



FOWLER CENTER FOR  
BUSINESS AS AN AGENT  
OF WORLD BENEFIT

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UN Global Compact  
Communication on Engagement

September 30, 2021

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 helps propel business success and business as an agent of world benefit education through the belief that business is one of the most powerful and positive forces for advancing a better world. It's a center that challenges, at every turn, what might be called "the great trade-off illusion"—the myth that doing good is at odds with doing well. We believe that increasingly, it's exactly the opposite. Peter Drucker, one of our first advisors, said that he loved the phrase "business as an agent of world benefit" because of its opportunity focus. He was clear that every business exists to create value and advance a better society. He declared something that completely transcended the great trade-off illusion:

*"Every social and global issue of our day is a business opportunity in disguise... just waiting for the pragmatism of good business, its capacity for radical innovation and entrepreneurship and its management for results."*

The Fowler Center advances extraordinary business innovation and social entrepreneurship by turning the social and global issues of our day into business opportunities, much as Peter F. Drucker envisioned. The Fowler Center practices, researches, and supports initiatives based on whole-system design for advancing the 'how-to' of business as an agent of world benefit, and works with businesses, organizations, industries and economic regions to discover the power and promise of flourishing as an innovation engine for doing good and doing well. 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 2022.

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. Our Fifth Global Forum for Business as an Agent of World Benefit: The Great Leadership Reset will be hosted by the Fowler Center and Berrett-Koehler Publishers virtually from October 19<sup>th</sup>-28<sup>th</sup>, 2021. This earth friendly and digital format will allow participants to connect to Fortune 500 CEOs, world leaders, entrepreneurs, academic thought-leaders, young leaders, their networks, and engaging educators. When CK Prahalad spoke at our very first summit, he talked about the Global Forum as "an institute for tomorrow"—a forward-facing venue for companies wishing to be future—to prosper, model 21st century advantage, and be a transformational force for world benefit.

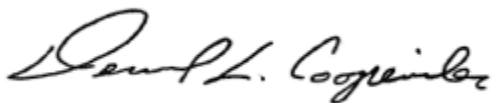
**AIM2Flourish** celebrates and catalyzes business innovation as part of a global learning challenge. We are inspiring the current and next generation of business leaders to build a better world by discovering new ways of doing business that are both profitable and uplifting for people in their communities. AIM2Flourish.com is the world's first higher-education experiential program utilizing the UN Global Goals for Sustainable Development to showcase business innovations that uplift humanity. Business students around the world at more than 100 institutions are using Appreciative Inquiry (strength-based interviews) interview techniques and the UN Global 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 the 17 best innovation stories that are helping the world reach prosperity. Since that time, the Flourish Prizes have been given annually and celebrated in a low-carbon, online, virtual celebration across social media platforms. The 2021 Flourish Prizes will be celebrated at our Fifth Global Forum with recorded conversations with the winning teams.

The Fowler Center is also excited about the release of David Cooperrider's newest book; **The Business of Building a Better World: The Leadership Revolution that is Changing Everything**. To be released in October 2021. This edited collection, featuring contributions by some of the world's most prominent thinkers on the future of business, is an interdisciplinary and international collaborative project to articulate a new 21st century theory of business. This book will be our greatest aid in meeting the organizational opportunities and ecological challenges of the future. Through the exploration of robust cases and stories packed with deep insight and vital science, twenty of the world's leading thinkers explore how we can adapt our current notions of value, markets, models of cooperation and collective action, and intergenerational concern to create a world where economies and businesses can excel, all people can thrive, and nature can flourish for future generations.

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" and last name "Cooperrider" clearly legible.

David L. Cooperrider, PhD

Distinguished University Professor,  
Char and Chuck Fowler Professor of Business as an Agent of World Benefit,  
Covia 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

**2020 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.



Having served as Dean of the Weatherhead School of Management at Case Western Reserve University for three years now, I am pleased to introduce Weatherhead's sixth report on progress made to promote and embed the six Principles for Responsible Management Education. I would also like to affirm Weatherhead's continuing commitment to these Principles, which are central to our research, teaching, as well as student and stakeholder engagement. We hope this report will serve as an integrated update of our progress on these principles, as well as our alignment with the UN's 17 Global Goals for Sustainable Development and the 10 Principles of the UN Global Compact.

Weatherhead's mission is to have "an enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future." Our vision is to be "a leader in data-driven, experiential and market-based management education and research. We leverage our strengths from Appreciative Inquiry to Artificial Intelligence (AI to AI), empowering our graduates to solve complex problems and lead thriving organizations that do well by doing good." This enables our graduates to embody technical proficiency as well as the intangible, essential skills required to be globally responsible leaders.

In an era of constant change, business management is rapidly becoming one of the most positive forces on our planet for building a better world. Students at all program levels within the management school have the chance to experience courses, experiential learning opportunities, and co-curricular activities that align with the six Principles for Responsible Management Education. Additionally, our faculty's research from across disciplines aligns with the UN Global Goals and further strengthens our commitment to an enduring impact on business and society. The Fowler Center for Business as an Agent of World Benefit transforms the way leaders define their responsibility to stakeholders, society, and the environment while proving to students that as future business leaders they can do good and do well. A new center at Weatherhead, xLab, partners faculty and students with local organizations in need of digital transformation, thereby better positioning companies for success in an ever changing world.

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. Weatherhead's alignment with PRME is bolstered by our institution, Case Western Reserve University, and its commitment to the UN Global Compact.

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.

*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.



## Dear PRME Secretariat and world community,

On June 24th, 2004 I was privileged to announce in New York, at the UN Global Compact's Leaders Summit, the inauguration of our new research and management education center for the search and study of "Business as an Agent of World Benefit." Our first major project—it started that very morning—was to facilitate and bring our Appreciative Inquiry sustainable design tools to what was a historic multi-stakeholder strategic planning process led by UN Secretary General Kofi Annan together with over 500 business CEOs, civil society leaders, and governmental and intergovernmental officials. The "Leaders' Summit" was, in the words of the Secretary General "the largest and highest level gathering of business executives ever held at the UN."

For us it was a privilege to facilitate the strategic summit—and it was life-changing for our MBA and doctoral students, as they were part of our roundtable dialogues and facilitating team. At one remarkable moment, in the closing session of that productive world summit, it was duly noted this was the first time in UN history that the majority of seats in the General Assembly Hall were filled *not* by heads of state but by business leaders. The sheer symbolism of that moment spoke volumes. *The relationship of business and society*—and the search for *mutually beneficial advances* between industry and the world's most profound human, economic, and ecological challenges—was being universally recognized as one of the great defining issues of the 21st century. Moreover, in substance as well as impact, the collaborative planning proved to be a powerful accelerator. It propelled one of the *UN Global Compact's* greatest periods of growth. Today the UNGC is the world's largest corporate sustainability network, with nearly 10,000 companies as signatories. In addition, the post-summit follow-up work resulted in a vital partnership between Case Western Reserve University's Fowler Center for Business as an Agent of World Benefit, the Academy of Management, and the UNGC to create a new, design-studio type of global forum that ended up, among other things, giving birth to the vision and earliest prototype of PRME—Principles for Responsible Management Education.

In a recent book chapter on the history of PRME I share that narrative and the story of how the father of management thought, Peter Drucker—it was shortly before he passed away—loved the idea of a worldwide mobilization of management schools and he challenged us to rise to the call of our times with three simple ideas:

*"Management is a matter of world affairs"*

*"Every single social and global issue of our day is a business opportunity in disguise..."*

*"It's a time to aim higher as a field"*

Today our school is more committed to PRME than we've ever been. Management education molds millions and millions of minds and hearts every year. It's part of a world-shaping and capacity-building sector where some estimates say there are nearly 200 million businesses encircling our earth. Indeed, the relationship of business and society—and the unprecedented search for mutual advances between industry and the world's profound upheavals—has become the defining issue of the 21st century. As we enter what scientists are calling the "decade of determination" the stakes could not be higher for humanity and planet earth. We recently asked ourselves as a PRME signatory: *when judged against the needs of our time where are we?* Here are just a few of the answers:

- Achieving our 1.5 C IPCC goal means ***the age of climate gradualism*** is over and that the decade of action spells the need for rapid and radical transformation of the entire global economy—where emissions need to be cut more than halve by 2030 and the world needs to reach net zero emissions by 2050—just to have a chance to limit temperature rise to 1.5C.
- Without unprecedented collaboration in the next decade there will be irreversible changes in our ecosystems including mass extinction of species—some say over 50% biodiversity loss by 2050s—and increasingly unsustainable prospects for our fisheries, toxic wastes, destruction of top soils, rising ocean temperatures and surging sea-levels, minerals depletions—and all of this reminding us of the human dimensions, costs, and opportunities etc.,
- All of this is a colossus challenge to every industry, from food and fashion to fossil fuel and the finance industries. Larry Fink, the CEO and head of Blackrock, the world's largest money manager with \$7 trillion in assets management, recently wrote "we are on the edge of a fundamental reshaping of finance." His words of course are right on, but truly not limited to finance. What about the fundamental reshaping of the auto industry? The dairy industry? Construction and buildings? IT & digital? Consumer goods? Energy industries? Health? Airlines? Manufacturing? Bio-tech? Management education?

Moreover, it's a time where the business world is and will increasingly be divided into those that are seen as *part of the problem* and those that part of *the solution revolution*. At our school, and with the valued and strong support of our Dean Manoj Maholtra, we believe that it's time to unleash the 21st century kind of company that will be loved by its customers and people, envied by its peers, and admired by all of those who care about the future of our planet. It's one of the reasons we, as shown throughout our report, are so committed, proud and honored to be part of PRME and its

urgent, exciting, and catalytic role on the world stage. There is a reason that PRME is and must be an integral part of the UN family and therefore a universal platform. PRME must help lead the world's solution revolution. This means mobilizing more like a movement than a traditional trade or professional association. It means *being* the positive revolution we want to see throughout our world. Just as the great Arnold Toynbee once declared that "it is time to dare in scholarship" it is now time for PRME to emerge as

bigger, bolder, braver—and better.

It's in this spirit of collaboration with the whole PRME community we are so proud to emphasize three locally-globally empowering ways the Weatherhead School of Management is partnering with PRME and how partnering with PRME elevates the stature, quality, and priority of this work with our local business community and our student's in our undergraduate, MBA, PhD, MPOD, EMBA, Executive Development, and MS in Finance programs:

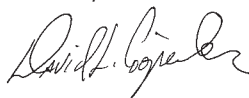
1. We are now designing and will be hosting in November of 2021 the *5th Global Forum for Business as an Agent of World Benefit*—in cooperation with UNGC PRME and others such as the International Academy of Management, the Drucker Institute, and the World Congress in Positive Psychology—and we are bringing together thought leaders and CEO's from around the world together with an expected 20,000 delegates, especially our young leaders;
2. Together with this we've received a major research grant to do a book on *Business as an Agent of World Benefit: the New Theory of Business in an Age of Massive Mobilization*, with a book contract with Berrett-Koehler Publishers—specialists in leadership, change management, and the business of building a better world—and it will include authors from around the world and PRME's community;
3. All of this will be inspired interviews with 50 of the most advanced CEO's (for example Paul Polman has already been interviewed) as well as elevated by the award winning and collaborative project we have with PRME called "AIM2Flourish." This rapidly growing project has several pillars to it: an aim to advance the SDG's and advance the focus of sustainable business beyond "sustainability as less harm" to vision of a world of "full spectrum flourishing;" a prizing process called the

Flourish Prizes; and an innovative inter-generational learning process. AIM2Flourish was built on the idea and importance of intergenerational configurations, with young people, middle adults, and elders coming together—exactly the kind of configurations that the anthropologist Margaret Mead once spoke about. Mead's archetype of societal learning was the image and setting of the intergenerational campfire *where elders, adults, and youth are engaged in storytelling and passing along wisdom and values, and sharing visions and hopes for collective betterment*. Elements of this intergenerational learning vision have actually blossomed throughout the PRME community with this management education project embraced now by over 400 business schools, with over 600 professors *helping their students get into the field and interview*, in their regions, CEOs and entrepreneurs leading the way with the SDG's while elevating profitability, performance, and reshaping 21st century advantage. The students, well over 10,000 of them so far, are participating and interviewing with some of the greatest business and society visionaries and doers on the planet. Almost 3,000 of their stories have been published—see [www.aim2flourish.com](http://www.aim2flourish.com). The project is a self-organizing partnership housed at the Weatherhead School of Management at Case Western Reserve University, with PRME at a key catalyst, together with AACSB, GRI, the UNGC, and an active community of management schools in over 90 countries.

In all of this the Fowler Center's purpose and its commitment to PRME's bold success is clear:

***To advance a world of full-spectrum flourishing...  
a world where business can excel, all persons can thrive,  
and nature can flourish now, and across the generations.***

Sincerely,



**David L Cooperrider PhD**

Distinguished University Professor  
Char and Chuck Fowler Professor of Business as an Agent of World Benefit  
Covia-David L. Cooperrider Professor for Appreciative Inquiry  
Faculty Director, the Fowler Center for Business as an Agent of World Benefit



**Megan Buchter, MBA**

Director, Fowler Center for Business as an Agent of World Benefit

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The mission of the Weatherhead School of Management is to have “enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future.” 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

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





5,150  
undergraduate  
students

6,674  
graduate and  
professional  
students

1826  
year  
established

81  
countries  
represented

3,501  
full-time  
faculty

3,098  
full- and part-  
time staff

## Mission, Vision + Core Values

### Mission

Case Western Reserve University improves and enriches people's lives through research that capitalizes on the power of collaboration, and education that dramatically engages our students.

We realize this goal through:

- > Scholarship and creative endeavor that draws on all forms of inquiry.
- > Learning that is active, creative and continuous.
- > Promotion of an inclusive culture of global citizenship.

### Vision

We aim to be recognized internationally as an institution that imagines and influences the future. Toward that end we will:

- > Support advancement of thriving disciplines as well as new areas of interdisciplinary excellence.
- > Provide students with the knowledge, skills and experiences necessary to become leaders in a world characterized by rapid change and increasing interdependence.
- > Nurture a community of exceptional scholars who are cooperative and collegial, functioning in an atmosphere distinguished by support, mentoring and inclusion.
- > Pursue distinctive opportunities to build on our special features, including our relationships with world-class health care, cultural, educational, and scientific institutions in University Circle and across greater Cleveland.

### Core Values

Academic Excellence and Impact

- > Eminence in teaching and research
- > Scholarship that changes lives and deepens understanding
- > Creativity and innovation as hallmarks of our efforts

Inclusiveness and Diversity

- > Civility and the free exchange of ideas
- > Civic and international engagement
- > Appreciation for the distinct perspectives and talents of each individual

Integrity and Transparency

- > Academic freedom and responsibility
- > Ethical behavior
- > Shared governance

Effective Stewardship

- > Strong, ongoing financial planning
- > Emphasis on sustainability
- > Systems that support attainment of our mission



[case.edu](https://case.edu)

At Case Western Reserve University, we think beyond the possible.

# The Weatherhead School of Management



At Weatherhead, students are engaged by faculty whose groundbreaking business concepts have transformed approaches to management education and business leadership and are now being practiced around the globe. As developers of world renowned methodologies, Weatherhead faculty are among the top leading thinkers and are pioneers of positive change.

## Management concepts researched and developed by Weatherhead faculty:

- Appreciative Inquiry
- Emotional Intelligence
- Flourishing Enterprise
- Healthcare Management
- Intentional Change Theory
- Manage by Designing
- Social Entrepreneurship
- Sustainable Value
- Women in Leadership

## Classroom Experience

Students build one-on-one relationships with transformational thought leaders in intimate classroom settings, blending advanced theory, thoughtful analysis, real-world insight and experiential learning.

*Peter B. Lewis building*



While achieving mastery in disciplines such as accounting, economics, finance, marketing, operations research and supply chain management, organizational behavior, statistics and strategy, Weatherhead students gain an edge over their peers by understanding the cross-disciplinary development of human potential with strengths-based methods of inquiry, design and change management.

Hundreds of thousands of people around the globe have participated in Weatherhead's Massive Open Online Courses (MOOCs) as more and more individuals access learning opportunities outside the traditional classroom through online Open Education.

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

Using Appreciative Inquiry and other strengths-based methods of inquiry, Weatherhead considers the human experience to change the way managers frame problems, observe interactions and lead organizations to flourish. This broadens the scope of sustainability to see every social and global issue as an opportunity to ignite innovation and entrepreneurship for new sources of value.

Weatherhead's emphasis on business as an agent of world benefit strengthens the commitment to diversity. Weatherhead's international learning community is characterized by open dialogue and mutual respect among individuals of different specializations, backgrounds, cultures and perspectives.



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

## Weatherhead Top Rankings

**#19**

Part-Time MBA  
in the U.S.

*U.S. News & World Report, 2020*

**#19**

Executive MBA Program  
in the U.S.

*The Economist, 2020*

**#26**

Full-Time MBA  
in the U.S.

*American Economist, 2019*

**#31**

Undergraduate Business  
Program in the U.S.

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

## 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

# The Principles for Responsible Management Education

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:



## 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.



## 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.



## Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



## 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.



## 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.



## 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.



# 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.

**The Weatherhead School of Management's** mission is to have an enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future. Our spectrum of research and learning ranges from Appreciative Inquiry (AI) to Artificial Intelligence (AI). As the inventors of Appreciative Inquiry, we have a long history of excellence in leadership development, emotional intelligence, and executive coaching. We also build on our unique strengths in quantitative modeling, business analytics and artificial intelligence-based applications. As such, we push the boundaries of knowledge from "AI to AI" through research of enduring consequence, which in turn powers highly regarded, market-based, student-centric programs across this entire spectrum.

The growing social challenges of our time include ongoing disruptions created by pandemics, climate change, growing social inequalities, digital divide, and the new realities of the geo-political environment. They are pushing the business community to the front lines of social responsibility, and demanding a new generation of ethical leaders and decision makers who recognize the interconnectedness between organizations and society, and how to do well by doing good. The need for such forward looking leaders is even more accentuated today.

We recognize the structurally growing importance of analytics and data-driven management to meet rising expectations on the role of business in solving social and global challenges, as well as emphasizing experiential and interconnected learning in management programs. Experiential learning of this kind produces graduates skilled in both the science of multiple functional areas, and in the art of emotional intelligence, advocacy of their ideas, and effective cooperation. Our graduates understand how to harness modern technology to arrive at the bigger picture, and how to leverage that knowledge to ethically lead their organizations forward.

# Student Organizations



**THE GLOBAL GOALS**  
For Sustainable Development

Weatherhead students have many opportunities for growth outside of the classroom; participating in Weatherhead or Case Western Reserve University's student clubs and organizations is one way. These organizations help develop student capabilities and leadership skills in financial literacy, marketing, operations, entrepreneurship, design, and industries such as healthcare and consulting. The Fowler Center for Business as an Agent of World Benefit works with student organizations to support events related to the Global Goals or other areas of business for good. Student organizations that support activities related to the principles of PRME include:



<https://weatherhead.case.edu/current-students/student-organizations>

## Weatherhead goes Zero-Waste at Halloween Ball

*By Annie Morino, Former GBSA President, MBA '20*

For the last two years, Weatherhead's Graduate Business Student Association (GBSA) has successfully reduced the amount of waste produced at our annual Halloween gathering, known as the Weatherheadless Ball, to make it a near-zero waste event. A zero-waste event means nothing at the event will be thrown in the garbage—everything from spoons to catering wrappers must be recyclable or compostable. A near zero-waste event means you control everything that students touch and ensure they produce no waste at the event

Making events near zero- or zero-waste reduces what we contribute to landfills and the carbon emissions in our atmosphere. In addition to being good for the environment, pulling off an event like this at near zero-waste helped our team prove we had what it takes to take on even bigger challenges at Weatherhead. It helped us establish key relationships across both Weatherhead and CWRU's campus. It also was essential to establish trust with our advisors for pursuing other initiatives throughout the year.

Our key was to plan ahead. The more we could eliminate all non-compostable materials or replace them with compostable materials, the better off we were.

### Elements of waste we considered:

- Plates, cups, napkins, and cutlery (aka forks, spoons, and knives)

- Catering waste (serving trays, plastic covers, and serving utensils)
- Bar waste (bottles, cans)
- Decorations (table cloths, tape of any kind, wires, parts of people's costumes, props that people bring into the event)

### On-and-off campus partners included:

- Weatherhead's Student Experience Office
- CWRU Office of Sustainability
- Weatherhead Facilities
- Caterer / Bartender
- Rust Belt Riders (vendor)
- Fowler Center for Business as an Agent of World Benefit
- The VP of Operations is a good person to pull into this project because they are good at thinking about efficiency and waste elimination!

For the past two years, we have used all compostable materials for plates, cutlery, cups, etc. and hired Rust Belt Riders to haul away our compost. The materials that were recyclable were recycled. Aside from a few coverings from the caterers, there wasn't much waste at all after that.. We designed the event so that attendees would know it was zero-waste, but by eliminating most of the "waste" opportunities, they didn't have to think too hard about how to dispose of their waste properly. Since then, we have created processes so that GBSA can continue to create zero-waste events, even as student leaders graduate and new students take their place.



**Graduate  
Business  
Student  
Association**



## Design Club

Weatherhead Design Club invites students from all Weatherhead master's programs to develop creative confidence, learn design skills, participate in design project work, engage with industry professionals and find internship opportunities in the design field, all while learning to make a social impact through design.



- In 2019, Design Club took a tour of Mitchell's Ice Cream and Market Garden Brewery to see how businesses use design to support their mission. Mitchell's Ice Cream is known for their practices in sustainability: reusing water in their facility, incorporating natural light to reduce their energy usage and using local suppliers to reduce their carbon footprint and support local farmers.



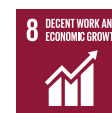
## Healthcare Club

Weatherhead's Healthcare Club provides the opportunity to network with professionals from Cleveland Clinic, one of the top healthcare institutions in the world. The club aims to expand its members' knowledge about healthcare and related industries. Participants tour the Cleveland Clinic, engage with the HIMSS Global Center for Health Innovation, and more.



## Innovation / Design / Entrepreneurial Association (IDEA)

IDEA members investigate the design and entrepreneurship community in Cleveland and beyond. The club has its sights on Silicon Valley, NYC, Cuba and China, but doesn't plan to stop there. IDEA hosts panels, lunch and learn lectures, Skype sessions with entrepreneurs and experts, transportation to local community events and conferences and boatloads of networking.



