



FOWLER CENTER FOR  
BUSINESS AS AN AGENT  
OF WORLD BENEFIT

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UN Global Compact  
Communication on Engagement

October 30, 2019

With this letter, the Fowler Center for Business as an Agent of World Benefit of the Weatherhead School of Management at Case Western Reserve University expresses its continued support for the UN Global Compact and renews its ongoing commitment to the initiative and the Ten Principles.

The Fowler Center promotes the UN Global Compact and its principles through its activities both on and off campus. The Fowler Center's primary focus is on for-profit organizations that use their core activities to create value for society and the environment in ways that create even more value for their customers and shareholders. Our primary vehicles for effecting change are Positive Organizational Science and Appreciative Inquiry. We draw on expertise and tools such as design, sustainable value, Appreciative Inquiry, and systems thinking to catalyze prosperity and flourishing. The Principles for Responsible Management Education are core to the mission of the Weatherhead School of Management, and are integrated into all levels of the MBA program, in addition to our undergraduate, graduate, and executive education programs. Weatherhead believes business can be one of the most powerful agents of positive change in the world.

Below are summaries of the Fowler Center's key projects. Additionally, Fowler Center faculty teach courses such as, "MBA Workshop for Business as an Agent of World Benefit", "Appreciative Inquiry Certificate in Positive Business and Society Change," and "Quantum Leadership". The Fowler Center also continues to create teaching case studies that will help broadcast sustainable value success stories to universities around the globe. Our most recent PRME SIP report is attached here for an in-depth view of the activities of the Weatherhead School of Management that align with the UN Global Compact and PRME. Our next PRME SIP report will be available in September 2020.

The Fowler Center's **Global Forum Series** taps into the "whole system of strengths" and uses design tools from the world-renowned Appreciative Inquiry Summit method to enable and inspire individual, team, and collective action. In June 2017, we hosted the Fourth Global Forum for Business as an Agent of World Benefit: Discovering Flourishing Enterprise: The Key to Great Performance. This two-and-a-half-day event brought together 300 executives, entrepreneurs, and change agents from 31 countries to discover, design, and strategize around their own priority initiatives. The Forum was an Appreciative Inquiry design session with plenary keynotes and a panel. The Forum was the venue for AIM2Flourish's inaugural Flourish Prizes, which recognize 17 business innovations that are helping the world reach the 17 UN Sustainable Development Goals. The Fifth Global Forum in our series will be held in 2021.

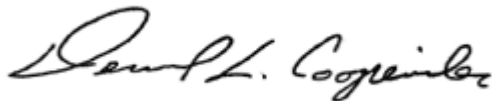
**AIM2Flourish** celebrates and catalyzes business innovation as part of a global learning challenge. We are inspiring the current and next generation of business leaders to build a better world by discovering new ways of doing business that are both profitable and uplifting for people in their communities: Business as an Agent of World Benefit. AIM2Flourish.com is the world's first higher-education experiential program showcasing business innovations that uplift humanity. Business students around the world at more than 100 institutions are using Appreciative Inquiry (strength-based interviews) and the UN Sustainable Development Goals as a lens to search out and report on world-changing innovations. In June 2017, the inaugural Flourish Prizes recognized the business leaders, professors, and students behind innovations that are helping the world reach the UN Sustainable Development Goals. Since that time, Flourish Prizes have been given in 2018 and 2019 and celebrated in a low-carbon, online, virtual celebration across social media platforms.

The Fowler Center's **New Theory of Business** project will include two books, a Global Forum for Business as an Agent of World Benefit, and an ongoing New Theory of Business online "community of inquiry". The New Theory of Business focuses on the relationship between business and society and the search for mutually beneficial advances between industry and the world's most pressing social and global challenges. This has become one of the defining issues of the 21st century. Before he passed away well over a decade ago, the great Peter Drucker sat down and spoke with us about the need for what Peter Drucker called a new "theory of business." As many distinguished thinkers in recent years have noted, business has the opportunity not only to be one of the most agile and adaptable institutional forms ever created, but one of the most significant forces for human well-being on the planet. We are in search of the who, what, why, when and how of business as a force for world benefit that results in the kind of company that will be loved by its customers and people, emulated by peers, and admired by all those who care about the future of our planet. This study is not an assertion but a search for the pioneering innovators, those recasting the past in a radical new light, and the business and society vanguards that are giving us the prelude to a new normal—while helping us weave together the theoretical threads of their bigger story.

As a member of Case Western Reserve University, we promote the UN Global Compact principles of Human Rights, Labor, the Environment, and Anti-Corruption through our university's core values of academic excellence and impact, inclusiveness and diversity, integrity and transparency, and effective stewardship.

We greatly value our partnership with the UN Global Compact, PRME, and universities and businesses around the globe as we collectively work to create a flourishing world in which people experience wellbeing, companies prosper, and nature thrives.

Your Sincerely,

A handwritten signature in black ink, reading "David L. Cooperrider". The signature is fluid and cursive, with the first name "David" being the most prominent.

David L. Cooperrider, PhD

Distinguished University Professor,  
Char and Chuck Fowler Professor of Business as an Agent of World Benefit,  
Fairmount Santrol David L. Cooperrider Chair for Appreciative Inquiry,  
Faculty Director of the Fowler Center for Business as an Agent of World Benefit,  
Weatherhead School of Management,  
Case Western Reserve University



# Business as an Agent of World Benefit

2018 Sharing Information on Progress  
UN Principles for Responsible Management Education (PRME)



WEATHERHEAD  
SCHOOL OF MANAGEMENT  
CASE WESTERN RESERVE  
UNIVERSITY

**PRME**

This is our Sharing Information on Progress (SIP)  
Report on the implementation of the Principles for  
Responsible Management Education.



Since joining the Weatherhead School of Management in September 2017, it has been my pleasure to support the school's established commitment to the Principles for Responsible Management Education (PRME). I feel deeply honored to serve as the dean of the Weatherhead School of Management, and am committed to working with internal and external stakeholders to enhance the school's reputation locally, nationally and globally.

Weatherhead's mission is to develop "transformational ideas and outstanding leaders for the advancement of business and society." Our school's thematic strengths in Appreciative Inquiry, Design Thinking, Emotional Intelligence, Entrepreneurship, Healthcare Management and Sustainability, combined with functional strengths in Analytics, Finance, Marketing and Operations and Supply Chain Management develops well-rounded graduates with the business skills and mental models to be globally responsible leaders. Our belief is that, in an era of constant change, business is rapidly becoming one of the most positive forces on our planet for building a better world. The Fowler Center for Business as an Agent of World Benefit and its AIM2Flourish initiative and Global Forum Series are transforming the way leaders define their responsibility to their stakeholders, society and the environment. These initiatives provide examples to our students of how they, as future business leaders, can do good and do well.

This Sharing Information on Progress report reflects our commitment to the UN PRME and our support of the UN Global Goals for Sustainable Development. Through the research, teaching methods and partnerships you will explore in these pages, we foster meaningful conversation about critical issues and support work towards an inclusive and sustainable global economy. Our alignment with PRME is bolstered by our university, Case Western Reserve University, and its commitment to the UN Global Compact. Our students have access to university campus partners like the Inamori International Center for Ethics and Excellence, the Office for Sustainability, the Social Justice Institute and the Great Lakes Energy Institute as well as partnerships with area businesses, the City of Cleveland and institutions like the Cleveland Institute of Art, the Cleveland Clinic and University Hospitals.

As we envision a flourishing future for business, society and the environment, we will build on the work shared in this report and the strengths of our community to uphold the Principles for Responsible Management Education. Our immediate goals include introducing every MBA student to Business as an Agent of World Benefit on their first day of orientation and offering special workshops to encourage MBA students to integrate Design, Sustainability and Business as an Agent of World Benefit into their student experience and curriculum. We will cultivate and continue to advance excellence in research, and bridge the gap between scholarship and practice by creating applied learning consortiums of businesses who will work with our students to help advance Corporate Social Responsibility, the UN Global Goals, Sustainable Value and Business as an Agent of World Benefit. We strive to raise awareness of the UN Global Goals and develop the capacity of our students to be globally responsible leaders.

*Manoj Malhotra*

**Manoj K. Malhotra, PhD**  
*Dean, Weatherhead School of Management*

> Thank you to the faculty, staff, students and community of the Weatherhead School of Management for your contributions to this report and your dedication to our school and our mission.

# Contents

The UN Global Goals for Sustainable Development	2	<b>Principle 5: Partnership</b>	<b>35</b>
About the Weatherhead School of Management	3	Students Design Innovation Solutions with Businesses	35
<b>Principle 1: Purpose</b>	<b>6</b>	Action Learning at the Undergraduate Level	36
Student Organizations	7	Experiential Learning at the Graduate Level	36
Student and Alumni Snapshots	9	Executive Education Programs: A Sample	37
Fowler Family Fellowship	11	The Clarke Group, Inc.: A Leader in Sustainable Enterprise and Innovation for Public Health	38
Fowler Family Fellows Alumni	12	Appreciative Inquiry Field Work	39
Alumni in Sustainability	13	Business Engagement through AIM2Flourish	40
<b>Principle 2: Values</b>	<b>14</b>	Fourth Global Forum for Business as an Agent of World Benefit	42
Academy of Management	14	<b>Principle 6: Dialogue</b>	<b>44</b>
How We Approach Ethics in Business	15	Seminar Approach to General Education and Scholarship (SAGES)	44
Sustainability at Case Western Reserve University	16	Faculty Spotlight: Contributions to Dialogue	45
<b>Principle 3: Method</b>	<b>18</b>	Guest Speakers on Global Social Responsibility and Sustainability	47
Managing in a Global Economy: Tanzania	19	Dialogue at Home and Abroad	48
Design & Innovation: Cleveland Institute of Art collaboration	20	Sustainable Cleveland 2019	48
Fowler Center for Business as an Agent of World Benefit	21	Weatherhead Faculty and Staff on the International Stage	49
AIM2Flourish	23	<b>PRME SIP Conclusion</b>	<b>50</b>
Flourish Prizes	25	Ten Principles of the UN Global Compact	51
Executive Education	26	Appendix A	52
Massive Open Online Courses	27	Appendix B	57
<b>Principle 4: Research</b>	<b>28</b>	Appendix C	59
Research and the UN Global Goals for Sustainable Development	29		
Research and Program Highlights	31		
Research Highlights from Doctorate Degree Programs	32		
Featured dissertations	33		
Fowler Center Teaching Cases	34		

The Weatherhead School of Management's mission is to develop "transformational ideas and outstanding leaders for the advancement of business and society." As a signatory of the United Nations' Principles for Responsible Management Education (PRME), our School is a proud supporter of the United Nations' Sustainable Development Goals and the 10 Principles of the UN Global Compact. Additionally, Case Western Reserve University is a signatory of the UN Global Compact, providing Weatherhead a solid partnership through which to tackle its mission of improving organizations in society by developing people within a framework that is structured around our students, learning environments and research.

# THE GLOBAL GOALS

## For Sustainable Development



"In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone."<sup>1</sup>



[Transforming our world: the 2030 Agenda for Sustainable Development](https://www.globalgoals.org/)

<sup>1</sup> <https://www.globalgoals.org/>

# The Weatherhead School of Management



In academic year 2017-18 the **Weatherhead School of Management** consists of 74 continuing faculty organized in six academic departments: **Accountancy, Banking and Finance, Design & Innovation, Economics, Operations** and **Organizational Behavior**. Our degree-granting programs include undergraduate, MBA, specialty master's programs, doctoral and joint offerings. Weatherhead has a total enrollment of over 1500 students and is comprised of 28% undergraduates, 65% professional students and 8% doctoral students. Weatherhead Executive Education offers affiliate packages, custom programs and open enrollment, including certificate and multi-day programs and coaching. And our 19,000+ alumni use their top-rated management education to advance value-based practices in organizations around the world.

Weatherhead is housed primarily in the **Peter B. Lewis building**, designed by Frank O. Gehry. The School has a long and deep reputation for innovations in both subject matter and pedagogy, including the creation of the first PhD program in Organizational Behavior and the first Operations Research program in the world.

A growing share of students come to Weatherhead with interests that go beyond the core business skills, to include a **focus on innovation and the improvement of society**. Many of our graduates are known for their ability to frame and solve complex problems through the use of design techniques, which take into account entire systems, and for their interest in sustainable business practices. Some of the concepts that shape our learning environments are the result of Weatherhead research on innovation and change management models. These include creating sustainable value, resonant and inclusive leadership and employing innovation techniques such as Appreciative Inquiry and design thinking.

**The Fowler Center for Business as an Agent of World Benefit** is housed in Weatherhead and has employed several MBA students each year as Fowler Family Fellows. The Fellows have the opportunity to complement their coursework with hands-on experience on projects such as co-authoring sustainability-focused teaching cases, supporting the Global Forum Series and project management for **AIM2Flourish**. Some students choose our MBA because of their interest in Business as an Agent of World Benefit, and others develop that interest in a course on sustainability and flourishing enterprise in their program.

*Peter B. Lewis building*



 [weatherhead.case.edu](http://weatherhead.case.edu)

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“...students come to **Weatherhead** with interests that go beyond the core business skills, to include a focus on **innovation** and the **improvement of society.**”

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## Weatherhead Top Rankings

**#28**

Full-Time MBA  
in the U.S.

*America Economia, 2017*

**#21**

Executive MBA Program  
in the U.S.

*The Economist, 2018*

**#31**

Undergraduate business  
program in the U.S.

*U.S. News & World Report, 2018*

**#53**

Top U.S. MBA Programs

*Forbes, 2017*

## WEATHERHEAD FIRSTS

- First graduate disciplines in organizational behavior and operations research
- World's first PhDs in organizational behavior and operations research
- First competency-based MBA program in U.S. for leadership and emotional intelligence
- Nation's first doctoral program for practicing executives
- First to explore design principles for management innovation
- First business school to introduce leadership assessment in its MBA curriculum
- First management school to host the Global Forum for Business as an Agent of World Benefit in collaboration with the Academy of Management and UN Global Compact in 2006



**Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**At the Weatherhead School of Management,** we value our strong ethical foundation and strive to promote a culture rich in ideas and reflection. We are committed to increasing individual creative and critical capacities, nurturing new and expansive patterns of thought. We value meaningful service to society and strive for outcomes that influence and positively change the way people and organizations conduct themselves. We are a cohesive learning organization with an international outlook.

Through our curricula, which include models, themes and courses on sustainability and design; and integrated field work; our students learn to think in terms of systems, to be globally responsible leaders, and to “think beyond the possible,” the tagline of Case Western Reserve University. Individual and group projects in the classroom and with the business community give students the opportunity to learn how business and business leaders are acting as agents of world benefit.

Students experience courses, projects and research across the curriculum that give them the resources to work toward an inclusive and sustainable global economy. Courses like Flourishing Enterprise (MPOD 418, EDMP 672) and Leading Change Society: The Design of Business as an Agent of World Benefit (EMBA 479) teach how business leaders can be a positive force for change. Students gain an economist’s viewpoint in courses like Environmental Economics (ECON 368) and Economic Analysis of Labor Markets (ECON 332). For a study of the non-profits’ roles and impact on society, undergraduate students can take Exploring Non-Profit Organizations (USSO 286L). Additional courses that align with PRME are highlighted throughout this report; a complete list can be found in Appendix A.

The Fowler Center for Business as an Agent of World Benefit, through its research, teaching and service mission, seeks to be one of the world’s most powerful, science-based, and inspiring organization development centers for the advancement of business success and what we call “full spectrum flourishing.” The Fowler Center’s purpose is clear: a world where business can excel, human beings can flourish and nature can thrive.

# Student Organizations



**THE GLOBAL GOALS**  
For Sustainable Development

Weatherhead has over 20 established student clubs and organizations. Clubs focus on academic topics like finance, marketing and operations as well as other areas like Women in Business, Innovation/Design/Entrepreneurial Association (IDEA) and Qgrad LGBTQA+. Weatherhead students also have the opportunity to participate in clubs at the university level, joining students from CWRU's seven other schools. Following are examples of student clubs and related activities that align with PRME.



**Corrine Finefrock, MBA 2018**  
*Net Impact co-President*



**Kevin Payne, MBA 2018**  
*Net Impact co-President*

## NET IMPACT

Weatherhead hosts a chapter of the international organization Net Impact, a community of more than 100,000 students and young professionals who want to transform their passions into world-changing action. In 2018, the Weatherhead Design Club and Net Impact Club co-hosted a design workshop to imagine novel ideas that maximize the impact of top climate solutions through new ventures, using design thinking and business planning. Workshop participants voted and submitted two ideas to the national Net Impact Drawdown INNOVATE challenge.

“The Weatherhead Net Impact Chapter has been fortunate this year to participate in some of Net Impact Central’s robust program offerings, which have aligned beautifully with other pillars of our school. In Fall 2017, a number of students from our Masters in Engineering Management and Executive MBA program participated in a case competition around marketing sustainable wine-making practices to mass consumers. This spring, our students participated in two three-hour design sprints on one of the top 50 ways to impact climate change: living buildings. Our students interviewed experts, proto-typed and created end-to-end proposals on how to bring more awareness to the concept of living buildings and how to integrate them into today’s societies. Both projects expanded horizons and understanding for our students and reinforced what businesses, and students of business, can do to help change the world.”

– **Corrine Finefrock, MBA 2018** & *Net Impact co-President*



### **Weatherhead Women in Business (WIB)**

Weatherhead Women in Business seeks to inspire, connect and innovate. WIB aims to increase awareness of gender issues in the workplace and to inspire our female student body to realize that there are many resources available to help them achieve their goals. WIB is dedicated to creating unique networking events and providing female students with job opportunities through the alumni network.



