

PRME

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



Leeds School of Business
UNIVERSITY OF COLORADO BOULDER

2012 Report to PRME





University of Colorado at Boulder

Leeds School of Business

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PRME Steering Committee
c/o Jonas Haertle, Head PRME Secretariat at United Nations Global Compact Office
801 2nd Avenue, 2nd Floor
New York, New York 10017

March 5, 2013

Dear PRME Steering Committee:

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers the Leeds School of Business, University of Colorado at Boulder is committed to progress in the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

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

We encourage other academic institutions, and associations to adopt and support these Principles.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David L. Ikenberry'.

David L. Ikenberry
Dean

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 and curricula 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.



The Leeds School of Business at the University of Colorado offers a wide array of traditional and cutting-edge curricula and programs. Those that most directly foster the six Principles of the PRME are provided primarily by two of its Centers of Excellence, the Center for Education on Social Responsibility (CESR), and the Deming Center for Entrepreneurship (Deming Center). The CU Real Estate Center (CUREC) and other Leeds offices also provide programs and coursework that support the PRME Principles.

Although many of Leeds' initiatives foster not merely a single PRME Principle, but multiple Principles, Leeds programs and offerings are categorized below under the most directly-aligned Principle.

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.

Through the work of the [Center for Education on Social Responsibility \(CESR\)](#), the Leeds School has the distinction of being one of the only schools in the country with a substantial infusion of values and social responsibility curriculum throughout all years of the undergraduate business program.

CESR impacts every Leeds student through required courses at the undergraduate and MBA levels. The Center also delivers cutting-edge electives such as Sustainable Operations, Business Solutions for the Developing World and Leadership Challenges: Exercises in Moral Courage, a top-rated course underwritten by the Thomas S. Guggenheim Family that engages students to wrestle with real-life ethical dilemmas presented by visiting executives. In affecting the delivery of 9,000 credit hours of curriculum each year, CESR continually prepares future business leaders to meet the ethical, social and environmental challenges of today's business world. By developing a keen understanding of ethical business leadership, students acquire an ethical compass that helps them discern appropriate actions and conduct business in an informed and responsible manner. For undergraduate business students wishing to

focus on the study of corporate social responsibility, CESR offers the Socially Responsible Enterprise (SRE) Certificate.

As the Leeds School's commitment to offering values-based curriculum increases, so has student interest in the subject. CESR is collaborating with academic divisions within Leeds to offer cross-listed courses such as Privacy in the Age of Facebook, Microfinance, and a leading edge elective at the undergraduate and MBA levels called Integrative Reporting for Socially Responsible Strategies.

In partnership with the Deming Center for Entrepreneurship and the CU Real Estate Center, CESR offers MBA students the opportunity to pursue the Sustainability Portfolio. The Center also delivers coursework for graduate students from all University campuses who are working toward the Graduate Certificate in Environment, Policy and Sustainability (EPS).

The [Deming Center for Entrepreneurship \(Deming Center\)](#) supported students in internships, travel, and events to help them

gain experience in the world of sustainable entrepreneurship. These included:

- Supporting eight students traveling to Expo West, the premier industry trade show for the natural products industry
- Cohosting and sending six students to the Sustainable Opportunities Summit, Denver's sustainable industry conference
- Supported six students in developing four case studies on local sustainable businesses and their challenges, and supported one student team in attending a national case competition for their work
- Supported five internships and a team project for summer work with nonprofit organizations ranging from solar energy to education on local food to hospice care

The Deming Center will seek to continue its work to give students opportunities to get

real-world experience in sustainable businesses, trade associations and other relevant organizations via internships and participation in key events.

In partnership with the U.S. Green Building Council Colorado Chapter, the [CU Real Estate Center](#) offers students a unique opportunity to prepare for and take the Leadership in Energy and Environmental Design, or LEED, Green Associate exam.

The Leeds [Office of Diversity Affairs](#), established in 2001, supports an inclusive learning environment for the diverse student body at the Leeds School. The office maintains a focus on underrepresented undergraduate experiences and is dedicated to fostering and maintaining partnerships with alumni and businesses through outreach efforts and programs.