## Multicultural Club (Weatherhead Worldwide)

The Multicultural Club aims to create a sense of belonging by celebrating diversity of culture among students, faculty and staff. This organization promotes awareness, acceptance and appreciation of diverse cultures; allows students to network and meet new friends; participates in a variety of activities consisting of games and events; and brings students together in a friendly, celebratory and educative manner.



## Weatherhead Women in Business

Weatherhead Women in Business seeks to inspire, connect and innovate. The organization aims to increase awareness of gender issues in the workplace and to provide our female student body with the many resources available to help them achieve their goals. The club connects students to successful female professionals across all industries and fields who can share their experiences and advice in and out of the workplace. The club creates unique networking events and provides female students with job opportunities through our impressive alumni network.





# Student Snapshots



**Kareem Agag**  
*BS '20 Environmental  
Studies and Economics*



In the summer of 2019, undergraduates Kareem, Aayush and a small group of other students traveled to Jawhar, India. Kareem and Aayush worked to implement their project, titled Solar Energy to Impact Quality of Life, which aimed to provide the schools of Jawhar with the basic human necessities in accordance with the United Nations' sustainable development goals. The primary goal was to provide non-intermittent clean energy, via solar power, to the community school and enable the community to operate and maintain the electricity infrastructure.



**Aayush Parikh**  
*BS '20 Engineering Physics  
and Economics*



<https://weatherhead.case.edu/news/2020/01/21/weatherhead-undergraduates-bring-electricity-and-clean-water-to-schools-in-india>



**Michael Volkening**  
*BS '21 Finance &  
Accounting*



Michael completed an internship during the summer of 2019 with a startup in South Africa. "I knew I wanted to intern at a startup company because I wanted to make an impact," Volkening said. "I also was looking for a company with a mission statement that I agreed with. Zlto met all the criteria I was looking to accomplish."

Zlto is a small financial technology (FinTech) startup in Bridgetown, South Africa, that uses blockchain technology paired with its own currency to combat the high youth unemployment rate (ages 15-24).



<https://weatherhead.case.edu/news/2019/09/30/an-internship-abroad-from-the-classroom-to-south-africa>





**Jessica Stoner**  
*BS '21 Economics*



In the spring of 2018, Jessica traveled to Israel along with other Weatherhead undergraduate students to learn firsthand how disadvantaged populations in the Middle East are creating economic opportunities.

"My small disadvantages have made me more aware of those faced by others—and how my interests can help make a difference," said Stoner, "I want to apply my passion for finance and economics in ways to help people."

Last summer she and fellow Weatherhead students returned to Israel to help establish a research study by delivering 100 tablets loaded with literacy software in Hebrew and English—the latter of which is not well known among Bedouins. The aim was to glean insights into how to improve career aspirations among women through education.



<https://thedaily.case.edu/economics-students-team-up-with-womens-literacy-activist-in-southern-israel/>



**Adrian Hattan**  
*BS '20 Marketing &  
Business Management*



Upon graduation in 2020, Adrian accepted a fellowship with Venture of America and has "long-term goals [that] include starting a company or working closely with structuring a company in a non-traditional hierarchy, understanding and working towards making a responsible economic impact in my community, and holding the door open for people traditionally kept at the margins while highlighting the prosperity of working in diverse, robust teams."

He also hopes to create more support for LGBTQ+ Entrepreneurship and more education surrounding allyship in the world of startups.



<https://weatherhead.case.edu/news/2020/06/23/student-spotlight-adrian-h>

# Business as an Agent of World Benefit Fellows



FOWLER CENTER FOR  
BUSINESS AS AN AGENT  
OF WORLD BENEFIT

**The Fowler Center** works with the Office of Admissions to hire students with an interest in sustainability and the ways in which business can be an agent of world benefit. These students support the Fowler Center in many ways from designing new programming to managing current Fowler Center projects.



**Annie Morino**  
*MBA 2020*

"I chose Weatherhead for business school because of the Fowler Center for Business as an Agent of World Benefit. To me, its presence was a sign that people at Weatherhead think differently about the role of business in the world. I saw how businesses could take global challenges and turn them into opportunities to generate value for customers, employees, and communities—as well as the bottom line. Accounting and finance were important in my MBA journey, but the Fowler Center helped me make sense of it all."



**Alex Romanowski**  
*MBA 2020*

"Working at the Fowler Center allowed me to understand some of the unique dynamics facing impact-oriented businesses. It also gave me a chance to use my MBA skills in creative ways to help other students appreciate the world of impact investing and business for good."



**Katie Van Dusen**  
*MBA 2021*

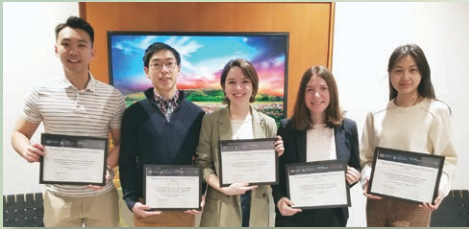
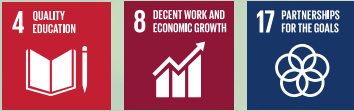
"The Fowler Center was a major factor in my decision to come to Weatherhead to get my MBA. The future of business is going to be determined and influenced by those who can understand and articulate its role in society, and whether and how business can be a force for 'world benefit.' I appreciate that I have gotten to be a part of the work of the Fowler Center and know that I am in an environment where the importance of these conversations, ideas, and scholarship are paramount."



**Jim Kavalec**  
*MBA 2021*

"The Fowler Center admittedly was not a major factor in my decision to attend Weatherhead for my MBA. But after taking a workshop called Business as an Agent of World Benefit, I came to appreciate the mission of the Center greatly. The idea that companies could do good and do well, that they could thrive financially precisely because their business model centers around doing good for the world, really struck a chord with me. This is an ideal that I think all companies can pursue and I love that the Fowler Center champions that mission."

# Inaugural Impact Investing Case Competitions Gives Students Real-world Sustainability Experience



*Impact Investing Case Competition first place team*



*Impact Investing Case Competition second place team*



*Impact Investing Case Competition  
Megan and Alex*

**The Fowler Center for Business** as an Agent of World Benefit hosted their inaugural Impact Investing Case Competition sponsored by EPOCH PI and McDonald Hopkins, LLC. in February 2020.

Fourteen teams competed in the event, presenting 10-minute presentations to a panel of judges. The teams represented an eclectic mix of programs including full-time MBA, part-time MBA, Executive MBA, MS Finance, MS Business Analytics, MS Operations and Supply Chain Management, Masters in Accountancy, as well as undergraduate students studying Economics, Finance, Management, Accounting, Business Analytics and Marketing.

The case was written by Alex Romanowski, Fowler Center Business as an Agent of World Benefit Scholar and second year full-time MBA student at the Weatherhead. The student teams were given three weeks to evaluate the potential for sustainable value creation of Natura, a Brazilian natural cosmetics company and B Corporation, while acting as analysts for a fictional investing firm looking to diversify into Environmental and Social Governance (ESG) funds. The teams were required to present their position and one-page memo to "senior management" (the judges) and explain how they valued the company, how they valued the ESG components and whether they would recommend the stock as a buy or sell for the fictional firm's Impact Investment Fund.

The eight judges included:

- Susan P. Mucciarone, Executive Director of Private Wealth, The Glenmede Trust Company, N.A. and Case Western Reserve University Board of Trustee member
- Lynn Carpenter, Co-Founder, EPOCH Pi;
- Theo Legwaila, Analyst, EPOCH Pi;
- Christal L. Contini, Co-Chair, Mergers & Acquisitions Practice Group, McDonald Hopkins, LLC;
- Amy Wojnarwsky, Business Associate, Business Department, McDonald Hopkins, LLC;
- Chris Jeannot, Relationship Management Officer, Portfolio Management, The Glenmede Trust Company, N.A.;
- Ben Cooper, Vice President of Utilities, Power & Alternative Energy Portfolio Management, Key Bank;
- Heather Frutig, Weatherhead Alumna 2016 and Former Fowler Center Fellow

The first and second place teams were an interdisciplinary blend of graduate and undergraduate students. The inaugural Impact Investing Case Competition represented an opportunity for the Fowler Center to further develop the capabilities of students around the concept of Sustainable Value as well as to showcase one way that responsible management is a part of the finance industry. Additionally, the case competition allowed for a solid new partnership with EPOCH PI, a local impact investing firm.

## Fowler Family Fellows Alumni

Established in 2014 through the gift of Chuck D. and Char A. Fowler, the **Fowler Family Fellowship** supported 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.

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.



**John Turner**  
MBA 2019

*Account Support  
Associate at EY*

"If I had to cite one thing from my time at WSOM that stands out, it would be the idea of embedded sustainability. Institutions that preserve the environment or promote social good are often limited by their dependence outside funding. Embedded Sustainability involves aligning social good with generating a profit, which lets institutions and initiatives that promote the common good be self-sustaining."



**Stephanie Payne (Hagen)**  
MBA 2018

*Contract Analyst,  
GOJO Industries*

"I apply the skills I've learned at Weatherhead in financial analysis and strategic decision making everyday in my role as a contract analyst at GOJO Industries. Working with the Fowler Center exposed me to the range and depth of businesses striving to improve the world, inspiring me to use my abilities toward a greater cause. I've found meaningful work at GOJO, where team members share the company's vision of making life better through wellbeing solutions."



**Kevin Payne**  
MBA 2018

*Global Commodity Leader –  
Intelligent Buildings at Current,  
powered by GE*

"As a Fowler Fellow, I learned how business can benefit all stakeholders while creating long-term value for shareholders. Weatherhead's coursework honed my ability to help any company act as an agent of world benefit.. In my current sourcing role, I draw on my strategy and negotiations coursework to help identify and deliver winning solutions for the business, suppliers, and customers."



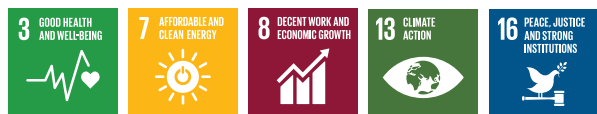
**Alec Simon**  
MBA 2018

*GStartup Advisor at MAGNET:  
The Manufacturing Advocacy  
and Growth Network*

"I work as a Senior Advisor consulting for startups and manufacturers that are looking to launch new, innovative physical products. My Weatherhead and Fowler Center experience has been instructive in helping me to support our clients. I use the tools that I learned at Weatherhead to help think strategically, to take a stakeholder approach to innovation, and to lead in an emotionally intelligent, empathetic manner."



# Alumni in Responsible Business



Weatherhead alumni utilize the capabilities in Responsible Management that they acquired through curricular and co-curricular programming during their time at the Weatherhead School of Management. Weatherhead alumni support the 17 UN Global Goals in positions ranging from sustainability and ESG directors to social entrepreneurs to civil rights activists.

Here's a snapshot of what Weatherhead alumni are doing in the world today to implement the 17 UN Global Goals:



**Beau Daane**  
*MBA, 2012*

**Beau Daane** recently joined Norwegian Cruise Line Holdings LTD as Senior Director, Environmental, Social and Governance (ESG), focusing on enhancing and delivering on the Company's ESG strategy. Daane joined the Company from Covia where he was a Director of Sustainable Development. In this role, he led the annual production of the corporate responsibility report and guided the company through three materiality processes following the Global Reporting Initiative (GRI) framework. Daane also helped embed sustainability across the organization using Appreciative Inquiry, advancing the work of 10 corporate sustainable development teams and six regional sustainability coordinators.

Daane holds an MBA from Case Western Reserve University, a Masters in History from Cleveland State University, and a dual-degree Bachelors in French and International Relations from Duke University.



**Dylan Beach**  
*MBA, 2016*

**Dylan Beach** is a passionate sustainability professional, driven by finding ways for companies to decouple growth from finite resource use and by unlocking the value of new business models. He currently works as a Sustainability Manager for GOJO Industries, the maker of the PURELL®, and GOJO® branded products. Prior to joining GOJO Dylan worked at Avery Dennison as Sustainability Project Manager.

Beach holds an MBA from the Weatherhead School of Management, a Masters of Environment & Sustainability from the University of Saskatchewan, and a Bachelors Degree in Biology from Dennison University.

## Alumni in Responsible Business



**Ettore Fantin**

*BS 2016, MSM-Finance 2017*

**Ettore Fantin** is Director of Marketing at Find.Jobs where he leads a team and is focused on acquisition, content and design for more than 25,000 websites. During his time at Weatherhead, his entrepreneurial spirit was ignited. He even pitched a business plan to the Dalai Lama during a University of Rochester sponsored competition and was a finalist for his team's idea: to provide internet cafes powered by solar energy and Tesla-powered wall batteries.



**Keniece Gray**

*MS Accountancy 2017*

**Keniece Gray** understands the importance of equitable access to opportunity and plans to harness the law to advance equity. In the fall of 2020, Keniece will matriculate to law school and begin building a prominent tri-sector legal career advancing equity in education, civil rights, employment, and corporate practices.

Keniece's prior work experiences auditing human resources, working for local government, and conducting research pertaining to diversity and inclusion in the public and private sectors have inspired her to pursue opportunities to practice employment law; while her experience observing inequities between learning and development opportunities in various academic settings (i.e. private, public, and catholic schools) and board service has influenced her desire to advocate for education. As a DEI champion, she is committed to empowering herself and others to combat the legal profession's diversity crisis at every stage of her career.



**Vedang Kothari**

*MEM 2013*

**Vedang Kothari** has always been driven to lead his own company. He is a Biomedical Engineer and Entrepreneur with a passion for solving complex problems and a mission to improve the lives of patients everywhere.

While interning at Lumitex, a lighting solutions company, he developed a solution to treating oral mucositis, a side effect of cancer treatment. In 2018, Lumitex spun his project out into a new company, MuReva Phototherapy Inc., with Kothari at the helm as President and CEO.

An aerial photograph of the Case Western Reserve University campus in Cleveland, Ohio. The image shows a mix of historic brick buildings, modern academic structures, green lawns, and a large circular building in the foreground. The campus is surrounded by trees and urban infrastructure.

## 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. Additionally, Weatherhead's own values of student-centeredness, excellence with integrity, collaboration in action, and diversity with inclusion reflect our commitment to the UN Global Compact and the Principles of Responsible Management Education (PRME).

Weatherhead supports the values of the UN Global Compact and PRME by incorporating topics such as reduced inequalities, the environment, and ethics into our curriculum, speaking and leadership engagements, student projects, and campus environment. Through our commitments to organizations such as the Academy of Management (AOM), the Globally Responsible Leadership Initiative (GRLI), and AACSB the activities, leadership positions, and speaking engagements of our faculty exemplify our commitment to the Ten Principles of the UN Global Compact and the Six Principles of PRME.

Weatherhead offers programs at every level—from undergraduate to graduate to Executive Education—that strive to teach our students about decent work places and business ethics, gender equality, inclusion, climate action, strong institutions, social entrepreneurship, and many other topics related to the UN Global Goals for Sustainable Development. Outside of the classroom, centers and institutes across campus supplement our students' education with a variety of opportunities including speakers series, workshops, fellowships, and internship opportunities. Whether inside the Weatherhead School of Management or a part of another school, centers and institutes at Case Western Reserve University offer cross-disciplinary lessons and programming that Weatherhead students can take advantage of.



## Academic Activities

Weatherhead faculty are involved in a variety of academic activities and organizations. In particular, Weatherhead faculty present annually at the Academy of Management (AOM) and Globally Responsible Leadership Initiative (GRLI) on topics related to global social responsibility. Additionally, as an AACSB accredited business school, Weatherhead holds itself accountable for improving business practice through a commitment to strategic management, learner success, and impactful thought leadership.



### Academy of Management (AOM)

Academy of Management (AOM) is the preeminent professional association for management and organization scholars. Their worldwide members are professors and Ph.D. students in business schools at universities, academics in related social science and other fields, and practitioners who value knowledge creation and application.

For the 2019-2020 term, Diana Bilimoria, PhD, KeyBank Professor of Organizational Behavior, was a member of the Board of Governors. She also was awarded "Best Paper in 2018 in Academy of Management Learning & Education" in August 2019 and the "Outstanding Reviewer Award, Gender & Diversity in Organizations Division" in both August 2018 and August 2019.

In July 2018, Chris Laszlo, PhD, Professor of Organizational Behavior, was elected incoming Chair of AOM's Management, Spirituality, and Religion (MSR) Interest Group and was the MSR Scholarly Program Chair for 2019-2020. Faculty and PhD students from Weatherhead participate annually in the Academy of Management Annual Meeting.

In 2018 the AOM Annual meeting was held in Chicago, IL with a theme of "Improving Lives". The 2018 theme asked the question: How can organizations contribute to the betterment of society through elevating the health and well-being of those who live in it? Presentations from Weatherhead included "Institutional and Social-cultural Forces Affecting Academia-Practice Collaboration

in Medicine," presented by Philip Cola and Yunmei Wang, "Digital Technologies as External Enabler of Entrepreneurship," presented by Satish Nambisan, and "Can We Have It All? How Primary Caregivers Manage Their Academic Journeys," presented by Susan Case.

In 2019 the Annual Meeting was held in Boston, MA with a theme of "Understanding the Inclusive Organization". The theme focused on the challenges around people's sense of belonging and their ability to fully participate in organizations due to compositional changes in the workforce, technological advancements, and the growing gig economy. Presentations from Weatherhead included "Becoming a Minority Scientist: (De-)Racialized Identity Construction in Attaining a Professional Identity," presented by Keimei Sugiyama, Queen Jaks, and Diana Bilimoria, "Coaching Across the Career: Recognizing the Importance of Context in Coaching," presented by Ellen Van Oosten and Melvin Smith, and "Anticipatory Entrepreneurial Passion and its Dynamic Role in Shaping Nascent Entrepreneurs," presented by Jagdip Singh.

*For a full list of presentations that align with PRME, including those at AOM, see Appendix B.*

 <https://aom.org/>



### Globally Responsible Leadership Initiative (GRLI)

The Globally Responsible Leadership Initiative (GRLI) is a deeply engaged international, multi-sector community focused on catalyzing the development of globally responsible leadership and practice. Founded in 2005, the GRLI facilitates an inclusive and collective call for deep systemic change across three domains: how we live and make a living, how we learn, and how we lead. Being consciously connected to one's own self, to others in meaningful relationships and to the whole is a prerequisite for making that change a reality. This emergent paradigm represents a shift in consciousness from "I" to "We", to "All of Us". From 2018 to the present, Robert Widing, former Dean of the Weatherhead School,



was a member of the Board of Trustees and Chris Laszlo, Professor of Organizational Behavior, was a member of the GRLI Council.



### AACSB

In addition to the accreditation that the University maintains through the Higher Learning Commission, Weatherhead is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. The global, nonprofit organization serves over 1,700 member organizations and more than 840 accredited business schools worldwide. Their mission is to foster engagement, accelerate innovation and amplify impact in business education through the highest standards of excellence in business education.

Weatherhead School of Management programs have been fully accredited by AACSB International since 1958. Weatherhead has a history of partnering with and being recognized by AACSB International. Our faculty members have facilitated seminars through the AACSB for leaders of other Universities in topics such as design and creativity, and sustainability and flourishing enterprise.

In the past two years, AACSB International has recognized Weatherhead in the following ways:

In 2019, AACSB Bookshelf promoted *Helping People Change* a collaboration of Weatherhead school faculty members Richard Boyatzis, Melvin Smith and Ellen Van Oosten; and *Quantum Leadership*, written by Weatherhead faculty member Christopher Laszlo and Frederick Chavalit Tsao of IMC Pan Alliance Group.

In spring 2020, the AACSB recognized Weatherhead as one of the top 25 schools of its type worldwide for its commitment to positive and constructive change in business education. The annual initiative, *Innovations That Inspire*, recognized the seminar "Forming Global Cohorts to

Support Reconstruction"—organized and taught by faculty member Michael Goldberg. Inspired by his successful MOOC *Beyond Silicon Valley*, Goldberg recruited a cohort of more than 40 Syrian entrepreneurs to take the course alongside Case Western Reserve students. In 2019, students from Venezuela joined the seminar. The *Beyond Silicon Valley* MOOC was also honored by the AACSB in the first Entrepreneurship Spotlight Challenge (ESC) in 2017.



# 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 past two years that are closely aligned with the Global Goals.



**Lead Digital Innov by Design** (DESN 410), Youngjin Yoo, PhD, Elizabeth M. and William C. Treuhaft Professor of Entrepreneurship, Professor, Design & Innovation

**Environmental Economics** (ECON 368), Susan Helper, PhD, Frank Tracy Carlton Professor of Economics, Professor, Economics

**Flourishing Enterprise** (EDMP 672), Chris Laszlo, PhD, Professor, Organizational Behavior

**Conflict and Cooperation in the Global Arena** (EDMP 680), Eileen Doherty-Sil, Adjunct Professor, Design & Innovation

**Leading Change: Society** (EMBA 479), David L. Cooperrider, PhD, Fairmount Santrol—David L. Cooperrider Professorship in Appreciative Inquiry, Professor, Organizational Behavior

**Dialogues in Healthcare Management** (HSMC 425), Mark Votruba, PhD, Department Chair, Economics, Faculty Director, MSM-Healthcare

**Sustainability and Social Entrepreneurship** (MBAP 409), Chris Laszlo, PhD, Professor, Organizational Behavior

**Inclusive Leadership in a Global Context** (MPOD 440C), Diana Bilimoria, PhD, KeyBank Professor, Chair and Professor of Organizational Behavior

**Women in Organizations** (ORBH 460), Diana Bilimoria, PhD, KeyBank Professor, Chair and Professor of Organizational Behavior

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



*Diana Bilimoria*

## Curricula Snapshot: Weatherhead's Approach to Inclusive Leadership



Inclusive Leadership in a Global Context, taught by Diana Bilimoria, helps students understand the

current theories and effective practices of inclusive leadership in a global context, and through this understanding, helps them enhance their own leadership practices and capabilities. The course examines the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Students work in teams to and conduct an at-a-distance project studying a global executive. The course facilitates the development of personal efficacy for working with and supervising diverse groups from different nations/ cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As students gain self-awareness of the impact of their own identity, they will clarify their own approaches and styles and become more authentic as a leader and change agent. They will also develop practical knowledge about enabling team cultures of engagement and inclusion.

## Organizational Practices

# Doctor of Management Programs Offset Carbon Footprint

The Weatherhead Doctor of Management (DM) Program is the first executive doctoral program in the country to internalize the carbon costs of program-related travel.