### **Innovation / Design / Entrepreneurial Association (IDEA)**

The IDEA Club introduces its members to the design and entrepreneurship community in Cleveland and beyond. Through speaker panels, local community events and networking, this club helps students learn about entrepreneurial ventures, including startups and innovations that are supporting the Global Goals through economic growth in areas like industry, technology and the healthcare sector. In March 2018, the IDEA Club collaborated with the North Coast Angel Fund (NCAF) to host that month's members meeting. Thirty students from Case Western Reserve University attended.



### **Weatherhead Fund**

The Weatherhead Fund Undergraduate Club is a student-run investment club managing approximately \$400,000 in assets. The Weatherhead Fund is focused on providing members an opportunity to gain hands-on learning experience in financial valuation methodologies, attracting keynote speakers, and supporting networking opportunities.



### **Graduate Student Sustainability Council (GSSC) at CWRU**

In 2017, Weatherhead MBA students co-founded the university-level GSSC. Current projects include promoting sustainable investment practices, recommending improvements to the campus' energy mix and cutting down on plastic waste. The GSSC is open to all persons associated with the University but is primarily a graduate and professional student organization.



### **Student Sustainability Council (SSC) at CWRU**

The Student Sustainability Council (SSC) was founded in 2008 as an ad-hoc committee of the Undergraduate Student Government. As a university-wide organization, it is open to all Weatherhead students. The SSC focuses on a broad portfolio of sustainability issues on campus including promoting clean energy and responsible investment of the University's endowment.

# Student and Alumni Snapshots



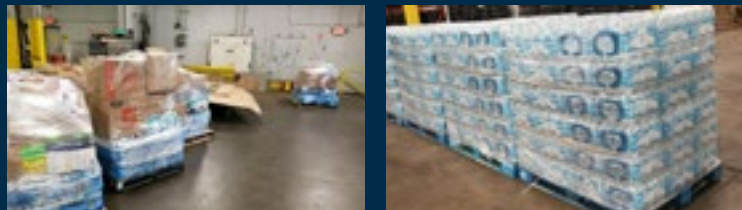
"I came to Weatherhead because of the Fowler Center, and I was inspired by the legacy of Chuck Fowler. It is my hope that when I graduate I will have the quantitative skills needed to drive social change at a Fortune 500 company."

**Shanelle Smith, MBA Candidate 2019**  
*Director, Ohio Chapter of the Trust for Public Lands*

In 2018, she was named one of 50 people who are fixing the world by Grist Magazine.



In 2017, Colon led an effort to raise 12 pallets of supplies to send to Puerto Rico following Hurricane Maria. His efforts were covered by Cleveland Channel 19 Action News.



**Edwin Pacheco Colon,**  
*MS/MBA Candidate 2019*



"I have been a member of the Junior League of Cleveland since early last year. I serve on the member engagement committee, which is responsible for creating events that engage the current members and for recruiting new members. The events themselves are all community service related and include helping out at food banks, hosting hygiene drives and spending time at the Ronald McDonald House and at group homes doing activities with the kids. Our focus this year is with children in the foster system and helping them develop skills that will help them once they age out."

**Stacy Ruiz, MBA Candidate 2019**



Jeffrey Frey, PhD candidate

► **The Sustainability of Nonprofit Leaders:** a PhD candidate’s research

PhD candidate Jeff Frey’s dissertation is titled, “The Sustainability of Nonprofit Leaders: Mechanisms that Encourage and Restore Personal Wellbeing and Professional Effectiveness.” His research focuses on nonprofit organization leaders and how they can support their own sustainability, both in wellbeing and in leadership, as they lead their organizations’ positive contributions to society. The research has culminated into a program for nonprofit organization leaders, including a May 2018 training on how to stay well and run a successful nonprofit in Haiti.



► **“A Longitudinal Study of Human Transformation: From Homeless to Social Entrepreneur”** and Better Future Facilitators, a multi-level learning organization

**Dale Hartz, MSPOD 2010 and DM 2014**

*Research Advisor, DM Program*

**Phil Cola, PhD 2015**

*Associate Professor, Design & Innovation and Organizational Behavior and Associate Director, Academic Affairs Doctor of Management Programs*

Hartz and Cola’s research focuses on the growth and development of two groups of students. The first is high potential homeless students and the second group consists of university students who are provided significant roles within the Better Future Facilitators organization. With the homeless students, Hartz and Cola are trying to understand if and how they change their lives when provided access to a potentially life changing business opportunity. With the university students, they’re researching how they develop and perform in a non-traditional work environment as well as how the experiences impact their future careers.

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), Washington DC. (November 2016).

► **Conversations Worth Having:** Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement

Jackie Stavros, DM 1998, released her new book in May 2018 co-authored with Cheri Torres and Introduction by David L. Cooperrider.

Conversation is a crucial part of everything we do. And it has a huge influence on our well-being — a good conversation can leave us ready for anything; a bad one can ruin our whole day. We live in worlds our conversations create. But most of us are unaware of the nature of our conversations, let alone how to make them consistently affirming and empowering. This unique book by Jackie Stavros and Cheri Torres is a guide to ensuring all our interactions with others expand creativity, ignite energy, improve productivity and unleash potential at work and home.

They cover the two appreciative practices, the classic AI principles and the AI 4-D Cycle and how to use this in your conversations anywhere, anytime and any situation.



Jackie Stavros, DM 1998

# FOWLER FAMILY FELLOWSHIP



**THE GLOBAL GOALS**  
For Sustainable Development

Established in 2014 through the gift of Chuck D. and Char A. Fowler, the Fowler Family Fellowship supports students in the full-time MBA program with a passion for sustainable value who demonstrate exceptional ability, allowing them to focus on transformational ideas and business practices.

**Chuck D. Fowler** is a Trustee of Case Western Reserve University and served as Chairman of the Board, June 2012 - June 2016. Fowler serves on the Board of Directors of Covia Holdings Corporation. He formerly served as President & CEO of Fairmount Santrol until 2013 and as a Director until 2018. He is a 1990 graduate of the Weatherhead School of Management's Executive Master of Business Administration degree program.



**John Turner, MBA Candidate 2019**

"I decided to pursue an MBA at Weatherhead because of the Fowler Center. The work the Center is doing to transform business so that it can be a force for world benefit is invaluable when it comes to achieving a just and sustainable future. Every day, I get to see how companies large and small are taking the initiative to make such a future real."



**Kevin Payne, MBA 2018**

"As a Fowler Family Fellow, I learned how numerous businesses transformed into agents of world benefit and the skills to lead similar change in any company. Since graduation, I am leveraging the enhanced leadership skills I gained at Weatherhead to work with BrownFlynn, an ERM Group company, and leading corporate sustainability and governance consulting firm."



**Stephanie Hagen, MBA 2018**

"Working with the Fowler Center was a highlight of my MBA experience. Through AIM2Flourish, the Fourth Global Forum and writing several teaching cases, I've had the opportunity to connect with local business leaders and deepen my understanding of how organizations are integrating world benefit into their core business models."



**Alec Simon, MBA 2018**

"Being a Fowler Family Fellow was an invaluable part of my MBA experience. As a Fellow, I had the opportunity to assist in putting on the Fourth Global Forum for Business as an Agent of World Benefit and play a substantial role in helping to promote AIM2Flourish. Through my work, I've seen countless examples of firms and leaders that are changing the world for the better."

## Fowler Family Fellows Alumni



**Megan Buchter, MBA 2015**

Operations Manager, AIM2Flourish, Fowler Center

"The lessons of sustainability, business for good and a flourishing workplace I learned during my MBA at the Weatherhead School of Management complemented the academic foundation I received in accounting, operations and finance. I am happy to be further advancing Business as an Agent of World Benefit while currently working on the AIM2Flourish initiative at the Fowler Center where I get to work with professors and students all over the world and spread the ideas and passion behind businesses doing good and doing well."

After their Fellowship, here is what a few of our Fowler Family Fellows Alumni have to say about how a focus on Business as an Agent of World Benefit has impacted their careers.



**Ben Cooper, MBA 2015**

Vice President of Utilities, Power & Alternative Energy, KeyBank

"Weatherhead and the Fowler Center challenged my ideas of what business and work should be. In my current role financing renewable energy, I often find myself reflecting back on the experiences and insights I gained in my time at Weatherhead."



**Craig Dicht, MBA 2015**

Working with Cleveland partners, Dicht recently led a community reforestation project to plant approximately 2000 native and non-invasive trees in parks and open spaces. The project will improve air quality and tree species diversity while providing long-term health and financial benefits.

"My MBA coursework showed me how to manage projects, calculate the time value of money, analyze a financial statement, and sell. The Fowler Center challenged and supported me to put those skills in service to a vision where work can enrich people, communities, and the natural world."



**Tim Krueger, MBA 2016**

Consultant, Newry Corp

"I've drawn heavily on my training from Weatherhead and the Fowler Center throughout my career. While working at the Great Lakes Energy Institute, I drew on my coursework in strategy and entrepreneurship, as well as my experience vetting submissions for the Fowler Center's Board of World Inquiry to coach student teams on clean energy startup ideas. As a consultant at a firm that often works on energy technology topics, knowledge of clean energy technologies and business concepts are critical. The teaching case I wrote with the Fowler Center provided a good opportunity to practice learning quickly about a new industry, interviewing senior executives and synthesizing insights."



**Olumuyiwa Oni, MBA 2017**

Business Strategy Consultant

"Weatherhead has equipped me with a systems view of organization design and a foundational set of tools for creating sustainable value. Today I am applying those tools to help small businesses leaders and their staff (re)imagine and realize their business as an agent of world benefit – as connected to their values, their communities and to positive change."



# Alumni in Sustainability



Weatherhead alumni utilize the capabilities in Responsible Management that they acquired through their academic programs. Alumni support the 17 UN Global Goals in positions from sustainability consultancy and renewable energy to the sustainability offices of businesses and organizations.



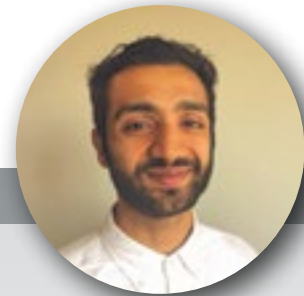
**Sarah Corrigan, MBA 2014**  
Senior Consultant, BrownFlynn

“Driving long-term value creation through company-specific environmental, social and governance strategies requires a vision for the future of business and the resolve to create change. Weatherhead provided the foundational knowledge and cultivated the relationship management skills that I leverage every day with my clients and colleagues. Together, we are delivering on the promise of a sustainable economy.”



**Tim Donovan, MBA 2004**  
Principal Partner, Donovan Energy

“My Weatherhead experience has been vital in shaping my worldview within the arena of sustainability. Whether applying Appreciative Inquiry to solve a complex problem, calculating the economic returns of sustainable solutions for our clients or working with underserved populations on energy poverty, the true lessons at Weatherhead were that the rigorous application of business principles can result in the quantification and implementation of sustainability. The bottom line of green, truly is black.”



**Akshai Singh, MBA 2009, MSM Finance 2016**  
Lead Organizer, Clevelanders for Public Transit

“My degree at Weatherhead has provided me the foundation to engage in public policy discussions that were previously beyond my ken. While building carbon-free and carbon-light infrastructure in the 21st century is one of humanity’s most vital and financially complex undertakings, I’m confident that CWRU helped me build the tools and knowledge that I’ll need to properly materialize necessary community action into actual community benefits.”



## Principle 2 | Values: We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Case Western Reserve University (CWRU) is a signatory to the UN Global Compact. As a member of CWRU, the Weatherhead School of Management promotes the UN Global Compact principles of Human Rights, Labor, the Environment and Anti-Corruption through our University's core values of academic excellence and impact, inclusiveness and diversity, integrity and transparency and effective stewardship. Weatherhead supports this principle by incorporating topics like reduced inequalities, the environment and ethics into our curriculum, speaking engagements, student projects and campus environment.



<http://case.edu/about/mission.html>

### Academy of Management

Weatherhead faculty members and doctoral students are regular participants and contributors to the Academy of Management (AOM). At the 76th Annual Meeting of the AOM in 2016, Weatherhead faculty members, including Susan Case, PhD, associate professor, organizational behavior, collaborated and presented, "Transformation through Inclusion: Business as an Agent of World Benefit." In addition, Diane Bergeron, PhD, associate professor, organizational behavior, presented her work on the gender gap in research performance.

At the AOM Annual Meeting in 2017, Diana Bilimoria, PhD, KeyBank Professor and chair and professor, organizational behavior and Keimei Sugiyama, doctoral candidate, organizational behavior presented their paper on summarizing the relationships between identity processes, social identity workspaces and diversity outcomes. Chris Laszlo, PhD, professor, organizational behavior presented "Toward a new consciousness of connectedness and caring." For a list of presentations that align with PRME, including those at AOM, see Appendix B.

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Stoner, James (Presenter Only), Case, Susan S (Presenter & Author), Laszlo, Chris (Presenter & Author), Pavez, Ignacio Andres (Presenter & Author), Van Esch, Chantal (Coordinator/Organizer), Academy of Management Annual Meeting, "Transformation through Inclusion: Business as an Agent of World Benefit," Academy of Management, Anaheim, CA. (August 2016).

Farzadnia, Sepideh (Author Only), Felts, Will, Bergeron, Diane, Kroezen, Jochem, Academy of Management Annual Meeting, "When and why is there a gender gap in research performance?," Academy of Management, Anaheim, CA. (August 2016).

Sugiyama, Keimei, Bilimoria, Diana, Academy of Management Annual Meeting, "Distinction and integration: How identity processes and workspaces influence outcomes of diversity," Managerial and Organization Cognition Division, Academy of Management, Atlanta, GA. (August 2017).

Laszlo, Chris, Academy of Management Annual Meeting Symposium, "Toward a New Consciousness of Connectedness and Caring," Academy of Management, Atlanta, GA. (August 2017).



Thomas King,  
Professor, Accountancy

### Learning from ecology: Financial reporting as a 'commons'

Ecologist Garrett Hardin uses the term tragedy of the commons to describe how self-interested individuals can ruin a shared resource (Hardin, 1968). This note by Thomas King, professor, accountancy, explores the current financial reporting environment in the context of the tragedy of the commons, identifying how this common good has been put at risk. King uses the prisoner's dilemma to discuss the Enron-era scandals and U.S. government intervention.

## How we approach ethics in business

At Weatherhead, ethics in business is studied in the classroom, through faculty and student research, and student projects and activities like case competitions. Ethics courses are offered in multiple disciplines, like Design & Innovation's Business Ethics, Accounting's Corporate Reporting II (ACCT 301) and undergraduate seminar courses Ethics (MGMT 464) for the Real World (USSO 289C) and Cultural and Ethical Issues in American-Chinese Business Relations (USSY 288R). An example of the integration of ethics into the curriculum is Corporate Reporting II, in which a learning objective is that students will "display awareness of the ethical dimensions of the profession by applying a structured approach to analyzing ethical dilemmas."



## GLOBAL SOCIAL RESPONSIBILITY: A SAMPLE OF COURSES

Weatherhead offers courses at every level — **undergraduate, graduate, executive and doctoral** — that align with sustainability, flourishing enterprise, global social responsibility and Business as an Agent of World Benefit. Below is a sample of courses and instructors from the most recent academic year that are closely aligned with the Global Goals.

- Women in Organizations** (ORBH 460), Diana Bilimoria, PhD, KeyBank Professor, Chair and Professor, Organizational Behavior
- Integrity In Leadership** (MGMT 395), Barbara Clemenson, CWRU Mandel School for Applied Social Sciences
- Design and Sustainability** (MBAC 520A), Chris Laszlo, PhD, Professor, Organizational Behavior
- Social Ethics** (MGMT 640), Anthony Jack, PhD, Associate Professor, CWRU Department of Philosophy
- Global Citizenship and Multi-cultural OD** (MPOD 498), Ron Fry, PhD, Professor, Organizational Behavior
- Flourishing Enterprise** (EDMP 672), Chris Laszlo, PhD, Professor, Organizational Behavior
- Foundations of Positive Organization Development and Change: The Discovery and Design of Sustainable Systems and Positive Institutions** (MPOD 435), David Cooperrider, PhD, Distinguished University Professor; Char and Chuck Fowler Professor of Business as an Agent of World Benefit; Fairmount Santrol-David L. Cooperrider Professor in Appreciative Inquiry

For a full list of courses that align with PRME, see Appendix A.

# Sustainability at Case Western Reserve University

## Great Lakes Energy Institute



Founded in 2008, the Great Lakes Energy Institute (GLEI) is an interdisciplinary research institute dedicated to catalyzing breakthroughs in energy sustainability that address the most pressing problems facing our world. Housed within the Case School of Engineering at CWRU, GLEI works with partners on and off campus to advance renewable energy sources, including through the development of energy storage technology, energy resilience and microgrids. Weatherhead faculty collaborate with GLEI, and Weatherhead students are eligible for GLEI's Think Energy Fellows program.

## CWRU Office for Sustainability



CWRU's Office for Sustainability is the think box and implementer of many of the sustainability initiatives on campus. The office hopes to create a positive change to the world through operations and daily interactions with the surrounding world. They are constantly thinking about ways to improve the sustainability state of the University. The office partners and collaborates with many other departments on campus, with other organizations for faculty and staff and with student organizations to sponsor sustainability events, track and benchmark our current state and transform the University towards a flourishing tomorrow.

Weatherhead is fortunate to be a part of a thriving and engaged community of sustainability advocates. In addition to our partnership with the City of Cleveland to help design and facilitate the City's annual sustainability summits, we are also a part of the sustainability network at CWRU. We are engaged in the conversation of improving the sustainability of CWRU's campus, as well as educating and engaging all students around the topics of sustainability.