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

Leeds School of Business is committed to global initiatives. Business graduates who are equipped to operate in a global setting are essential to innovation and economic development, and global education is critical to the responsible globalization of both business and society. Leeds prepares students to perform at a high level within global businesses and diverse cultures. We believe that our globalization efforts enhance the student experience with a stronger connection between theory and practice. Globalization at Leeds is a cohesive collection of opportunities and courses that results in a globally minded graduate. These opportunities include seminar courses held abroad, global internships, study abroad, partnerships with foreign institutions, and increased national diversity of the student body.

Nearly a quarter of the Fall 2013 MBA class are international students, many of whom focus on entrepreneurial skills and knowledge of sustainability in order to take back home

with them upon graduation.

Senior Instructor Tracy Jennings and Assistant Professor Eva Yao co-teach the MGMT 4010 “Redefining the Employee-Employer Relationship” course in Spring 2013. From Eva Yao: “...our effort is to add new international components as we cover topics such as EEO, OSHA, employee motivation/retention, performance evaluation, conflict management, etc. As we deliver more information related to (specifically) China, we touch on the issues of inequity at the workplace in an international context and help our students to understand the complexity in equal rights, human rights, environmental protection, etc. in a global economy. This is our initial effort to introduce the same topics we teach in our curriculum with an international angle and we felt that it’s been going well and our students can benefit tremendously from such an effort.” The pair hope to continue such an effort either through coursework or other programs.

In addition, Eva Yao supports a local business run by a disabled entrepreneur by helping him recruit Leeds students to work as his interns. She says, “My ultimate goal is to build a program or collaborative platform for students to not only learn about how to run a business, but also gain insight into segments of the population (e.g., disabled, elderly, minorities) that can benefit from creative ideas, enthusiasm, and startup efforts from the next generation of leaders (that we are trying to educate).” In future, she aims to connect with business communities that are serving or are affiliated with the disabled, aging, and other minority groups. Yao says, “We can generate projects and internship opportunities that these communities don’t usually have access to or aren’t capable of generating.” Finally, Yao indicates it would be helpful “to identify businesses that might benefit from having international students as interns. There is much we can do in connecting the businesses in need with the students in need.

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

On January 6, 2013 an MBA team from CESR's "Social Entrepreneurship in Emerging Markets" class headed for Nicaragua to support a Nicaraguan nonprofit, FUPRSOMUNIC (Solar Program Foundation for Nicaraguan Women), in its business planning. The Solar Program Foundation, which was begun eight years ago by Nicaraguan native and Boulder resident, Mercedes Alvarez, is dedicated to helping rural Nicaraguan women improve their lives through the use of solar cookstoves and solar purification of water.



On March 15, 2013 twenty students had lunch and attended a Q & A session with Warren Buffet (and also go on two exclusive tours of Berkshire Hathaway subsidiaries). Students selected were those most aligned with CESR's mission to represent our school and values

on this special trip. Leeds' students were granted this opportunity after CESR reached out to Warren Buffett, as many of CESR's values align with his. Students had the chance to ask him questions and learn about his philanthropic, investment and leadership styles.

CESR offers the Certificate in Socially Responsible Enterprise (SRE) to further develop students' ability to meet these future challenges by crossing the boundaries of traditional functional areas of business and those that separate business from other academic disciplines. Students who complete the certificate will see and understand the social and environmental impacts of business and their ethical implications from a broader perspective. They will also graduate with practical knowledge and marketable experiences that will guide them in conducting business in an informed, responsible, and ethical manner.



In addition to the specific course-related opportunities described above, Leeds continues to offer both required and elective courses, through CESR, the Deming Center, and CUREC that directly foster PRME Principle 3. These courses include:

Undergraduate Level

BCOR 1010 Introduction to Business (Required for all students)

Designed to be a showcase course for the Leeds School of Business, this freshman level course surveys business topics, issues, and practices. Students will be introduced to each of the functional areas of business, including accounting, finance, marketing, operations, business intelligence, and human resources management. The course is designed to help students appreciate the

interrelationship of these business functions and, more generally, the role and context of business in society. Other topics considered include: the economic and legal environment of business, the globalization of markets, workforce diversity, leadership and entrepreneurship. To convey course content, lectures, in-class discussions, exercises, simulations, and guest speakers are used. Weekly discussions amplify class materials and concepts by focusing on case studies of actual businesses.