The DM Program offers two executive doctoral degrees: the Doctor of Business Administration (DBA) and the PhD in Management: Designing Sustainable Systems. In 2019, DM students joined with the Fowler Center for Business as an Agent of World Benefit and the Case Western Reserve University (CWRU) Office for Energy and Sustainability to measure the travel-related carbon footprint of its part-time residential program. In exploring best practices for mitigating travel impact, the team could find no similarly-structured program that had taken such a critical step.

The part-time residential nature of the world-class DM program makes acclaimed doctoral education available to busy mid-career professionals from all over the world. Ten months a year, students travel from points near and far to the CWRU campus for 3-day in-person residencies. Twenty-five years ago, the DM Program was the first in the world to pioneer this flexible and interdisciplinary doctoral educational model. Today, it becomes the first to absorb the carbon costs of the required travel into its annual budget.

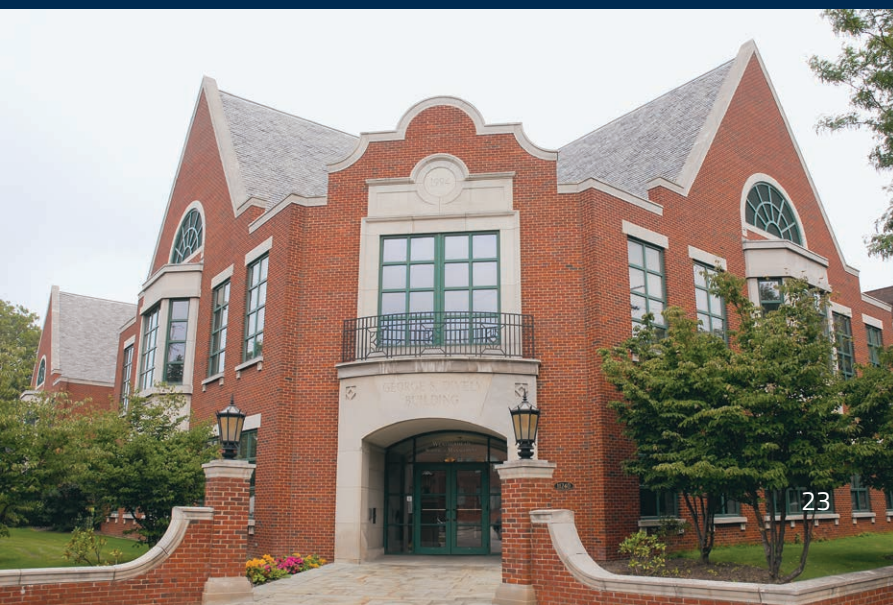
Based on student and faculty responses to a detailed survey about DM-related travel habits, the cross-department team measured the DM program's annual

travel-related carbon footprint at 133 metric tons of CO<sup>2</sup>. CWRU uses a standard 3x multiplier for reimbursed travel, which brings this figure to 345 metric tons of CO<sup>2</sup>. **Mitigating this impact would be the equivalent of taking 28 vehicles off the road for a year.**

To achieve carbon mitigation for program-related travel, DM Program funds will be directed to reputable carbon offsets programs, with an emphasis on local and regional programs. While the program has experienced reduced travel during the COVID-19 pandemic, the team anticipates continued air and ground travel for on-campus residencies in the years ahead.

As the premier program of its kind, the DM Program saw an opportunity and a responsibility to lead by example. As Weatherhead educates leaders for a present and future where carbon impacts and climate change are an increasing concern, the school wishes to demonstrate a strong commitment to climate action that is consistent with its pedagogical goals. Such a stand is also consistent with Weatherhead's commitment as a signatory to the UN Principles for Responsible Management Education (PRME) and the UN Global Goals for Sustainable Development.

With this action, Weatherhead hopes to not only mitigate the carbon impact of its own program, but also to inspire comparable programs at other universities to take up similar initiatives.



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"I joined the Doctor of Management program enthusiastic about furthering my education and deeply concerned about the carbon impacts of doing so. As the program takes this step towards carbon-neutral operations, I extend my gratitude to the thoughtful and committed educators who responded wholeheartedly to our call for change."

AMANDA BLAKE, DM '21

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# Global Social Responsibility at Case Western Reserve University

Case Western's mission is to provide students with the knowledge, skills and experiences necessary to become leaders in a world characterized by rapid change and increasing interdependence. Our values touch on points related to global social responsibility including, ethical behavior, an emphasis on sustainability, and inclusiveness and diversity. In research labs and lecture halls, our community spends each and every day asking—and discovering—how to solve the biggest issues of today and tomorrow. Case Western has more than 100 academic and research hubs on campus.

Highlighted below are a few of the centers and institutes with a focus on global social responsibility and the work they do with the Weatherhead School of Management.

## CWRU CENTERS AND INSTITUTES FOCUSED ON GLOBAL SOCIAL RESPONSIBILITY



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

The Fowler Center for Business as an Agent of World Benefit, located in the Weatherhead School of Management, exists to create a world where businesses can prosper, human beings can flourish and nature can thrive. The Center advances Business as an Agent of World Benefit by awarding the annual Flourish Prizes, hosting a

Global Forum series, offering the internationally-used AIM2Flourish program, and through research, teaching and applied service. The Fowler Center works with other groups and members of the Case Western Reserve University community in several cross-disciplined ways.

One resource the Center offers to the campus community is the teaching of Appreciative Inquiry. The Fowler Center has worked with several other organizations and departments over the past two years to create Appreciative Inquiry workshops and design sessions. During the 2019 CWRU Seed Sprints, the Food Institute

*CWRU EMS team practices AI with the Fowler Center*





team held a retreat at the University Farm with the Fowler Center, supporting the preparation and execution of the retreat with knowledge of Appreciative Inquiry. Using Appreciative Inquiry during the retreat, the group was able to bring together participants from all across the CWRU campus and community including professors, students, staff, and non-profit leaders to discover, dream and design the future of the Food Institute at Case Western Reserve University.

In the fall of 2019, the Fowler Center led an Appreciative Inquiry workshop for CWRU EMS—a student-run organization that provides emergency medical assistance to the students, faculty, staff and guests of the Case Western Reserve University community. The most fundamental mission of CWRU EMS is to provide a high standard of free, first-responder care by reporting to on-campus medical emergencies. The Fowler Center led the student group through a condensed 4-D cycle (Discover, Dream, Design, Deploy) in order to help the group recognize strengths and co-create the future of their organization.

In addition, the Fowler Center works with the Case Western community by offering Global Goals workshops. The hour-long workshops introduce the UN Sustainable Development Goals, or Global Goals, and provocative questions surrounding how the participants might support and apply the Global Goals in their current and future lives. In the spring of 2019, the Fowler Center partnered with the Provost Scholars, a partnership between Case Western Reserve University and East Cleveland City Schools that provides high school students from East Cleveland the opportunity to participate in mentoring and seminars, to teach the group about the Global Goals and explore ways that achieving the Global Goals can show up in their own communities.

In the fall of 2019, the Fowler Center delivered a Global Goals workshop to the Global Health Design Collaboration and CWRU MedWish, two student groups supported by the Center for Engineering Action out of the School of Engineering. The groups explored how they might better align their activities with the UN Global Goals.

 <https://weatherhead.case.edu/centers/fowler/>



*Fowler Center with Provost Scholars*



## 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 ThinkEnergy Fellows program.

Since 2017, GLEI has accepted at least one Weatherhead student into the ThinkEnergy Fellows program each year. In the 2018-2019 academic year, five students associated with Weatherhead programs were chosen to be ThinkEnergy Fellows ranging in programs from the full-time MBA program to Entrepreneurial Studies, Business Management, Finance, Economics, and Marketing majors and minors. In the 2019-2020 academic year, four students from Weatherhead programs were selected as ThinkEnergy Fellows ranging in programs from the MBA program to Economics and Data Analytics undergraduate programs. As part of each ThinkEnergy Fellows annual program, the students now divide into groups and develop either research or innovation ideas around particular challenges in energy and sustainability. They have gone on to compete in pitch competitions with numerous awards and accolades, and have gone on to form companies as well. The 2019-2020 cohort includes Environflo, who is developing a new membrane to help separate oils from

# Global Social Responsibility at Case Western Reserve University

water for the oil and gas industry, and HBAC, developing occupancy sensing technology for rooms and buildings in order to optimize HVAC use and operation.

GLEI also works closely with the new Veale Institute for Entrepreneurship, and Executive Director and Weatherhead associate professor Michael Goldberg (a member of the GLEI Advisory Board) on identifying support mechanisms across the University and the region's start-up infrastructure for promising energy-related technology. In particular, they are working on drawing attention to alumni start-ups in energy-tech, and to contribute to a more cohesive and collaborative entrepreneurial ecosystem here at CWRU.

➔ <https://engineering.case.edu/research/institutes/great-lakes-energy>



## Social Justice Institute

The Social Justice Institute strives to create a just world. They examine the root causes of social injustice and develop innovative solutions by supporting creative research, scholarship, and pedagogy; social justice leaders on and off-campus; and relationships within the university and into the community. They work to eradicate all systems of oppression by redistributing and expanding resources and opportunities while exalting human dignity. They believe in action, community involvement, education, empathetic relationships, equity, human dignity, inclusiveness, and intergenerational collaboration. The Social Justice Institute hosts annual programs and special events that all members of Case Western Reserve University's community can participate in. The Social Justice Institute motivates others to come together to discuss ideas and experiences and learn from each other.

Weatherhead faculty, staff, and students have frequently participated in the annual Social Justice Teach-In, where people of all ages gain information, practical skills, and resources through 30-40 workshops on local and global justice issues.

➔ <https://case.edu/socialjustice/>



## Veale Institute for Entrepreneurship

Named after Tinkham Veale II, a Case Institute of Technology graduate, the Veale Institute for Entrepreneurship, located on the top floors of Case Western Reserve's nationally renowned Sears think[box], is the University's hub for entrepreneurial activity. Tinkham Veale II (CIT '37) was a businessman, philanthropist and lifelong supporter of the entrepreneurial spirit. Throughout his career and beyond, he used his extraordinary business success to give back to his community, his alma mater, and hundreds of small businesses and entrepreneurs.

The Veale Institute enhances the entrepreneurial environment at Case Western Reserve University by catalyzing entrepreneurial ideas through education and training, accelerating venture creation, and connecting people in a transformative way. Weatherhead students engage with the Veale Institute through their Entrepreneurship Speaker Series—as participants and moderators—and through the Remote Entrepreneurship Program, where students get the opportunity to work with start-ups across the country for the summer.

➔ <https://case.edu/entrepreneurship/>

# Sustainability at Case Western Reserve University



## CWRU Office for Sustainability

CWRU's Office of Energy & Sustainability is the think box and implementer of many of the sustainability initiatives on campus. The office works to create positive change in the world by changing campus business practices and driving daily interactions with the campus community and beyond. They are constantly thinking about ways to improve the sustainability state of the University. The office partners and collaborates with many other departments and academic centers 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 students can get involved with the Office of Energy & Sustainability in a number of ways, including the Sustainability Ambassador program which employs 16 undergraduate interns who work to help achieve campus' sustainability goals. Sustainability Ambassadors are trained through the projects and programs both on campus through a diverse set of sustainability issues. They are tasked with going 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, another group of CWRU students, 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.

## Awards and Honors

In 2018, Northeast Ohio Areawide Coordinating Agency (NOACA) along with RTA and Sustainable Cleveland teamed up to present the Commuter Choice Awards. CWRU was granted a Silver Award. CWRU won a Silver Ranking again in the Commuter Choice Awards in 2019.

CWRU has been included in every printing of the Princeton Review's Green Guide since its inception in 2010. In 2018, CWRU was honored to be ranked number 35 among the 399 Green Schools on the annual Green Guide and was listed in the Top 50 Green Colleges List.

Case Western Reserve University is a charter member of the Association for the Advancement of Sustainability in Higher

Education (AASHE) and has been a Sustainability Tracking, Assessment & Rating System (STARS) reporter for many years. In early 2018, the University submitted a complete report and earned a Silver Ranking.



<https://case.edu/sustainability/>

## Sustainability-Related Research at CWRU

In 2018, CWRU was awarded a U.S. Department of Energy Energy Frontier Research Center to look at the potential for Deep Eutectic Solvents to serve as electrolytes for flow batteries. DESs are abundant, cheap, and environmentally benign; if their potential use as battery electrolytes could be unlocked, they would offer a big advantage over the vanadium in current prototype flow batteries. Robert Savinell, PhD from the department of Chemical Engineering is leading this research.

Dr. Roger French and the SDLE Research Center team at CWRU, together with colleagues at the University of Pittsburgh, intend to launch a new Center on Materials Data Science Reliability (MDS-Rely). While they are pursuing NSF funding for the Center through NSF's Industry-University Collaborative Research Center program, they have enough interest and support in place from industry and several DOE National Labs to formally launch the Center this fall. Increasing the lifetime of materials by leveraging data science to better understand how and why they degrade can be an important step forward in the sustainability of materials.

Finally, the development of new ways to reduce or eliminate waste by improving reuse and recyclability is being urgently undertaken by CWRU researchers in the Department of Macromolecular Science and Engineering, along with the Chemistry department. The incredible benefits to society offered by plastics have been obscured by the plague of ubiquitous plastic waste in the environment. Dr. Joao Maia is developing a novel hybrid chemical-mechanical technology for recycling and upcycling of laminated and multilayered plastics. Even more exciting is a novel process developed by CWRU Macromolecular Professor Dr. Ica Manas-Zloczower, the Thomas W. and Nancy P. Seitz Professor of Advanced Materials and Energy, and her post-doc, Dr. Liang Yue, to transform waste thermoset plastics into reusable vitrimers through a process called vitrimerization. Their recent article in ACS Macro Letters has garnered significant attention, and has been the subject of follow-up reporting by WEWS Cleveland Channel 5, Canadian Plastics and other reports in progress. While proof of concept has been demonstrated with a handful of thermoset chemistries, Dr. Manas is seeking additional funding in order to advance this work.

The Great Lakes Energy Institute has been involved in all three of these efforts with proposal development, industry introductions and strategic communications.



# TOP 10

## Sustainable CWRU Facts

1

The University led the way to create a new pedestrian park and by-way called The Nord Family Greenway in 2018 which planted over 200 climate-resilient trees and provided a new pedestrian and bike-friendly connection to the University's Health Education Campus and the Maltz Performing Arts Center. The University continued the trend by completing the East Bell Commons in 2019, a community park and green space connected to the historic Wade Oval. The University dramatically enhanced an alley into an exciting, upgraded pedestrian path called the Nash Family Walkway which better connects first-year residential students with the campus and community businesses.

2

CWRU is aiming to be climate neutral, a Big Hairy Audacious Goal (BHAG), and has a Climate Action Plan guiding its way. So far, the University has reduced our reported climate emissions by over 75 million metric tons of CO<sub>2</sub> equivalent.

3

The campus recycled over 500 tons of material in the most recent academic year—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 publicly posted using the AASHE STARS benchmarking tool.

5

There are currently 50 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 500,000 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.


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.



The **Weatherhead School of Management** is committed to embedding responsible leadership education into the methods we teach our students. Creating learning opportunities for Weatherhead students happens through our curriculum, co-curricular opportunities provided by our centers and virtual opportunities created by our faculty. Weatherhead actively pursues alternative learning approaches with online and hybrid delivery, experiential learning and off-campus programs to become better aligned with the in-demand markets. We create a nurturing environment to support our students and alumni through lifelong learning and engagement.

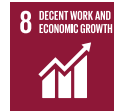
Experiential learning is an integral part of a Weatherhead education. From short-term study abroad opportunities focused on entrepreneurship in global and emerging markets, to studying urban economics and start-up companies in Israel, to forming new ventures in the AMES Business Model course, students are engaged in learning outside of the classroom and are actively giving back to the communities. In the Managerial Consultancy course (DESN 494), students learn to match consulting methodologies with client needs and employ a step-by-step strategy development process applied to real-world companies. *For a list of courses that align with PRME, see Appendix A.*

Outside of the classroom, Weatherhead supports two centers: xLab and the Fowler Center for Business as an Agent of World Benefit. xLab partners faculty and students from Weatherhead and the Case School of Engineering with Midwest corporations to understand, adopt and implement innovative business models to compete in the new digital economy. The Fowler Center creates programming and research specifically focused on ways that businesses can be a positive force for good in the world. These centers provide Weatherhead students with the environments and educational materials that support the principles of responsible leadership.

Weatherhead also provides learning experiences for new or returning students through our Executive Education programs and open online offerings on Coursera. For more than 40 years, Weatherhead Executive Education has offered programs incorporating impactful business concepts that transform organizations and help individuals stay competitive in all stages of their professional careers. Our Coursera programs reach a global audience of tens of thousands of participants per year and focus on leadership through a variety of topics including inspiring leadership, women in leadership, coaching and leading change.



## Passion to Project to Business: How Students Built a Local Business Sensation That's Giving Back



AMES Business Models (MGMT 495) is an experiential course designed to explore the challenges that entrepreneurs and established organizations face as they develop new business models.

In the spring semester of their final year in the Weatherhead School of Management's MBA program, five students took their passion project and evolved it into an apparel business that has been in business since completing the class in 2018. The students were assigned a project to start their own business and Brian Tighe, Drew Meyer, Rick Ahir, Hunter Hoge and Cori Finefrock did just that.

The group was inspired by the passions of some of their team members who had a lifelong love of fishing in Cleveland.

This hobby sparked the idea for their business and a way of giving back to the community through conservation funding. They decided to build a clothing brand to represent the fishing community throughout greater Cleveland and created "Cleveland Fishing Co."

The company produces hats, t-shirts, performance gear, hoodies, long sleeve shirts, face shields, stickers, Koozies and even coffee. They now have over 100 items for sale on their website.

Students credit learning about the importance of using business for good in Chris Laszlo's sustainability class. The company has partnered with Cleveland Metroparks Fishing Fund which helps to stock fish in waters, restore habitats and educate the future generation of the fishing community, and a percentage of the businesses' gross profit goes towards local conservation efforts.

In 2018, the AMES Business Models was co-taught by Assistant Professor Michael Goldberg and Adjunct Professor Brandon Cornuke.







## Learning Consulting Methods While Supporting Local Nonprofit Organizations



The course, *Managerial Consultancy* (DESN494), is designed for students to learn to match consulting methodologies with client needs and employ a step-by-step strategy development process applied to actual companies that are semester-long clients of the class. Accelerated career strategies in the consultancy business are featured, as well as tactics for getting hired upon graduation. The course views consultancy as a role, rather than a career, and conceptualizes consultancy as a process of optimizing an organization's value creation potential and competitive advantage.

In the Spring of 2020, the course was taught by Adjunct Professor Clark Khayat who chose four different local non-profit organizations for the students to consult. William Marion, Carmina Mares, Rachel Priscik, Thomas "Joe" Fister, Daniel Hopkins and Bryan Dunbar chose to consult the non-profit art organization, ARTFUL.



"Our project was to analyze other arts organizations around the country and benchmark the programs they offered and the prices they charged for using the flexible

spaces," Marion said.. "ARTFUL wanted to start offering programs in their flexible space but they were unsure of what types of programming would be most appealing and what to charge for those programs as well as how to price the space for rental opportunities." , Marion said.

ARTFUL's mission is to establish and nurture affordable space that supports and educates artists in their mission to create, sell and display their art while making creativity and inspiration more accessible to the community at large.

ARTFUL OHIO INC., is a 501(c)3 organization that has been operating and gaining a steady following since 2017. The Heights area, which includes Cleveland, Shaker Heights, and University Heights, is home to the largest population of artists in Greater Cleveland; however, it offers little to no studio space. ARTFUL has addressed the need for working studio space in the area by leasing a large space in a community building and building 24 handicap-accessible studio spaces and a community flex room.

We created a checklist with all the necessary legal requirements to make sure they complied with all the relevant regulations," Marion added. "We also set up a system they could utilize to organize their volunteers and begin to engage local college students as interns. Finally, we analyzed their website and provided constructive feedback on ways to make it a more effective tool for promoting their artists and the organization."



## Introducing xLab—where Weatherhead students help shape digital strategies for established companies

**xLab**, a new initiative started in 2018, is dedicated to partnering tech-savvy students, faculty and industry mentors with legacy and industrial native companies in need of digital transformation. xLab partners faculty and students from the Weatherhead School of Management and Case School of Engineering with Midwest corporations to help them understand, adopt and implement new business models to compete in the new digital economy. Member companies receive tools to determine their digital readiness, invitations to quarterly meetings, newsletters, and special lectures, Digital First training, and coaching on how to design a digital transformation project that students will tackle during their membership year. Students selected to enroll in the course work as a team to design solutions and develop prototype projects for partners in industries such as insurance, banking, manufacturing and truck leasing. xLab collaborates across the Case Western Reserve University with colleagues from the School of Engineering, the newly formed Veale Institute for Entrepreneurship and Sears Think[box], a world-class public-access innovation center.

Most recently, xLab is leading the design and launch of ShareTrace, an app that alerts users to their likelihood of being infected with coronavirus based on symptoms and proximity to others who have symptoms or confirmed infections. Inspired by the contract tracing needs surrounding the pandemic, ShareTrace uses state-of-the-art decentralized Personal Data Accounts (PDA) to store symptoms and contact histories of individual ShareTrace users. Users legally own their PDA and are the only ones who have access to it. This project between the research organization HAT-LAB and faculty members of Case Western Reserve University, including Professor Youngjin Yoo, Faculty Director of xLab, is unlike applications being developed by Google and Apple, as the ShareTrace team's solution is based on the growing concerns of inadequate protection of personal privacy while addressing immediate public health concerns from COVID-19.

*Above: Youngjin Yoo lectures to Weatherhead students.*

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"We're creating a pipeline of talent for established companies in our region," said Youngjin Yoo, founder of xLab and the Elizabeth M. and William C. Treuhaft Professor in Entrepreneurship at the Weatherhead School of Management at Case Western Reserve. "This challenge is also a wonderful opportunity for students to gain experience solving real-world problems to help corporations thrive in a new economy."

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<https://weatherhead.case.edu/centers/xlab/>



# Fowler Center for Business as an Agent of World Benefit

The Fowler Center for Business as an Agent of World Benefit exists to **create a world where business can prosper, human beings can flourish and nature can thrive**. The center advances Business as an Agent of World Benefit by awarding the annual Flourish Prizes, hosting a Global Forum series, offering the internationally-used AIM2Flourish program, and through research, teaching and applied service.