Weatherhead students can get involved with the Office for Sustainability, which currently employs 16 undergraduate Sustainability Ambassadors, four green lab auditors and one graduate assistant. Sustainability Ambassadors are trained in the sustainability projects and programs on campus, as well as a diverse set of sustainability issues and topics. They are then tasked with going out into their communities to present what they have learned. This gives students the opportunity to spread their knowledge, and to solidify their own understanding of sustainability. Green Lab Auditors are trained on environmentally-preferred best practices for laboratory settings and are tasked with visiting the labs on CWRU's campus to take stock of the lab's current environmental challenges and illuminate potential sustainable solutions.



# TOP 10

## Sustainable CWRU facts




# 1

The University led the way to create a new University Circle pedestrian park called The Nord Family Greenway. The 430,000 square foot commons created the opportunity to **plant over 200 climate resilient trees** and will encourage pedestrian and bike access to a previously disconnected section of campus that was typically only accessed by car or shuttle.



# 2

CWRU is aiming to be **climate neutral**, a Big Hairy Audacious Goal (BHAG), and has a Climate Action Plan guiding its way. Thus far, the University has reduced our reported climate emissions by over 40,000 million metric tons of CO2 equivalent.

 <https://case.edu/sustainability/what-were-doing>



# 3

The campus **recycled over 500 tons of material** in 2016—the equivalent of 66 elephants or 250 cars.



# 4

CWRU is named one of the **greenest 300 colleges and universities in the country**, according to the Princeton Review's Green Guide and the Sierra Club's Cool Schools list. The attributes that have allowed the University to be named to these lists are publically posted using the AASHE STARS benchmarking tool.



# 5

There are currently **45 water bottle filling stations** on campus—mostly paired with water fountains—and more are added each year. Each fountain has a counter showing the number of plastic water bottles displaced. The current count has saved well over 200,000 water bottles from being used.

# 6

There are over **140 bike racks on campus** and **five bike fix-it stations**.



# 7

The campus 100 kW wind turbine and the 60 kW solar array on top of the Adelbert Gym building produce approximately the same amount of energy each year **proving the efficacy of solar in Ohio year round**. Additionally, there is a 40 kW solar array on the University Center and a 60kW array on top of the social service school, and the small district utility has a 1 MW of solar farm less than one mile from campus. The University also has a solar degradation research lab on campus. One of the few in the country, it strives to improve the efficacy of solar panels working with manufacturers around the globe.



# 8

In December 2017, CWRU was named a **Tree Campus USA**. To do so, the University had students lead a new campus and community tree stewardship committee, created a tree care plan and held a tree service event and several education events and committed to holding these events annually.



# 9


By eating at the Bon Appetit-run dining halls and restaurants, our campus **supports local farmers and food producers**. Each year, Bon Appetit spends nearly US \$2 million in the local food economy (within 150 miles)—which is good for the environment and good for local jobs. In 2017, the University started employing students to calculate its Real Food Challenge with the goal of serving 20% real food. The Real Food Challenge is a young program striving to shift higher education's spending power to relocalize and shift the food industry.



# 10

At the University Farm, a 400-acre property in Hunting Valley, approximately **five acres are cultivated for food production**. That hyper-local food grown by staff and student volunteers is eaten not only by our students and staff in the Bon Appetit dining halls, but also by other fine dining restaurants in Cleveland.





## Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Actively inspiring, including and engaging all relative stakeholders in positive change efforts is a defining characteristic of our learning environments. Weatherhead faculty are committed to quality interactions, experiential learning and leadership development to drive long-term application of concepts and skills. Some of the concepts that shape our learning environments are the result of Weatherhead research on innovation and change management models. These include creating sustainable value, resonant and inclusive leadership and employing innovation techniques such as Appreciative Inquiry and design thinking.

Effective learning experiences are plentiful at Weatherhead for students at all levels. Undergraduates can participate in an Action Learning course through which they interact with business leaders and learn from real-world experience. Read more about this course under Partnership. Seminar (SAGES) courses like *Sustainability and Net Positive Impact* (MGMT 395), *Making: Innovation, Work and Competition* (USSO 290T) and *Social Justice Leadership* (MGMT 395) give undergraduate students the opportunity to have open dialogue on complex issues. Undergraduates can also participate in *International Institute* (MGMT 315/501), which offers a shortened study abroad opportunity.

Weatherhead students in graduate, specialty and executive programs are offered a number of courses that provide an international perspective, through both classroom experience and travel abroad. Course titles include: *Conflict & Cooperation in the Global Arena* (EDMP 680), *Managing in the Global Economy* (MGMT 460), *Global Citizenship and Multi-Cultural OD: International Study Tour* (MPOD 498) and *Urban Economics: Israel* (ECON 375). For a list of courses that align with PRME, see Appendix A.

Sustainability and global social responsibility are integrated into course work and the student experience in many ways: through case competitions, student organizations, guest lectures, consulting projects and interviews with businesses, cross-disciplinary projects and research.



Students in Tanzania



## Management and engineering students collaborate for social good in Tanzania



The Weatherhead School of Management's course Managing in a Global Economy (MGMT 460) strays from the standard business school course. For one thing, in 2018 most of it took place in Tanzania. For another, enrollment was nearly half engineers.

During the course, students split into small groups—composed of engineering and business students—to meet with eight social entrepreneurs, whose business models ranged from gelato prepared with local spices to organic fertilizer for rural farms made from urban food waste. Each team leveraged resources from the

AIM2Flourish platform to conduct an Appreciative Inquiry interview with the social entrepreneurs. These interviews helped students highlight business innovations that align with the UN Global Goals for Sustainable Development as well as frame consulting projects that ran throughout the semester.

In addition to interacting with social entrepreneurs, a trip to Vodacom Tanzania's headquarters taught students about M-Pesa, an early pioneer in mobile money payment that is transforming financial inclusion in developing markets. Students also visited a remote island to install a solar lighting solution designed by the engineers.

Managing in a Global Economy was co-taught by two CWRU professors: Michael Goldberg, assistant professor, design and innovation, Weatherhead; and Daniel Lacks, PhD, C. Benson Branch Professor, and chair and professor, chemical and biomolecular engineering, Case School of Engineering. "Ultimately, words can't fully convey the experience of the course," said participant Kevin Payne, MBA 2018, "Fortunately, you can see for yourself in this video."

 <http://bit.ly/fowler-center-tanzania>



*Above: Weatherhead professor Youngjin Yoo and students collaborate.*

“The visual language of board games helps us understand the rules and forces—within and outside our control—that may govern the future,” said Youngjin Yoo, Elizabeth M. and William C. Treuhaft Professor in Entrepreneurship and Professor, Design & Innovation. “If these games provoke and encourage dialogue about these issues then our designs will have succeeded.”

## Exploring the future of technology and business through student-created board games



Weatherhead MBA students collaborated with students from the Cleveland Institute of Art (CIA) to explore the future workings of industry through an unusual medium: board games. Each game focused on a paired industry and disruptive technology: (1) transportation and autonomous driving (2) health care and augmented reality and (3) finance and blockchain.

In addition to connecting across campuses, students collaborated across the globe with Simon Denny, a contemporary artist, who skyped into each class from Berlin. Denny also spent a week in Cleveland to workshop with students, share insights into his creative projects that explore the influence of tech-founders and technology on society and include the students’ final projects in his new exhibit—The Founder’s Paradox—at the Museum of Contemporary Art Cleveland (MOCA).

“This kind of future-scenario building is essential to businesses looking to stay competitive while navigating the many known and unknown challenges and opportunities,” said Lauren Nelson, a second-year MBA student who began working in design and innovation with Goodyear after graduating in May 2018.

The seminar was co-taught by Youngjin Yoo to Youngjin Yoo, Elizabeth M. and William C. Treuhaft Professor in Entrepreneurship and professor, design and innovation and CIA Adjunct Professor Patrick Barrett.

To read more about each of the students’ projects, check out this article.



<http://thedaily.case.edu/will-future-like-student-created-board-games-take-crack/>



## Fowler Center for Business as an Agent of World Benefit

The Fowler Center for Business as an Agent of World Benefit exists to advance the scholarship and practice of flourishing enterprise. It is allied with like-minded initiatives, helping all institutions create prosperity while nourishing human and natural systems.

The Fowler Center's primary focus is on for-profit organizations that use their core activities to create value for society and the environment in ways that create even more value for their customers and shareholders; its primary vehicle for effecting change is Positive Organizational Science and Appreciative Inquiry. The Fowler Center draws on expertise and tools such as design, sustainable value, Appreciative Inquiry and systems thinking to build and maintain prosperity and flourishing.

In February 2018, the Fowler Center welcomed returning Faculty Director David L. Cooperrider, PhD. He succeeds Chris Laszlo, PhD, who is now concentrating his energies on developing an initiative in Quantum Leadership, an approach to organizational transformation driven by a "consciousness of connectedness." Under Cooperrider's leadership, the Fowler Center shares the hope that the 21st century can become, without one moment of delay, an unprecedented era of innovation where businesses can excel, people can thrive and nature can flourish.

"Imagine a world in which **people experience wellbeing, companies prosper and nature thrives.**"





**THE GLOBAL GOALS**  
For Sustainable Development

### **The main initiatives of the Fowler Center are AIM2Flourish and the Global Forum Series**

Through AIM2Flourish, students around the world use Appreciative Inquiry to showcase breakthrough innovations that honor and scale for-profit businesses contributing to the 17 UN Global Goals for Sustainable Development. Students have written over 1,250 stories about business innovations. For more information about AIM2Flourish and the annual Flourish Prizes, see the Method section of this report.

The Global Forum Series convenes businesses and thought leaders from around the world every three years to contribute to a tipping point in Business as an Agent of World Benefit. The Fourth Global Forum was held in June 2017 at CWRU. For more information, see the Partnership section of this report.

### **Appreciative Inquiry**

**David Cooperrider, PhD** is widely recognized as the co-creator of one of the most successful approaches to positive organizational change ever created, Appreciative Inquiry. In addition to its use by scores of businesses, Cooperrider has facilitated Appreciative Inquiry sessions around projects with UN Secretary General Kofi Annan (Corporate Citizenship Initiative), his Holiness the Dalai Lama (The Surprise of Friendship) and Cleveland's Mayor Frank G. Jackson (A Green City on a Blue Lake). At Weatherhead, Appreciative Inquiry is taught in the MBA, MPOD, EMBA, DM and Executive Education programs. Read more about MPOD students' work with Appreciative Inquiry under Partnerships.

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Flourishing Enterprise is about people being inspired every day and bringing their whole selves to work; it's about innovation arising from everywhere; and it's about realizing remarkable relationship value with stakeholders—customers, employees, communities and the biosphere—to create unprecedented, enduring business advantage.

— David Cooperrider, PhD

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## AIM2Flourish

### An initiative of the Fowler Center for Business as an Agent of World Benefit

The Fowler Center’s AIM2Flourish is the world’s first global initiative, steering future business leaders towards achieving the UN Global Goals for Sustainable Development and a flourishing world for all. The initiative offers a flexible, professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative

CEOs and business leaders, using strengths-based Appreciative Inquiry. AIM2Flourish prepares Global Goals leaders by connecting students with business leaders around the world to discover and publish stories about positive and profitable Global Goals-achieving business innovations. AIM2Flourish’s goal is to empower students to support and advance Business as an Agent of World Benefit by proactively identifying and sharing companies’ innovations that support the Global Goals and exemplify that business can be a force for good.

In June 2017, the inaugural 17 Flourish Prizes were awarded at the Fourth Global Forum for Business as an Agent of World Benefit, honoring the best-of-the-best stories published in 2016. Throughout 2017, the Fowler Center presented AIM2Flourish at the July PRME Global Forum, September PRME-Latin America & Caribbean Regional Meeting, and October PRME-North America Regional conferences, in addition to many others. In January 2018, the team launched an all-new, streamlined, simplified AIM2Flourish.com. In March 2018, the AIM2Flourish platform reached the milestone of 1,000 published business innovation stories in support of the Global Goals and engaged with more than 4,700 students globally. In April 2018, the Fowler Center announced the 2018 Flourish Prizes, the best-of-the-best stories published in 2017, followed by an online, virtual celebration in May 2018.



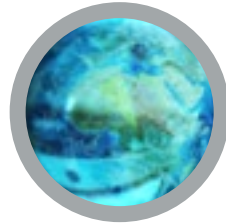
 [AIM2Flourish.com](https://AIM2Flourish.com)



# AIM2Flourish by the Numbers

## Global Participation

(As of June 30, 2018)



**# of students:**

**5,563**

registered on site

**# of stories:**

**1,268**

published stories

**# of professors:**

**404**

registered on site

**# of schools:**

**205**

on site with members

**# of countries:**

**60**

on site with members

## Weatherhead Participation

(As of June 30, 2018)



**# of students:**

**310**

**# of stories:**

**234**

**# of professors:**

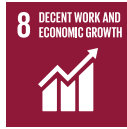
**6**

# 2017 & 2018 Flourish Prizes

<p><b>1</b> NO POVERTY</p> 	<p><b>2017:</b> Sunshine Nut Company, Mozambique <b>2018:</b> Comproagro, Colombia</p>	<p><b>10</b> REDUCED INEQUALITIES</p> 	<p><b>2017:</b> Cipla, Ltd, India <b>2018:</b> Kempenhaeghe, Netherlands</p>
<p><b>2</b> ZERO HUNGER</p> 	<p><b>2017:</b> CV Green Health Agriculture, Indonesia <b>2018:</b> Too Good To Go, France</p>	<p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p><b>2017:</b> Conceptos Plásticos, Colombia <b>2018:</b> Empress Green, Inc., USA</p>
<p><b>3</b> GOOD HEALTH AND WELL-BEING</p> 	<p><b>2017:</b> Lucky Iron Fish, Canada <b>2018:</b> Dial4242, India</p>	<p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 	<p><b>2017:</b> GreenHope, Indonesia <b>2018:</b> terra20, Canada</p>
<p><b>4</b> QUALITY EDUCATION</p> 	<p><b>2017:</b> Foldscope Instruments, USA <b>2018:</b> Simply Play, Scotland, UK</p>	<p><b>13</b> CLIMATE ACTION</p> 	<p><b>2017:</b> Gram Power, India <b>2018:</b> All Nepal Biogas Company Private Limited, Nepal</p>
<p><b>5</b> GENDER EQUALITY</p> 	<p><b>2017:</b> Serve&amp;Help, Morocco <b>2018:</b> IKEA, Switzerland</p>	<p><b>14</b> LIFE BELOW WATER</p> 	<p><b>2017:</b> Bureo, Chile <b>2018:</b> Amor a Mar, Mexico</p>
<p><b>6</b> CLEAN WATER AND SANITATION</p> 	<p><b>2017:</b> SmartPaani, Nepal <b>2018:</b> Vestergaard, Switzerland</p>	<p><b>15</b> LIFE ON LAND</p> 	<p><b>2017:</b> SunCulture, Kenya <b>2018:</b> Soil Technologies Corporation, USA</p>
<p><b>7</b> AFFORDABLE AND CLEAN ENERGY</p> 	<p><b>2017:</b> d.light, USA <b>2018:</b> Pollinate Energy, Australia</p>	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p><b>2017:</b> Buza Ice Cream, Israel <b>2018:</b> American Prison Data Systems, USA</p>
<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> 	<p><b>2017:</b> CINIA, Mexico <b>2018:</b> Fairtrasa, Switzerland</p>	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p> 	<p><b>2017:</b> MPOWERD and A New Course, USA <b>2018:</b> Greyston Bakery, USA</p>
<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> 	<p><b>2017:</b> Bioconexion, Argentina <b>2018:</b> Estructuras Metálicas Solana, Mexico</p>		

 [aim2flourish.com/about-flourish-prizes](http://aim2flourish.com/about-flourish-prizes)

# Executive Education Programs



Executive Education programs dive deep into complex business theories in brief periods of time to yield immediate and substantial professional development results.



## The New Change Equation: An online program delivered by David Cooperrider, PhD

Offered completely online, The New Change Equation is a seven-week digital course with online video assignments, supplemental materials, peer reviews, discussion boards and a collaborative group project. This course is designed for change leaders who need a recovery of confidence in their change leadership mandates. The course is for those who need a new model of change management that is widely shared, strengths-inspired and positioned right alongside a winning business strategy.

This new change management model provides a step-by-step process to leading strengths-inspired change. The merits and value of positive change management are well documented. Until now, actual techniques have been less available. Cooperrider's new change equation model provides these powerful, specific change leadership and management techniques.

## Women in Leadership Certificate Program

Weatherhead's leadership development for women program provides women aspiring to leadership positions with the skills, concepts and new perspectives that will help them achieve their career potential, make significant contributions to their organizations and maximize work-life balance. Women in this program can achieve the certificate by selecting courses that focus on skills such as communication strategies, career success strategies and negotiation skills.

## Leadership Deep Dive

The Leadership Deep Dive CEO and senior leadership development program at Weatherhead is an intensive nine-day program designed for senior executives from around the world who are seeking new and innovative ways to advance their organizations. Built on Appreciative Inquiry and Emotional Intelligence—the revolutionary management principles that originated at Weatherhead—Leadership Deep Dive not only changes businesses, it changes lives. Through this top executive leadership program, participants explore universal leadership principles that translate across borders into all areas of management and provide participants with a perspective to impact business on a global scale.

## Emotionally Intelligent Leader

A certificate program of high-impact learning experiences helps individual leaders and professionals in developing Emotional Intelligence (EI), a set of distinctive competencies that form the essential core for great leadership. The curriculum features a combination of conceptual and skill-based programs to support and encourage learning and sustainable behavior change.

