upgrade. September 8.

Financial Times, 2018. The real price of Madagascar's vanilla boom. June 4.

Forrest, A. 2018. I found slaves in our supply chain. July 2nd.

Discussion Questions

1. Tell me about the Kellogg. What business is it in? Is this partnership a strategic issue for Kellogg? For Wilmar? Why or why not?
2. Should the partnership be stopped? Why or Why not? What alternative course of action would you recommend?
3. Is Responsible Sourcing of Palm Oil fundamentally a communications issue? Why or why not?
4. Is responsible palm sourcing the best use of Kellogg's resources and assets? Why or why not?

Suggested Readings

Laudato Si, 2015. [On care for our common home.](#)

Etzioni, A. 2018. Apple: Good Business, Poor Citizen? *Journal of Business Ethics*, 151, 1-11.

Kramer, Mark R. and Pfizer, Marc W., 2016. "The Ecosystem of Shared Value: Companies Must Sometimes Team Up with Governments, NGOs, and Even Rivals to Capture the Economic Benefits of Social Progress," *Harvard Business Review*, (October).

Vachani, Sushil, and Smith, N. Craig, 2008. "Socially Responsible Distribution: Distribution Strategies for Reaching the Bottom of the Pyramid," *California Management Review*, 50(2)Winter.

"Effective Supply Chain Accountability: Investor Guidance on Implementation of The California Transparency in Supply Chains Act and Beyond." The Interfaith Center on Corporate Responsibility, Christian Brothers Investment Services, Inc. and Calvert Investments, (2011). WP10009-201111.

Smith, N. Craig., 2003. "Corporate Social Responsibility: Whether or How?" *California Management Review*, 45(4): 52-76.

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
April 4	6	Corporate Governance & Leadership

Case

The Wells Fargo Banking Scandal (UV727)

Washington Post, 2016. [The unusual change Wells Fargo made to its board as it tries to move beyond the fake accounts scandal](#)

Discussion Questions

1. What's the role of a Board of Directors (i.e., governance vs. management)? What type of information is needed for the Board to make decisions?
2. What troubles you the most about Wells Fargo (if anything)? Prioritize.
3. If you were a member of the Board of Directors, what could, would, should you do?

Readings

(skim) Akin Gump Heuer Strauss 2018. Top Ten Priorities for Boards.

Williams, Jody, "When Ordinary People Achieve Extraordinary Things."

McKinsey Quarterly, 2018. The Leadership Journal of Abraham Lincoln.

King, Martin L. Jr., 1963. "Letter from a Birmingham Jail," 16th April.

Edelman, Richard, "Leading A Jewish Family Business," Edelman (n.d.).

Suggested Readings

[Commonsense Corporate Governance Principles](#), 2016

Calvert Investments. "Board Oversight of Environmental and Social Issues: An Analysis of Current North American Practice," (2010) Washington, DC: Calvert Investments.

McKinsey, Value Creating Boards, 2016

Bower, Joseph L. and Paine, Lynn S., "The Error at the Heart of Corporate Leadership," *Harvard Business Review*.

[Environmental, Social and Corporate Governance funds](#). *The New York Times*, 2016.

EY, 2018. Top Priorities for US Boards in 2018.

Volkswagen Articles

[How VW's cheating on emissions was exposed, January 11th](#). *Financial Times*, 2017.

[VW joins list of corporate misfires with poor handling of crisis](#), *Financial Times*, 2017.

DATE SESSION TOPICS and ASSIGNMENTS

April 11 7 **Inequality and Impact Investing**

*****Note: Wednesday April 10th Mr. David Logan will be a guest at Loyola.**

Case: Michigan's Social Impact Fund: Founding the Nation's first student run impact investing fund

JP Morgan Chase Articles

JP Morgan Chase, 2018. [JP Morgan Chase Launches Advancing Cities, a \\$500 Million Initiative to create Economic Opportunity in Cities.](#)

Fortune, 2018. [Warren Buffett and Jamie Dimon are telling companies to quit giving quarterly earnings guidance.](#) June 7.

Inequity and Social Progress readings:

Washington Post, 2018. [As companies reveal gigantic CEO-to-worker pay ratios, some worry how low-paid workers might take the news.](#)

Weick, Karl E., "Small Wins: Redefining the Scale of Social Problems", *American Psychologist*, 39(1), (1984), 40-49.

Christensen, K. 2018. Thought Leader Interview: Michael Porter on Social Progress Imperative. *Rotman Management*.

Suggested Readings

Lawton, J. S. 2018. [Why Mars Inc. is telling its story after decades of avoiding the spotlight.](#) *Washington Business Journal*, March 1.