The Fowler Center was established in 2009, with the timely and generous gift of Chuck and Char Fowler. Originally named the Fowler Center for Sustainable Value, the donation launched the inquiry into Business

as an Agent of World Benefit initiative, started in 2002, to a new level of priority, scale, and scope as an interdisciplinary center of excellence. "Sustainability is here to stay," said Chuck Fowler, "and it's not just the right thing to do but it's a business innovation engine—doing good and doing well are totally and mutually reinforcing, and sustainability provides an overarching ideal and storehouse of leadership tools to make it so." **The Fowler Center's aim is clear: to build on and leverage the legacy and to create the finest research, education and applied center for Business as an Agent of World Benefit in the world.**

## About the Director

David L. Cooperrider, PhD, is the Faculty Director and Founder of the Fowler Center for Business as an Agent of World Benefit. He is a Distinguished University Professor and holds the Fairmount Santrol—David L. Cooperrider Professorship in Appreciative Inquiry at the Weatherhead School of Management, Case Western Reserve University. David is also the Honorary Chairman of Champlain College's David L. Cooperrider Center for Appreciative Inquiry at the Robert P. Stiller School of Business. In 2017, David received "The Lifetime Achievement Award"—the highest honor in his field of Organization Development.

David is best known for his original theoretical articulation of Appreciative Inquiry, or AI, created at the Weatherhead School of Management in the 1980's. Today AI's approach to strengths-inspired, instead of problematizing change, is being practiced everywhere: the corporate world, the world of public service, of economics, of education, of faith, of philanthropy, and social science scholarship.

*David Cooperrider, PhD*



# Fowler Center for Business as an Agent of World Benefit

## Fowler Center Initiatives

The main initiatives of the Fowler Center include the world-wide used AIM2Flourish program, the annual Flourish Prizes, the Global Forum Series, as well as workshops, supporting Weatherhead classes, publishing world-renowned research and hosting Appreciative Inquiry summits.

Through AIM2Flourish, students around the world use Appreciative Inquiry to showcase breakthrough innovations from for-profit businesses contributing to the 17 UN Global Goals for Sustainable Development. Weatherhead students have written nearly 3,000 stories about business innovations as of the submission of this report. AIM2Flourish leads to the annual Flourish Prizes, where the “best of the best” AIM2Flourish stories that were published during the previous calendar year are celebrated and shared. Each year, the center awards 17 Flourish Prizes—one for each of the 17 Global Goals—and celebrates the professors, student authors and businesses around the world associated with each story.

The Global Forum Series welcomes businesses and thought leaders from around the world every three to five years to contribute to a tipping point in Business as an Agent of World Benefit. The Fourth Global Forum was held in June 2017 on campus at CWRU. The Fifth Global Forum for Business as an Agent of World Benefit is to be held in late fall of 2021.

The Fowler Center offers workshops to interested groups on campus and within the business community. We curate workshops on the Global Goals as well as Appreciative Inquiry. Additionally, the center supports classes at Weatherhead in many ways; by organizing speakers, presenting Appreciative Inquiry, leading the AIM2Flourish assignment and supporting student consulting projects.

The Fowler Center is a world-renowned source for leading research about Business as an Agent of World Benefit. The center supports and shares faculty research, doctoral student research and co-publish teaching cases with Ivey Publishing. As the developers of Appreciative Inquiry, the Fowler Center is the leading expert in Appreciative Inquiry summits and support and facilitate several summits each year.

## About Appreciative Inquiry

Appreciative Inquiry emerged at the Weatherhead School 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.







“The AIM2Flourish experience leaves us with the absolute certainty that a better world is possible, through businesses with value and purpose.”

STUDENTS FROM PONTIFICIA UNIVERSIDAD CATOLICA ARGENTINA



## AIM2Flourish

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

The Fowler Center for Business as an Agent of World Benefit created the AIM2Flourish program to help students see the world differently. The initiative teaches students the financial benefits that companies experience when they care about their employees, the environment and their communities.

#### Accelerating Business for Good

AIM2Flourish accelerates the shift to a *Business for Good* mindset by recognizing the positive impact of today’s business leaders and entrepreneurs, and changing the way tomorrow’s leaders are taught. The initiative inspires the next generation of business leaders to build a better world by discovering new ways of doing business that are both profitable and progressive. The mission of AIM2Flourish is to change students’ mindsets about the goal of business from being the best *in* the world to being the best *for* the world.

#### AIM2Flourish.com

AIM2Flourish.com is a global learning platform showcasing business innovations that solve humanity’s greatest challenges. AIM2Flourish was the world’s first program designed for higher education to incorporate the UN Global Goals in order to teach students about business’ potential to be a force for good. Students around the world are using the 17 UN Global Goals and Appreciative Inquiry (strength-based interviews) to search out and report on world-changing innovations. AIM2Flourish is an experiential learning assignment, taking students out of the classroom to interview a business leader about a business that is doing good for the world and doing well financially.

AIM2Flourish uses Appreciative Inquiry as an interview technique to help students see the positive aspect of business. Students ask business leaders about their high-point moments, ones where they felt most alive, effective, engaged and passionate, the story behind the motivation and inspiration, and the positive impact the organization is making. By asking strengths-based questions and combining the power of storytelling, students are able to imagine themselves as leaders for world benefit.

### BY THE NUMBERS

15,000+

Students have participated in the AIM2Flourish assignment

140+

Professors that use AIM2Flourish in their courses

101+

Universities from around the world with published stories

99+

Countries in our global community

2,700+

Published Innovation Stories about business as a force for good

# AIM2Flourish

## AIM2Flourish Global Participation

AIM2Flourish is the world's first higher-education curriculum to incorporate the UN Sustainable Development Goals and Business as an Agent of World Benefit. The initiative offers a flexible, professor-facilitated curriculum with presentations, resources, videos and experiential learning assignments. Using the Global Goals as their lens, students identify an innovation, conduct an interview with a business leader, and then write about what they learned. The students' stories are published on AIM2Flourish.com to inspire other students, business leaders, and investors as part of an engaged global community.

## AIM2Flourish in Latin America

AIM2Flourish has a strong presence in Latin America with professors participating from Mexico, Columbia, Peru, Argentina, and Brazil and more than 400 stories published from those universities. Each year since 2018, universities in Latin America have planned and executed a *Foro Latinoamericano de AIM2Flourish* to celebrate the annual Flourish Prizes and any honorees from Latin American countries. The second annual Foro Latinoamericano de AIM2Flourish was held in Monterrey, Mexico on June 13, 2019 at EGADE Business School—Tecnológico de

Monterrey and co-hosted by EGADE and Universidad de Monterrey (UEM). The event brought together students, professors, and business leaders from Latin America with a shared passion for human and planetary flourishing and responsible management education. The third annual Foro is expected to take place virtually in October 2020 hosted by the Universidad Externado de Colombia.

In August 2019, the first Academia B Meeting was held in collaboration with AIM2Flourish, the Tecnológico de Monterrey, and ITESO in Mexico City. The event hosted 310 participants from 13 states, four countries, 28 universities, and 54 companies. The event launched a partnership between AIM2Flourish and Academia B to collect stories about all of the *Empresas B* (B Corps) in Latinoamérica.

 [AIM2Flourish.com](https://aim2flourish.com)





# 2019 & 2020 Flourish Prizes

<b>1</b> NO POVERTY 	<b>2019:</b> Dean's Beans, USA <b>2020:</b> Gojek, Indonesia	<b>10</b> REDUCED INEQUALITIES 	<b>2019:</b> Enable, UAE <b>2020:</b> Pixza, Mexico
<b>2</b> ZERO HUNGER 	<b>2019:</b> Alcagüete, Colombia <b>2020:</b> OLIO, United Kingdom	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES 	<b>2019:</b> Fred's Tiny Houses, Australia <b>2020:</b> Mamut, Bolivia
<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>2019:</b> CareNx, India <b>2020:</b> TABOO, Australia	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION 	<b>2019:</b> TerraCycle, USA <b>2020:</b> DGrade, UAE
<b>4</b> QUALITY EDUCATION 	<b>2019:</b> Directv Peru S.R.L., Peru <b>2020:</b> Hotel con Corazón, Nicaragua	<b>13</b> CLIMATE ACTION 	<b>2019:</b> Architerra, USA <b>2020:</b> Biomitech, Mexico
<b>5</b> GENDER EQUALITY 	<b>2019:</b> Jayaashree Industries, India <b>2020:</b> Bolsa Rosa, Mexico	<b>14</b> LIFE BELOW WATER 	<b>2019:</b> PT Aruna Jaya Nusantara, Indonesia <b>2020:</b> Acelflex SAS, Colombia
<b>6</b> CLEAN WATER AND SANITATION 	<b>2019:</b> JanaJal, India <b>2020:</b> Grosche International, Canada	<b>15</b> LIFE ON LAND 	<b>2019:</b> EcoDom, Mexico <b>2020:</b> AeroFarms, USA
<b>7</b> AFFORDABLE AND CLEAN ENERGY 	<b>2019:</b> Rural Spark, Netherlands <b>2020:</b> LuminAID, USA	<b>16</b> PEACE AND JUSTICE STRONG INSTITUTIONS 	<b>2019:</b> Coffee for Peace, Philippines <b>2020:</b> Humblebee LLC, USA
<b>8</b> DECENT WORK AND ECONOMIC GROWTH 	<b>2019:</b> Common Interests, USA <b>2020:</b> Tamga Designs, Canada	<b>17</b> PARTNERSHIPS FOR THE GOALS 	<b>2019:</b> Asia P3 Hub, Singapore <b>2020:</b> NeedsList, Canada
<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE 	<b>2019:</b> Green Afro-Palms, Ghana, Africa <b>2020:</b> Hivve Technology, Australia	<a href="https://aim2flourish.com/about-flourish-prizes">aim2flourish.com/about-flourish-prizes</a>	

# Executive Education Programs



Executive Education programs at Weatherhead take a dive deep into complex business theories to yield immediate and substantial professional development results for managers and executives.

## Digital Transformation: Strategic Tools & Frameworks for Success

In order to fully harness the transformative capacity of digital technology, individuals must gain deeper insights on people and their actions, meanings and values. Only when we are equipped with such deeper humanistic cultural understanding of people and their actions are we able to create meaningful digital innovations that have enduring values in the society. Digital Transformation: Strategic Tools & Framework for Success is a four-week digital course with online video assignments, supplemental materials, peer reviews, discussion boards and an individual application project. Designed with the flexibility and convenience working professionals need, participants can engage with their course content whenever it works for their schedules by participating either individually at their own pace, or with their organization or team.

## Leadership Institute for Women in STEM and Manufacturing

The Leadership Institute for Women in STEM and Manufacturing program at Weatherhead provides women with powerful tools to propel their careers forward and

remain competitive in male-dominated industries. Through a mix of online and in-person sessions, participants learn from world-class professors and coaches, connect with other women in the field and develop leadership skills that create a lasting impact for them and their organizations.

## Leadership and Management Certificate Program

This unique virtual certificate offers programs that are shorter, 90 minute to half day sessions, with self-paced pre- and post-work. It is specifically designed to help professionals develop the skills to lead in times of change. From the school that leads the world in Emotional Intelligence, this is the only leadership and management certificate that ensures participants learn how to engage their Emotional Intelligence while developing their leadership skills.

## Emotional Intelligence—the Weatherhead Way

Delivered completely online, this self-paced program presents an outline of the twelve competencies that comprise the EI and SI model. Building these critical emotional and social competencies serves as the essential core for outstanding leadership. They also act as potential inhibitors of executive derailment. This high-impact learning experience features a combination of conceptual and skill-based modules with reflective exercises to support and encourage learning, and to sustain behavior change. It is based on the Emotional and Social Intelligence Leadership Competency Model, developed by Daniel Goleman and Richard Boyatzis, Professor of Organizational Behavior at Case Western Reserve University.



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“Digital innovation is not about technology. It is a deeply humanistic endeavor to improve human lives with digital technology.”

YOUNGJIN YOO, PhD

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# WEATHERHEAD ON COURSERA



**Diana Billimoria, 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*

## Inspired Leadership

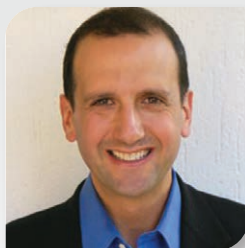
The “Inspired Leadership Specialization” available on Coursera was created by five Weatherhead faculty members. In this program, students learn how to overcome the ravages of chronic stress and renew their body and mind by building better relationships and positive approaches to leadership. Participants will 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.

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



<https://www.coursera.org/specializations/inspired-leadership>



**Michael Goldberg**

## Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies

The course, *Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies*, is taught by Michael Goldberg, assistant professor, design and innovation and Executive Director of the Veale Institute for Entrepreneurship. The path for entrepreneurs to grow their companies outside of well-developed entrepreneurial ecosystems like Silicon Valley is challenging. 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. Northeast Ohio, whose largest city is Cleveland, is one such community. Explore some of these innovative approaches during the course.



<https://www.coursera.org/learn/entrepreneurship-development>



## 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 is guided by Case Western Reserve University's North Star: "Case Western Reserve is a high-impact research university that aspires to be a community where humanity, science and technology meet to create a just and thriving world."

Weatherhead's worldwide reputation emerged several decades ago from its strengths in organization development at one end and operations research at the other. Demonstrating our commitment to producing research at the intersection of humanity, science and technology, Weatherhead faculty work across disciplines to produce research that matters to the academic, business, and alumni communities.

The Weatherhead School of Management's mission is to "have an enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future." Research is at the heart of our work at Case Western Reserve University. Weatherhead faculty produce research from all disciplines—including leadership and coaching, design thinking, economics, finance, accounting, supply chain management, entrepreneurship, sustainability, and business as an agent of world benefit—that seeks to understand and support organizations in the creation of social, environmental and economic value.

The research conducted by faculty members and students at Weatherhead also spans the Global Goals for Sustainable Development. PhD Candidate **Roxanne Jimenez** studies food consumption and production in relation to food deserts (Global Goal 2). Professor of Design and Innovation, **Philip Cola, PhD**, studies physician leadership and professor of Economics, **Mark Votruba, PhD** studies the quality of healthcare systems, both related to Global Goal 3. **Diana Bilimoria, PhD**, professor of Organizational Behavior, focuses her research on women and leadership; Global Goal 5. **Susan Case, PhD** and **Diana Bilimoria** both focus research on ethics, diversity, and inclusion; covering Global Goals 10 and 16.

**The Coaching Research Laboratory**, led by **Ellen Van Oosten, PhD**, 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, Weatherhead faculty and students seek to inspire coaches and coachees alike to pursue their passion, realize their dreams and contribute compassionately to the establishment of effective coaching relationships within their organizations (Global Goal 8).

**David Cooperrider, PhD**, professor of organizational behavior and Faculty Director of the Fowler Center for Business as an Agent of World Benefit, authors publications on Appreciative Inquiry. His latest article, "Appreciative Inquiry in a Pandemic: An Improbable Pairing"<sup>1</sup>, written together with professor of organizational behavior **Ron Fry, PhD**, discusses how Appreciative Inquiry can be used by executives and managers seeking ways to not just survive the pandemic, but thrive. Creating decent work places (Global Goal 8) is a central theme among faculty at Weatherhead.

*For a full list of publications that align with PRME, see Appendix C.*

1. Cooperrider, D.L. & Fry, R. (2020) *Appreciative Inquiry in a Pandemic: An Improbable Pairing*. The Journal of Applied Behavioral Science.

# Research and the UN Global Goals for Sustainable Development



**Susan Case, PhD**  
*Associate Professor,  
Organizational Behavior*



The research of Susan Case, PhD focuses on varying aspects of workplace inclusion: religion as an aspect of diversity; gendered discourse; integrity and moral character development; work/family integration and career-in-life issues of post-doctoral bench scientists; and how people learn about diversity in a global context, designing systems for organizational inclusion. She examines how religious texts and traditions impact managerial integrity and anti-corruption behavior as well as morally responsible sustainability in organizations. Another area examines the brain and gendered discourse in the professional workplace. Case's communication work forms the basis of much of her expert witness work on gender discrimination, hostile work environments, sexual harassment and disparate impact. Her work with women in organizations identifies organizational policy needed throughout careers for women in nontraditional fields to be successful. Case studies the postdoctoral experience of women in the bench sciences and its impact on their emerging identity was the featured paper in *Community, Work and Family*. Her newest research on the education of leaders for tomorrow examines the development of moral character in students for socially and ethically responsible behavior and enhanced integrity. Outcomes include more inclusive and intentional behavior like accountability, open-mindedness, increased honesty with themselves and others, a heightened consciousness about right and wrong behavior, confidence, courage, and increased candor to speak up, resulting in more morally responsible actions. This work draws on CWRU's focus on integrating ethical thinking and learning for all undergraduate students, being funded by a Nord grant. The work has also been profiled in management education for corporate social performance.

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**Philip Cola, PhD**  
*Associate Professor,  
Design & Innovation  
Adjunct Assistant Professor  
of Medicine, Case Western  
Reserve University*

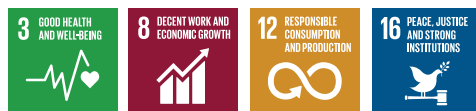


The research of Philip A. Cola, PhD focuses on the intersection between medicine and management in the clinical translational sciences. His studies have examined factors that influence success for physicians and scientists in Academic Medical Centers. This includes work on physician leadership and identity and how a positive organizational climate allows physicians to endorse roles as both physicians and leaders. Recently, Cola was part of a team that was recognized with the 2020 Scholarship in Teaching (SIT) Award at Case Western Reserve University (CWRU) for their work on Evaluating Leadership Development for Women in Academic Medicine. He has given numerous presentations to national and international audiences on the management of research and workforce development in the translational sciences. Additional work looks at how clinical problems in medicine, that physicians generally know how to treat, are being refocused with a management lens in order to achieve improved and more sustainable patient outcomes. Recent publications have highlighted these novel intersections across medicine and management to impact approaches to treatment in Multiple Sclerosis (Neurology), Type II Diabetes (Endocrinology), which augments Phil's extensive previous work on the management of schizophrenia treatments (Psychiatry). Similar research is underway on managing opioid use disorders (Emergency Medicine) and adolescent obesity (Nutrition).

# Research and the UN Global Goals for Sustainable Development



**Chris Laszlo, PhD**  
*Professor,  
Organizational Behavior*



As one of the originators of the concept of sustainable value, Chris Laszlo, PhD, reframes sustainability as a business opportunity, turning environmental and social risks into drivers of innovation, greater employee engagement, and a new, inimitable source of competitive advantage. In a new article, written with Rob Widing, PhD, the two make the case that the Business Roundtable's August 2019 declaration that the central role and purpose of business is not only to advance shareholders wealth, but to also advance the well being of customers, employees, suppliers, local communities and the natural environment, is in full accordance with the principles underlying capitalism, as written by Adam Smith in the Wealth of Nations, and by pursuing a stakeholder approach the shareholder's profits are also maximized over the long term.

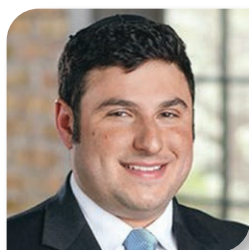
(2019). In John North (Ed.), The Changing Role of Business: A Comment on the Recent U.S. Business Roundtable Statement (October 2019 ed., vol. GRLI Web blog/communications October 2019, pp. 9).



**Robert Widing, PhD**  
*Professor of Marketing;  
Design & Innovation*



Studies show that delaying criminal background checks in the hiring process can boost the job prospects of a worker pool with a particularly stubborn rate of unemployment: ex-convicts looking to re-enter the labor market. A newly passed U.S. law establishes a practice known as "banning the box" as federal policy for hundreds of thousands of public and private jobs. The legislation used findings by Daniel Shoag who also directly lobbied for Congressional support during key committee hearings. Ban the Box policies—already adopted in 35 states and more than 150 cities—eliminate criminal-history questions on initial employment applications and have been shown to increase a candidate's chances of landing a public-sector job by 30%.



**Daniel Shoag, PhD**  
*Associate Professor,  
Economics*



# Research and the UN Global Goals for Sustainable Development



**Diana Bilimoria, PhD**

*KeyBank Professor  
Chair and Professor,  
Organizational Behavior*



**Samantha Erskine, PhD**

*PhD Candidate,  
Organizational Behavior*



Recent research by Diana Bilimoria, PhD and Samantha Erskine, PhD Candidate, points to the transformative potential of antiracist, feminist White allyship to serve as a missing piece in organizations that may propel the career development and leadership advancement of Afro-Diasporic women. Bilimoria and Erskine define White allyship as a continuous, reflexive practice of proactively interrogating Whiteness from an intersectionality framework, leveraging one's position of power and privilege and courageously interrupting the status quo by engaging in prosocial behaviors that foster growth-in-connection and have both the intention and impact of creating mutuality, solidarity, and support of Afro-Diasporic women's career development and leadership advancement. The research describes the behaviors, outcomes, motivations and detractors of White allyship and offers suggestions for future research. White allyship of Afro-Diasporic women holds important opportunities for meaningful relationships to develop in organizations, for which would-be allies need support, coaching, and training to increase their allyship competence and self-efficacy."

Erskine, S. E., Bilimoria, D. (2019). White Allyship of Afro-Diasporic Women in the Workplace: A Transformative Strategy for Organizational Change. *Journal of Leadership and Organization Studies*, 26(3), 319-338.



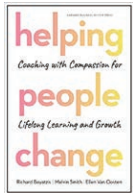
# Publication Highlights



## **Your Change Blueprint: How to Design and Deliver an AI Summit** (2018)

*By David Cooperrider and Michelle McQuaid*

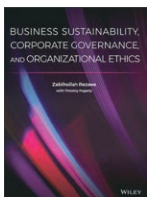
Dr. David Cooperrider is the co-originator and pioneering thought leader of Appreciative Inquiry. His groundbreaking work has led countless businesses, organizations and even religious leaders to understand how to consider a whole system and all its parts in order to develop strengths-based, solution-focused management philosophies that work. *Your Change Blueprint* distills three decades of research findings on complex Adaptive Systems, Appreciative Inquiry (AI), Neuroscience and Positive Psychology and reveals practical ways to create positive disruptions that enable people and systems to flourish. This book provides a step-by-step review of how AI Summits can be used to bring together hundreds of people to simultaneously change the way people think, feel and act.



## **Helping People Change: Coaching with Compassion for Lifelong Learning and Growth** (2019)

*By Richard Boyatzis, Melvin Smith, and Ellen Van Oosten*

In this powerful, practical book, emotional intelligence expert Richard Boyatzis and Weatherhead School of Management colleagues Melvin Smith and Ellen Van Oosten present a clear and hopeful message. The way to help someone learn and change, they say, cannot be focused primarily on fixing problems, but instead must connect to that person's positive vision of themselves or an inspiring dream or goal they've long held. This is what great coaches do-; they know that people draw energy from their visions and dreams, and that same energy sustains their efforts to change, even through difficult times. In contrast, problem-centered approaches trigger physiological responses that make a person defensive and less open to new ideas.