## WEATHERHEAD CERTIFICATE PROGRAM ON COURSERA



**Diana Bilimoria, PhD**  
KeyBank Professor  
Chair and Professor,  
Organizational Behavior



**Melvin L. Smith, PhD**  
Professor,  
Organizational Behavior  
Faculty Director,  
Executive Education



**Ronald Fry, PhD**  
Professor,  
Organizational Behavior



**Richard E. Boyatzis, PhD**  
Distinguished  
University Professor  
H.R. Horvitz Professor  
of Family Business  
Professor, Organizational  
Behavior, Cognitive  
Science, Psychology



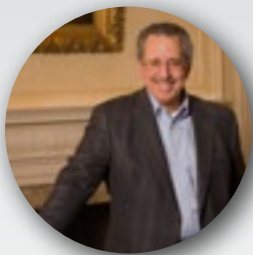
**Ellen Brooks Van Oosten, PhD**  
Assistant Professor,  
Organizational Behavior  
Faculty Director,  
Executive Education

The “Inspired Leadership Specialization” available on Coursera was created by five Weatherhead faculty members. In this specialization, participants learn how to create well-being by building better relationships and positive approaches to leadership. Participants learn the power of asking questions to become a more inclusive and self-confident leader, and how to effectively coach others toward sustained, desired change, learning or increased motivation in life and work. Courses in this certificate program:

- Inspiring Leadership through Emotional Intelligence
- Women in Leadership: Inspiring Positive Change
- Conversations that Inspire: Coaching Learning, Leadership and Change
- Leading Positive Change through Appreciative Inquiry
- Be a Leader, Develop a Leader

## Massive Open Online Courses

Courses like these extend our reach to a global audience.



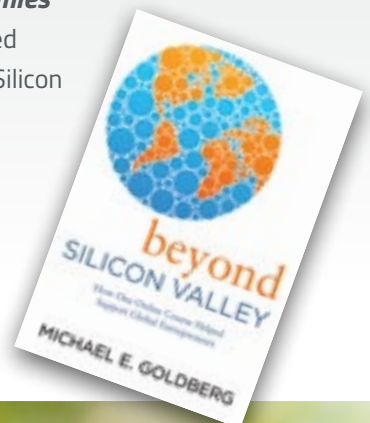
### *Inspiring Leadership through Emotional Intelligence*

**Richard Boyatzis, PhD**, Distinguished University Professor, H.R. Horvitz Professor of Family Business and professor, organizational behavior launched the MOOC “Inspiring Leadership through Emotional Intelligence” in 2013. Since that date, over 510,000 students have enrolled through Coursera from over 215 countries. The course helps students develop “resonant” leadership capability and emotional intelligence by experiencing mindfulness, hope and compassion.



### *Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies*

**Michael Goldberg**, assistant professor, design & innovation, is an experienced venture capitalist and international business leader whose MOOC, “Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies,” has attracted over 135,000 students from 190 countries and has been translated into 15 languages, more than any other Coursera offering. It is widely watched and participated in by groups of entrepreneurs in developing countries. “Beyond Silicon Valley” was honored in the first Entrepreneurship Spotlight Challenge of the AACSB International.





## Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Weatherhead has a history of identifying unique areas where it is possible to create a critical mass of researchers interested in a topic or subject area. Among the values identified by the faculty in 2008 is the statement, “We value research of enduring consequence, and judge its significance by the impact it has on management thought, management action and public policy.” Weatherhead is respected, locally and globally, for this research.

Research is at the heart of our work at Case Western Reserve University, where “we are driven to expand knowledge, deepen understanding and contribute to the well-being of individuals, organizations and society at large.” Weatherhead’s strength and focus in research aligns with our University’s mission to “improve and enrich people’s lives through research that capitalizes on the power of collaboration.” The following demonstrate impact on theory, practice and pedagogy. For a full list of publications that align with PRME, see Appendix C.

**Richard Boyatzis, PhD** is the author of *Emotional and Social Competency Inventory (ESCI)*. Published in fifteen languages, ESCI is widely used for outcome assessment and competency development, and Boyatzis’ constructs around resonant leadership virtually define the category. Recent work includes a Personal Sustainability Index, which helps a person measure the intensity of their ParaSympathetic Activation versus Sympathetic activation (renewal vs. stress).

**Richard Buchanan, PhD** established the “*four orders of design*” construct. Its application to the wicked problems faced by organizations and societies are playing a defining role in the design thinking area. These are indicative of the kinds of impact that our faculty are having on management thought.

**David Cooperrider, PhD** authors publications on Business as an Agent of World Benefit. This writing and his original theoretical work on Appreciative Inquiry together are creating a positive revolution in the field of organization development and change. In 2017, Cooperrider received the Lifetime Achievement Award in the field of Organization Development – the highest award for research advancing the theory and practice of what Cooperrider calls “positive institutions.”

In addition to management thought, our faculty are impacting management action and public policy. As the Chief Economist at the US Department of Commerce (2013-15) and Senior Economist at the White House Council of Economic Advisors (2012-13), **Susan Helper, PhD** conducted research that guided Obama administration policy in the area of supply chain innovation.

**Karen Braun, PhD** authored *Managerial Accounting* (Pearson, 2017), which is in its 5th edition. It is used at over 200 universities to introduce students to the profession and its practices. It is distinguished by being the first accounting textbook to include a chapter on sustainability and by the inclusion of extensive material on ethics and ethical dilemmas in accounting.





**Anurag Gupta, PhD**  
H. Clark Ford Professor of  
Banking and Finance, Vice Dean

## Research and the UN Global Goals for Sustainable Development



With a grant from the U.S. Department of Energy (DOE), two researchers at Weatherhead will develop a new financial product to attract a broader pool of long-term private investors to new technologies from energy startup companies. Anurag Gupta, PhD is the principal investigator on the grant. Joonki Noh, PhD will serve as co-investigator. "This could help address a global problem by advancing efforts to finance sustainable energy," said Gupta.



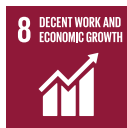
**Joonki Noh, PhD**  
Assistant Professor,  
Banking and Finance



The research of Diana Bilimoria, PhD focuses on gender and diversity in governance and leadership and organizational transformation. Her studies have helped corporate, educational and nonprofit organizations reinvent themselves and establish practices that attract and retain a high-performance, diverse workforce. The 2017 Weatherhead award for a work that has had enduring impact was presented to Bilimoria for her research on the academic careers of women in STEM disciplines. That work has had a dramatic effect on both Case Western Reserve University and numerous other research universities. In particular, it has resulted in changes at the Provost's level in the practices associated with career management, retention and recognition and addressing the effects of gender-specific issues.



**Diana Bilimoria, PhD**  
KeyBank Professor,  
Chair and Professor,  
Organizational Behavior



**Susan Helper, PhD**  
Frank Tracy Carlton  
Professor of Economics

The 2016 "Supply Chains and Equitable Growth" report, authored by Susan Helper, PhD and Tim Krueger and published by the Center on Equitable Growth, examines the ways in which vertical disintegration of U.S. manufacturing supply chains has created challenges for both workers and innovation. Its policy suggestions for empowering workers and enhancing U.S. manufacturing's ability to innovate align well with the Purpose, Values, and Dialogue objectives of the PRME initiative.

Helper, Susan and Tim Krueger (2016) Supply Chains and Equitable Growth. Washington Center for Equitable Growth, Sept. 26, 2016.



**Tim Krueger, MBA 2016**



**David Cooperrider, PhD**

Distinguished University Professor  
Fairmount Santrol - David L.  
Cooperrider Professor in  
Appreciative Inquiry  
Char and Chuck Fowler Professor  
of Business as an Agent of  
World Benefit,  
Professor, Organizational Behavior



In 2016, Cooperrider was named as one of the nation’s top thought leaders by Trust Across America, and honored as one of “AACSB’s Most Influential Leaders.” Jane Dutton, former President of the Academy of Management said, “David Cooperrider is changing the world with his ideas and who he is as a person. There are few who combine such insight, inspiration and energy.” His recent articles on responsible management include, “The Quest for a Flourishing Earth is the Most Significant OD Opportunity of the 21st Century: How Macro OD can be the most powerful form of Micro OD,” and “Strategic Corporate Social Responsibility is the Future of Management.”

Cooperrider, D.L., (2017) The Quest for a Flourishing Earth is the Most Significant OD Opportunity of the 21st Century: How Macro OD can be the most powerful form of Micro OD. The Organization Development Practitioner, Vol 49, No. 3, p. 42-51.

Cooperrider, D. (2018) Strategic Corporate Social Responsibility is the Future of Management, In Haski-Leventhal, D. Strategic Corporate Social Responsibility: Tools and Theories for Responsible Management. Australia: Springer.



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“The U.S. Department of Energy grant could help address a global problem by advancing efforts to finance sustainable energy.”

– **Anurag Gupta, PhD**  
H. Clark Ford Professor of Banking and Finance, Vice Dean

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## Research and Program Highlights

### **Leadership Lab for Women in STEM™**

The Leadership Lab for Women in STEM™ is a one-of-a-kind leadership development experience. Utilizing a flexible, blended learning format offering both in-person and online learning, the program is led by faculty and coaches who are experts with direct STEM research backgrounds and work experience. Participants build critical leadership skills, gain insights via Emotional Intelligence, increase their perspective on opportunities and create and articulate a personal leadership vision.

“The Leadership Lab for Women in STEM™ is a fabulous program that provides specific insights and tools uniquely designed for emerging female leaders. KeyBank has sponsored two women to the program. In both cases, there was a visible and positive improvement in their leadership maturity, relationship poise and executive presence. Since attending the program, they both have achieved elevated and expanded leadership responsibilities in KeyBank’s Technology and Operations organization.”

— **Vipin Gupta**, EVP & CIO Key Community Bank at KeyCorp

### **Coaching Research Lab**

The Coaching Research Lab is a joint initiative between scholars and leading organizations to develop a more comprehensive understanding of coaching through empirical research. Using the latest research from the scholarship of coaching, woven together with real life experiences of business leaders committed to realizing its many benefits, the Lab seeks to inspire coaches and coachees alike to pursue their passions, realize their dreams and contribute compassionately to the establishment of effective coaching relationships within their organizations. This in turn inspires those with whom they work and helps to make society more adaptive, compassionate and engaging.

### **Beyond Silicon Valley: How One Online Course Helped Support Global Entrepreneurs**

Assistant Professor of Design & Innovation Michael Goldberg authored the book *Beyond Silicon Valley*, published in April 2018. The book was born out of the *Beyond Silicon Valley* massive open online course (MOOC) of over 135,000 registered students from 190 countries, and through a generous grant by the Burton D. Morgan Foundation. It profiles 20 people who have supported entrepreneurship in communities around the world that face unique challenges unheard of in Silicon Valley—challenges like economic hardship, political strife, corruption or a cultural aversion to risk-taking.

### **Quantum Leadership: New Consciousness in Business**

A Stanford University Press book anticipated for a 2019 release

By Frederick Chavalit Tsao and Chris Laszlo, PhD, Professor, Organizational Behavior

Quantum Leadership is a learning journey to elevate a person’s consciousness as the most powerful lever for unlocking their full potential as well as their organization’s capability to drive innovation, creativity and teamwork. It changes people at a deep intuitive level, combining embodied-experience with analytic-cognitive skill development. The culmination is flourishing enterprise with significant business benefits to any organization. It offers a range of mindfulness practices that strengthen a person’s leadership abilities with the purpose of increasing awareness of how their attitudes and actions impact others and future generations. It is designed to help you succeed in business while improving human wellbeing.

# Research Highlights from Doctorate Degree Programs

Weatherhead’s PhD in Organizational Behavior prepares students to obtain a doctoral-level foundation in academic areas pertinent to organizational behavior, from the micro to the macro. This interdisciplinary course of study covers key social science domains such as psychology, sociology, learning theory, organization theory, living systems theory, management science, and the organizational dimensions of global sustainability and change.

Weatherhead offers two doctorate degrees in management for working professionals: the Doctor of Management (DM) and the PhD in Management: Designing Sustainable Systems. The purpose of the DM program is to develop thought leaders for the advancement of business and society. The Designing Sustainable Systems track offers an extension to the DM for those who wish to reorient their careers to formally pursue positions as academic researchers and scholars. An additional offering is the DM Fowler Center Fellowship, which is awarded to DM students who study topics related to the management of sustainable enterprises.

Included here are research highlights of three Fowler Center DM Fellows and a list of featured dissertations from the PhD in Management: Designing Sustainable Systems and PhD in Organizational Behavior programs.



Roxanne Jimenez, PhD 2020



“My research focuses on food production and consumption, which is relevant at the global, regional and local levels, and studies the lived experience of individuals residing in food deserts and how they achieve a sense of well-being. Residents of food deserts are literally excluded from access to healthy foods and are thus in need of sustainable solutions such as urban farming and vertical indoor farms, two of the relevant and current trends. Further research on this topic will encourage greater understanding of the socio-economic factors related to food deserts as well as promote responsible leadership within private and public sectors, leading to more effective policies and solutions for communities that need sustainable, healthy food consumption options. My research suggests that collaborative efforts by the non-profit, private and government sectors are needed to provide sustainable and complete solutions to the problems of food deserts.”



Justin Ames, PhD 2018

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In a dissertation titled, “Antecedents to Managerial Moral Stress: A Mixed Methods Study,” Justin Ames examined the impact of moral dissonance and moral stress on executive ethical decision-making processes as well as c-suite talent retention and well-being. As evidence of his research potential, he was honored by the Society of Business Ethics as a recipient of the “Founder’s Award,” presented to “promising PhD students in the field of business ethics research.”



Larry Clay, PhD 2020



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By 2030, it is projected that 7 out of 10 people will be urban dwellers. However, as more people migrate to cities in search of a better life and urban populations grow, housing, food, water, air, transportation, energy and human well-being issues intensify. While some US cities have been early adopters of sustainable development; many cities lag behind. Larry Clay’s research titled, “Cities and Sustainable Development Management Practices: A Capacity Building and Institutional Framework,” explores the challenges and accelerators of city level sustainable development implementation.

**Featured dissertations from the PhD in Management:  
Designing Sustainable Systems and PhD in Organizational Behavior programs.**

2016	<b>Jodi Berg</b>	Purpose Matters to Leaders at a Personal and Company Level
2016	<b>Jimeka Holloway</b>	Bringing Social Innovation to Scale: Leveraging Relational Capital and Risk-Taking Behaviors of Actors in Complex Ecosystems
2017	<b>Alison Battaglia</b>	Legislators as Leaders: Investigating and Elucidating the Influence of Gender, Religious Beliefs, and Mindfulness on Legislative Decision Making
2017	<b>Hani Boulos</b>	Purposing: How Purpose Develops Self-Organizing Capacities
2017	<b>Suzanne Cromlish</b>	Empowering the 99%...One ESOP at a Time! A Mixed Method Study of Employee Owned Company Acquisitions
2017	<b>Joe Leah</b>	Positive Impact: Factors That Drive Businesses Toward Shared Prosperity, Environmental Regeneration and Human Wellbeing
2017	<b>Matt Levin</b>	The Role of an Ethos of Sustainability: The Hidden Value of Intangibles
2017	<b>Ignacio Pavez</b>	Enacting the Oak: A Theoretical and Empirical Understanding of Appreciative Organizing
2017	<b>Njoke Thomas</b>	Coming full circle: How medical students craft their preferences in search of an authentic doctor role
2017	<b>Chantal van Esch</b>	Humble Mentoring: Using a relational cultural theory lens to understand humility's impact on mentoring relationships and career outcomes
2017	<b>Hongguo Wei</b>	Top-Down and Bottom-Up Effects: An Examination of Relational Compassion in Leader-follower Dyads
2018	<b>Justin Ames</b>	Antecedents of Managerial Moral Stress: A Mixed Methods Study
2018	<b>Morgan Bulger</b>	Toward a Theory of Social Inclusion: The design and practice of social inclusion in mixed-income communities
2018	<b>Natasha Conley</b>	Barriers and Facilitators of Growth in Black Entrepreneurial Ventures: Thinking Outside the Black Box
2018	<b>Rodolfo Jimenez</b>	Fifteen Minutes of Shame: A Multilevel Approach of the Antecedents and Effects of Corporate Accounting Scandals
2018	<b>Jen Nash</b>	The Power of Relationships: Navigating the Dance of Change through Executive Coaching
2018	<b>Kylie Rochford</b>	Intentionality in Workplace Relationships: The Role of Workplace Relational Self Efficacy
2018	<b>LaVonne Slaton</b>	STEM Entrepreneurs: Educating Science, Technology, Engineering and Mathematics (STEM) Underrepresented Minorities (URM) and Non-Minorities for Job Satisfaction and Career Success



## Fowler Center Teaching Cases



The Fowler Center for Business as an Agent of World Benefit has partnered with Ivey Publishing to co-brand teaching cases that focus on Sustainable Value and Flourishing Enterprise. These cases are written by Weatherhead School of Management faculty and students in our PhD, MBA and graduate programs. The teaching cases are available for purchase on Ivey Publishing's website and are used by instructors as teaching tools, primarily in graduate-level courses.

Case titles published in the period covered by this report:

- **Calvert Investments:** *Environmental, Social, and Governance Sustainability*. Chantal van Esch, PhD '17; Chris Laszlo, PhD; Katherine Gullett, MBA '13; Ben Cooper, MBA '15; Jingya Zou, MBA '15 (01/30/17)
- **Amorim:** *The Future of Natural Cork*. Chris Laszlo, PhD; Katherine Gullett, MBA '13; Tim Krueger, MBA '16 (01/30/17)
- **MobilityWorks:** *Faster, Higher, Stronger*. Chris Laszlo, PhD; Katherine Gullett, MBA '13; Manish Gupta (03/19/18)



In 2016 and 2017, Fowler Center/Ivey Publishing co-branded teaching cases were entered into the European Foundation for Management Development (EFMD) Case Competition. In 2017, Amorim (listed above) was submitted in the Euro-Mediterranean Managerial Practices and Issues category. Also in 2017, Calvert Investments (listed above) was submitted in the Sustainable Business Model category. In 2016, one case was submitted: "TriCiclos: The Challenge of Scaling Recycling in Latin America" written by Ignacio Pavez, PhD '16, and BAWB Scholar Maria Bello, MBA '15.

# Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

At Weatherhead, partnerships with business corporations take many forms. From student projects and faculty consulting, to Executive Education and the Fowler Center's Global Forum Series for Business as an Agent of World Benefit, we strive to offer opportunities for our students and community to engage with business leaders around the challenges of social and environmental responsibility.

## Students Design Innovative Solutions with Businesses



**Michael Goldberg**  
Assistant Professor,  
Design & Innovation

Students in the course AMES Business Models (MGMT 495A) taught by **Michael Goldberg**, assistant professor, design & innovation worked on projects like the Cleveland Museum of Art's Studio Go outreach, seeking new ways to broaden audiences and strengthen art education for youth in urban areas; University Hospitals' Rapid Hydration Project; and the startup Billion Bottle Project, which envisions a world with universal access to clean drinking water.



**Youngjin Yoo, PhD**  
Elizabeth M. and William  
C. Treuhaft Professor of  
Entrepreneurship  
Professor, Design &  
Innovation

Designing is a unique managerial activity that combines analysis and synthesis in ways that are integrative and inventive, and through it managers create opportunities and means of attaining them. Students in Design Thinking in Management (MBAC 520B) have collaborated with companies like Moen and GOJO, meeting design challenges with an environmentally responsible perspective. This course is taught by **Youngjin Yoo, PhD**, Elizabeth M. and William C. Treuhaft Professor of Entrepreneurship and professor, design & innovation.

## Action Learning at the Undergraduate Level



**Jennifer Johnson**  
Associate Professor,  
Design & Innovation  
and Associate Dean  
for Undergraduate and  
Integrated Programs



**Jennifer Johnson**, associate professor, design & innovation and associate dean undergraduate and integrated programs teaches a course titled, Action Learning (MGMT 398). In this course, undergraduate students participate in consulting projects with local organizations. Each project is focused on solving a business problem or pursuing a business opportunity. One of these projects was with Shrimp Aquaculture Cleveland. Here's what the company and the students had to say about this project.

"Shrimp Aquaculture Cleveland is a startup company dedicated to the principles of sustainability: sustainable ecosystems and safe food, community economic development in Cleveland communities, providing workforce possibilities for adults with disabilities, and reinvigorating vacant properties. We turned to the Action Learning Project at Weatherhead to work with a student group to research our initial market analysis. The students are marvelously engaged and learning about practical applications of sustainability. We'll incorporate the results of their work into our business plan."

– **Geri Unger**, Shrimp Aquaculture Cleveland

"Our team has been very excited to work on this Aquaculture project. It is overwhelmingly clear that there are restaurants and individuals who care deeply about local and sustainable business practices. Our client Geri is so passionate about sustainable ecosystems and has really catalyzed some excitement among local restauranteurs."

– **Action Learning Aquaculture student**

## Experiential Learning at the Graduate Level



**Alireza Kabirian, PhD**  
Assistant Professor,  
Operations



**Alireza Kabirian, PHD**, assistant professor, operations, teaches the graduate course Six Sigma and Quality Management (OPMT 420). An action learning component of this course introduces students to real projects with local industries, in organizations like University Hospitals' Portage Medical Center and Liturgical Publications where they use the Six Sigma method.



# Executive Education Programs: A Sample

Weatherhead offers more than 70 programs for business and nonprofit managers, designed to enhance the skills needed to tackle today's pressing business challenges. Business leaders from over 800 organizations have enrolled in Weatherhead's Executive Education programs in the past two years, where they've gotten the tools to enhance leadership through Emotional Intelligence, create whole-system change, learn to think like designers and find sources of value in social and environmental issues. Executive Education has long-standing relationships with companies like Clarke, Fairmount Santrol, GOJO Industries Inc. and KeyBank who take advantage of Weatherhead's premier, executive-level offerings. In addition, Executive Education has begun partnerships with Toshiba Medical Research Institute and Women in Manufacturing.

## Appreciative Inquiry

In addition to an Appreciative Inquiry Certificate in Positive Business and Society Change, Executive Education also offers the following programs on Appreciative Inquiry:

- The New Change Equation
- Appreciative Inquiry: Leveraging Strengths for Transformative, Lasting Change
- Igniting Positive Change through Appreciative Inquiry

## Design & Innovation

To earn the certificate in Designing Solutions for Innovation and Strategy, Executive Education participants choose from the following programs:

- Beyond Features and Benefits: Tools for Experience-Based Innovation
- Manage by Designing: Approaches for Everyday Innovation
- Your Digital Strategy: Transform Your Business to Deliver Value with Digital Technology
- Designing Innovation DNA in Your Organization
- Business Model Design and Innovation: From Physical to Digital

## Women in Leadership

Executive Education offers a Women in Leadership Certificate, which includes the following programs:

- Communication Strategies for Women in Leadership
- Negotiation Skills for Women in Leadership
- High Impact Leadership for Women
- Career Success Strategies for Women in Leadership
- Developing Power and Influence for Women in Leadership

## Emotional Intelligence

To earn the Emotionally Intelligent Leader Certificate or the Weatherhead Executive Coaching Certificate, the following programs are available as a part of a larger curriculum:

- Creating and Communicating Vision
- Building Leadership Capacity through the Power of Intentional Change
- Leading with Greater Self-Awareness
- Managing Your Mind First: The Promise of Mindfulness in an Uncertain Time
- Resilience: Thriving through Uncertainty and Change



## The Clarke Group, Inc.: A Leader in Sustainable Enterprise and Innovation for Public Health



Clarke provides products and services for public health. Formerly known as a mosquito control company, Clarke's mission and purpose grew out of a realization that they had the potential to impact public health. A notable example of their services is their innovative "Mobile Response Unit," which enabled them to answer the Zika outbreak in Miami's Dade County in 2016. As a sustainability leader in their industry, Clarke has been a recipient of the US Presidential Award for Sustainable Chemistry.

Clarke is a long-time partner of the Weatherhead School of Management. Weatherhead's Executive Education and Fowler Center for Business as an Agent of World Benefit have supported several of Clarke's company-wide Appreciative Inquiry summits to advance "project greater purpose" –an initiative helping them become an industry-leading star in sustainability. Lyell Clarke, CEO, is on the board of the Fowler Center. In early 2017, Professor Chris Laszlo hosted the workshop, "Flourishing Enterprise: Creating Economic Prosperity, a Healthy Environment, and Human Wellbeing" for Clarke employees. In addition, Weatherhead had the pleasure of welcoming Julie Reiter, Vice President of Human Resources and Sustainable Development, as a panelist at the Fourth Global Forum for Business as an Agent of World Benefit, where Lyell Clarke and others from their team also participated in the Forum, June 2017.



<https://beyond.case.edu/articles/70gGcm5M/pesticides-to-public-health/>

# Appreciative Inquiry Field Work

Appreciative Inquiry (AI) emerged at Weatherhead in the 1980s as David Cooperrider and Ron Fry discovered the power of positive inquiry for igniting innovation and whole-system change. Their concept of AI has become a global movement with tens of thousands of practitioners on six continents—all working to identify the unique strengths of individuals, businesses and systems, and to leverage and unite those strengths to greater effect throughout whole systems.

Students in the Master of Science in Positive Organization Development and Change program take Appreciative Inquiry Practicum (MPOD 435). Through this course, student teams do “mini AI” interventions in local organizations. Below is the field work completed during academic years 2016–2018.

## 2016

The Freedonia Group




MetroHealth/Slavic Village



University Hospitals Seidman Cancer Center



St. Edwards High School



University Hospitals Med-Surgery




## 2017

ArcelorMittal Steel



Lakewood Public Works Dept.




Gestalt Institute of Cleveland



Shoes & Clothes 4 Kids



Cuyahoga County Public Library



Cleveland Clinic Foundation



## 2018

Dinesol Plastics Inc.



Lakewood Fire Dept.



LGBT Center of Cleveland



Nestle



University Tees



CWRU Career Services



In the 1980s, David Cooperrider and Ron Fry discovered the power of positive inquiry for igniting innovation and whole-system change.

## Integrated Response to Hunger AI Summit, Mid-Ohio Foodbank

### 2016



Appreciative Inquiry was used to conduct pre-summit interviews with over 300 foodbank clients and then facilitate a two-day, open community summit for integrated response to hunger in Franklin County, Ohio. Weatherhead faculty worked closely with Kim Dorniden, MSPOD '14, and Executive Director of Mid-Ohio Foodbank.

# Business Engagement through AIM2Flourish



The Fowler Center’s AIM2Flourish Director Claire Sommer co-authored and launched the Employees Teach the SDGs program with IMPACT 2030 and Medtronic Foundation at the September 2017 UN Global Compact Leaders Summit, to bring the UN Global Goals for Sustainable Development into employee volunteering. Several pilots are underway to extend the AIM2Flourish assignment from “learning to doing” at St. Joseph’s University in Philadelphia, PA, and at the Weatherhead School of Management. For the former, students first learn about a business by writing an AIM2Flourish story and then continue to help that business submit their B Impact Assessment to become a Certified B Corp. The program at Weatherhead, highlighted below, has teams of MBA students working as consultants to support five AIM2Flourish businesses. Additionally, there are two noteworthy examples of business networks championing AIM2Flourish to bring valued attention to their members’ businesses through a published AIM2Flourish story. The first is the SenScot social entrepreneurs network in Scotland, and the second is the Sistema B network in Latin America.

## Students work with AIM2Flourish businesses in Quantum Leadership (ORBH 430)

During the Quantum Leadership course offered to graduate business students at Weatherhead, students had the opportunity to provide advisory services to a company that is committed to greater flourishing at the individual and organizational level. Student groups worked with five companies that were profiled on AIM2Flourish.com, including several 2017 Flourish Prize winners. The organizations involved were SmartPaani from Nepal, Bioconexion from Argentina, MPOWERD from New York, USA, Buza Ice Cream from Israel and World Centric from California, USA.

The student groups worked with the organizations to (a) incorporate the 17 Global Goals into their business to expand current initiatives or launch new ones, (b) scale positive impact, expanding their reach and influencing other organizations to pursue similar strategies and/or (c) introduce mindfulness-type practices into the organization to increase positive impact on employees and the organization. Brief descriptions of the student projects follow.



**SmartPaani Pvt. Ltd.** provides eco-friendly and economical solutions to water issues in Nepal. Weatherhead students first provided market research on two potential markets for expansion, Bangladesh and Pakistan. After the client determined that they wanted to enter the Pakistani market, the student group prepared further research and an entrance plan for the company.



**Bioconexion** seeks to link producers to markets through transparent trade in agro-ecological goods produced in northern Argentina. The Weatherhead student group helped the founder, Juan, think through development of an online platform for his buyers and farmers to connect. The company’s current process was hand-to-hand and using an online platform could provide a way for him to connect more farmers with buyers throughout Argentina and, potentially, to other South American countries.



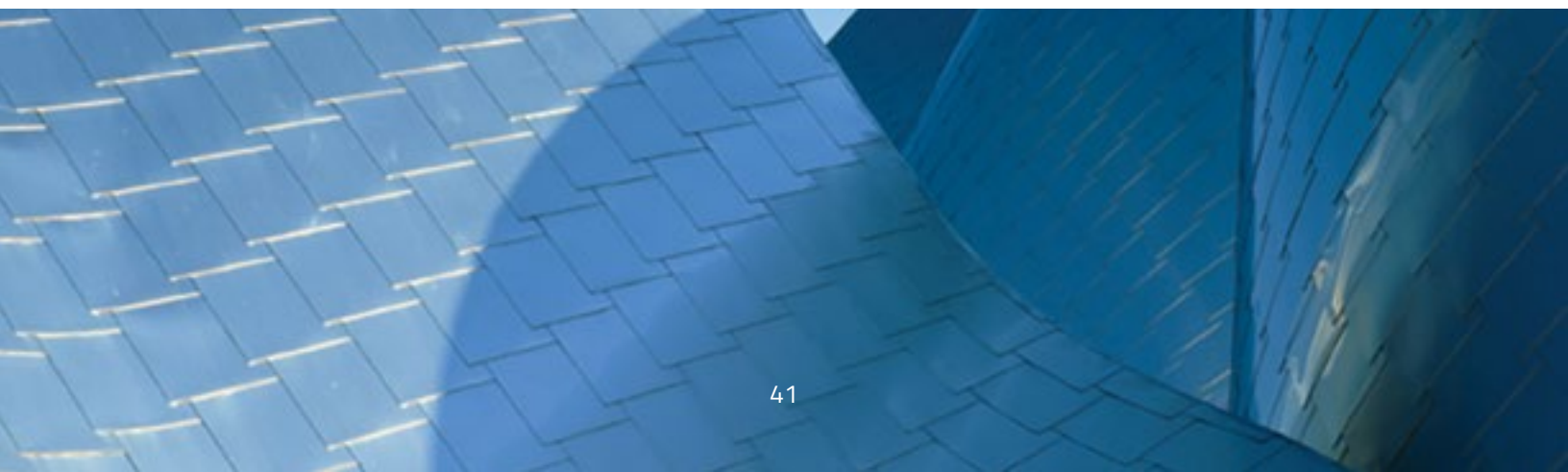
**MPOWERD** created Luci®, an inflatable solar light, with the goal of making an affordable, clean energy product that people could use in any situation. The company was interested in expanding their reach into other countries. To assist MPOWERD in scaling their impact, the Weatherhead student group researched innovative competitor products, like a gravity powered light, and emerging trends, like pay as you go mobile payments. They also identified opportunities to further align MPOWERD’s business operations with the Global Goals targets and summarized the workplace benefits of several practices of connectedness taught in the Quantum Leadership course.

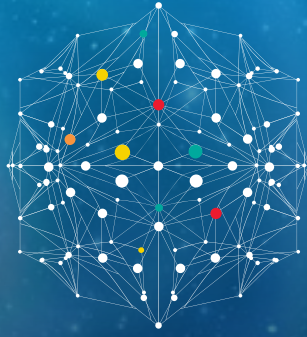


**Buza Ice Cream** is a Jewish-Arab-owned boutique ice cream shop in Israel, demonstrating the ability to work across cultural and religious boundaries. The founders of Buza Ice Cream, Adam Ziv and Alaa Sweetat, found that as their company was growing so quickly and spreading across Israel, they lacked a standard process for onboarding new employees, which was beginning to affect employee retention. Using Appreciative Inquiry interview techniques learned in class, the Weatherhead student group worked with Buza Ice Cream to develop a personnel handbook and appreciative performance review process. They took the project a step further and had all their materials translated into Arabic and Hebrew.



Through their certified compostable products, carbon offsets program, and non-profit partnerships, **World Centric** is using business to create a better world. The Weatherhead student group worked with World Centric to create a new ROI model for non-progressive end users and distributors to increase sales and enhance qualified leads. World Centric transitioned from a non-profit to a for-profit social enterprise in 2009. The student group helped the company better understand their customer value proposition and tell their story to potential customers.





# Discovering Flourishing Enterprise

The Key to Great Performance

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“As only to be expected from [the Fowler Center] with such high standards of thoughtfulness, care and consideration for the other in all their life, learning, love and leading, the experience touched on all aspects of the ‘whole person’ and I, the group and the GRI achieved more than we could ever have hoped for.”

– John North, CEO, Globally Responsible Leadership Initiative

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## Fourth Global Forum for Business as an Agent of World Benefit

In 2017, Weatherhead and the Fowler Center hosted the Fourth Global Forum for Business as an Agent of World Benefit on the campus of CWRU. At the Forum, executives, entrepreneurs and change agents used Appreciative Inquiry to discover, design and strategize around their own high priority initiatives. More than 300 participants from 31 countries spent two and a half days learning, growing, sharing and working together with creative, energetic and inspiring participants and speakers. Participation included nearly 20 companies and working groups as well as individuals choosing to work on their own alongside others. To inspire creativity and authenticity, the Forum took place in a multi-sensory environment influenced by the transformative power of art, music and nature. At the Forum, the Fowler Center’s AIM2Flourish presented the inaugural Flourish Prizes, recognizing 17 business innovations from around the world that are helping to meet the UN Global Goals for Sustainable Development. Read more about the Flourish Prizes under the Method section of this report.

The Global Forum Series began in 2006 in partnership with the Academy of Management and the UN Global Compact. The PRME initiative was conceived, imagined and designed at this First Global Forum.





“Please, if you get the opportunity to attend the Fifth Global Forum in 2020, treat yourself to an experience that will fill you up and sustain you at many levels. You will enter into communion with those who care deeply about human flourishing and are actively leading positive change.”

– Robyn Stratton-Berkessel,  
Positivity Strategist

## How do we...

...retain, engage and inspire talented new generations at work?

...meet customer expectations for products that have a positive impact?

...drive innovation demanded by values-based customers?

...turn social and global issues into bona fide sources of business advantage?



### Keynote Speakers included



**Barbara Fredrickson, PhD,**  
Director of the Positive Emotions and Psychophysiology Laboratory at University of North Carolina at Chapel Hill



**Tom Robinson, PhD,**  
President and CEO of AACSB International



**Jonathan Halperin,**  
Head of External Affairs at Greyston Bakery



*Panel Discussion Moderator:*

– **Peter Senge, PhD,**  
Senior Lecturer at Massachusetts Institute of Technology

See a full list of speakers, read more about the Fourth Global Forum and view photos and videos:



<https://weatherhead.case.edu/centers/fowler/global-forum/2017-fourth-global-forum>



*Thank you to our sponsors and partners for making this event possible!*

<https://globalforum.case.edu/Default#team>

**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organisational practices should serve as examples of the values and attitudes we convey to our students.