Crain's Chicago Business, 2018. [Socially Responsible ETFs now come with a twist.](#)

Ethical Corporation, 2018. [The Disruptors: How Triodos' Bevis Watts is trying to make finance a force for good.](#)

Financial Times, 2018. [Asset managers engage in ESG 'war for talent'](#)

Barron's Magazine, 2018. [Arrival of Sustainable Investing to the Mainstream in Special Issue – Sustainable Investing Version 2.0 is Here!](#)

Conference Board, 2018. ["Total Impact Valuation" -- Monetizing the Enterprises "Cost-Benefit Analysis" of the Impact on Society.](#)

Financial Times, 2018. [World Bank to increase clarity around Impact Investing.](#)

LGT and Social Impact investing, Switzerland: <https://www.lgt.ch/en/commitment/impact-investing/>

Ottoway, Marina, "Reluctant Missionaries," *Foreign Policy* (July-August 2001), 44-54.

Nidumolu, Ram, Ellison, Jib, Whalen, Jim, and Billman, Erin, "The Collaboration Imperative: New Partnership Models Can Protect the Environment and Create Value for Everyone," *Harvard Business Review*, April, 2014.

Griffin, Jennifer J. "Re-Examining Corporate Community Investment: Allen's Australian Centre for Corporate Public Affairs (ACCPA) Corporate Community Involvement Report," *Journal of Public Affairs* (2008), 8: 219-227.

Global Civil Society Report. Johns Hopkins University, (2003).

DATE SESSION TOPICS and ASSIGNMENTS

April 18** 8 **Deeply entrenched WICKED ISSUES**

Case(s)

(skim) Procter & Gamble, PuR Purifier of Water (A): Developing the Product and Taking it to Market, 706-05701

JUUL and the Vaping Revolution HBS 9-619-006

Required Readings

BBC News, 2018. India facing 'the worst water crisis in its history'

Financial Times, 2018. [Why the world's recycling system stopped working](#). October 24.

The Economist, 2018. [A twenty-five year battle to improve the image of McDonalds](#).

Hollister, R. and Watkins, M.D. 2018. Too Many Projects. *Harvard Business Review*.

Coca-Cola Articles

Moyel, J. 2018. [A world without waste: Coca-Cola announces ambitious sustainable packaging goal](#). January 19.

The Verge, 2018. [Coke Claims to Give Back as Much Water as it Uses. An Investigation Shows it Isn't Even Close](#). May 31.

The Coca-Cola Company, 2018. *Collaborating to Replenish the Water We Use*

The Coca-Cola Company, 2018. *We are Water Neutral: How Coca-Cola matches every drop it uses*.

Discussion Questions (PuR)

1. Tell me about the PuR program. What's the timeline and investment opportunities?
2. Is continuing the PuR program advised? Why or Why not? What would you recommend? What is the problem/opportunity?
3. Is PuR fundamentally a communications issue? Why or why not?
4. Should Procter & Gamble integrate PuR into its operations? If not, why not? If yes, how so?
5. Is PuR the best use of P&Gs resources and assets? Why or why not?
6. What bothers you most about JUUL? Why?
7. What can, should, will be done by JUUL? The government? Teens and parents?

Suggested Readings

SABMiller-Coca-Cola Poverty Footprint, 2011. (.pdf)

Kimberly-Clark, 2018. [Kimberly-Clark and Deltares Launch Innovative Tool for Sustainable Water Management](#). March 22.

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
April 25	9	WICKED Issues: Alleviating Poverty; Food Insecurity

Case

Tony's Chocolonely: The Pursuit of Growth With Purpose IMD954 (2018)

Readings

Karnani, A., “The Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty,” *California Management Review*, 49(4), (2007), 90-111. *Strategy+business*, 2017. What will work look like in 2030? December 18.

Suggested Readings

Argenti, Paul A., “Collaborating with Activists: How Starbucks Works with NGOs,” *California Management Review*, 47 (Fall 2004), 91-116.

Kolk, Ans, Rob van Tulder, and Bart Westdijk, “Poverty Alleviation as Business Strategy? Evaluating Commitments of Frontrunner Multinational Corporations,” *World Development*, 34 (2006), 789-801.

Rangan, Kasturi V., Michael Chu, and Djordjija Petkoski, “Segmenting the Base of the Pyramid,” *Harvard Business Review* (June 2011), 113-117.

Porter, M. E. and Nohria, N. 2018. Spotlight: The Leader’s Calendar. Includes How CEOs Manage Time; What do CEOs Actually Do?; One CEOs approach to managing his calendar. *Harvard Business Review*.

COURSE REVIEW

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS and ASSIGNMENTS</u>
May 2	10	ALL Group Presentations

May 9
ALL Group Papers Due at 11.59pm CST
ALL Team/Self Evaluations Due at 11.59pm CST

COURSE: MGMT 446 Spring 2019

Name: _____

Preferred name/Nickname: _____

Courses currently taking: _____

Work Experience: _____

Hobbies/Activities: _____

What are you most interested in learning about this semester? Other Comments: _____