## **Business Sustainability, Corporate Governance, and Organizational Ethics** (2019)

*By Timothy Fogarty and Zabihollah Rezaee*

In today's business environment, multinational corporations are under pressure from investors,

lawmakers and regulators to improve their corporate governance, business sustainability and corporate culture.

Business sustainability, corporate governance and organizational ethics are taking center stage in the global business environment. This long-awaited text covers each of these three important areas in detail, guiding readers to a robust understanding with features including chapter summaries, essential terms, discussion questions and cases for each topic covered.

## **Managerial Accounting, 6e**

(6th edition ed., pp. 1099) (2020)

*By Karen Braun*

This textbook is used for introductory managerial accounting courses. It covers topics such as job costing, process costing, Cost Behavior, CVP Analysis, Budgeting, Performance Evaluation, Short term Business Decisions, Capital Budgeting, Statement of Cash Flows, and Financial Statement Analysis. It also contains a chapter on Sustainability Accounting.



## **Cultivating Leadership in Medicine** (2020)

### **Chapter 2: From Physician to Physician Leadership** (pages 13–22)

*By Philip Cola*

Leadership is a core competency for all healthcare professionals. Physicians of the 21st century face complex challenges and will be called upon to lead at multiple levels. Medical professionals must be prepared for both the practice of medicine and the practice of leadership. *Cultivating Leadership in Medicine* leads readers on the journey to discovering and practicing leadership skills in the world of medicine. Authors Joann Farrell Quinn and Bobbie Ann Adair White utilize a collection of 23 different readings to introduce the concept of leadership; help readers learn about personal development through emotional intelligence and social competencies; provide them with tools to navigate the organizational waters; and introduce examples of successful leadership skills training in medical education across the continuum.



# Research Highlights from Doctoral 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.

See the highlights from seven Fowler Center DM Fellows and a list of featured dissertations from the PhD in Management: Designing Sustainable Systems and PhD in Organizational Behavior programs.



**Michael Richard Cauley,**  
**DM 2022**



In healthcare, where service is presumed motivation, the Covid-19 pandemic is increasing attention toward the demands from the employee ), yet the impact of the employee on decision-making has not been empirically investigated. The Covid-19 pandemic presents problems that require all of the experiences and insights from frontline healthcare professionals. However, in an environment of care, the employee is assumed fully present, which potentially limits awareness. This research provides insight into the employee using a phenomenological, grounded theory approach to discover areas of emergence for decision-making through a qualitative study of 30 frontline healthcare professionals. This research seeks to shed light on how the employee can be applied to organizational outcomes related to decision-making by exploring the following research question: "What factors influence the emergence of the whole person into decision-making at work?" To address this phenomenological gap, a semi-structured qualitative study is being conducted, leveraging interviews with thirty frontline healthcare professionals at hospitals regionally across the U.S. (Southeast, Northeast, Midwest, Southwest, West) to understand an intrapersonal systems approach of the whole person and its influence on decision-making at work.



# Research Highlights from Doctoral Degree Programs



**Roxanne Jimenez,**  
PhD 2021



Roxanne Jimenez's research focuses on food production and consumption, which is relevant at the global, regional, and local levels, and studies the experience of individuals residing in food deserts and how they achieve a sense of well-being. Residents of food deserts are 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. In her current study is the examination of the Covid-19 pandemic on a resident's well-being. The study uses a qualitative approach to examine food desert residents' lives before and during Covid-19 as food desert residents often suffer from greater health disparities making them more susceptible to the health risks associated with Covid-19. Most commonly experienced by residents is a greater hardship of access to healthy foods given food shortages, closed food pantries, lockdowns, and reduced public transportation options. Further, research on this topic will encourage a greater understanding of the socio-economic factors related to food deserts as well as promote responsible leadership within public and private sectors, leading to more effective policies and solutions for communities that need sustainable healthy food options. Jimenez's research suggests collaborative efforts by non-profit organizations with private and government sectors are needed to provide sustainable and complete solutions to the problems of food deserts.



**Jennifer R. Bishop,**  
DM/PhD, 2022



Jennifer Bishop's research is focused on accentuating the strengths of people, specifically African-American women in corporate America through career advancement and success through non-traditional methods. It is her desire to build opportunities for African-American women to flourish in the financial service industry in corporate America that will change the paradigm to promote communities by honoring the strengths of those usually overlooked. Bishop's goal is to impact the traditional mindset that prevents the success of African-American women in middle and senior management positions with foundational skills but not the opportunities in corporate America. She seeks to create spaces to promote the uniqueness of individuals and encourage authentic participation. Therefore, the primary stakeholders would be African-American women in middle and senior management positions and C-Suite executives. She plans to investigate these disparities and to construct sponsorship programs that not only focus on profitability but also on the social well-being of the individual. Her vision is to investigate and open the "unspoken" dialogue that incorporates inclusiveness rather than exclusiveness.

Data has shown that inclusive organizations that embrace individual differences and promote growth of their workforce have resulted in increased profits and sustainability within the market. A diverse workforce allows for different markets to be explored and expands connectivity with the diverse customer and builds rapport with the community. Bishop's research will incorporate programming that offers disruptive innovation in the financial services industry by shifting the mindset of the C-Suite Executives and the culture of the organization.

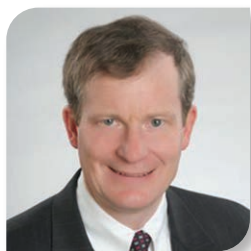
## Research Highlights from Doctoral Degree Programs



**Angel Lopez Mutuberria,**  
**DM 2020**



Angel Lopez Mutuberria's research wonders why, despite unprecedented levels of material wealth and opportunities for success, are professionals increasingly alienated from their work? Incentives are a recent development in economic theories impacting well being, therefore, many times inviting us toward materialism, a superficial living, resulting in feelings of emptiness and lack of life purpose. Personal callings enlighten the design of life, helping to find life meaning. Drawing upon multiple disciplines, Mutuberria posits an integrative emerging theory of life meaning where an appropriate balance of meaningful work, proper family functioning, and the continued development of the self lead to a meaningful life. Organizationally, adequate human resource initiatives are at the cornerstone of healthy organizations where implementing spaces to develop life meaning initiatives turn into more productive, focused, engaged, and committed professionals. Proper job design, work-life balance and the commitment to personal and professional growth are key drivers within organizations to life meaning.



**Carl Greppin,**  
**PhD 2020**



Why do people use bribes, and is it worth it? Given the complex nature of this question, Carl Greppin uses both quantitative and qualitative methods. Overall, the thesis comprises three separate but interrelated studies on bribing as a major element of corruption. First, in a qualitative strand, he interviewed 30 U.S. executives who work in highly corrupt countries to understand the motivations of individuals for participating in corruption. He found that some executives refuse to participate in such practices, while others choose reluctantly to succumb to extortion, while some willingly participate in corruption. Second, in a quantitative strand, Greppin analyzed World Bank Enterprise Survey data of 2,956 firms in the former Soviet republics where bribing is prevalent to understand firm participation in bribing. Bribing activity is measured by the extent, frequency and impact of providing additional payments or gifts to get things done. The third study, combining a quantitative and qualitative strand, seeks to understand differences in corruption participation. Greppin interviewed local executives in Kyrgyzstan and Georgia and conducted a country level quantitative analysis of the differences in firm performance using the same world bank data. Overall, these findings help understand what motivates executives and firms to behave in corrupt ways and participate in bribery. The findings provide novel insights to the nascent literature on bribing and to antecedents in former Soviet countries. Greppin also makes recommendations to policy makers and practitioners on how to reduce bribing as one major form of corruption.

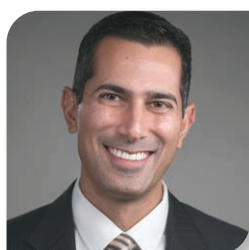
## Research Highlights from Doctoral Degree Programs



**Pamela S. Robinson,**  
**DM/PhD 2022**



Pamela Robinson's research topic is sustainable agribusiness. More specifically, the intersections of sustainable agribusiness and positive organizational scholarship. While the dominant discourse in sustainable development research and practice focuses on a linear economic approach to address transformational challenges facing the agribusiness sector, Robinson thinks differently. She believes nations rallying around a common future for all should value often overlooked local rural practices unless and until zero hunger and food security is not a sustainable development goal. She is interested in applying a non-linear approach to explore what positive local practices across the value chain influence sustainable agribusiness. Based on lived experiences of 26 agribusiness actors closest to the ground activities in local rural communities, primarily in developing countries, her research found a dimension of relational rationale for sustainable agribusiness value. The study titled, *The Hidden Value of Sustainable Agribusiness: An Appreciative Approach Across the Value Chain*, found local practices (e.g., embedded knowledge, moralistic virtue and affinity of emotions) are hidden in an innate connection between humans and nature. The findings and implications raise the consciousness of sustainability. The findings suggest a shift in dialog from "more production" to discussions of what's possible to leverage the economic rationale of sustainable development and relationship rationale towards rural flourishing. Her subsequent quantitative study examines how and to what extent the relationships between human and nature connectedness influence sustainable agribusiness value mediated by intangible cultural heritage. The initial study has been presented to the 2020 Academic Council on the United Nations System (ACUNS) Annual Meeting in conjunction with the United Nations@75 initiative.



**Ali Raja,**  
**DM 2021**



Prior to COVID, the opioid epidemic was the healthcare crisis on everyone's minds in the US. Unfortunately, the pandemic has only made things worse—patients with opioid use disorder (OUD) have found it even more difficult to find treatment, as many clinics have closed their doors for good. However, even before COVID, emergency departments were where many patients with OUD turned to for care, and this will likely only increase over the coming months as years. Unfortunately, most community EDs and the community emergency physicians (CEPs) who staff them don't use the first-line evidence-based treatment for OUD, buprenorphine. Ali Raja's research focuses on exactly this issue, and his first study, entitled "Factors Affecting Community Emergency Physician Treatment of Opioid Use Disorder with Buprenorphine" found that physicians' professional identities and their image of patients with OUD play significant roles in their decision to use buprenorphine for treatment. His current work aims to quantify this impact, and in the future he'll work to modify these factors to improve the care of patients with OUD who present to EDs across the country.



## Featured Dissertations from the PhD in Management; Designing Sustainable Systems and PhD in Organizational Behavior programs

2019	<b>Keimei Sugiyama</b>	Taking Inclusion Home: Identity Holism from Includer Identity Development
2019	<b>Kevin Cavanagh</b>	Gamification as a Vehicle to Encourage Behavior Change
2019	<b>Hak-Yoon Kim</b>	The Working Mom's Tug of War: Trajectories of Work-Family Conflict and the Buffering Roles of Job and Family Satisfaction
2019	<b>Shola Ajiboye</b>	Designing the Framework of Entrepreneurial Relationship Management (ERM) Capabilities for Effective-Decision Making and Strategic Actions
2019	<b>Suad Dukhaykh</b>	Factors Influencing Nontraditional Career Choice Among Professional Saudi Women
2019	<b>Yolonda Freeman Hildreth</b>	The Patient Perspective: Exploring the Influence of Social Interactions on Chronic Disease Outcomes
2019	<b>Jeffrey Frey</b>	The Sustainability of Nonprofit Leaders: Principles and Practices that Restore and Encourage Personal Wellbeing and Professional Effectiveness
2019	<b>Emmanuel Quansah</b>	Adaptive Leadership in Small and Medium-Sized Businesses: The Role of Primary Stakeholders Feedback in Achieving Strategic Adaptation
2019	<b>Krist Schell</b>	Antecedents of Radicality and Commercial Success Outcomes in SBIR Projects
2019	<b>Ivone Juarez Barco</b>	Inspirational Professors and their Emotional Intelligence, Ideal Self and Well-being
2019	<b>Daniel Newmeyer</b>	Teamwork: Improving Job and Life Satisfaction for Nurses in Acute Healthcare Facilities
2020	<b>Lili Bao</b>	Deep and Diverse: Knowledge Combination of Team Members in Problem Solving Teams
2020	<b>Terry Carter</b>	The Effects of Mergers & Acquisitions on Employee Wellbeing
2020	<b>Angel Lopez Mutuberria</b>	How Do Professionals Find Life Meaning?
2020	<b>Andrew McArthur</b>	Equity and Justice For All: The Absence of Subjective Well-Being for the African American Male
2020	<b>John Schaffner</b>	Coaching Millennials
2020	<b>Carl Greppin</b>	Why Do People Bribe and Is It Worth It? A Mixed Methods Study of Bribing Antecedents and Outcomes in Former Soviet Countries
2020	<b>Nancy Nee</b>	Do You Have the "S" Factor for Service Innovation? How Stewardship Contributes to Service Innovation Capabilities in Service-Dominant Logic
2020	<b>Ellen Schmidt-Devlin</b>	Omni-Brand: The Paradox of Global Acceptance and Local Authenticity
2020	<b>Muhktar Yusuf</b>	What Drives Individual Decision-Making of Foreign Direct Investment (FDI) to Sub-Saharan Africa



## 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 the 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:

- **Storehouse Tea:** *Cultivating Options for Growth*. Chris Laszlo, PhD; Katherine Gullett, MBA '13; Stephanie Hagen, MBA '18 (01/11/2019)
- **Beyond Meat:** *Changing Customer Behaviour in Food Consumption*. Chris Laszlo, PhD; Katherine Gullett, MBA '13; Peter Rezk, MBA '15; Nilesch Raut, MBA '14

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EFMD is an international, not-for-profit, membership organization of business schools and corporations that provides unique opportunities for research and networking. For more than 30 years, EFMD has organized an annual case writing competition with the intent to "encourage and support the writing of new and innovative case material." In 2018, Fowler Center/Ivey Publishing co-branded teaching case, "Centric Consulting Cleveland: Staying True to Core Values", written by Honghui (Jasmine) Liu, MSM-OR/SCM '16 with Katherine Gullett, MBA '13 and Chris Laszlo, PhD, was submitted in the Responsible Leadership category.

## 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 are key to our students' experiences and our mission of impacting business and society. Because of the relationships Weatherhead fosters with businesses and business leaders, students have the opportunity to experience partnerships through guest speakers at club events, leadership development programs, and projects during classes. Additionally, Weatherhead has the opportunity to support local and global businesses in many ways through our Executive Education custom programming and centers on campus including the Fowler Center for Business as an Agent of World Benefit and xLab.

Students in every program at Weatherhead have the opportunity to work on real business challenges with companies and organizations. This includes our undergraduate students in their Action Learning (MGMT 398) course and graduate students in a variety of courses. In Quantum Leadership (ORBH 430), graduate students work with global organizations to advise them on the best ways to scale their impact and incorporate the Global Goals into their operations. In Lean Operations (OPMT 422), students implement a diverse set of lean projects with local companies in a variety of industries. In the Masters of Science in Positive Organization Development and Change program, students in the Appreciative Inquiry Practicum (MPOD 435) do "mini-AI" interventions with local organizations. For a full list of courses that align with PRME, see Appendix A.

Weatherhead partners with business corporations in many ways that allow students and our renowned faculty to explore social and environmental challenges and create solutions. Aside from work within courses, the Fowler Center and xLab work with companies and networks to support regional economic development and create new business opportunities. For example, the Cleveland Rising Summit facilitated by the Fowler Center in the fall of 2019 brought together the entire greater-Cleveland community to discover, dream, design and deploy solutions for greater economic prosperity. xLab's Hack from Home event in the spring of 2020, aimed to find technological solutions to the Covid-19 pandemic. These partnerships create long-term relationships that lead to benefits for our students, greater community and the world.



# Weatherhead Partnership Highlights



## Morgan Stanley's Chief U.S. Economist Ellen Zentner Connects with Case Western Reserve Students

In 2018 and 2019, Ellen Zentner, chief U.S. Economist and managing director at Morgan Stanley, presented at the Weatherhead School of Management's David A. Bowers Economic Forecast Luncheon. Zentner spent the day before the luncheon on campus with Case Western Reserve University students from multiple disciplines and levels of study. Through personal, small group sessions, students received a first-hand look into what life is like on Wall Street and what steps Zentner took to get to where she is today. She discussed career paths, resume building, the job market, working on teams, and other important topics relevant to careers in the finance and the vast opportunities open to economic majors. In particular, Zentner spent time with the new Women in Economics club that aims to empower women by hosting events that foster connections within and beyond CWRU.

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"Your industry and career insights helped me reimagine my future path in the financial world. Thank you for taking time to support the women economic students at CWRU!"

OLIVIA SAMSON

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## Weatherhead Partners with Forte Foundation to Support Women in Business

The Weatherhead School of Management officially partnered with the Forte Foundation in Spring 2019 to launch its Rising Star Program for undergraduates at Case Western Reserve University. Forte is an organization dedicated to launching women into fulfilling, significant careers through access to business education, professional development and a community of successful women.

Women from across campus attended the initial meeting to hear from Krystal Brooks, Director of College and Pre MBA Programs at Forte Foundation. Brooks brought up harrowing statistics, like only 6% of Fortune 500 CEOs are women and only 36% of MBA grads are women, and encouraged attendees to take action.

"We've made a lot of progress over the years, but there's still a long way to go," Brooks said. "We're counting on students here to help be the change."

With more than 100,000 members and over 50 influential companies across the globe as partners, the Forte Rising Star program allows Case Western Reserve University students access to a network of resources. Students have the opportunity to meet peers, connect with business professionals, participate in professional development webinars and attend nationwide conferences—of which two undergraduate Weatherhead students have applied to attend.

Forte's Rising Star program also assists undergraduate students with career exploration, personal branding, job searching, networking and professional values.





**Jennifer Johnson**

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

## Action Learning at the Undergraduate Level

Jennifer Johnson, associate professor, design & innovation and associate dean, undergraduate and integrated programs, teaches Action Learning (MGMT 398), a course where undergraduate students participate in consulting projects with Cleveland organizations. Each project is focused on solving a business problem or pursuing a business opportunity. Below is a sample of projects from the hands-on class with a focus on the UN Global Goals.



### Wigs for Kids Project

Students worked with Wigs for Kids, a non-profit that has served children with hair loss due to illness for more than 35 years. The children suffer from chemotherapy, radiation therapy, Alopecia, Trichotillomania or hair loss from other events like burns. They furnish them with a hairpiece that is made from donated ponytails and matches hair color and style as closely as possible. Weatherhead students helped Wigs for Kids by analyzing their donor database to help them improve their overall financial donations.



### PTO Answers

PTO Answers serves parent, guardian and other school volunteers and leaders who run parent teacher organizations (PTOs— independent volunteer run organizations) and PTAs (volunteer organizations under the umbrella of National PTA) serving their children's schools. They offer support via information, training and digital products to help volunteers and leaders more efficiently and effectively run their groups. Weatherhead students helped PTO Answers to develop a strategic plan for the next one-three plus years of the organization. They specifically addressed the issues of how the company should sustain and build upon recent growth, new products or different product presentations, new and expanded corporate partnerships and different marketing plans.



### #FosterCare

#FosterCare engages celebrities, brands and elected officials in the plights of foster youth. Levering social media and social capital, the organization gets celebrities to empathize in action. The organization serves as the concierge service for foster youth providing exposure opportunities, career development, housing, clothing and access to capital. The students worked to help #FosterCare engage more millennials in the plights of foster youth. Their project was to develop a comprehensive plan to help #FosterCare achieve their goals of raising awareness about the difficulties of those in the foster care system in Cleveland.



### Lake Erie Foundation

The Lake Erie Foundation (LEF) is a 501(c)(3) organization established in 2016 to sustain and protect the waters of Lake Erie now and in the future. LEF is Lake Erie's advocate for economic sustainability, legal defense, education, outreach and innovative sustainable technology.

Weatherhead students were tasked with creating collateral and talking points for use at presentations and meetings to explain harmful algae blooms (HABs) in terms all audiences could understand. They had to develop a stakeholder analysis and communications

# Action Learning at the Undergraduate Level

strategy with related collateral to reach target audiences with clear explanations of causes of HABs, and the corresponding actions designed to address the challenges.



## Old Brooklyn Community Development Corporation

Old Brooklyn Community Development Corporation is a comprehensive non-profit community based organization committed to the economic, social and physical improvement of the Old Brooklyn neighborhood in Cleveland. Weatherhead students were asked to help with business planning and economic modeling for an aging-in-place housing-redevelopment enterprise that would guarantee small to midsize maintenance and safety projects in the homes of elderly residents in exchange for a donated property upon vacation of the home. Property would then be redeveloped and sold. The project evaluated financial models related to the maintenance liabilities and ability to recoup costs, in addition to research of other similar businesses, potential market, customers, and bottlenecks.



## Fairhill Partners

Fairhill Partners is a social purpose real estate campus with an emphasis on older adults, caregiving, intergenerational relationships, health promotion and lifelong learning. Fairhill provides referrals, short-term

housing, and assistance with transition for suddenly homeless older people; supports older adult relatives raising children with activities and resources for the entire family; supports caregivers with counseling and other resources; uses evidence-based programs to equip people with tools to help maintain health, prevent injury, and manage health problems; helps older adults find public benefits; and encourages connections through volunteer opportunities in all programs. Weatherhead students were asked to assess the true viable occupancy rate for leases, assess the best use of available common space for revenue-producing room rental use, and assist the Operations Director to develop both an internal and external campaign to promote desirable tenant retention and desirable tenant acquisition.



## Cleveland Metroparks

Cleveland Metroparks operates 18 different reservations (parks) across 23,000+ acres as well as the Zoo and several golf courses, marinas and restaurants. Weatherhead students were asked to do a market analysis of biomimetic the new river booms designed by Cleveland Metroparks for the Scranton Flats. The boom is designed to protect wildlife habitats along industrial rivers. Cleveland Metroparks is interested in pursuing Intellectual Property for the possibility of licensing the design to a floating dock, buoy or boom manufacturer. Initial goals were a prior art search and an understanding of the scope of the business and sales of this market. Further exploration should help show how they can position this design within the broader market place and identify potential customers and manufacturing partners.





"The Case team brought a dose of positive energy and curiosity to our manufacturing environment that helped us look at our lean efforts in new ways. The students worked side-by-side with our associates and became part of the team. The lively discussions where we collaborated to blend the best of theory and application were stimulating and productive. We worked together to define a project scope and deliverables, and the intangible benefits were as valuable as the hard dollar wins in terms of advancing the concepts of continuous improvement. USRP was certainly better for having participated in the supply chain program, and we like to think the students were enriched from their time spent in our entrepreneurial environment."