We are committed to increasing individual creative and critical capacities through nurturing new and expansive patterns of thought. We value diversity, characterized by open dialogue and mutual respect among individuals of different specializations, backgrounds, cultures and perspectives. At Weatherhead, dialogue and debate foster engagement both on and off our campus. Classrooms, seminars, and panels are venues for meaningful conversation about critical issues, and guest speakers enliven discussions with their specialized knowledge and experience. Our faculty members' research reaches beyond the classroom and even scholarly journals to outlets like the New York Times and The HuffPost. Weatherhead faculty, staff and students participate in events at the local, regional, national and international levels. The Fowler Center for Business as an Agent of World Benefit brings together stakeholders—students, faculty, AIM2Flourish's Flourish Prize winners, the Globally Responsible Leadership Initiative (GRLI), UN PRME, business leaders and organizations – to collaborate on the most pressing issues of our time.

### **Seminar Approach to General Education and Scholarship (SAGES)**

The Seminar Approach to General Education and Scholarship provides a foundation for CWRU undergraduates in critical thinking, written and oral communication, the use of information, quantitative reasoning, engagement with ethical issues and diversity, and exposure to experimental and theoretical approaches to understanding human culture and behavior, scientific knowledge, and methods of research. Weatherhead SAGES courses stimulate student dialogue on critical issues like personal ethics, international and cultural ethical issues, sustainability, and social justice. For a list of courses that align with PRME, including SAGES courses, see Appendix A.

*Professor Anita Howard, PhD with students in the course Social Justice Leadership (MGMT 395).*





## Faculty Spotlight: Contributions to Dialogue

Weatherhead faculty from disciplines across the school contribute research that fuels dialogue on critical issues affecting business and society. As one of Weatherhead's core values, we judge research by its impact on management thought, management action and public policy. Here is a sample of our faculty members' contributions to dialogue on issues also addressed in the UN Global Goals. For a list of presentations that align with PRME, please see Appendix B.



**Gary J. Previts, PhD, CPA,**  
Distinguished University Professor  
E. Mandell de Windt Professor  
of Leadership and Enterprise  
Development Professor, Accountancy



### Accountancy

In 2016, **Gary J. Previts, PhD, CPA**, Distinguished University Professor, E. Mandell de Windt Professor of Leadership and Enterprise Development and professor, accountancy, co-authored, "Antebellum Management Accountability at the Mobile & Ohio Railroad (1849-1862)." This research contributes to the literature of accountability by means of examining stewardship principles, which in contemporary 21st century terms relate to social responsibility.

Flesher, D. L., Previts, G. J., Sharp, A. D. (2016). Antebellum Management Accountability at the Mobile & Ohio Railroad (1849-1862). *Research on Professionalism and Ethics in Accounting*, 20(1), 95-114.



**J.B. Silvers, PhD**  
John R. Mannix Medical Mutual of Ohio Professor of Health Care Finance  
Professor, Banking and Finance



### Banking and Finance

**J.B. Silvers, PhD**, the John R. Mannix Medical Mutual of Ohio Professor of Health Care Finance and professor, banking and finance facilitates student discussions in his course Health Finance, which is offered for both Healthcare Management and Banking and Finance students and brings together multiple viewpoints. Silvers has conducted numerous discussions on healthcare and healthcare policy with organizations like the League of Women Voters of Greater Cleveland and the Better Health Partnership. In 2017, he moderated a session at the Cleveland Clinic's Advanced Payment Summit on the future of high deductible plans and consumer incentives and moderated a panel at Harvard Business School's meeting of the Global Educators Network for Health Innovation Education. In addition, he has authored Op-Eds for platforms including The Conversation, The New York Times and MarketWatch.



**Mariana Carrera, PhD**  
Assistant Professor, Economics



## Economics

The research interests of **Mariana Carrera, PhD**, assistant professor, economics, lie in the fields of health economics and behavioral economics. Recent presentations include two presentations of the lecture, “The Structure of Health Incentives: Evidence from a Field Experiment” and a guest lecture with Silvia Prina, PhD, associate professor, economics, “The Effects of Health Risk Assessments on Cafeteria Purchases: Do New Information and Health Training Matter.”

Carrera, Mariana, Advances in Field Experiments, “The Structure of Health Incentives: Evidence from a Field Experiment,” University of Chicago, Chicago, IL. (September 2016) and Cleveland State University, Cleveland, OH (September 2016).

Prina, Silvia, Carrera, Mariana, Guest lecture, “The Effects of Health Risk Assessments on Cafeteria Purchases: Do New Information and Health Training Matter,” University of Southern California-Center for Economic and Social Research (CESR), Los Angeles, CA. (January 2017).



**Justin Gallagher, PhD**  
Lewis-Progressive Fellow  
Assistant Professor, Economics



The research of **Justin Gallagher, PhD**, assistant professor, economics, focuses on environmental economics and applied microeconomics, investigating how individuals evaluate and respond to environmental risks. His co-authored, “School Lunch Quality and Academic Performance,” National Bureau of Economic Research (NBER) Working Paper, has generated dialogue on the topic and is quoted in articles by The Brookings Institution and The Atlantic.

Anderson, M. L., Gallagher, J., Ritchie, E. R. (2017). School Lunch Quality and Academic Performance. National Bureau of Economic Research (NBER) Working Paper. <http://www.nber.org/papers/w23218.pdf>



**Diane Bergeron, PhD**  
Associate Professor,  
Organizational Behavior



## Organizational Behavior

**Diane Bergeron, PhD**, associate professor, organizational behavior, presented with fellow faculty members and colleagues, “The other good soldiers: The underrepresentation of women’s citizenship behavior” at the Society for Industrial and Organizational Psychology (SIOP) in 2018 and “When and why is there a gender gap in research performance?” at the Academy of Management Annual Meeting in 2016. Bergeron’s research areas include job performance (with a focus on organizational citizenship behavior), work productivity and performance, organizational reward systems, career advancement differences between men and women and the importance of workplace listening.

Bergeron, Diane, Cooper, Melissa Ellen, Rochford, Kylie Christina, Society for Industrial and Org Psychology (SIOP) Conference, “The other good soldiers: The underrepresentation of women’s citizenship behavior,” SIOP, Chicago, IL. (April 2018).

Farzadnia, Sepideh (Author Only), Felps, Will, Bergeron, Diane, Kroezen, Jochem, Academy of Management Annual Meeting, “When and why is there a gender gap in research performance?” Academy of Management, Anaheim, CA. (August 2016).

## Guest Speakers on Global Social Responsibility and Sustainability

Weatherhead academic departments, faculty and the Fowler Center host guest lecturers, faculty forums, symposia and discussions on focused topics of interest, facilitating dialogue and critical thinking on management topics including global social responsibility and sustainability.



### Latin American Cacao Initiative guest speaker



In October 2017, the Fowler Center welcomed guest speaker Giovanni Ginatta, an experienced sustainability consultant who has worked closely with the UN Conference on Trade and Development and the Development Bank of Latin America. Ginatta coordinates the Latin American Cacao Initiative, which aims to engage 10 countries in implementing a sustainable value chain. He discussed his efforts as Executive Director of Ecuador's Biotrade Initiative, which focuses on business derived from local biodiversity. He noted that while the country's rich biodiversity remains a largely untapped resource, certain companies are exploring sustainable ways to capitalize on Ecuador's natural bounty.



**Jeffrey Hales**  
*Georgia Institute of Technology*

### Accountancy Faculty Forum guest lecturer

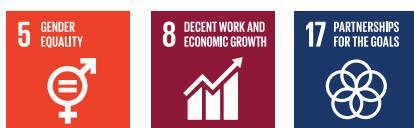


In March 2018, Weatherhead welcomed Jeffrey Hales, the Catherine W. and Edwin A. Wahlen, Jr. Professor of Accounting, Georgia Institute of Technology and Chair of the Sustainability Accounting Standards Board (SASB). Hales presented, "Curbing Earnings Management: Experimental Evidence on How Clawback Provisions and Board Monitoring Affect Managers' Use of Discretion" and met with Fowler Center staff and Fellows for a conversation on sustainability reporting.



**Lorraine Schuchart**  
*Prosper for Purpose*

### Business as an Agent of World Benefit and Certified B Corporations



In April 2018, the Fowler Center hosted a campus and community discussion with Lorraine Schuchart, founder of Prosper for Purpose, a Cleveland-based firm and one of 17 Ohio Certified B Corps. Schuchart shared her story of becoming a Certified B Corp and her vision for a thriving Northeast Ohio and many more Certified B Corps in the region. Participants engaged in a lively discussion about the B Corp movement and community, the path to becoming a Certified B Corp and the hope that businesses will soon be able to incorporate in Ohio as Registered B Corps.




Photo by: City of Cleveland Photo Bureau

Photo by: Alex Restanio

### Sustainable Cleveland 2019



Sustainable Cleveland 2019 (SC2019) is a 10-year initiative that engages everyone to work together to design and develop a thriving and resilient Cleveland that leverages its wealth of assets to build economic, social and environmental well-being for all. The initiative, founded by Mayor Frank G. Jackson and launched in 2009, is the plan to transform Cleveland into a “Green City on a Blue Lake” by 2019. Weatherhead professors David Cooperrider, PhD, and Ron Fry, PhD and the Fowler Center for Business as an Agent of World Benefit were invited by Mayor Jackson in 2008 to help co-design and lead the 10-year initiative, using Appreciative Inquiry to create change. Each year since 2009, the City hosts an SC2019 summit at which working groups form and are revitalized around topics and projects that continue after the summit ends. The Fowler Center is a facilitator of the annual summits, and Weatherhead faculty, staff and students participate in summit activities. Recent SC2019 keynote speakers were Gil Penalosa, founder and chair of 8 80 Cities & World Urban Parks (2016) and Mark Tercek, president and CEO of The Nature Conservancy (2017). Every year focuses on a key area, dubbed “Sustainable Cleveland Celebration Years:” 2016 was Sustainable Transportation and 2017 was Vibrant Green Space. The key area for 2018 is the Year of Vital Neighborhoods and the 2019 focus will be Engaged People. We look forward to the culmination of the Sustainable Cleveland 2019 initiative and the City of Cleveland’s plans as they set the stage for the future of this “Green City on a Blue Lake.”



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In addition to important work on the regional and national levels, our faculty also collaborate and present in diverse ways internationally.

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### **Weatherhead Faculty and Staff on the International Stage**

#### International Engagements:

- Michael Goldberg, assistant professor, design & innovation, has presented in venues from France and Slovenia to Tanzania to Indonesia, 2016-2018.
- Diana Bilimoria, PhD, KeyBank professor and chair and professor, organizational behavior, taught elements of her Women in Leadership course to female senior police officers for the United Nations Police (UNPOL) in Ethiopia, December 2017.
- Chris Laszlo, PhD, professor, organizational behavior has presented on the topics of sustainability and wellbeing in France, Brazil, and China, 2016-2018.
- David Cooperrider, PhD, Distinguished University Professor; Char and Chuck Fowler Professor for Business as an Agent of World Benefit; Fairmount Santrol-David L. Cooperrider Professor in Appreciative Inquiry; professor, organizational behavior gave a keynote titled “A Flourishing Earth as Positive Psychology’s Macro Agenda” at the 2017 Fifth World Congress on Positive Psychology in Montreal, Canada.
- David Cooperrider also gave the keynote, “How the Appreciative Inquiry Summit Makes the Stakeholder Theory of the Firm Come Alive” at the 2018 Corporate Research Forum (CRF) in Europe, at which 140 corporations attended.

#### Engagements within the US:

- David Cooperrider participates on the Ethics Alliance of the CWRU Inamori Center for Ethics and Excellence and, in 2017, gave a keynote at the Wharton School, University of Pennsylvania titled, “The Positive Psychology of Sustainable Enterprise.”
- Rob Widing, PhD, former Weatherhead dean; Chris Laszlo, PhD, former Fowler Center faculty executive director; and Claire Sommer, Fowler Center director of AIM2Flourish presented on behalf of Weatherhead, the Fowler Center, and the Fowler Center’s initiative AIM2Flourish at the PRME Global Forum in New York City, July 2017.
- Rob Widing, Claire Sommer and Katherine Gullett, Fowler Center senior director, participated in the Globally Responsible Leadership Initiative’s Deans and Directors Cohort meeting in Guelph, Ontario, Canada in October 2017.
- Claire Sommer also participated in the PRME Regional Meeting North America in Guelph, Ontario, Canada, October 2017.

## PRME SIP Conclusion

Weatherhead's commitment to the Principles for Responsible Management Education (PRME) enhances the fulfillment of our school's mission to develop "transformational ideas and outstanding leaders for the advancement of business and society." Our learning environments, including curriculum, sustainability and social innovation, research and integrated field work, promote a culture that nurtures new ideas and meaningful service to society. Through research, innovative techniques and dialogue on critical issues, our students learn to think in terms of systems and gain the resources to be globally responsible leaders. A defining asset of Weatherhead, the Fowler Center for Business as an Agent of World Benefit contributes to the development of current and future leaders through its purpose: "A world where business can excel, human beings can flourish and nature can thrive."

As Weatherhead continues its mission, we strive to broaden and deepen the opportunities for our students to engage with business leaders around the challenges of social and environmental responsibility. Weatherhead will continue to be recognized and respected, locally and globally, for its research of enduring consequence. Weatherhead will progress in the implementation, within our institution, of the Principles for Responsible Management Education as we provide students with the resources and skills needed to be future generators of sustainable value for business and society.

**Thank you for taking the time to learn about the Weatherhead School of Management and our practices in support of PRME. Please stay in touch.**

### **Weatherhead School of Management**

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### **Fowler Center for Business as an Agent of World Benefit**

[Facebook](#) | [Twitter](#)

### **AIM2Flourish**

[Facebook](#) | [Twitter](#)



WEATHERHEAD  
SCHOOL OF MANAGEMENT  
CASE WESTERN RESERVE  
UNIVERSITY

## The Ten Principles of the UN Global Compact

Corporate sustainability starts with a company's value system and a principles-based approach to doing business. This means operating in ways that, at a minimum, meet fundamental responsibilities in the areas of human rights, labour, environment and anti-corruption. Responsible businesses enact the same values and principles wherever they have a presence, and know that good practices in one area do not offset harm in another. By incorporating the Ten Principles of the UN Global Compact into strategies, policies and procedures, and establishing a culture of integrity, companies are not only upholding their basic responsibilities to people and planet, but also setting the stage for long-term success.

The United Nations Global Compact recognizes that academic institutions play an important role in shaping future business leaders and educating them about responsible management, sustainable management and leadership.

Case Western Reserve University is a signatory to the UN Global Compact. As a member of the University, the Weatherhead School of Management supports the UN Global Compact principles of Human Rights, Labor, the Environment, and Anti-Corruption. Our University's core values are academic excellence and impact, inclusiveness and diversity, integrity and transparency, and effective stewardship.

The Ten Principles of the UN Global Compact, as outlined on the organization's website, are as follows:

### Human Rights

**Principle 1:** Businesses should support and respect the protection of internationally proclaimed human rights; and

**Principle 2:** make sure that they are not complicit in human rights abuses.

### Labour

**Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

**Principle 4:** the elimination of all forms of forced and compulsory labour;

**Principle 5:** the effective abolition of child labour; and

**Principle 6:** the elimination of discrimination in respect of employment and occupation.

### Environment

**Principle 7:** Businesses should support a precautionary approach to environmental challenges;

**Principle 8:** undertake initiatives to promote greater environmental responsibility; and

**Principle 9:** encourage the development and diffusion of environmentally friendly technologies.

### Anti-Corruption

**Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery.

## APPENDIX A COURSES

### Undergraduate Course Offerings



ACCT 301	Corporate Reporting II	Values
<p>This course includes a learning objective relating to ethics "Display awareness of the ethical dimensions of the profession by applying a structured approach to analyzing ethical dilemmas"</p> <p>Students analyze five short ethical cases relating to financial reporting, students prepare a 1,000 word research paper about how the profession of accountancy addresses ethics, and there is an extra-credit opportunity to write reflections on three "Ethics Unwrapped" videos.</p>		
MGMT 315/501	International Institute	Method
<p>The course provides undergraduate students with a unique overseas visitation, language orientation, and management subject experiences during periods such as Spring Break, or during interims immediately following the end of the semester. Opportunities for diverse cultural and language experiences which result from the institute are added benefits of these programs.</p>		
MGMT 201	Contemporary Business Communications	Purpose, Method
<p>Students will be introduced to each of the functional areas of business. The course is designed to help students appreciate the interrelationship of these business functions and, more generally, the role and context of business in society. Other topics considered include: the economic and legal environment of business, the globalization of markets, workforce diversity, leadership and entrepreneurship. To convey course content, lectures, in-class discussions, exercises, simulations, and guest speakers are used. Weekly discussions and a high level of student interaction amplify on class materials and concepts by focusing on contemporary issues of actual businesses.</p>		
MGMT 398	Action Learning	Method
<p>This is an experiential course built around consulting projects in local organizations. Each project is focused on solving a business problem or pursuing a business opportunity. Each student will work in a team to analyze the current situation and identify related problems/opportunities, conduct research, analyze findings, creatively envision alternatives, and recommend an appropriate course of action and next steps. Throughout the semester students will receive instruction and coaching on the problem solving approach used in the course.</p>		
ECON 332	Economic Analysis of Labor Markets	Purpose
<p>We will take a comprehensive look at labor markets in the U.S. and other advanced countries and examine related social policy issues. This will include the effect of unions on wages, the underpinnings of the income distribution of the U.S., issues of poverty and welfare, discrimination and wage differential by gender and race, the relationship between work and family, education as a determinant of wages, and the way firms use wage and employment practices to motivate their employees to work productively. What makes labor economics special is that the commodity we examine is human labor, something that is central to the organization of our lives and the functioning of the economy.</p>		
ECON 350	Urban Economics: Israel	Method
<p>The goal of this course is to develop a deep understanding of core issues in regional and urban economics. Israel, by dint of its unique history and geo-political environment, provides a fascinating case study on the impact of refugees and immigration, urban planning and governance, security concerns, inequities and discrimination, labor force participation, poverty, environmentalism, and regional cooperation. This course provides a learning experience about these topics both via classroom time at Israeli universities and through visits to carefully chosen sites throughout the country.</p>		
ECON 375	Economics of Developing Countries	Purpose
<p>The term "developing country" is often defined as a country that exhibits low per capita income, high poverty level, low level of industrialization, or low life expectancy. In terms of size, the developing countries make up at least three-fourth of the world population. Low economic growth, high unemployment, or high poverty rates also exist in many developed countries, the differences lie not in the types of problems but in the causes of these problems. In addition, differences in the kind of institutions that prevail in developing countries also lead to different policy prescriptions. Among developing countries, differences in historical experience, cultural practices, political institutions and economic conditions are also enormous. Illustrations and explanations of those differences are provided from a wide range of developing countries.</p>		
ECON 368	Environmental Economics	Purpose
<p>The objective of this class is to apply the tools of a typical introductory or intermediate microeconomics course to topics involving the natural environment. Topics that will be covered in this class include: Market failure in the case of externalities and public goods provision, Management of renewable resources, Cost-effective pollution control, and Energy use and global climate change. Perhaps the most exciting part of this course is that we will take tools from the classroom and apply them to ongoing environmental questions. Lectures will include guest presentations from professionals who are actively working on environmental challenges.</p>		
ORBH 370	Women and Men in Organizations	Purpose
<p>The purpose of this course is to prepare students to succeed in the workforce by understanding and exploring the opportunities and challenges of work across the lifespan and developing necessary skills to be effective. The course broadens understanding of gender dynamics and gendered structures in the workplace, intersections of gender with other identities, and the leadership and managerial issues affecting women and men in work organizations. The course helps students create a personal framework for how to develop a successful, happy and integrated work life in the global economy.</p>		
ORBH 391	Leadership in Diversity and Inclusion	Purpose
<p>This course addresses workforce diversity issues from individual, group, and organizational perspectives. The focus is on innovative ways of utilizing today's culturally expanding workforce. Emphasis is on the "what and how" for managers in developing a corporate culture that embraces diversity, helping them in learning to work with, supervise and tap the talent of diverse employees within their organizations. Included are methods for modifying systems to attract, retain, develop, and capitalize on benefits of the new workforce demographics.</p>		



