

University of Pittsburgh
College of Business Administration
Undergraduate Leadership in the Social Environment
Course Syllabus

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Certificate Program in Leadership and Ethics

The Certificate Program in Leadership and Ethics (CPLE) is a unique opportunity for College of Business Administration (CBA) students who wish to explore the relationship between leadership and ethics. It contributes to the student's preparation for a career in business by helping to foster contacts with organizations committed to leadership and ethics. The CPLE curriculum is based on the belief that students ought to experience a sustained and integrated exposure to ethics and leadership in organizations. It is also based on the assumption that an emphasis on leadership, without proper consideration of ethics, will not generate leaders who approach their roles with a sense of responsibility and accountability; while an emphasis on ethics, without proper consideration of leadership, will not produce leaders with the necessary tools to develop and implement their vision and understanding of ethics. Thus, leadership and ethics must be considered together. Courses within the CPLE curriculum focus on the development of five key competencies areas: ethical awareness and decision-making; relational leadership; high impact communication; team project management; and, civic/social engagement.

Course Description

The advanced leadership seminar in the Certificate Program in Leadership and Ethics is designed to encourage students to recognize their leadership role in making their organizations responsive to the need and interests of their stakeholders, with a sense of responsibility toward the greater good that their organizations serve. The first step toward this goal is to provide students with a review of macro-level concepts that leaders ought to consider in their management roles, such as corporate social responsibility, corporate social performance, stakeholder matching, accountability and social status. A conscientious leader will monitor and shape these aspects of their organization and its social environment.

The remainder of the seminar is designed to encourage students to put these principles into practice through a large scale class project. This project will both challenge students in their project management and teamwork skills, as well as encourage them to apply course concepts to an interesting practical problem. Our class project addresses a critical need as identified by our external partner. This project represents an important experiential exercise that will lead students to develop an understanding of the subtle connections between the role of the individual leader and an organization and its social environment.

Course Objectives

Upon completion of the course, students will have accomplished the following:

1. Developed an understanding of macro-level concepts related to corporate social responsibility and corporate social performance as a leadership model for managing the relationship between organizations and society.
2. Participated in a team case presentation to a client, in which students teams will be charged with applying course concepts to a case problem generated by a client/local firm.
3. Developed an ability to apply the concepts of CSR thru completing a community impact project that includes recommendations concerning corporate social responsibility within a contemporary business context.
4. Enhanced their project management skills by working as part of a small team on a large class project

Course Requirements and Grading

All course materials, assignments and handouts can be accessed via CourseWeb.

Class Participation

20%

This course relies very heavily on discussion and interactive learning. Therefore, attendance and participation are required and account for 20% of your overall participation grade. This will be measured by the extent of your preparation, consistency of your attendance and quality of your contribution to the class discussion will be evaluated and constitute your grade for class participation. If you cannot attend class, you are required to notify the instructor 24 hours prior to the schedule class meeting. Two consecutive absences from class require written medical or family emergency verification. Your performance in group activities, discussions and assignments also count toward this portion and be evaluated via peer feedback at the end of the project in this class.

Two CSR Essays (One Page Papers)

20%

Based on class discussions and readings, each student will be ask to prepare two (2) a one-page essays on an issues relevant to corporate social responsibility and leadership in a social environment. The topics of the essays will be reviewed in class and are based on key concepts in corporate social performance, stakeholder matching and accountability and food security. Deadlines for each are listed on the course outline.

Mid-Term Analysis & Presentation to Client

30%

Each student will be asked to review a case study/problem on a corporate social responsibility/social performance issue based on issues/challenges posed by our project partner. In assigned pairs, students will have one week to prepare a response to the case in the form of a PowerPoint presentation and one page handout. Each student team will then present their solutions to the author of the case (the client) during the mid-term analysis session and respond to questions from the instructors and the client. A student pair's grade will be the sum of faculty evaluation (80 points) as well as feedback from the client (20 points).

Class CSR Project

30%

This advanced ethics and leadership seminar is designed to encourage students to recognize their leadership role in making their organizations responsive to the need and interests of their stakeholders, with a sense of responsibility toward the greater good that their organizations serve. Our project will both challenge students in their project management and teamwork skills, as well as encourage them to apply course concepts to an interesting practical problem. We will focus the issue of socially responsible investment and how one can effectively make the "business case" for this type of action within the context of the core principles of CSR studied in class. Within small teams, students will analyze the preferences of a designated stakeholder group and then provide an analysis and set of recommendations to our external client on how they can most effectively make the business case for social impact investments sponsored by the firm.

As with other projects within the CPLE curriculum, the essentials of the effective project management process will be followed:

- **Project Scope of Work Statement:** Outlines (1-2 pages) project ideas, statement of team expectations & personal team learning objectives, potential organization benefits, and deliverables.
- **Team Meetings w/ Professor:** Your project team will have met with the professor a minimum of 2 times during the term. These meetings will focus on doing team reflections regarding the content connection to corporate social responsibility, problem shooting, identifying outside resources and other related issues.
- **Project Progress Reports:** Two progress reports in the form of a memo (1 -2 pages) confirming project parameters, tasks completed, service performed to date, use of external resources and brief summary of reflections and potential findings.
- **Peer Feedback Assessment:** Completion of team development of a peer review instrument that will be provided by the instructor. Assessment is to provide feedback both to members of the team and to the instructor on the level of participation within the project team.