— **Gary DeMarco**  
President of US Refractory Products

"In Professor Goulder's Lean Operations class, I got hands-on industry experience as a second-semester graduate student. I was able to "sample" a half-dozen projects and companies, learning about data analysis, change management, and project implementation along the way. I'm now employed by US Refractory Products, one of the sponsoring companies, and am working directly with the President on systematically improving multiple facets of the core business operations!"

— **Baelin Dawes**  
Lean Operations student



## Experiential Learning at the Graduate Level



In Weatherhead's Lean Operations course, students have the opportunity to build marketable skills while helping local companies reduce waste. Lean practices help managers find better ways to execute by identifying and removing "waste", thus reducing effort and requiring fewer resources. Lean tools improve companies' profitability while simultaneously reducing landfill use, air emissions and natural resource demands. It is a win-win for both companies and the planet, supporting UN Sustainable Development Goal #12 (responsible consumption and production).

"Not only do Lean Ops students learn about waste reduction from a theoretical standpoint, they get practical, hands-on experience deploying these tools with local companies," said Mike Goulder, adjunct faculty member of the operations department. "This helps them build capability in pivoting from theory to practice, something that will help them maximize the value of their Weatherhead education as they transition to industry after graduating."

During the Spring 2020 semester, students implemented a diverse set of lean projects across a variety of industries, including:

- Reduced waste in the physical distribution system of a large packaged foods company
- Modeled a reverse logistics network to recycle unused seasonal goods for a large publisher
- Improved forecasting processes for a water filtration manufacturer
- Developed enhanced purchasing processes for a large social services provider
- Implemented 'Kanban' processes to improve material flows and reduce waste for a leading supplier of engineered products to the steel industry

# 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. Last year, over 3,000 business leaders from over 600 organizations enrolled in Weatherhead's Executive Education programs, where they've received 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.

## 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 Innovations that Deliver Value, Executive Education participants choose from the following programs:

- Leading Digitalization by Design—Online with Youngjin Yoo
- Advanced Competitive Strategy: Expand Your Boundaries
- Manage by Designing: Approaches for Everyday Innovation
- Designing Innovation DNA in Your Organization
- Digital First: Managing Disruption in the Digital Age

## 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



**Frank Whitfield**

*Mayor of Elyria, OH*

## Amid global pandemic and growing racial injustices, how Weatherhead has helped Frank Whitfield lead as Mayor of Elyria

As a high school student, Frank Whitfield, MGT '19, knew his career goals included completing his MBA.

"I've always been passionate about business and the power of entrepreneurship and how it can change the trajectory of your life while making a difference in your

community," Whitfield said. "So that's what initially drew me to wanting to pursue an MBA back in high school."

After completing courses at Lorain County Community College and finishing his bachelor's degree at Cleveland State University in nonprofit administration, Whitfield

accepted a position at the Nord Family Foundation in Amherst, Ohio. Part of his role was to develop and connect nonprofit executives to leadership and organizational development opportunities and provide grants to the nonprofit organizations.

While building these relationships in the community, Whitfield felt the need to refine his coaching skills. This realization led him to sign up for the Weatherhead Executive Education Coaching Certificate in 2013.

"I immediately fell in love with Weatherhead," Whitfield remembered. "I just felt at home, I felt welcomed, I felt like I was where I was supposed to be. My first class was taught by Dr. Melvin Smith, an African American professor at Weatherhead, so I immediately saw this as a place for me."

His positive experience while completing the certificate made selecting a school for his Executive MBA simple. Whitfield enrolled as a student at Weatherhead in the fall of 2017 while he was the President and CEO of Lorain County Urban League.

"The professors I had were great, my cohort was amazing and the international trip to Dublin, Ireland, and Glasgow, Scotland, really opened my eyes, too" he said.

Before finishing his EMBA, Whitfield felt called to run for mayor of Elyria, a city in the Greater Cleveland metropolitan area. Applying concepts he learned at Weatherhead throughout his campaign, Whitfield was elected in a landslide victory as the first African American mayor of Elyria in November 2019.

But his first full year as mayor has been far from easy. Facing challenges from the ongoing coronavirus pandemic to racial injustices around the country, Whitfield has had his hands full, but leaned into his education from Weatherhead to help lead his community during these difficult times.

He recently met with the Department of Public Health to discuss racism as a public health crisis. During the meeting, Whitfield discussed design thinking, journey mapping and other applicable concepts he learned throughout his time at Weatherhead. He and his team plan to use these concepts to look at the journey of Black citizens in his city—from family life to educational

opportunities—and then dissect the data to identify the gaps that exist in the system.

Whitfield's professional experience in a civil rights organization prior to becoming mayor of Elyria allows him to feel comfortable navigating conversations about race, although he says back then, the overall knowledge around racial injustice wasn't quite there yet.

"Now, there's such a heightened awareness around the racial disparities, and there's an interest in learning. I'm excited to see what may come of it," he said.

The ongoing coronavirus has been challenging for all leaders, but Whitfield says leading with compassion—another skill he learned through the EMBA program—has been his priority to stay in tune with his community members.

As the pandemic escalated around the world, the need for digital transformation in Elyria was expedited. That's why Whitfield teamed up with his former professor, Youngjin Yoo, and other Case Western Reserve University employees to assist in the development of a new app that will help manage risk during the pandemic.

"The app is one example of how technology can help individuals manage their risk during the pandemic," Whitfield said. "We're going to continue working with Case Western Reserve and Youngjin to make sure our community members are equipped with not only the technology, but the skills they need to be empowered during these times."

Looking back, Whitfield remembers during that first class with Dr. Melvin Smith and being required to create a personal vision to identify his values and goals. He says this exercise set the tone for the rest of his experience, stating his family as his motivation.

"I knew that an MBA from Case Western Reserve wasn't only going to give me the skillset to control my destiny, but it would also open up more doors for my family."

Whitfield encourages anyone looking to get ahead in their career or make a difference in their community to consider the EMBA program.

"I have a lot of emotional attachment to Weatherhead. I feel indebted to the school," he said. "I really feel like it changed my life."

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"I was literally pulling out materials from class in that meeting. What I learned in the program has definitely been relevant to me."

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MAYOR FRANK WHITFIELD

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# Appreciative Inquiry Field Work

Appreciative Inquiry (AI) emerged at the Weatherhead School of Management in the 1980s as David Cooperrider and Ron Fry, both professors of organizational behavior, 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 Cleveland organizations. Below is the field work completed during academic years 2019-2020.

## 2019

### Smuckers



### Swagelok



### Lakewood Building & Planning Department



### West Side Community House



### Richard L. Bowen & Associates



## 2020

### Lakewood Police Department



### Cleveland Hearing & Speech Center



### Progressive



### Empowering Youth; Exploring Justice



## PROJECT HIGHLIGHTS

### Richard L. Bowen & Associates

Appreciative Inquiry was used to help create a new and more inclusive workplace culture. The company focused on finding ways to make the culture more collaborative and engaging for their employees.

### Lakewood Police Department

Students worked with the police department to make the career of policing more appealing, learn to deal with transition and change more effectively and create positive career movement. The department was anticipating a change in leadership after a very long tenure by their current chief of police and they wanted to take advantage of the project to provide a better work environment.

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

During the Quantum Leadership course offered to 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 work with companies that were profiled on AIM2Flourish.com, including Flourish Prize honorees.

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. A sample of the student projects from 2019 and 2020 are below.



**Dial4242**, in India, gives a simple and cost effective solution to make ambulances easily accessible. Over the course of the semester, the students worked with Dial4242 on expanding its operations outside of India, with a focus on the United States. The Dial4242 team was put in touch with executives at private ambulance companies which resulted in multiple demonstrations being scheduled.



**Sunshine Nut Company** is a sustainable and profitable cashew farming business, transforming lives in Mozambique, Africa. Students assisted Sunshine Nut Co. with their expansion to the EU and researched which options for port delivery would be most cost effective and efficient for distribution.



**SmartPaani** provides eco-friendly and economical solutions to water issues in Nepal. The student team worked with SmartPanni to explore whether they should enter the graywater market in the US Western Region.



**SunCulture** is on a mission to help smallholder farmers in Africa improve both crop yields and quality. Students worked with Sunculture to help them enhance their employee onboarding process, performance evaluation process and wellness program. They enhanced their onboarding process with a more robust buddy system with a detailed timeline. Additionally, they integrated role-based project reviews and created a template to assist in a structured approach.



**Amor a Mar** is a company focused based out of Monterrey, Mexico on the stewardship and sustainability of the ocean. The current and greatest goal of Amor a Mar is to grow its visibility and customer base while increasing revenue. The student team identified two areas in which Amor a Mar could achieve its goals while fulfilling several Global Goals including direct advertisement and the humane harvest and preparation of fish.

# Business Engagement through AIM2Flourish



**Green Afro-Palms (GAP)**, in Africa, reclaims lands at risk of environmental collapse for sustainable palm nut production by outgrowers and small-scale farmers, preventing the slash and burn farming for short-term crops decimating the environment. Green Afro-Palms has created a “SmartFarmer App” which allows people to invest in the farmers Green Afro-Palms works with. Our student group supported GAP by researching stakeholder that could be potential partners and providing insights into marketing the SmartFarmer App to attract customers.



**Fred's Tiny Houses** is the first tiny house builder to develop purpose-fit tiny houses for an Australian climate and a sustainable world. The student group worked on two projects for Fred's Tiny Houses. First, they helped set up a B1G1 donation system for their website. Next, they worked on putting together a contest that Fred's Tiny Houses could use to involve the DIY industry. The team created a sponsorship package for Fred's Tiny Houses so that they could approach potential donors to be involved with the contest.



**JanaJal** makes and operates water ATMS in India, making water available, accessible, and affordable. JanaJal remotely monitors all the ATMs using an established cloud-based IT infrastructure which works in real time. The student group worked with JanaJal to provide a market analysis on other countries in Southeast Asia as JanaJal looks to scale their positive impact beyond India.

“All the students came across as highly sincere and passionate individuals keen to understand sustainability while solving prominent global issues. This is amply evident in the work that they have submitted. The fact that they were able to deep dive into sector relevant data and operating frameworks within a short period of time is noteworthy. We all have thoroughly enjoyed working with these young brilliant minds, and wish them well for bright futures ahead.”

JANA JAL

“We experienced the student’s quiet, listening openness in the beginning of the consultative process and this was much appreciated. They paused and stopped to really listen to us right from the start. They went well beyond just listening to our ideas about the scope of our project together to our raison d’être as a business and what motivates us personally to do what we do. On reflection this was a crucial aspect of their success with us.”

FRED'S TINY HOUSES







## AIM2Flourish + Sistema B: Sharing Stories that Redefine the Way of Doing Business with Purpose in Latin America

Sistema B and their Academia B initiative approached AIM2Flourish in 2016 to explore collaborations between the two initiatives. The groups soon discovered that a collaboration between AIM2Flourish and Sistema B would promote knowledge among teachers, students, entrepreneurs and citizens about successful companies in Latin America that are developing solutions to the great challenges of humanity described by the Global Goals for Sustainable Development.

Sistema B is an organization that supports advancement towards the vision of an economy where success is measured by the well-being of people and nature. The organization seeks to build an ecosystem to strengthen companies that use market forces to solve social and environmental problems: B Corps. Academia B is a Sistema B initiative, which seeks to create a bridge between the B movement and academia in order to generate knowledge and capacities for a New Economy through the dissemination of scientific research opportunities, the

development of training tools for teachers and students, collaborative academic networking and experiential learning.

Since 2017, AIM2Flourish professors and the Academia B network have started to invite their students to approach B Corps, interview leaders and publish their stories on AIM2Flourish. The groups aspired to share stories of all the B Corps in Latin America.

In 2019 a new dream emerged—to hold Academia B Meetings in collaboration with AIM2Flourish that would bring together educators, students and entrepreneurs to share experiences and business models with purpose, and build an agenda towards triple impact education.

The first Academia B Meeting, in collaboration with AIM2Flourish, the Tecnológico de Monterrey and ITESO, was held on August 24, 2019 in Mexico City. 310 participants from 13 states and four countries attended, representing 28 universities and 54 companies.

# The Cleveland Rising Summit

Within the course of a year, Cleveland Rising evolved from coffee cup conversations to engaging more than eighty Clevelanders in the design for a summit. During the summer of 2019, the conversation spread into the libraries, barber shops, online and across Greater Cleveland, harnessing the voices of residents. The Cleveland Rising Summit united Greater Cleveland in a common cause and shared purpose around its most promising strategic opportunities, including the forging of a shared narrative – a future story of hope and collective confidence around the economic opportunities, strategic choices and transitions that must be acted upon with courage, commitment and intentionally forged trust.

Together during the summit in October 2019, fellow Clevelanders set forth to advance the economy and build a shared strategic point of view and vision based on the real numbers, facts, and future opportunities. The goal was to empower a more prosperous economy, where business,

government, and civic society are working toward a future of vibrant business growth, and innovation—so businesses can excel, all people can thrive and nature can flourish. To accomplish this, an Appreciative Inquiry design process was used to bring together economic leadership groups, citizens and neighborhoods, business organizations, government organizations, educational institutions, and community-based organizations to build trust and develop a distilled core set of principles and guideposts, to serve as a platform for future action-oriented plans.

The Cleveland Rising Summit was chaired by peer-selected citizens, planned by a team from Destination Cleveland and facilitated by Case Western Reserve University's Fowler Center for Business as an Agent of World Benefit Team and more than 30 CWRU alumni and graduate students.



[www.clerisingsummit.com](http://www.clerisingsummit.com)







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The Cleveland Rising Summit—creating measurable, transformative goals and envisioning a Greater Cleveland in 2030 in a way that cultivates trust, includes all voices, unites our strengths and propels collective action, resolve, and sustainable success.

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## 600+ Greater Clevelanders Co-Create 2030

At the Cleveland Rising Summit in October 2019, more than 600 Greater Clevelanders identified the priorities needed to stimulate economic growth in the region. Participants asked one another thought-provoking questions that began “how might we...” and brainstormed solutions within working groups to develop initiatives and objectives to achieve an aspiration by 2030.

### Guiding Values

Quintessential to the process, the guiding values emerged from the pre-summit design session and held a safe place for Clevelanders to rise during and after the summit.

**ACCOUNTABILITY:** We are committed to results and to holding one another responsible for achieving them.

**TRANSPARENCY:** We are committed to an open process in which all are welcome, and information is shared, accessible and true.

**COURAGE:** We will be comfortable with discomfort, fearless in the face of challenges, and bold and brave as we take risks to become the community we aspire to be.

**LOVE:** We care for one another, and we care about this place. We act out of empathy and compassion. We will do what it takes to be truly inclusive, and we will find joy in the journey.

**EQUITY:** We will create an inclusive economy where jobs and the means of wealth creation are accessible to all.

### Learn more about the Summit



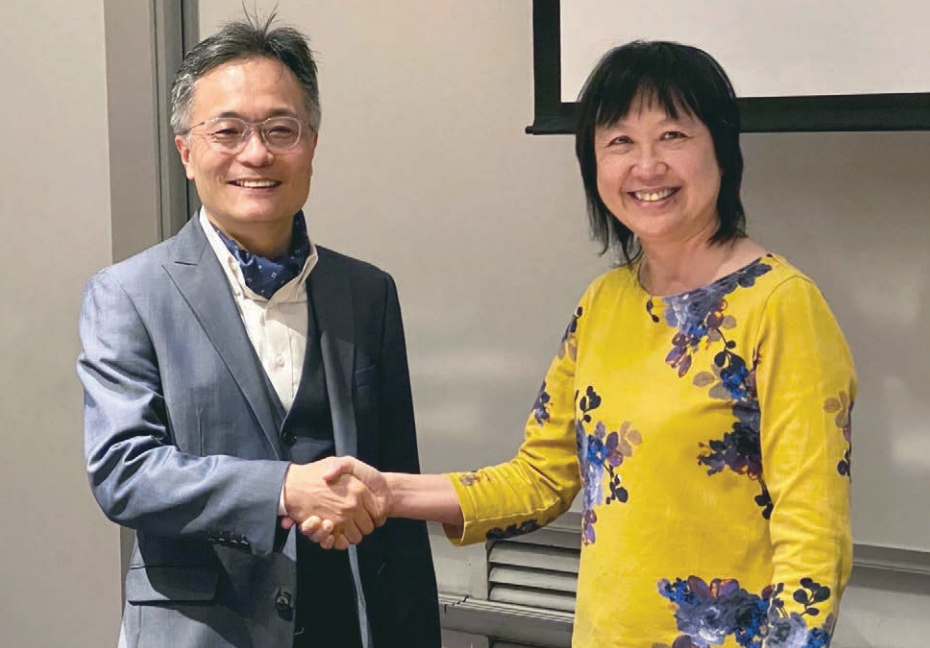
<https://weatherhead.case.edu/news/2019/11/15/fowler-center-facilitates-the-cleveland-rising-summit>

### Hear what Clevelanders had to say



<https://www.wksu.org/post/exploradio-created-cleveland-appreciative-inquiry-has-transformed-world-management#stream/0>





*Youngjin with Irene Ng, Director of HAT-LAB, CEO of Dataswift, Professor of Marketing & Service Systems, WMG, University of Warwick. xLab is working with HAT-LAB on the ShareTrace app, which uses Dataswift's personal data accounts.*



## Weatherhead's xLab Co-hosts Global Hackathon to Build Technology Solutions Amid Coronavirus Pandemic

In April 2020, Weatherhead School of Management's xLab partnered with Cleveland Clinic's Hwang Lab, Dataswift, Ethical Tech Alliance, and HAT-LAB, along with a number of global partners to host Hack from Home, a global hackathon that aimed to find technology solutions to fight the spread of COVID-19.

The global hackathon brought together 822 participants from 62 countries to deliver 28 projects that can be scaled into solutions to fight COVID-19. The projects were designed around three core themes: mass data mobility, citizen science and community health.

Health Traffic Light, a project formed by a multidisciplinary team of designers, data scientists and academics including members of the Case Western Reserve University community, won Hack from Home. Their winning project is an international risk identification system that has proposed a privacy-preserving technology to identify individual exposure to the virus at scale.

By tracking self-reported symptoms and networks of citizens that may have been exposed to the virus, Health Traffic Light can track the effects of COVID-19 in a population without the possibility of governments or organizations maintaining unfettered access to their information after the crisis. This is achieved by using personal data accounts, rather than storing citizen's data in local smartphone storage that could still be accessed after the pandemic.

Youngjin Yoo, xLab founder and professor of design and innovation, was a member of the Health Traffic Light team along with five other CWRU community members.

"We needed to bring bright minds together to address the complex and rapidly evolving problems our world is facing," Yoo said, "I am so proud and humbled by the global response to the hackathon and our project, Health Traffic Light."

## PRINCIPLE 6

**Dialogue:** We will facilitate and support dialogue 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.



Weatherhead is committed to increasing individual creative and critical thinking capabilities 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. We also value collaboration in order to develop enduring and transformational knowledge. 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. Students have the opportunity to participate in dialogue and discussions through many classes at Weatherhead, including Case Western Reserve University's Seminar Approach to General Education and Scholarship (SAGES) program. The Fowler Center for Business as an Agent of World Benefit brings together stakeholders—students, faculty, and responsible leaders—to collaborate and discuss the most pressing issues of our time.

Weatherhead engages with the local Northeast Ohio community as well as the larger community of business schools with a focus on responsible management education. Weatherhead faculty, staff and students participate in events at the local, regional, national and international levels. Weatherhead and the Fowler Center help convene these meetings, supporting discussion and inviting students into these opportunities. Faculty at Weatherhead present at numerous conferences and venues across the United States and internationally to share knowledge and research.



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

The Seminar Approach to General Education and Scholarship (SAGES) provides a foundation for CWRU undergraduates in critical thinking, written and oral communication, the use of information, quantitative reasoning and engagement with ethical issues and diversity. It exposes students to experimental and theoretical approaches in order to understand human culture and behavior, scientific knowledge and methods of research. Weatherhead SAGES courses stimulate student dialogue on critical, real-time issues like personal ethics, international and cultural ethical issues, sustainability and social justice.

### Curriculum Snapshot: Social Justice and Ethics



#### MGMT 395 Social Justice Leadership: Creating Change for the Common Good

Today's leaders operate in a highly complex, fast-changing world. This seminar explores nine approaches used by social justice leaders to step into action, inspire others, build shared vision and create positive change. Students discover how these approaches help leaders move complex change in difficult circumstances, and what business leaders, students and professionals can learn or borrow from social justice theory and practice. Students also explore their personal outlook on leadership in business and the workplace, including leadership that promotes the Triple Bottom Line (TBL) (i.e., people, planet, profit or the 'three pillars of sustainability'); Corporate Social Responsibility (CSR); and Diversity, Equity, and Inclusion (DEI). This course was taught by Professor Anita Howard.

#### USSO 289C Ethics of the Real World: Developing a code of ethics to guide decisions in work and life

This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? Students 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. Through practical exercises, students develop their own personal code of ethics, an iterative process designed to help articulate the principles of their moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work. This course was taught by Professor Susan Case.

### SAGES Courses aligned with PRME



FSSO 128: Movers & Shakers

FSSO 143: Living with and Making Decisions Concerning Injustice

MGMT 395: Sustainability for Strategic Advantage

MGMT 395: Managing Turnarounds

MGMT 395: Living Well in Organizations

USSO 286L: Exploring Nonprofit Organizations

USSO 292Y: Taking Care of Business: Corporate Governance

USNA 288I: Beyond Silicon Valley

USSY 288R: Cultural and Ethical Issues: American-Chinese Business Relations



## Faculty Spotlight: Contributions to Dialogue



**C N V Krishnan, PhD**

*Banking and Finance  
Professor*



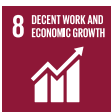
### Banking and Finance

In 2019, Professor CNV Krishnan presented “How do Legal Standards Matter? An Empirical Study of Special Litigation Committees”. In this presentation, he examined how legal standards affect outcomes in shareholder lawsuits where the defendants create Special Litigation Committees (SLCs). The research compiled a hand-collected sample of SLC associated lawsuits spanning a 26-year period from January 1, 1990 through December 31, 2015 and produced extensive descriptive statistics on the utilization, role and effect of SLCs. Evidence was found that law matters for SLC outcomes: case dismissals are the lowest in Delaware jurisdiction where the courts apply stricter standards of judicial review. In states with the weakest legal standards for SLC judicial review, SLC cases are more likely to be dismissed. Defense lawyers appear to exploit these differences to obtain dismissals at a higher rate, potentially impacting shareholder value. These results have implications for the legal standard of review for SLC cases.