Undergraduate Seminar Approach to General Education and Scholarship (SAGES) Course Offerings



- FSSO 128**                                  Movers and Shakers: Leadership                                  Purpose  
 This seminar is about understanding what enables people to make a generative impact on the world. Students will explore the socio-emotional and motivational characteristics of effective leaders and their ability to create positive change. Students will also be encouraged to develop their own theories of leadership and to explore their personal approaches to making a difference. Seminar sessions will feature assigned readings on leaders and change agents, class discussion on what drives movers and shakers, and individual and group presentations on class members' emergent leadership perspectives.
- FSSO 143**                                  Living with and Making Decisions Concerning Injustice                                  Purpose  
 In this course we will examine the topic of living with and making decisions concerning injustice using, as an example, the specific injustice of slavery, examining the lives and decisions of both a famous slaveholder and two not-so-famous slaves; and learning from their lives and decisions how we might, ourselves, live with and make decisions concerning injustices we face in our lives.
- MGMT 395**                                  Sustainability and Net Positive Impact                                  Purpose  
 Sustainable development can be a source of innovation and competitive advantage, while also helping to address social issues like poverty, human rights violations, and quality of life, as well as environmental issues like climate change, pollution, and resource scarcity. This seminar is meant to provide a foundation in understanding sustainability and sustainable value. We will also discuss our own roles in practicing sustainability, and contributing to our environment and society in a positive way. This class will provide an opportunity to understand the role of an individual and a business leader in helping an organization practice sustainability and create a net positive impact.
- MGMT 395**                                  Social Justice Leadership                                  Purpose  
 Students will read about and critically assess the characteristics and behaviors that enabled nine social justice leaders to create lasting change. The aim of this analysis is to discover how these social justice leaders developed the capacity to move complex change in difficult circumstances, and what business and organizational members can learn or borrow from social justice research, theory, and practice. Students will also reflect on their personal passions and outlooks on social justice.
- USNA 2881**                                  Beyond Silicon Valley                                  Method  
 Most markets around the world do not look like Silicon Valley and they never will. But there are other models to support new businesses. In transitioning markets (where entrepreneurs do not have much access to private sector financing), government officials, donors, and business leaders are experimenting with creative approaches to support the growth of entrepreneurs. Cleveland is one such place exploring innovative approaches to support new businesses. How does Cleveland's approach differ from approaches elsewhere around the world? In an unusual twist for a SAGES seminar, the regular classroom discussions will be complemented by enrollment in a massive open online course (MOOC) developed for CWRU. The MOOC is called "Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies" and examines the Cleveland case study in depth. Students will explore how communities around the world support entrepreneurship and learn about the rapidly developing field of online learning and MOOCs.
- USSO 286L**                                  Exploring Non-profit Organizations                                  Purpose  
 Students will explore the importance and significant roles non-profit organizations play in our society. The class will learn how non-profits are organized and regulated, as well as the importance of the organization's mission in determining the impact of the non-profit organization in the community. Additionally, the students will learn how non-profits are funded and how these organizations maintain their financial stability and sustainability in the community. These goals will be accomplished through group analysis of non-profit organizational principles, and investigation of existing non-profit organizations.
- USSO 289C**                                  Purpose  
 Ethics for the Real World: Developing a Code of Ethics to Guide Decisions in Work and Life  
 In this course, we look to religion, spiritual teaching and cultural upbringing to understand sources of personal values and standards of behavior that might help structure one's life in the midst of difficult contexts. One way we consider this is through practical exercises including development of your own personal code of ethics, an iterative process designed to help you articulate the principles of your own moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work.
- USSO 290T**                                  Making: Innovation, Work and Competition                                  Method  
 Manufacturing has been an important source of economic growth and innovation. In many countries, it has helped create a middle class by providing both well-paying jobs and cheap goods. In recent decades, however, manufacturing has declined in the US. In this seminar, we will address this and other questions both practically and theoretically. In addition to reading engineering, historical and literary depictions of manufacturing, we will visit factories and speak with leaders from industry, labor, and government. We will also consider broader economic policy questions by reading the works of prominent economists and political scientists.
- USSY 288R**                                  Values  
 Cultural and Ethical Issues in American-Chinese Business Relations  
 The American and Chinese economies are the two biggest economies in the world. Key questions we will investigate are: 1. In what ways are the two business systems similar and different? 2. What is the nature of Chinese social relations? How do they differ from American social relations? What effect do they have on business? 3. What is the nature of the Chinese political system? What impact does it have on business in China? 4. How do American business people negotiate the Chinese business system?

## Graduate Course Offerings



HSMC/MPHP 436	Health Policy and Management Decisions	Method
This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager.		
DESN 440	Disruptive Business Models	Method
This course will explore the design of business models that disrupt traditional or established business patterns. With the shift toward services and human interactions as the foundation of many new companies, this course will focus on methods of inventing and developing business models that use digital technology, information, and service concepts to meet new needs in areas of retail, medical care, and other areas of business opportunity.		
EMBA 449	Contemporary Issues in Management	Method
This course is intended to address the contemporary issues in management to be decided by faculty and student interest. Topics evolve as the global business climate changes.		
MGMT 458	International Institute	Method
The International Institute involves semester-long study of a particular region, followed by a class trip to an area within that region. The preparatory coursework varies depending on the region selected for that particular semester; however, it typically consists of research about cultural, financial, political, and economic topics. The trip consists of daily research meeting with organizations within the region being studied. Upon return, a summary exercise is required to complete the coursework. The class trip is a mandatory component of the course.		
MGMT 460	Managing in a Global Economy: Tanzania	Method
Managers need new skills to enable them to manage effectively in what is increasingly a global economy. They need a deeper understanding of cultural differences and how these differences may influence communications with foreign employers, employees, customers, suppliers or partners. They need a better understanding of the economic and political mechanics of the world business system. They need to learn how to find out more about potential opportunities and threats that lie outside the United States. This course is designed to address these needs.		
MGMT 464	Business Ethics	Values, Method
This course is built around two core learning tracks. The first is extended analyses of case studies, which identifies ethical problems, diagnoses import, and develops strategic programs to address them. The second learning track uses short pieces of fiction to explore issues of ethical character, leadership, and organizational responsibility. Each student keeps an ethics journal over the course of the semester to reflect on ethical issues, both inside and outside the classroom. In addition, small student groups are formed to write case studies focusing on a business ethics problem.		
MGMT 465	Perspectives in European Management	Method
The European Institute provides an introduction to international business through a unique combination of class meetings and an excursion to Europe. While in Europe, students meet with local business people, consulate officials, and university professors to learn the prerequisites for doing business in the region. The trip features site visits to local companies.		
MGMT 495A/B	AMES Business Models	Method
This is an experiential 2nd year MBA course built around the challenge of developing a business model for a company or organization. Students will have the opportunity to work in teams on three distinct projects across two semesters. The first project will involve helping develop the core business model for a start-up company or a newly commercialized technology coming out of CWRU. The second project will focus on business models for existing product lines within mature companies (small, medium or large enterprises). The third project will involve the business model of a company located outside of the United States.		
MGMT 497	Action Learning Project	Method
This course allows teams of students to integrate functional, core knowledge and apply analysis and strategic management skills in a real-world setting. Students will be evaluated by the instructor and the project managers at the client organizations.		
OPMT 420	Six Sigma and Quality Management	Method
In this course, we study the details of the five steps in the Six Sigma process. Once the Six Sigma process and its various components are understood, we study quality management including quality control, quality planning, quality improvement, strategic quality management, and quality strategy. A major requirement of the course is an action learning component in which the students are assigned in groups to work on unpaid real projects of Six Sigma in local industries. Students meeting the required standards of performance will earn a Green Belt Certification in Six Sigma and Quality Management from the Weatherhead School of Management.		
EMBA 478 A/B	Leading Design in Organizations	Method
This course explores the ideas and methods of design as a new approach to management practice. It is a studio course as well as a seminar, designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student's organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking.		
EMBA 475	International Tour	Method
This course is designed to present first-hand issues in international management. It accomplishes this by means of readings, a written assignment and, most importantly, an international trip designed to witness different management cultures, styles and environments for business in the international community. Faculty responsibility rests with the Faculty Director of the E.M.B.A. Program as well as a "Resident -Faculty" specific to each field trip. Such faculty are drawn from the Weatherhead community and vary by the design and destination of the trip.		
MBAC 515	Leading People & Organizations	Method
In this course, students will learn and engage in a process of personal development and growth. This will include receiving feedback by engaging in a 360-feedback session, and receiving individual coaching that culminates in a personal vision statement and development plan. Students will also gain a better understanding of working in a team by learning about group and team dynamics. In order to be better managers and more effective leaders, they will also gain a better understanding of working in a team by learning about group and team dynamics. They will study various aspects of organizational life such as culture; motivation and reward systems; power, politics and influence; and social capital and social networks. A variety of methods, including self-assessments, experiential and interactive activities, case studies, and other types of media are used to study these topics. Students are encouraged to reflect on their experiences throughout the course.		

MBAC 520A	Sustainability for Business Advantage	Values, Method
Students are introduced to sustainability, which creates a foundational platform featuring key models and managerial tools for building sustainable value and turning the social and global issues of our day into business opportunities.		
MBAC 520B	Design Thinking in Management	Method
Students are introduced to Design, which is giving form to an idea to conceive of a more desirable product, service, process or organization and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firm's operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization's plans and strategies. It combines analysis and synthesis in ways that are integrative and inventive, and through it managers create opportunities and means of attaining them.		
MBAP 401	Leadership Assessment and Development	Method
This course is designed to increase competitive attractiveness in the marketplace and maximize the added value of the M.B.A. program. The objective of the course is to have students learn a method for assessing and developing in themselves the knowledge and abilities relevant to management throughout their careers. This is accomplished by helping students develop an individualized learning plan to enhance their level of knowledge in 11 fields and 22 abilities. Students engage in a number of assessment activities, then receive feedback and interpret it.		
MBAP 409	Sustainability and Social Entrepreneurship	Values, Method
This course creates a foundational platform featuring key models and managerial tools for building sustainable value and "turning the social and global issues of our day into business opportunities." Case studies of leading mainstream companies are used to analyze how business value is created for a range of social and environmental initiatives. Students will look at sustainability business strategies that reduce risks, drive down costs, create new revenue streams, serve new markets, and position companies to take advantage of changing societal expectations. Environmental issues such as climate change are covered along with social issues such as global poverty. Students acquire the competencies required to make effective business decisions based on integrating sustainability into the core of a company's value added activities.		
MBAP 411	Identifying Design Opportunities	Method
HSMC 411	Identifying Design Opportunities	Method
Designing is giving form to an idea for a more desirable product, service, process or organization, and refining the idea into something that can be delivered reliably and efficiently. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to create exceptional value. A major outcome of the semester's inquiry is a presentation of the design problem and proposed design solution.		
EMBA 441	Leading Change: Self	Method
The primary objective of Leading Change: The Self is to learn a method for assessing your knowledge, abilities, values, and interests relevant to leadership and executive management so that you will be able to develop and implement a plan for enhancing your leadership and executive capability throughout your career and life. The enabling objectives are: (a) To systematically identify your current and desired capability (i.e., knowledge, abilities, values, and interests); (b) To develop an individualized learning agenda and plan for the next 3-5 years; and (c) To explore techniques to assist others in doing the same.		
MPOD 418	Flourishing Enterprise	Values
Global issues such as climate change and food security, as well as heightened expectations for personal health and well-being in the workplace, are introducing greater levels of complexity into business strategy and operations, with far-reaching implications for consumer satisfaction and employee engagement. Effective handling of these issues can lead to new sources of revenue generation and cost efficiency, as well as reputational value, while failure to do so can lead to financial and competitive risk		
MPOD 435	Appreciative Inquiry Practicum	Method, Partnership
This course develops participants' consultative skills. Competence in role entry and development, data collection, intervention and evaluation is gained through class exercises and field projects. The focus is on developing a problem-centered approach to intervening in organizations that minimizes reliance on programmed techniques and maximizes collaborative innovation and learning between client and consultant. Student teams use AI interventions to improve quality of work, work-life balance, decent work, and positive institutions such as LGBT Center of Cleveland, Lakewood Fire Department, Nestle, Dinesol, University Tees, Shoes & Clothes for Kids, The Gestalt Institute of Cleveland, ArcelorMittal, Cleveland Clinic, Cuyahoga County Public Library.		
MPOD 498	Global Citizenship and Multi-cultural OD	Method, Values
This course will broaden perspectives and knowledge of how OD principles and technologies are generated and applied in contexts and cultures outside of North America. Selected literature representing global perspectives on the practice of OD and field experiences will provide support and background for personal experience and reflection on cross-cultural issues in organizing. The primary learning context will be an intense, 10-day study tour to some country outside of North America to provide the participants with opportunities for: 1) comparative studies of OD practices in different cultural settings; 2) in-depth experiences with OD practitioners and students in a different national, regional and cultural context; 3) co-inquiry with non-North American students also involved in developing OD knowledge and skills; and 4) on-site organization visits outside of North America to observe and learn about on-going dynamic change efforts.		
ORBH 430		Purpose
Quantum Leadership: Creating Value for You, Business and the World The course is designed around the idea that individuals and organizations can leverage leadership based on a range of mindfulness practices - leading to a new consciousness of connectedness - to create more fulfilling, meaningful, and flourishing outcomes. Through this course, students will have the opportunity to utilize mindfulness practices through an action learning process that will allow them to experience greater personal flourishing and wellbeing, with a greater connection to self, others and nature. The most exciting aspect of this class will be encouraging students to see themselves as positive change agents, with the ability to enact positive impacts on our environment and society, through living their most fulfilling and flourishing selves.		
ORBH 460	Women in Organizations	Purpose
The course provides complex understandings of issues pertinent to professional women and work such as sex role typing, sex-based discrimination, equal pay, sexual harassment, work-family balance, women's leadership and women's career issues and development. The course helps students to increase self-knowledge about their own values and practices as well as enhance their capabilities as leaders and managers. We will examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work settings, as well as the interpersonal, organizational, and societal structures and processes impacting women in organizations. Through a variety of course methods, students gain greater awareness of the gendered nature of work and organizations and learn effective strategies for women's career progress and effective participation in organizations.		

## Doctoral Course Offerings



EDMP 672

Flourishing Enterprise

Values

This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course presentations, books, dialogues, and interview projects are organized around three themes: (1) the state of the world and the economics possibilities of our time, (2) the business case for understanding business as an agent of world benefit—how business performance can profit from current and future advances in sustainable design and social entrepreneurship; and (3) tools for becoming a change leader—including the methods of Appreciative Inquiry and new insights about “strength-based” change emerging from the science of human strengths. The overarching aim is to provide a powerful introduction to the many facets of sustainable value creation as a complete managerial approach.

EDMP 680

Conflict/Cooperation in Global Arena

Method

The global arena is described by some as a realm of perpetual conflict. Others argue that given the right institutions and incentives, international actors can find ways to achieve cooperation, peace and increased global prosperity. Still others suggest that the international political and economic arena is “what you make of it”—emphasizing the role of norms, identities and ideas in shaping international outcomes. This course will examine both theoretical and policy perspectives regarding the question of international conflict and cooperation, with a specific emphasis on drawing on insights from collective action theory and international relations scholarship.

EDMP 613

Leading Change

Purpose

Change is an enigma and yet sustained, desirable change (SDC) drives adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: What is the process of sustained, desirable change? and What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Leadership and its development will be examined by studying a number of topics and applying them to three major case studies: (1) yourself; (2) practice coaching with compassion; and (3) a major change project. This course will explore questions, such as: Who are effective leaders? How do they think and act? What makes us want to follow them? How are leaders developed? What is the role of emotional and social intelligence? How does a leader’s mind, body, heart, and spirit affect their performance?