- **Management Presentation:** Each team will provide a member to participate in an overall project presentation delivered to the professor and the client. This presentation will summarize project, findings and what team learned professionally and personally; presentations should also demonstrate how course concepts, theories, etc. provided insights on the video's content and value.
- **Client Feedback:** Each client will be contacted by the instructor to confirm that all students on the team were actively engaged in the training project, spent a minimum number of hours working with the client and, as a member of a project team, acted professionally in its interactions with its constituents. Students not meeting the expectations, spirit and intent of the assignment will receive "penalty points" in determining what grade they will receive on the report and presentation.

Grading

The following grading scale will be used to compute your final letter grade for the course. The grade earned for the Team project components is the grade earned by all members of the project management team. The CBA guidelines for grading are also available for your reference in *CourseWeb*.

A+	99 – 100	B+	86-89	C+	75-78	D+	65-67
A	95 – 98	B	82-85	C	71-74	D	62-64
A-	90 – 94	B-	79-81	C-	68-70	D-	59-61

Code of Ethics and Academic Integrity

Any violation of the Guidelines for Academic Integrity will lead to serious consequences. This includes writing of cases and papers as well as exams. Please make sure you are familiar with these guidelines which can be found at <http://www.katz.pitt.edu>. If you have any uncertainty about what is acceptable collaboration, please check with me.

Make-Up and Attendance Policies

Class attendance is a mandatory and graded aspect of this course. Students are required to notify the instructor 24 hours prior to the scheduled class of any absences. Only absences for personal illness and/or medical emergencies will be considered excused absences. Make-ups for the mid-term examination are provided only with verified family and/or medical *emergency* and must be taken within two (2) weeks of the scheduled exam date. There is no make-up provided for the final project. Incomplete (I) grades are given for health/medical emergencies only and must be approved by the instructor prior to the final class session.

Important University Resources

In regard to university policies and resources, first and foremost, students are encouraged to hold me (and any faculty member at this university for that matter) fully-accountable for the detailed specific standards for faculty behavior outlined in such official documents as the university's policy on non-discrimination, the university policy on sexual harassment, and the university policy on academic integrity. Copies of these policies are available in the CBA main office.

In addition to these policies, we am also a tremendous supporter of the efforts and services which are made available to students by the following offices:

- . Office of Disability Resources and Services (DRS) (216 William Pitt Union, 648-7890) DRS provides a broad range of support and services to assist students, faculty and staff with disabilities. Such disabilities may include visual impairment, auditory impairment, mobility impairment and "hidden" disabilities, such as ADD, AHD and psychological disabilities.
- . Learning Skills Center (311 William Pitt Union, 648-7920) This office offers a range of services which are designed to help students develop their skills in areas such as math, reading, study skills, time management and test taking.
- . Writing Center (501 Cathedral of Learning, 624-6556) As a former tutor in the Writing Center, I am in an excellent position to recommend this valuable service. In short, students can make appointments to work one-on-one with a person who will give patient assistance and valuable advice on a variety of writing concerns.

Finally, on a personal note, we take great pride in the constructive relationship we have with the dedicated advisors in the CBA. While all of the advisors have heavy work loads, we have been amazed by how academic advisors will consistently go above and beyond to act in the best interests of students. Thus, if you have any personal and/or academic problems which may inhibit your progress in school or in life-in-general, we can personally attest to the fact that your advisor in the CBA will be "in your corner." Be sure to keep in contact with your advisor - particularly if you are facing any difficulties.

COURSE SCHEDULE, READINGS AND ASSIGNMENTS

DATES	TOPIC(S) TO BE COVERED	ASSIGNMENTS
Week 1	Introduction, Course Overview & Objectives - Case Against Corporate Social Responsibility	Link to WSJ article & Letter found in Course Web
Week 2	Corporate Social Responsibility (Friedman) Contemporary Perspectives and Challenges	" <i>The social responsibility of business is to increase its profits</i> " Friedman reading
Week 3	Corporate Social Responsibility – Evolution of the Concept (CSR1 & CSR2)	" <i>CSR – Doing well by doing good</i> " reading - Assignment #1 Distributed
Week 4	Corporate Social Performance – Principles -> Processes -> Outcomes	" <i>Building the business case for ethics</i> " reading Assignment #1 Due
Week 5	CSR and Stakeholder Matching	" <i>The link between competitive advantage and CSR</i> " Porter& Kramer article
Week 6	From CSR to Stakeholder Capitalism	" <i>Stakeholder Capitalism and Value Chain</i> " reading Assignment #2 Distributed
Week 7	CSR, Collaboration and Social Innovation	" <i>CSR and Collaboration</i> " Assignment #2 Due
Week 8	Overview of Midterm Exam	Case Study Distributed; teams assigned
Week 9	Midterm Presentations to Project Client	Midterm team analyses
Week 10	Overview of class project and objectives	Team Roles, Assignments, Scope-of-Work
Week 11	Project Background Special Topic: – An Overview of Ethical Decision Making	" <i>Ethics: A Basic Framework</i> " Reading
Week 12	Project Background Special Topic – An Overview of Ethics Decision Making	" <i>Ethical Breakdowns</i> " Reading
Week 13	Class Project Work Sessions & Prelim Report	Team update due
Week 14	<i>Thanksgiving Recess</i>	-----
Week 15	Project Assessments Review & Practice Presentations	-----
Week 16	Final Class Project Presentations	Final presentation due