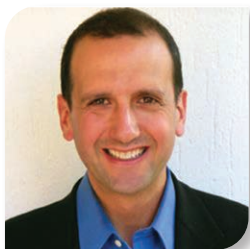


**Peter H. Ritchken, PhD**

*Banking and Finance  
Professor*

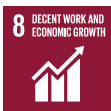


Professor Peter Ritchken produced research in 2019 titled “Black Economic Empowerment Contracts” for the South African Finance Association. After the fall of apartheid in South Africa, Black Economic Empowerment emerged as the central policy aimed at redressing the imbalances of the past by fairly transferring financial and economic resources to the majority of its citizens. Ritchken developed a dynamic model of the firm in an environment where regulatory constraints are imposed on firms to incentivize them to draw in impoverished citizens, who, without subsidies, could not otherwise join the shareholder base. The research explores these schemes and focuses on how they affect risk-taking within the firm.



**Michael Goldberg**

*Associate Professor  
Design and Innovation*



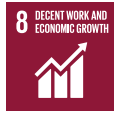
### Design and Innovation

Michael Goldberg’s Massive Open Online Course (MOOC), *Beyond Silicon Valley*, helped foster a global conversation for participants to share what was working in their communities to improve the entrepreneurial discovery process. In May 2018, he published *Beyond Silicon Valley: How One Online Course Helped Support Global Entrepreneurs* which profiles 20 of his MOOC students who have supported entrepreneurship in communities from around the world that face challenges unheard of in Silicon Valley—challenges like economic hardship, political strife, corruption or a cultural aversion to risk-taking. In the fall of 2018, he recruited a cohort of students from Syria to take “Beyond Silicon Valley” alongside a group of CWRU students. The students made recommendations to the United Nations Development Program (UNDP) in Damascus regarding how entrepreneurship might be supported after the conflict.

# Faculty Spotlight: Contributions to Dialogue

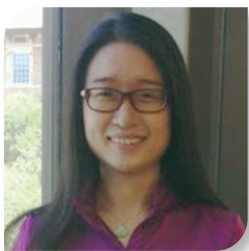


**Scott A. Shane, PhD**  
Economics Professor



## Economics

In January 2019, Professor Scott Shane presented his research “Training aspiring entrepreneurs to pitch experienced investors” at the University of Arizona Management Research Seminar. Accredited investors finance more than 75,000 U.S. startups annually. Shane explained how training aspiring entrepreneurs to pitch their new business ideas to these investors affects their odds of continued funding discussions. He modeled accredited investors’ decision to continue investigation as a real option whose value is a function of their experience and the information contained in the entrepreneurs’ pitches. Four hypotheses were derived from the model, which were tested through a field experiment that randomly assigned pitch training at four elevator pitch competitions. The data supported all four hypotheses and are inconsistent with alternative explanations.

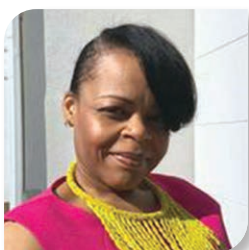


**Qi Wu, PhD**  
Assistant Professor  
of Operations



## Operations

In her research “Food Waste with BOGOF Promotions”, Professor Qi Wu studied how different forms of promotions (buy-one-get-one-free today/next week) affect food waste in retail stores and post-purchasing. She showed that in some cases, the firm can improve its profit and reduce the food waste at the same time by choosing the proper promotion strategy. This research was presented at the POMS Annual Conference in May 2019.



**Estelle Archibold**  
Adjunct Professor  
Organizational Behavior

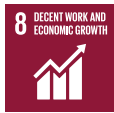


## Organizational Behavior

At the 2018 Academy of Management Annual Conference, PhD Candidate Estelle Archibold presented the paper “Multi-Level Organizational Factors that Support and Harm Women’s Self Confidence”, co-written with Sophie Elizabeth Jane, Keimei Sugiyama, and Weatherhead Professor Diana Bilimoria. Self-confidence has been designated a requisite individual characteristic for advancement in the workplace. Historically, self-confidence has been associated more with men than women. As a result, research on self-confidence in the workplace has been conceived within masculine behavioral paradigms under a guise of gender neutrality. The purpose of this study was to expose potential social and contextual factors not broadly examined in the extant literature on individual self-confidence in the workplace. In the analysis of qualitative survey results of a sample of 299 women professionals, the team found that meso-level (social) and macro-level (organizational) factors contribute to women’s experience of self-confidence in the workplace, in addition to micro-level factors, that receive the bulk of scholarly attention. The team proposed that individual factors interact with social and organizational factors and support or impinge upon the attainment of self-confidence in the workplace.

# 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.



## Epoch Pi Lunch & Learn reinforces Principles of Responsible Management

Through the Lunch and Learn series, the Fowler Center is able to contribute to responsible management education at Weatherhead. In the spring of 2020, William Vogelgesang and Lynn Carpenter from Epoch Pi discussed impact investing, B-Corps and the purpose economy. With more than 50 years of investment banking experience between the two of them, they gave Weatherhead students an in-depth perspective on how impact investing works to promote profits as well as social purpose.



## MBA Workshops on Sustainability Connect Students to Businesses

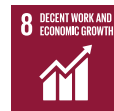
Weatherhead MBA students teamed up with local companies to learn more about real-world sustainability practices. Local business leaders and MBA students participated in interactive workshops throughout the fall semester hosted by organizational behavior professors and the Fowler Center with speakers dedicated to creating a more sustainable world. Participating companies included Lubrizol, Eaton, BrownFlynn, Vitamix and more.



## Raj Sisodia Speaks to First-Year MBA Cohort

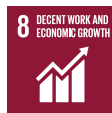
The Fowler Center was honored to welcome Raj Sisodia to speak to Weatherhead's first-year MBA cohort during their November 2018 MBA Workshop on Business as an Agent of World Benefit. Sisodia is Co-founder and Chairman Emeritus of Conscious Capitalism and FW Olin

Distinguished Professor of Global Business and Whole Foods Market Research Scholar in Conscious Capitalism at Babson College. Sisodia spoke about how businesses will thrive if and when they put people first and lead for a higher purpose with conscious leadership, culture and management. He gave a history of capitalism and urged the audience to consider the real purpose of business and the impact that each of us, as business leaders, can make in the world.



## Collaborating with NetImpact and Local Businesses

Weatherhead's Net Impact group and the Fowler Center combined efforts to co-host a Lunch and Learn in November 2018. Student participants had the opportunity to get to know two Cleveland based companies, Better Together Solar and Rust Belt Riders. The company leaders shared their efforts in creating and sustaining their own businesses as agents for world benefit in Northeast Ohio.



## Jodi Berg, PhD '17, Leader for Vision and Values

As CEO of Vitamix, Jodi Berg has infused her organization with personal energy and helped make it a rising name in a revolution in health consciousness. Being the fourth generation in a family business, Berg channels and champions all the same love that her grandfather had for the promotion of a healthy diet. In talking with the Weatherhead MBA cohort, Berg expounded on this and discussed her joy in fostering a culture through which a company can produce sustainable social good for its customers. In addition to serving customers, the culture of Vitamix has enabled the company to continue growing in a saturated market.





## Sustainable Cleveland 2019



Since 2009, the Sustainable Cleveland 2019 (SC2019) initiative has engaged more than 15,000 people from all walks of life, working together to design and develop a thriving and resilient Cleveland region. Over the past ten years, SC2019 has supported collaboration and action to make Cleveland a greener, cleaner place to live, work and play. From improved water and air quality to increases in bike infrastructure and clean energy, SC2019 has come a long way.

On October 16, 2019 the city of Cleveland celebrated the culmination of SC2019, honored the many people and organizations that have been involved and built off this foundation for even greater progress. The summit included remarks from Mayor Frank Jackson, keynote presentations, recognition and awards and discussions on key priorities going forward.

Participants:

- Celebrated Cleveland's progress in sustainability since 2009
- Shared stories of collaboration and action inspired through the SC2019 initiative

- Recognized individuals, organizations and businesses leading by example to advance sustainability in Cleveland
- Advanced Cleveland Climate Action Plan priorities that require community-wide action, such as reaching 100% renewable electricity, trees, access to vibrant green space, sustainable transportation, clean water, and creating a circular economy
- Charted a path forward for continued engagement in sustainability and climate action beyond 2019

Dr. David Cooperrider, who facilitated the first Sustainable Cleveland Summit in 2009 returned to the event to lead the group through an afternoon design session. "The energy in this room, and the intrinsic nature of this [Appreciative Inquiry], is who we are as a Cleveland people," he said.

Besides facilitating the summit, the Fowler Center was also happy to bring Michael Waas, Global Vice President of Brand Partnerships at TerraCycle, to speak about the Circular Economy. TerraCycle was the Fowler Center's 2019 Flourish Prize honoree for Global Goal #12.



## UN PRME Chapter North America: 5th Regional Meeting

The Fowler Center for Business as an Agent of World Benefit, Weatherhead School of Management, Case Western Reserve University and the College of Business Administration at Kent State University co-hosted the 2019 UN PRME Chapter North America 5th Regional Meeting in June 2019. This collaboration reflected a commitment to the shared community of Northeast Ohio and engaged students, faculty and the business community in responsible management and the United Nations Sustainable Development Goals (Global Goals).

The event brought together more than 70 participants from academic, non-profit and corporate backgrounds. On the first day, in addition to several academic presentations, interactive sessions were held with business and social enterprise professionals focused on strengthening the economic and social impact of their organizations through examining potential partnerships with private, public, and social sector organizations. The group explored the opportunities afforded by strategic partnerships across organizational boundaries of business, non-profits, government and academe to accelerate achievements of shared regional goals, as expressed by the UN Sustainable Development Goals.

Jens Molbak, founder of WinWin and Coinstar, gave the morning keynote address and spoke about his company

WinWin, a non-profit that seeks to utilize a data-driven “tri-sector” approach to align the resources available in the private, social and public sectors to generate superior societal and financial outcomes. WinWin is based on the idea that tremendous value can be created (and waste reduced) when assets from companies, non-profits and government agencies are collaboratively leveraged to reduce inefficiency and improve overall outcomes. From there, a panel of professionals from Northeast Ohio spoke, including, Brian Broadbent, President and CEO, Business Volunteers Unlimited, Kristin Hall, Director, City of Cleveland Mayor’s Office of Sustainability, Lillian Kuri, VP of Strategic Grantmaking, Arts and Urban Design Initiatives, Cleveland Foundation, Rosanne Potter, Senior VP and CFO, Cleveland Foundation, Bill Vogelgesang, Co-founder of EPOCH Pi, and Andrew Watterson, Senior VP, Head of Sustainability and Corporate Responsibility Officer, KeyBank.

The second day of the summit began with a keynote address by Dr. Chris Laszlo, professor of organizational behavior at the Weatherhead School of Management and one of the originators of the concept of Sustainable Value. Dr. Laszlo spoke about social enterprise in support of the UN Sustainable Development Goals. The day also featured more than 10 lightning round and breakout sessions focused on sharing academic initiatives and results.







## Weatherhead Faculty and Staff on the Stage – At Home and Abroad

### International Engagements

- Chris Laszlo, PhD, professor of organizational behavior, was the keynote speaker at the Middle East and North Africa Conference on Principles for Responsible Management Education in Dubai on November 28, 2018.
- David Cooperrider, PhD, Ron Fry, PhD, and Fowler Center teammates, Katherine Gullett and Megan Buchter, presented at the World Appreciative Inquiry Conference in Nice, France In March 2019.
- Megan Buchter, Fowler Center Director, presented at the second annual Foro Latinoamericano de AIM2Flourish in Monterrey, Mexico on June 13, 2019 at EGADE Business School—Tecnológico de Monterrey.
- On Tuesday June 25, 2019 David Cooperrider, PhD, Faculty Director of the Fowler Center for Business as an Agent of World Benefit, delivered the keynote address at the "Happiness and its Causes 2019" conference in Sydney, Australia.
- In partnership with the global movement, Sistema B, as well as Tecnológico de Monterrey and ITESO, the Fowler Center's AIM2Flourish program collaborated on the first Academia B event held on August 24th, 2019 at the Tec de Monterrey, Campus Santa Fe in Mexico City. Megan Buchter presented on behalf of the Fowler Center.
- Satish Nambisan, PhD, professor of design and innovation, gave the keynote presentation at the International Conference on Innovation and Entrepreneurship at Jilin University in China in September 2019.

- Robert Widing, PhD, professor of design & innovation, and Chris Laszlo, PhD, professor of organizational behavior, presented at the International Academy of Management Annual Meeting in Seville, Spain in October 2019.
- Michael Goldberg, assistant professor, design and innovation, has presented in venues in Austria, France, and Hungary in 2019.

### Engagements within the United States:

- The Academy of Management selected a symposium organized by Weatherhead faculty Melvin Smith, PhD and Ellen Van Oosten, PhD, as "Best Symposium" in the Management Education and Development Division. Smith and Van Oosten presented the 90-minute symposium, titled "Desired Outcomes in Coaching: Coaching for 'Sticky' Intentional Change", at the Academy of Management Conference that took place in Boston from August 9- 14, 2019.
- Chris Laszlo, PhD, professor of organizational behavior, presented the keynote address at the PRME North America meeting held at Case Western Reserve University and co-hosted by the Weatherhead School of Management and the Kent State School of Business in June 2019.
- Philip Cola, PhD, associate professor, design and innovation, has presented in venues across the United States, from California to Massachusetts in 2018–2019.



# PRME SIP Conclusion

Weatherhead's commitment to the Principles for Responsible Management Education (PRME) enhances the fulfillment of our school's mission to have "an enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future." We develop the capabilities of our students to be globally responsible leaders that lead thriving organizations through our learning environments, including curriculum, academic activities, co-curricular opportunities, and the programming created by our centers of excellence. Through our cutting edge research, partnerships and dialogue on critical issues, we radiate the idea that business can do good and do well to our students, our alumni, our region and the world.

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 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.

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." The Fowler Center is honored to have the opportunity to compile this PRME SIP report with the support from the Weatherhead school and a group of committed students. Thank you to Weatherhead staff members Stacey Manz Lotz and Amanda Knauer, and MBA students Jim Kavalec, Katie Van Dusen and William Marion for your support in completing this report.

**We hope that you have enjoyed taking the time to learn about the Weatherhead School of Management and our practices in support of PRME. Please stay in touch.**

For questions regarding this report please contact:

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## **AIM2Flourish**

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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

## **DESN 410 - 100      Lead Digital Innov by Design**

Digital innovation requires us to truly understand us (people), what we do, why we do what we do, what makes us happy, and what we consider meaningful. Therefore, digital innovation is a deeply humanistic exploration to make digital technology meaningful and valuable to us. In order to fully harness the transformative capacity of digital technology, we must gain deeper insights on people and their actions, meanings and values. In this experiential course, we use design as the primary tool to gain such humanistic insights, and work with real-world projects to apply those ideas and tools to build real digital innovations.

## **DESN/ENTP 302      Creativity in Design**

The goal of this course is to develop skills and techniques for creative problem solving. The course is for anyone interested in design, the development of new products and services, and strategies for change in organizations and society. It is useful wherever we face challenging situations that require imagination, new ideas, and innovative approaches in a rapidly changing world. We will explore a wide variety of methods, techniques, and tools for encouraging new perceptions. There will be useful readings, but also exercises and projects for individuals and teams to develop new strategies of creative thinking.

## **ECON 333 - 100      Economics of Organizations**

The course focuses on the roles of information, property rights, and incentives in determining the origin and performance of different types of organizations. We look at problems faced by real organizations, examining questions such as, are Facebook and Uber fundamentally new types of firms? Why do some firms offer high-paying jobs while competitors in the same industry do not (eg, Costco vs. Wal-mart)? What are the impacts of different kinds of contracts with workers and supply chain firms on incentives to work hard, invest, and innovate? Should firms maximize shareholder value, or something else? Why are firms often not able to survive “disruptive innovation”? Are venture capitalists promoters or thwarts of innovation? An objective of the course is to give students a rigorous understanding of fundamental principles that will allow them to examine their own careers, even as many features of the economy change dramatically.

## **ECON 368/ECON 468      Environmental Economics**

Economics provides a critically important lens for understanding why environmental problems arise and persist, and the consequences of efforts to mitigate those problems. We will apply economics tools to real-world problems, such as: how can we address climate change without massive job loss? why do markets fail to prevent pollution, and how can government policy do better? Under what circumstances can companies profit by polluting less? What kinds of policies can spur the invention of green technologies? Class sessions will include guest presentations from professionals who are actively working on environmental challenges. Offered as ECON 368 and ECON 468.

## **EDMP 672—100      Flourishing Enterprise**

This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course is born of a conviction that the future of human society and the natural world is intimately linked to the future of the world economy, business enterprises, and management education. 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—100      Conflict/Coop in Glob'l Arena**

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 677/MGMT 677      Designing Sustainable Systems**

Students in teams will recognize and work in practice on a managerial problem that involves dimensions of sustainability and design. They will develop a set of solutions to the problem by generating alternative models and intervention strategies to address the problem. The project results in a short presentation and written communication of the solution in a form of a poster or prototype. The course will also include presentations of intervention and action research approaches and issues of inquiry validation and theory development.

## **EDMP/MGMT640      Social Ethics: Contemp Issues**

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.

## **EMBA 475—100      International Study Tour**

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.



## *Appendix A Courses (continued)*

### **EMBA 478A -B                      Leading Design in Organization**

This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is 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 479 - 100                      Leading Change: Society**

This course explores a proposition: that business, the motor of our society has the opportunity to be a new creative force on the planet, a force that could contribute to the well being of many. Our exploration and search is for "business as an agent of world benefit" and the questions are many: what does it look like, where is it happening, what are the market, societal and leadership enablers, and what are the results?

### **FSSO 128                                  Movers & Shakers**

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has" (Margaret Mead, 1901-1978). 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. The seminar will profile leaders from different occupations and walks of life. 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**

Injustice. What do you think of when you hear that word? There are all types of injustice in this world, and chances are that during our lifetime we will either find ourselves in a position or system of power, perpetrating injustice on others; or in a position or system of supposed impotence, a subject of injustice. What are our choices? How will we respond? 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.

### **HSMC 411 - 100                      Identifying Design Opportunities**

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.

### **HSMC 425 - 100                      Dialogues in Healthcare Mgmt**

The course seeks to educate students of the intricacies related to specific management challenges that arise in the context of healthcare delivery. This is accomplished through a process of facilitated dialogs with experienced healthcare management professionals. Drawing on the experiences and deep contextual knowledge of these professionals, the course provides students an opportunity to synthesize and apply their prior coursework to better understand the challenges and opportunities that managers face to improve organizational performance.

### **HSMC/OPMT 412                      Lean Services Operations**

The topics considered are viewed in the context of healthcare management, financial services, insurance firms, call centers, back-office operations, and other applications. Through these topics, the participants will be trained in tools that help them understand customers' expectations and needs and to identify service system characteristics that can meet these needs. We will learn how to identify errors in service and troubleshoot these problems by identifying the root causes of errors. Subsequently, we will discuss how one can modify the product or service design so as to prevent defects from occurring. Finally, we will establish performance metrics that help evaluate the effectiveness of the Lean system in place.

### **IIME 430A - B                      Product Design and Development I**

Complex relationship of customer to designer and to manufacturer, this course will be team taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams.

### **IIME 440 - 100 OPMT 420/MSOR 420                      Six Sigma and Quality Management**

The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). We introduce the concept of sustainability into the criteria to use to evaluate proposed solutions during the Six Sigma process. Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content.

### **MBAP 409 - 100                      Sustainability & Social Entrepreneurship**

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

## *Appendix A Courses (continued)*

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 - 100      Identifying Design Opportunities**

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.

### **MGMT 315      International Institute (Italy)**

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.

### **MGMT 395      Sustainability for Strategic Advantage**

Numerous books and published articles have shown that industry leaders in sustainability are thriving and succeeding because they have incorporated sustainability into their strategies and core business practices. 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      Managing Turnarounds**

This course will explore the unique managerial and financial challenges that face a financially-distressed operation requiring immediate and radical change to ensure survival. The seminar will focus largely on the practical aspects of implementing a turnaround: identifying the issues and executing the actions to stabilize the finances and operations in the first 12 to 18 months. Although our focus will be on financially distressed operations, many of the principles and learnings will apply equally to any situation where a rapid and radical transformation is required. This course is designed to broaden awareness rather than to impart technical concepts.

### **MGMT 395      Social Justice Leadership**

Today's leaders operate in a highly complex, fast-changing world. This seminar will explore nine approaches used by social justice leaders to step into action, inspire others, build shared vision, and create positive change. The aim of this exploration is to discover how these approaches help leaders move complex change in difficult circumstances ... and what business leaders, students, and professionals can learn or borrow from social justice theory and practice. We will also explore your personal outlook on leadership in business and the workplace, including leadership that promotes the Triple Bottom Line (TBL) (i.e., people, planet, profit or the 'three pillars of sustainability'); Corporate Social Responsibility (CSR); and Diversity, Equity, and Inclusion (DEI). Previous exposure to social justice is not expected or assumed. In keeping with seminar culture and philosophy, all perspectives are welcome and respected: students are encouraged to engage in open discussion and active questioning on the ideas and approaches we explore.

### **MGMT 395      Living Well in Organizations**

More effective forms of leadership development focus on the whole person. This course focuses on utilizing evidence-based, practical, positive psychology to explore what it means to "live well," and how integrating a personal practice of wellbeing can make us better people, team members, managers, and leaders in organizations. Students can expect to engage in and practice research-based methods for improving wellbeing, happiness, and more while engaging in reflective discussion to help build a set of everyday practices that will support them in living well now and in their futures in organizations.

### **MGMT 398      Action Learning**

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.

### **MGMT 456      Beyond Silicon Valley**

The path for entrepreneurs to grow their companies outside of well-developed entrepreneurial ecosystems like Silicon Valley is challenging. 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 community. This seminar will explore some of these innovative approaches.

## *Appendix A Courses (continued)*

### **MGMT 458 International Institute (Portugal)**

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 495 AMES Business Models**

AMES BUSINESS MODELS is an experiential course designed to explore the challenges that face entrepreneurs and established organizations as they develop new business models. Throughout the course we will address four general questions regarding business models: What are the key elements of any business model? How do those elements work in concert to create value? What challenges do innovators face as they explore new business models? What tools and techniques help innovators reduce their risk and enable growth? At the end of this course students should be able to: Describe the essential elements of a business model and how that model is meant to create value. Assess the potential of any business model and the key assumptions upon which it is built. Design and execute experiments to efficiently validate (or invalidate) those assumptions. Whether students plan to join an existing organization or start their own, these tools will provide a foundation for creating innovative, sustainable businesses.

