

UNIVERSITY OF COLORADO AT BOULDER LEEDS SCHOOL OF BUSINESS

The Center for Education on Social Responsibility's Curriculum:  
Philosophy, Overview, Hallmarks, and an Exemplar Course

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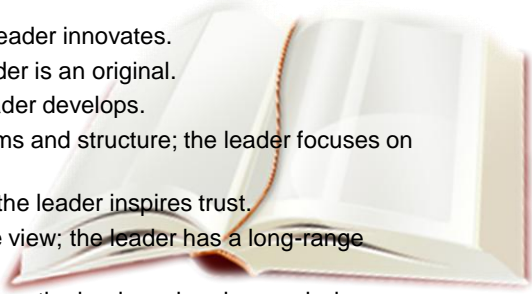
 Leeds  
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**AACSB Symposium:  
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## Warren Bennis on Leadership: On Becoming a Leader, p.42

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks when and why.
- The manager has his or her eye always on the bottom line; the leader's eye is on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is a classic good soldier; the leader is his or her own person.



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## Bennis' Last Observation

**The manager does things right;  
the leader does the right thing.**

**What does it mean to do the right thing?**



## Two Keys to "Doing Things Right!"

- **Inward Understanding** (values, ethical decision making, "knowing yourself," you are what you do)
- **Outward Facing** (socially conscious, appreciation of the impact of your decisions on others, understanding stakeholders' perspectives and the role of business )



## CESR's Mission

To Develop **Values-Based,**  
**Socially Conscious** Business  
Leaders of Tomorrow



## The Major CESR Task....

To develop a curriculum that furthers this mission at both the undergraduate and graduate levels....

a curriculum that infuses discussions of values and social responsibility at different levels of the "core" and includes dedicated classes.



## Required and Elective CESR Courses

	Undergraduate	MBA
<b>Core Courses</b>	Intro to Business Sophomore Level Advice* Business Applications of Social Responsibility Division-based Capstones*	Socially Responsible Enterprise
<b>Electives</b>	Business Solutions to Global Poverty Leadership Challenges Sustainable Operations	Topics in Sustainable Business Social Entrepreneurship in Developing Markets
<b>Earned Area of Emphasis</b>	Certificate in Socially Responsible Enterprise (SRE)	Sustainability Portfolio

\* Dotted line responsibility for CESR-related content in these classes



## Philosophy and Characteristics of the CESR Curriculum

- Cross functional areas or integrative.
- Develop individualized answers to complex questions.
- Build on prior learning in the core.
- Self-reflection exercises.



## Philosophy and Characteristics of the CCSR Curriculum

- Experiential learning: Constructivism.
- Think for yourselves, students.  
You will be doing that on your own someday soon.
- Blend conceptual with the applied or practical.



## Philosophy and Characteristics of the CCSR Curriculum

- Up-to-date cases and reading materials.
- Real experience— real business leaders with real time challenges.
- Hone reading, oral, and written presentation skills.
- Group work-learn teamwork



## **Curriculum Overview: A Quick Glimpse into the UG and MBA Dedicated, Required Classes**

(Business Applications of Social Responsibility (ugrad) and Socially Responsible Enterprise (MBA))

- Unique combination of Business Ethics and the Business Environment.
- Focus is self-discovery -- not preaching our views.
- Stand up and be counted the positions you take.



## **The Difference between Undergraduate and Graduate Classes, generally**

MBA Classes...

- Draw more on personal business experience.
- Evidence even greater levels of constructivism.
- More of a “self-governance” flavor.



## A Closer Look at the Exemplar

**Leadership Challenges: Exercises in Moral Courage**, developed in fall 2007 and now completing its fourth year.

Year-long, elective course for seniors (3 credits, meets every other week)

Built on the visits of six high level executives and drop-in visits of four more executives on work session days who share dilemmas they have faced in the workplace.



## A Constructivist Class

If I were to ask you to design a constructivist course experience for your students using CESR's Exemplar, how might I help you to do that?

The simplest option? **You could drag out my syllabus, and I could tell you (and show you) how I did it.**



## A Constructivist Class

How Might I Make this Exercise More Meaningful?

**I could tell you to drag out the syllabus and ask you to tell me what you see that is different from a “normal class.” This makes it more constructivist in nature.**



## A Constructivist Class

Or I could tell you to design a constructivist course that draws on your vast pedagogical skills and your expert knowledge of your subject.

**Benefits? A much greater reliance on your own brainpower and a learning that endures beyond the exercise.**



## How Does the Class Work?



1. An executive submits a case two weeks in advance of his/her class visit.
2. Class is divided into four randomized groups to study the same case, develop an oral and written presentation on what the executive should have done and why.
3. Teams present to the executive and, in turn, the executive critiques them.
4. The executive shares exactly what he/she did and responds to questions.



## How Does the Class Work? (Work Sessions between Executive Visits)

1. Discussion of the previous executive's insights on leadership.
2. Extensive self and faculty-led critiques of the executive and the students' oral and written presentations.
3. Discussion of the contributions of the book assigned for the presentation (seven books are required)
4. Executive Drop-in or Teamwork Exercise



## Beyond Constructivism: Characteristics of the Exemplar

- Cross functional areas or integrative.  
**Cases span all areas.**
- Build on prior learning in the core.  
**Need foundation to address complex questions.**
- Develop individualized answers to complex questions.  
**Find the solutions with which students can live.**



## Beyond Constructivism: Characteristics of the Exemplar

- Self-reflection exercises.  
**Revisit presentations, revisit their goals for the class, the final paper is a reflection piece.**
- Think for yourselves, students.  
**Goal isn't to guess what an executive did, but to figure out what you would do.**
- Blend conceptual with the applied or practical.  
**Books and real experiences!**



## Beyond Constructivism: Characteristics of the Exemplar

- Up-to-date cases and reading materials.  
**Ripped from the headlines in an executive's mind and a menu of books on leadership.**
- Real experience— real business leaders with real time challenges.
- Hone reading, oral, and written presentation skills.  
**7-7-7**
- Group work--learn teamwork.



**Intensive and learn to overcome challenges**



## What do students get?

1. A “chance to strut their stuff!”
2. Addressing business issues as an integrated whole.
3. Enhanced skills for thinking on their feet.
4. A “real” understanding of issues that arise in the workplace and frameworks to deal with those issues.
5. Networking opportunities and the “demystification of leaders.”
6. Improved reading, writing, reasoning, speaking, and teamwork skills.



## What Do Students “Say” They Get?

Top rated class in the college for three straight years.

Better preparedness to deal with dilemmas that come their way.

Vast improvement in the way they write, speak, and argue.

Lifelong friendships and networks.



## What Else Do We Get?

- Attention for an out-of-the-box class.
- Donors are attracted.
- Committed alumni.
- Enticement of executives and the community to become involved in our school for additional projects, by serving on our school's and CESR's board, by hiring our students, etc.



## The Limitations and Challenges of Offering *Leadership Challenges*

- More time than money (grading, preparing, arranging for visitors, etc.) Visitors are no cost typically, except for dinners.
- Size limitations(since even six students to a group is a challenge) scalability.
- Good faculty amortized over fewer students.
- Registrar limitations.



## The Benefits Outweigh the Costs *Leadership Challenges!*



More than anything we can do in CESR this course helps students to discover their own values, to make decisions and act consistently with those values, and to consider the effects of decisions on others...

Therefore, *Leadership Challenges*  
is...  
**a capstone experience in  
becoming the values-  
driven, socially conscious  
leaders of tomorrow.**

**Thank you!**