MGMT 640

Social Ethics: Contemporary Issues

Values

The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy’s question, “How then shall we live?” The course does not seek to provide answers to the great questions of life. Rather, it tries to expand each student’s capacity to grapple with such questions.

ORBH 523

Design for Sustainable Value

Purpose

The relationship between business and society—and the search for mutually beneficial advances between industry and the world’s most pressing global issue—has become one of the defining issues of the 21st century. Throughout the world, immense entrepreneurial energy is finding expression, energy whose converging force is in direct proportion to the turbulence, crises, and the call of our times. Factories and buildings are being designed in ways that, surprisingly, give back more clean energy to the world than they use. Bottom-of-the-pyramid strategies and micro-enterprise models are demonstrating how business can eradicate poverty through profitability. Companies are designing products that leave behind no waste—only “food” that becomes input into their biological or technological cycles. And macrowikinomics—everything from telepresence to megacommunity—is rebooting our capacity for human cooperation and global action.

ORBH 565

Research in Gender and Diversity

Research

This course will provide a full range of feminist research methods exploring relationships between feminism and methodology involving a plurality of perspectives for conducting research and creating knowledge with an emphasis on collecting and interpreting qualitative materials. Particular attention is paid to understanding gender and diversity related phenomena that occur in the workplace. Classic feminist research from a variety of historical, societal, economic, interpersonal and organizational paradigms are incorporated.

## APPENDIX B PRESENTATIONS



### *Department of Banking and Finance*

Gupta, Anurag, ARPA-E Workshop, “Enhancing Capital Flow into Early Stage Energy Technologies,” US Department of Energy, Denver, CO. (January 2017).

Silvers, JB, Cleveland Clinic Advanced Payer Summit – the Future of High Deductible Plans and Consumer Incentives, Panel Moderator, Cleveland, OH. (October 2017).

Silvers, JB; Berg, Jessica, “Unraveling the Affordable Care Act,” Weatherhead NYC Alumni Reception, New York, NY. (March 2018).

### *Department of Design & Innovation*

Goldberg, Michael, Blue Economy Innovation: Emerging Technologies in Renewable Energy, Marine Robotics and Biotechnology, “Why Entrepreneurship and Innovation Matters?,” ProtoAtlantic, Las Palmas, Canary Islands, Spain. (June 2018).

Goldberg, Michael, Canary Islands: Building Remote Entrepreneurial Ecosystems, “Beyond Silicon Valley,” University of La Laguna, Tenerife, Canary Islands, Spain. (June 2018).

Goldberg, Michael, Beyond Silicon Valley Presentation, “Beyond Silicon Valley: Sharing Ideas About Growing Entrepreneurship Between Cleveland and Tanzania,” US Embassy, Tanzania; University of Dar es Salaam, Dar es Salaam, Tanzania. (January 2018).

Goldberg, Michael, Hello Tomorrow Global Summit, “Women in Science and Entrepreneurship,” Hello Tomorrow, Paris, France. (October 2017).

Goldberg, Michael, Beyond Silicon Valley Presentation, “Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies,” US Embassy, Slovenia; AmCham Business Leaders Club Lunch, Ljubljana, Slovenia. (June 2017).

Goldberg, Michael, Beyond Silicon Valley Presentation, “Cleveland’s Experience: Supporting Entrepreneurship in a Post-Industrial City,” US Embassy, France; University of Lyon, France. (October 2016).

Hartz, Dale E, Cola, Philip A., ARNOVA, “A Longitudinal Study of Human Transformation: From Homeless to Social Entrepreneur,” Association for Research on Nonprofit Organizations and Voluntary Action, Washington DC. (November 2016).

### *Department of Economics*

Prina, Silvia, Carrera, Mariana, Guest lecture, “The Effects of Health Risk Assessments on Cafeteria Purchases: Do New Information and Health Training Matter?,” University of Southern California – Center for Economic and Social Research (CESR), Los Angeles, CA. (January 2017).

Carrera, Mariana, Advances in Field Experiments, “The Structure of Health Incentives: Evidence from a Field Experiment,” University of Chicago, Chicago, IL. (September 2016).

Gallagher, Justin, Political Science Research Lunch, “School Lunch Quality and Academic Performance,” Political Science Department, Case Western Reserve University, Cleveland, OH. (September 2017).

Gallagher, Justin, Economics Department Research Brownbag (LESS), “School Lunch Quality and Academic Performance,” Economics Department, CWRU, Cleveland, OH. (March 2017).

Gallagher, Justin, National Bureau of Economic Research Education and Children “School Lunch Quality and Academic Performance,” NBER, Chicago, IL. (March 2017).

Dubin, Robin A (Presenter & Author), Midwest Economic Association Annual Meeting, “Saving Our Older Cities,” Midwest Economic Association, Cincinnati, OH. (April 2017).

Dubin, Robin A (Presenter & Author), European Regional Science Association Congress 2016, “Saving Older US Cities,” European Regional Science Association, Vienna, Austria. (August 2016).

Prina, Silvia, Guest lecture, “Banking the Poor via Savings Accounts: Evidence from a Field Experiment,” American University, Washington, DC. (January 2017).

### *Department of Organizational Behavior*

Bergeron, Diane, Cooper, Melissa Ellen, Rochford, Kylie Christina, Society for Industrial and Organizational Psychology (SIOP) Conference, “The other good soldiers: The underrepresentation of women’s citizenship behavior,” SIOP, Chicago, IL. (April 2018).

Bergeron, Diane, Cleveland Women in Science and Medicine Discussion Series, “Women, leadership and untangling the double bind: Minutiae matters,” Cleveland Women in Science and Medicine Discussion Series, Cleveland Museum of Natural History, Cleveland, OH. (February 2018).

Farzadnia, Sepideh (Author Only), Felps, Will, Bergeron, Diane, Kroezen, Jochem, Academy of Management Annual Meeting, “When and why is there a gender gap in research performance?,” Academy of Management, Anaheim, CA. (August 2016).

Van Oosten, Ellen B, Bilimoria, Diana, Buse, Kathleen R., Women of Power Conference, “The Power of Positive Emotion,” Raquel Eatmon, Cleveland, OH. (March 2018).

Sugiyama, Keimei, Bulger, Morgan Alexandra, Bilimoria, Diana, Abe, Frank, National Security, National Origin, and the Constitution: 75 Years After Executive Order 9066 Law Symposium, “I Am Me as a Part of We: A Legacy of Significance for Inclusion,” Case Western Reserve University, Cleveland, OH. (November 2017).

Bilimoria, Diana, Academy of Management Annual Meeting, “Initiating Change through Breaking Rules at the Interface,” Academy of Management, Atlanta, GA. (August 2017).

Jaks, Queen Victoria, Bilimoria, Diana, AGEP National Forum, “The Underrepresented Minority Experience: An Exploratory Study of Doctoral Students in STEM,” Council of Graduate Schools Funded by the National Science Foundation, Washington, D.C. (February 2017).

Sugiyama, Keimei, Bilimoria, Diana, Academy of Management Annual Meeting, "Distinction and integration: How identity processes and workspaces influence outcomes of diversity," Managerial and Organization Cognition Division, Academy of Management, Atlanta, GA. (August 2017).

Bilimoria, Diana, Singer, Lynn T, STEM Gender Equality Congress, "Achieving STEM Gender Equity through University Culture Transformation: Insights from the IDEAL and IDEAL-N Projects," Science Impact Ltd., Berlin, Germany. (June 2017).

Archibold, Estelle, Jané, Sophie Elizabeth, Bilimoria, Diana, Academy of Management Annual Meeting, "Self-Confidence and Self-Efficacy: Conceptualization, Measurement and Practical Relevance," Academy of Management, Atlanta, GA. (August 2017).

Jané, Sophie Elizabeth, Bilimoria, Diana, Academy of Management Annual Meeting, "Self-Confidence: Themes and Aggregate Dimensions of the Construct from a Massive Online Open Course," Academy of Management, Atlanta, GA. (August 2017).

Jané, Sophie Elizabeth, Van Esch, Chantal, Bilimoria, Diana, Southern Management Association Meeting, "The Risky Business of Studying Risk in Business: A Interdisciplinary Review," Southern Management Association, Charlotte, NC. (October 2016).

Sugiyama, Keimei, Jané, Sophie, Bilimoria, Diana, Academy of Management Annual Meeting, "Doing more harm than good? Communicating the gender confidence gap," Academy of Management, Anaheim, CA. (August 2016).

Wei, Hongguo, Zhu, Jinqiang, Li, Hai, Bilimoria, Diana, Academy of Management Conference, "More Family Involvement, Less Job Satisfaction?: A Cross-Level Examination," Academy of Management, Anaheim, CA. (August 2016).

Bilimoria, Diana, Academy of Management Annual Meeting, "Organizational Meaningfulness and Women's Leadership," All-Academy Theme PDW Presentation, Academy of Management, Anaheim, CA. (August 2016).

Van Esch, Chantal, Jané, Sophie Elizabeth, Bilimoria, Diana, Academy of Management Annual Meeting, "Think Management Faculty – Think Male? Understanding Gendered Perceptions of Management Faculty from a Student Rater Perspective. Symposium," Academy of Management, Anaheim, CA. (August 2016).

Bilimoria, Diana, Academy of Management Annual Meeting, "When Will They Realize the Truth: Identifying and Overcoming Impostor Phenomenon in Academia," Academy of Management, Anaheim, CA. (August 2016).

Yao, Ting, Post, Corinne, Bilimoria, Diana, Academy of Management Annual Meeting, "Board Power Plays: Directors' Informal and Formal Power Predict Female Top Management Teams Representation," Academy of Management, Atlanta, GA. (August 2017).

Bilimoria, Diana and Jané, Sophie. Academy of Management Annual Meeting, Measuring Diversity and Inclusion in Institutions of Higher Education: Developing a Gender Equity Index. Paper presented at symposium, "Theory and Research on Diversity and Inclusion at the Organizational Level of Analysis," Academy of Management, Atlanta, GA. (August 2017).

Case, Susan S (Presenter & Author), Goosby Smith, Jaye (Presenter Only), Association for Business Simulation and Experiential (ABSEL), "Co-Creating Globally Inclusive Learning Communities," ABSEL, Myrtle Beach, SC. (March 2017).

Stoner, James (Presenter Only), Case, Susan S (Presenter & Author), Laszlo, Chris (Presenter & Author), Pavez, Ignacio Andres (Presenter & Author), Van Esch, Chantal (Coordinator/Organizer), Academy of Management Annual Meeting, "Transformation through Inclusion: Business as an Agent of World Benefit," Academy of Management, Anaheim, CA. (August 2016).

Cooperrider, David L., Positive Organizational Scholarship, "Positive Institutions and How Building a Flourishing Earth Enables Flourishing Enterprise," Center for Positive Organizations, University of Michigan, Ann Arbor, MI. (October 2017).

Cooperrider, David L. (Presenter & Author), Relationship Based Healthcare Conference, "The Power of Appreciative Learning Cultures in Healthcare," RBC, Minneapolis, MN. (August 2017).

Laszlo, Chris, Clarke workshop, "Flourishing Enterprise: Creating Economic Prosperity, a Healthy Environment, and Human Wellbeing," Clarke, St. Charles, IL. (January 2017).

Laszlo, C. Keynote, "How can the business sector become a positive driver of human wellbeing?" O.E.C.D. Better Life Initiative. Paris, France. (February 2017).

Laszlo, C. "New Capital of Consciousness." Keynote. Sangha Grand Opening, Shanghai, China. (March 2017).

Laszlo, C. "Sustentabilidade para a Inovação e Valor [Sustainability for Value and Profit]," U.S. State Department Ambassadors Speaker Series, Belo Horizonte, Brazil. (April 2017).

Laszlo, Chris, Regenerative Capitalism, "New Consciousness in Business," REGEN Summit, Boulder, CO. (May 2017).

Laszlo, C. Keynote, "Quantum Leadership," REGEN Summit, Boulder, CO. (May 2017).

Laszlo, C. Keynote, "The role of the SDGs for Business and Business Education Based on the Flourishing Economy Paradigm." U.N. Principles for Responsible Management Education (PRME) Global Forum, New York City, NY. (July 2017).

Laszlo, Chris, Academy of Management Annual Meeting Symposium, "Toward a New Consciousness of Connectedness and Caring," Academy of Management, Atlanta, GA. (August 2017).

Laszlo, C. "Beyond Corporate Sustainability: How Leading Companies are Doing Well by Doing Good." Public Affairs discussion group at CWRU, Cleveland, OH. (September 2017).

## APPENDIX C PUBLICATIONS



### *Department of Accountancy*

Braun, K., Tietz, W. (2017). *Managerial Accounting, 5e* (5th edition ed., pp. 945). Upper Saddle River, NJ: Pearson Prentice Hall. [pearsonhighered.com](http://pearsonhighered.com).

King, T. (2018). Index Investors and the Return of Stewardship Accounting. *Research in Accounting Regulation*, 30(1), 26-30.

King, T. (2017). The Problem with Non-GAAP Earnings. *Strategic Finance Magazine*.

King, T. (2017). Learning from Ecology: Financial Reporting as a 'Commons'. *Research in Accounting Regulation*, 29(1), 75-78.

Flesher, D. L., Previts, G. J., Sharp, A. D. (2016). Antebellum Management Accountability at the Mobile & Ohio Railroad (1849- 1862). *Research on Professionalism and Ethics in Accounting*, 20(1st), 95-114.

### *Department of Design & Innovation*

Nambisan, S., Nambisan, P. (2017). How should organizations promote equitable distribution of benefits from technological innovation in health care? *AMA Journal of Ethics*, 19(11), 1106-1115.

### *Department of Economics*

Anderson, M. L., Gallagher, J., Ritchie, E. R. (2017). School Lunch Quality and Academic Performance. National Bureau of Economic Research (NBER) Working Paper. <http://www.nber.org/papers/w23218.pdf>

Anderson, M. L., Gallagher, J., Ritchie, E. R. (2017). How the quality of school lunch affects students' academic performance. The Brookings Institution. <https://www.brookings.edu/blog/brown-center-chalkboard/2017/05/03/how-the-quality-of-school-lunch-affects-students-academic-performance/>

Anderson, M. D., Gallagher, J. (2017). Do Healthy Lunches Improve Student Test Scores? The Atlantic. <https://www.theatlantic.com/education/archive/2017/03/do-healthy-lunches-improve-student-test-scores/520272/>

Helper, S., Krueger, T. (2016). Supply Chains and Equitable Growth, Washington Center for Equitable Growth Report, September 2016.

Kalil, A., Mogstad, M., Rege, M., Votruba, M. (2016). Father Presence and the Intergenerational Transmission of Educational Attainment. *Journal of Human Resources*, 51, 869-899. <http://jhr.uwpress.org/content/early/2015/11/20/jhr.51.4.1014-6678R.full.pdf+html?sid=309a7253-6620-4ecb-a710-d666b0b18ad7>

### *Department of Organizational Behavior*

You, J., Terjesen, S., Bilimoria, D. (2018). In Nkomo, Stella (Ed.), *Women in the Upper Echelons and on Boards of Directors of Corporations*. Oxford Research Encyclopedia of Business and Management, 1 – 47.

Bilimoria, D. (2017). Unconscious Gender Bias Still Obstructs Women in Manufacturing. *Industry Week*. <http://www.industryweek.com/workforce/unconscious-gender-bias-still-obstructs-women-manufacturing>

Van Esch, C., Assylkhan, K., Bilimoria, D. (2017). Using Organizational and Management Science Theories to Understand Women and Leadership. In Madsen, S.R. (Ed.), *Handbook of Research on Gender and Leadership*, 127-144. Northampton, MA: Edward Elgar Publishing.

McLaughlin, H., Sylvester, J., Bilimoria, D., Jane, S. E., Sealy, R., Peters, K., Möltner, H., Huse, M., Göke, J. (2017). Women in Power: Contributing Factors that Impact on Women in Organizations and Politics: Psychological Research and Best Practice. *Organizational Dynamics*. <https://doi.org/10.1016/j.orgdyn.2017.09.001>

Robinson, M. J., Van Esch, C., Bilimoria, D. (2017). Bringing Transgender Issues into Management Education. *Academy of Management Learning and Education*, 16(2), 300-313.

Philipsen, M., Case, S. S., Oetema-Paul, A., Sugiyama, K. (2017). Academic Womanhood Across Career Stages: A Work-in-Life Perspective on What Was, Is, and Could Be. *Community, Work, and Family*, 20(5), 623-644.

Case, S. S., Chavez, E. (2017). Educating Leaders of Tomorrow: The Development of Moral Character in Students. In A. Stachowicz-Stanusch & W. Amann (Ed.), *Fostering Sustainability by Management Education*, 75-102. Charlotte, NC: Information Age Publishing.

Case, S. S., Chavez, E. (2017). Guiding Lights for Morally Responsible Sustainability in Organizations: Revisiting Sacred Texts of Judaism, Christianity, and Islam. *Journal of Organizational Psychology*, 17(2), 35-49.

Cooperrider, D. L. (2017). Growing the Future Growers in the Garden of Positive Education. In Mathew A. White PhD, Gavin R. Slemp PsyD & A. Simon Murray (Eds.) (Ed.), *Future Directions in Well-being: Education, Organizations, and Policy*. Sydney: Springer.

Fry, R. (2017). An Appreciative Inquiry into Business as an Agent of World Benefit. *The Appreciative Inquiry Practitioner*, 19(2), 9-16. [aipractitioner.com](http://aipractitioner.com)

Van Oosten, E. B., Buse, K. R., Bilimoria, D. (2017). The Leadership Lab for Women: Advancing and Retaining Women in STEM through Professional Development. *Frontiers in Psychology*, 8(2138).