### **MGMT 497 Action Learning Project**

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.

### **MPOD 418 - 100 Flourishing Enterprise**

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 customer 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 - 100 Apprec Inquiry Practicum**

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 maximize collaborative innovation and learning between client and consultant.

### **MPOD 439 A - B Individual Field Project**

The objective of this course is to plan and execute a significant organization development, change and/or analysis project with an ongoing client or employer. Emphasis is placed on the craft of developing projects that are consistent with one's current skills, career plans and developmental needs, combined with the needs, opportunities, readiness, and resources of the client organization.

### **MPOD 440C - 100 Inclusive Leadership in Global**

The purpose of this course is to help you understand the current theories and effective practices of inclusive leadership in a global context, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Student teams will identify and conduct an at-a-distance project studying a global executive. The course will facilitate the development of personal efficacy for working with and supervising diverse others—those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion.

### **MPOD 498 - 100 Multi-Cultural OD**

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.

### **MSOR 422/OPMT 422 Lean Operations**

In this course, students will be taught how to identify inefficiencies associated with overproduction, waiting, transport, extra processing, inventory, motion and defects. One-by-one, areas of inefficiencies are to be identified and improved while educating the workforce towards continual improvement. Similarly, participants will be trained to reduce lead times in areas such as engineering design, order entry, purchasing, order fulfillment, receiving, production, packaging, shipping, invoicing and collection.

### **ORBH 460 - 100 Women in Organizations**

This course addresses important leadership and management issues concerning women in organizations. 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 increase self-knowledge about their own



## *Appendix A Courses (continued)*

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.

### **ORBH 430/330                      Quantum Leadership**

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. It focuses on leadership aimed at flourishing enterprise and business as a force for good. It emphasizes emerging market expectations for business to have a Net Positive Impact and for leaders to change who they are being, not only what they are doing. 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.

### **USNA 288I                      Beyond Silicon Valley**

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. For over ten years, there has been a massive intervention of government and donor resources to cultivate this entrepreneurial ecosystem. Has this intervention worked in Cleveland? How should success be measured? 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 your enrollment in a massive open online course (MOOC) "Beyond Silicon Valley".

### **USSO 286L                      Exploring Nonprofit Organizations**

"Whether you hope to serve on a nonprofit board, work in a nonprofit organization, give to a nonprofit, start a nonprofit or are a nonprofit client, this course will provide you with an overview of nonprofit organizations and help you answer these questions: Introduction to Nonprofit Organizations: What are nonprofit organizations and what is their role in our society? Structure and Oversight of Nonprofit Organizations: How are nonprofits organized and regulated? Purpose of Nonprofit Organizations: What are the various missions and programs in the nonprofit world, what are their roles in our communities, and how can we determine if these organizations are successful in fulfilling their mission? Effectiveness of Nonprofit Organizations: How can we tell if nonprofit organizations are effective and changing people's lives and/or communities according to their mission? Funding of Nonprofit Organizations: How are nonprofit organizations funded? Financial Analysis and Stability of Nonprofit Organizations: How can we determine if a nonprofit organization is financially stable and sustainable? Involvement in Nonprofit Organizations: How can we be involved?"

### **USSO 289C                      Ethics of the Real World: Developing a Code of Ethics to Guide Decisions in Work and Life**

This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? 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 292Y                      Taking Care of Business: Corporate Governance**

We will consider the principles of being an effective CEO, the pressures and challenges they face, and how the best ones learn and grow. In doing so, we will think critically about some of the pressing issues that confront CEOs and society in general, such as: At a time of increasing economic inequality, are CEOs paid too much? Is the level and structure of CEO compensation appropriate? Students will gain a basic understanding of the governance principles associated with running for profit and not-for-profit organizations, develop an understanding of the pressures various stakeholders place on CEOs and further their own development of leadership by examining the leadership styles of CEOs. We will address these questions and more through a combination of case studies, scholarly readings, and interactions with organizational leaders.

### **USSY 288R                      Cultural and Ethical Issues: American-Chinese Business Relations**

The American and Chinese economies are the two biggest economies in the world. The Chinese economy is the fastest growing large economy in the world. The dynamic American economy is unique in its combination of large multinational enterprises and small entrepreneurial firms. The American economy is characterized by a vast private sector, the rule of law, and the largest private capital markets in the world. The Chinese economy is 30 years into a period of reform from communist industrial organization to "socialism with Chinese characteristics", which includes a significant role for the private sector. The Chinese economy is still an experiment. The established American business system exists within a democratic political system, where corporate lobbying has a significant influence on the creation of laws and government policy. The Chinese economy is still under the tight control of the Chinese Communist Party, a one-party dictatorship. When Americans go to China to do business, they find the cultural, social, political, and moral systems vastly different than what they are familiar with. Transparency International Ranks China 27 out of 28 of the most corrupt large economies in the world. In China, bribery of government officials and kickbacks to sales and purchasing managers is common. 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?

# Appendix B Presentations

## Banking and Finance

Krishnan, C N V, Financial Management Association Meetings, "How do Legal Standards Matter? An Empirical Study of Special Litigation Committees," FMA, New Orleans. (October 2019).

Ritchken, Peter (Author Only), SAFA, "Black Economic Empowerment Contracts," South African Finance Association, Cape Town. (January 2019).

## Design and Innovation

Cola, Philip A., SRAI Webinar, "Workforce Development for Research Administrators," Society of Research Administrators International, Cleveland, OH. (December 2019).

Gerlick, Joshua A (Presenter & Author), Khatri, Sumita B. (Author Only), Cola, Philip A. (Author Only), Edgar, Billie K. (Author Only), Pelfrey, Clara M. (Presenter & Author), AAMC Lead Serve Lead 2019, "Evaluating Leadership Development for Women in Academic Medicine: Qualitative Outcomes of the FLEX Leadership Development Program," The American Association of Medical Colleges Annual Meeting, Phoenix, AZ. (November 2019).

Gerlick, Joshua A (Presenter & Author), Liozu, Stephan Marcel (Author Only), Engaged Management Scholarship Conference 2019, "A conceptual framework of ethical considerations and legal constraints in the algorithm-driven pricing function," Executive Doctor of Business Administration Council, Antwerp, Belgium. (September 2019).

Goldberg, Michael, Beyond Silicon Valley, "Beyond Silicon Valley: Sharing Ideas about Supporting Entrepreneurship Between Cleveland and Linz," Austrian-American Partnership Fund, US Embassy, Austria, factory300, Linz, Austria. (June 2019).

Goldberg, Michael, Beyond Silicon Valley, "Beyond Silicon Valley: Sharing Ideas about Supporting Entrepreneurship Between Cleveland and Marseille," US Consulate, Marseille, France, Le Carburateur, Pôle de l'entrepreneuriat, Marseille, France. (June 2019).

Goldberg, Michael, Beyond Silicon Valley, "Beyond Silicon Valley: Sharing Ideas about Supporting Entrepreneurship Between Cleveland and Vienna," Austrian-American Partnership Fund, US Embassy, Austria, Vienna University of Economics and Business, Vienna, Austria. (June 2019).

Goldberg, Michael, Beyond Silicon Valley, "Beyond Silicon Valley: Supporting Growth of International Startups," Global Traction, Oktatoterem, Budapest, Hungary. (June 2019).

Goldberg, Michael, International Entrepreneurship Applied Research Symposium, "Case Western Reserve University: Beyond Silicon Valley: Sharing Ideas Through Online Learning to Support Entrepreneurship Between Cleveland and Syria," Cleveland State University, Cleveland, OH. (October 2019).

Iucolano, Donna M (Presenter & Author), Niraj, Rakesh (Author Only), Lyytinen, Kalle J (Author Only), Summer Marketing Educators' Conference, "The Effects of Marketing Intrusiveness, Privacy Knowledge

and Privacy Protecting Behaviors on Consumer Attitudes About Privacy and Personal Data Exchanges," American Marketing Association, Chicago. (August 2019).

Iucolano, Donna M (Presenter & Author), Niraj, Rakesh (Author Only), Lyytinen, Kalle J (Author Only), Summer AMA Educators Conference, "Personal Data Sharing and Collection: Consumer Acceptance and Fairness of Exchanges in Digital Environments," American Marketing Association, Chicago. (August 2018).

Nambisan, Satish, International Conference on Innovation and Entrepreneurship, "Keynote Talk: Digitization and Platformization - Reconceptualizing Innovation and Entrepreneurship in the Digital Age," Jilin University, China. (September 2019).

Nambisan, Satish, AOM Annual Meeting, "Digitization and platformization: Reconceptualizing innovation and entrepreneurship in the digital age," AOM. (August 2019).

Nambisan, Satish, AOM Annual Meeting, "Digitization, platforms and ecosystems: Implications for international business theory and practice," AOM. (August 2019).

Nambisan, Satish, AOM Annual Meeting, "Entrepreneurial uncertainty in the digital age," AOM. (August 2019).

Wang, Yunmei, Cola, Philip A., AoM Improving Lives - 78th Annual Meeting, "Institutional and Social-cultural Forces Affecting Academia-Practice Collaboration in Medicine," Academy of Management, Chicago, IL. (August 2018).

Widing, Robert, The International Academy of Management Annual Meeting, "The Changing Role of Business: Competing Views," International Academy of Management, Seville, Spain. (October 2019).

Widing, Robert, International Academy of Management Annual Meeting, "Roundtable discussion on academy conference themes and positioning," International Academy of Management, Grossman Business School, University of Vermont. (October 2018).

## Economics

Hawkins, Jenny, Economic History Association Annual Meeting, "Circumventing Antitrust Law: Cooperation Between Government and Industry During Times of Crisis, 1910-1945," Economic History Association, Atlanta, GA. (September 2019).

Shane, Scott A, University of Arizona Management Research Seminar, "Training aspiring entrepreneurs to pitch experienced investors," University of Arizona. (January 2019).

Shane, Scott A, 2018 SEC Government-Business Forum on Small Business Capital Formation, "Financing High Potential Startups," Securities and Exchange Commission. (December 2018).

Sheremeta, Roman, IFREE Lecture, "Conflict in the pool: A field experiment on the role of valuation, scarcity, and strength," Chapman University. (February 2019).

Sheremeta, Roman, AEA Meetings, "Identity and the Escalation of Conflict," AEA. (January 2019).

Sheremeta, Roman, IFREE Workshop, "Behavior in Contests," Chapman University. (January 2019).

Votruba, Mark, Dulbea Workshop on the Economics of Disability, "Impacts of Waiting Time on Patient Health and Labor Supply," Solvay Brussels School of Economics and Management and the Université Libre de Bruxelles (ULB), Brussels. (May 2020).

Votruba, Mark, DM Program 25 Year Jubilee, "Future of Healthcare Panel Discussion," CWRU, DM program, CWRU. (April 2020).

## Operations

Honhon, Dorothee, Wu, Qi, POMS Annual Conference, "Food Waste with BOGOF Promotions," POMS. (May 2019).

## Organizational Behavior

Archibold, Estelle, POS Research Conference, "Positive Conflict and Diversity Leadership in Organizations," Center for Positive Organizational Studies, Ross School of Business, Univ. of Michigan, Ann Arbor, Michigan. (June 2019).

Archibold, Estelle (Presenter & Author), Jane, Sophie Elizabeth (Author Only), Sugiyama, Keimei (Author Only), Bilimoria, Diana (Author Only), Academy of Management Annual Conference, "Multi-Level Organizational Factors that Support and Harm Women's Self-Confidence (Paper Presentation)," Academy of Management - GDO Division, Chicago, IL. (August 2018).

Bao, Lili (Presenter & Author), Coen, Corinne A (Author Only), AOM 2019 Understanding the Inclusive Organization, "Knowledge Combination of Team Members in knowledge Production Teams," Academy of Management, Boston, MA. (August 2019).

Bao, Lili (Presenter & Author), Coen, Corinne A (Author Only), AOM 2019 Understanding the Inclusive Organization, "Rethinking Shared Team Cognition for Team Problem Solving: The Effects of Distribution of Cognitive Sharedness," Academy of Management, Boston, MA. (August 2019).

Bilimoria, Diana, Singer, Lynn T, Equity in STEM Community Convening, "Customizing Gender Equity Transformation to Institutional Needs: Examples from the IDEAL-N Consortium," National Science Foundation, Cleveland, OH. (October 2019).

Bilimoria, Diana, International Society for the Study of Individual Differences (ISSID) 2019 Conference, "Challenges and Remedies to Address the Workforce Participation, Advancement and Leadership of Women Faculty in STEM: The IDEAL-N Program," International Society for the Study of Individual Differences (ISSID), Florence, Italy. (July 2019).

Case, Susan S (Panelist/Discussant), Advancing Equality at Work and Home: Strengthening Science and Collaboration, "Work Life Integration

and Disability: Research Gains and Supportive Initiatives," WFRN (Work-Family Researchers Network, New York City, NY. (June 2020).

Case, Susan S (Presenter & Author), Biannual Meeting of Electrochemical Society, "Empowerment of Diversity and Inclusion," Electrochemical Society, Montreal, Canada. (May 2020).

Case, Susan S (Panelist/Discussant), Masculinities: Intersecting Intersectional Masculinities, "Feminism Reconsidered: Moving Beyond the Binary," 42nd Annual OSLG Congerence (Organization for the Study of Communication, Language, and Gender, Cincinnati, OH. (October 2019).

Cooperrider, David L, World Appreciative Inquiry Conference, "The New Change Equation," The French AI network, Nice, France. (March 2019).

Cooperrider, David Loy, Advances in Positive Psychology, "The Discovery and Design of Positive Institutions," Wharton at UPEN. (January 2019).

Cooperrider, David Loy, University of Pennsylvania Positive Institutions, "Business as an Agent of World Benefit," UPENN at Wharton--the MAPP program, Wharton School. (January 2019).

Cooperrider, David Loy, Smith College on Women in Leadership, "Appreciative Inquiry for Change Leadership," Smith Executive Education, Massachusetts. (September 2018).

Craze, Gareth John, Philosophy of Management, "Sweet Talk: The Ethical Imperative of Employee Wellness Initiatives and Health Coaching to Reduce Sugar Consumption in the Workplace," Philosophy of Management, London. (July 2018).

Dhar, Udayan, Institute of Coaching Annual Conference, "The Role of Vision Based Coaching in Psychological Well-Being, Transformational Leadership and Ethical Decision Making," Institute of Coaching, Harvard University. (September 2018).

Dhar, Udayan, Academy of Management Annual Meeting, "The Evolving Ideal Self," Academy of Management. (August 2018).

Fry, Ronald (Presenter & Author), Belgian Learning Network from Building Positive Institutions, "Strength-based leadership of Flourishing Organizations," Kessels & Smit, Antwerp. (February 2020).

Fry, Ronald (Presenter & Author), Master Class for IFAI Facilitators, "Ingiting Cooperation for Ecological Transformation through Appreciative Inquiry," Institut Francais Appreciative Inquiry (IFAI), Paris. (December 2019).

Fry, Ronald, PhD Program in Public Health, "Introduction to Appreciative Inquiry," University of Chicago-Illinois, Chicago - online. (August 2019).

Fry, Ronald, ASTHO Leadership Forum, "Positive Change Leadership: Leading from Strengths to Unleash Workforce Capacity," Association of State and Territorial Health Organizations (ASTHO), Puerto Rico. (May 2019).

Fry, Ronald (Presenter & Author), Verma, Neena (Presenter Only), World Appreciative Inquiry Conference, "Authenticity in the Practice of AI," Institut Francais d'Appreciative Inquiry, Nice, France. (March 2019).



## *Appendix B Presentations (continued)*

Fry, Ronald (Presenter Only), Stavros, Jackie (Presenter & Author), Torres, Cherri (Presenter & Author), World Appreciative Inquiry Conference, "Conversation is the Heart of Organizing: AI Meets Complexity Theory," Institut Francais d'Appreciative Inquiry, Nice, France. (March 2019).

Fry, Ronald (Presenter & Author), Cooperrider, David L (Presenter & Author), World Appreciative Inquiry Conference, "Opportunity of the 21st Century: How Macro AI can be the most powerful form of Micro AI," Institut Francais d'Appreciative Inquiry, Nice, France. (March 2019).

Laszlo, Chris, Distinguished Speaker Series, "What is Quantum Leadership," UMass Lowell Donahue Center for Business Ethics and Social Responsibility. (February 2020).

Laszlo, Chris, Guest speaker, "Quantum Leadership," George Washington University, Graduate School of Education and Human Development. (December 2019).

Laszlo, Chris, Quantum Leadership book launch, "What is Quantum Leadership?," Central Bank of Hungary. (November 2019).

Laszlo, Chris, International Academy of Management Annual Meeting, "Quantum Leadership: New Approaches to Business Education," International Academy of Management, Seville, Spain. (October 2019).

Laszlo, Chris, Engaged Management Scholarship 2019, "Circular Economy and Mindset Change," Antwerp School of Management, Antwerp, Belgium. (September 2019).

Laszlo, Chris, Sustainability Leaders Congress, "What is Quantum Leadership?," IFS, Berlin, Germany. (May 2019).

Laszlo, Chris, Quantum Leadership Workshop, "Quantum Leadership: New Consciousness in Business," AITIA, Shanghai, China. (March 2019).

Laszlo, Chris, 8th Annual MENA Regional Conference DUBAI, "Social Enterprise in Support of the U.N. SDGs," PRME and Zayed University, Dubai, UAE. (December 2018).

Laszlo, Chris, Family Business Network Summit, "Quantum Leadership: The Neuro-science of Higher Order Consciousness," FBN, Singapore. (November 2018).

Laszlo, Chris, Global Oneness Day, "Quantum Leadership," AITIA, Shanghai, China. (November 2018).

Schwartz, Michael J (Chair/Co-Chair), Messer, Tracey (Panelist/Discussant), Cruz, Mateo (Panelist/Discussant), Holmes, Oscar (Panelist/Discussant), Anteby, Michel (Panelist/Discussant), Gonzalez, Carlos B (Panelist/Discussant), Van Esch, Chantal (Chair/Co-Chair), Academy of Management Annual Meeting, "LGBTQIA+ Inclusion in the Academy of Management: Understanding AoM as an Inclusive Organization," Academy of Management, Boston, Massachusetts. (August 2019).

Smith, Melvin L, Van Oosten, Ellen B (Coordinator/Organizer), Boyatzis, Richard E (Presenter & Author), Academy of Management, "Desired Outcomes in Coaching: Coaching for "Sticky" Intentional Change," Academy of Management - MED and ODC Divisions, Boston, MA. (August 2019).

Smith, Melvin L (Coordinator/Organizer), Van Oosten, Ellen B (Coordinator/Organizer), Academy of Management, "Coaching Across the Career: Recognizing the Importance of Context in Coaching," Academy of Management - GDO Division, Boston, MA. (August 2019).

Stephens, John Paul, Positive Business Conference, "The Co-Creation of Human Connection," Center for Positive Organizations, Ann Arbor, MI. (May 2020).

Stephens, John Paul (Panelist/Discussant), McShepard, Randell (Panelist/Discussant), Community Forum, "Diversity and inclusion: Top down or bottom up?," Unitarian Universalist Congregation of Cleveland, Shaker Heights, OH. (February 2020).

Stephens, John Paul, Power of Diversity Lecture Series, "Muddying Up the Works: Transferring Lessons Learned about Functional Diversity at Work to Managing Diversity in Life," CWRU Office for Inclusion, Diversity and Equal Opportunity, CWRU, Cleveland, OH. (April 2019).

Sweitzer, Stormy Compean (Panelist/Discussant), The 2019 Association for Computers and the Humanities Conference, "Up Close and Personal: Ethical Social Media Research in a Distant and Big Data World," Association for Computers and the Humanities (ACH), Pittsburgh, PA. (July 2019).

Taylor, Scott (Presenter & Author), Passarelli, Angela (Author Only), Van Oosten, Ellen B (Author Only), Society of Industrial and Organizational Psychology, "Leadership Coach Effectiveness as Fostering Self-determined, Sustained Change," Society of Industrial and Organizational Psychology, Washington, DC. (April 2019).

Van Oosten, Ellen B (Presenter & Author), Smith, Melvin L (Presenter & Author), Executive Doctorate in Organizational Development & Change, "A Discussion on Helping People Change," Bowling Green State University, Delivered via Zoom. (June 2020).

Van Oosten, Ellen B (Presenter & Author), Smith, Melvin L (Presenter & Author), International Coach Federation - Central Florida Webinar, "Conversations that Inspire: Coaching for Sustained, Desired Change," ICF Chapter - Central Florida, Webinar. (February 2020).

Van Oosten, Ellen B (Coordinator/Organizer), Smith, Melvin L (Coordinator/Organizer), Academy of Management, "Advancing Frontiers in Coaching Research," Academy of Management- MED Division, Boston, MA. (August 2019).

# Appendix C Publications

## Accounting

Braun, K. (2020). *Managerial Accounting*, 6e (6th edition ed., pp. 1099). Upper Saddle River, NJ: Pearson Prentice Hall.

Fogarty, T. (2019). *Business Sustainability, Corporate Governance and Organizational Ethics*. Wiley

## Design and Innovation

Cola, P.A. (2019). Chapter 2: From Physician to Physician Leadership. *Cultivating Leadership in Medicine*. Edited by Joann Farrell Quinn & Bobbie Ann Adair White. Kendall Hunt Publishing Company, Pages 13-22.

Quinn, J. F., & Cola, P. (2020). Understanding physician leadership: the mediating effects of positive organizational climate and relational role endorsement. *Journal of Business & Industrial Marketing*.

Pelfrey, C.M., Khatri, S.B., Cola, P.A., Kyriakides, B., & Gerlick, J.A. (2019, November). Evaluating Leadership Development for Women in Academic Medicine: Quantitative Outcomes of the FLEX Leadership Development Program. The Annual Meeting of the Association of American Medical Colleges, Phoenix, AZ

Gerlick, J.A., Khatri, S.B., Cola, P.A., Kyriakides, B., & Pelfrey, C.M. (2019, November). Evaluating Leadership Development for Women in Academic Medicine: Qualitative Outcomes of the FLEX Leadership Development Program. The Annual Meeting of the Association of American Medical Colleges, Phoenix, AZ

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### *Appendix C Publications (continued)*

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