BCOR 3010 Business Applications of Social Responsibility

(Required for all students)

This course focuses on different conceptions of the role of business in society and the role that personal values play in determining business conduct from a multidisciplinary perspective. The course aims to have students appreciate the values inherent in the free market system and its alternatives, the modern debate over the meaning of “corporate social responsibility,” the differences between a principled and a pragmatic approach to defining a business’ role in society, and obligations of business to specific groups of stakeholders from a legal, economic, and moral standpoint. Throughout the course, students are encouraged to uncover their own values and then to think about taking personal responsibility for the character and culture of the organizations for which they will work.

CESR 4000 Leadership Challenges: Exercises in Moral Courage

This year-long course focuses on values and leadership at the top level of organizations. The course itself is organized around six visits by high-level executives who will share information about several critical business dilemmas they have faced during their careers. In particular, these situations will involve dilemmas they might view as defining moments in their career. Not only will these executives describe the facts associated with dilemmas and share their struggles, they will describe the approaches they took to resolve situations. The executive will take the lead on evaluating student approaches to addressing the situation he or she faced based on group presentations and the instructors will evaluate the accompanying written presentations.

CESR 4005 Business Solutions for the Developing World: Learning Through Service

This course is designed as a seminar for students interested in business opportunities to meet the needs of those living at what is now referred to as the “base of the pyramid” (BOP). Students study the

creation and support of small businesses (microenterprises) in developing countries as a means of eliminating poverty. The primary objective is to provide students with practical knowledge and experience in developing proactive, sustainable business strategies to meet the needs of the poor and to encourage them to think critically about how business can make an impact on global poverty. This course will be conducted in partnership with Peace Corps volunteers engaged in small enterprise development and with other social entrepreneurs who are addressing social and environmental issues, both locally and globally. Student teams will learn about the challenges of building social enterprises or supporting microenterprises around the world. At the end of the semester, they will deliver to their partner organizations case studies or reports and recommendations that will help their partners achieve their social mission.

CESR 4130 Sustainable Operations

Operational sustainability is not just an obligation, a set of strategies or a niche market to be explored, but a critical shift in mindset of how businesses function. Sustainable Operations examines business strategies in response to environmental and social challenges. The course takes a pragmatic business perspective on improving operations across the value chain. Grounded in eco-efficiency, life-cycle thinking and a dose of investigative skepticism, the course assists students to thoroughly understand the scope of costs, benefits and risks associated with driving toward sustainable operations.

CESR 4825 Privacy in the Age of Facebook

In a time when technology allows unprecedented aggregation of personal information, use is moving faster than social norms and laws can follow. In this class, we will dissect the technologies and social trends related primarily to privacy and use of information about individuals to reap profits.



CESR 4827 Integrated Reporting for Socially Responsible Strategies

This course explores current practices in the growing global trend of companies to measure, disclose and report for socially responsible initiatives. Integrated reporting combines financial, environmental, social

CESR 4832 Microfinance

In the last two decades, microfinance initiatives have provided the primary worldwide impetus to promote economic independence for poor (1.4 billion). Microfinance seminar links the financial markets with entrepreneurship to create a platform for building a microfinance institution that facilitates financial inclusion to the poor. The students in a semester long project build a hypothetical financial institution that provides access to credit, saving, insurance and more to a segmented poor population, somewhere in the world including U.S. Participants learn how to combine technical knowledge of finance and development with entrepreneurship to help with sustainable economic development and to reduce poverty worldwide.

REAL 4820 Real Estate Development

Provides the student with a sense of how the real estate development process has been handled during past and recent

and governance information into a single report. As integrated reporting is increasingly practiced in the US and abroad, top accounting firms and companies recognize the need for students with knowledge and skills in this emerging field.

history, and why communities and developments occur the way they do. The focus will be on current real estate development practices, but will include a discussion of significant historical figures and developments. Recent trends in development, such as green building, LEED certification, growth management, brownfields, TOD, environmental issues, sustainability, and others, will be covered.

Senior Level Capstone Courses

CESR has completed the coordination of senior-level capstone classes, the culminating experience for students in their functional area of emphasis, which were inducted in Fall 2008. These capstone classes, taught by experts in their fields, are infused with discussions of values; five curriculum grants have been offered to a single faculty member in each division to build components into their capstone classes that advance the goals of CESR.



Graduate Level

MBAC 6000 Socially Responsible Enterprise

(Required for all students)

The overarching goal of this course is to prepare future managers for confronting the truly difficult situations that arise when deploying economic resources, altering the physical environment, and making decisions that affect the lives of investors, employees, community members, and other stakeholders. To do so, case-based challenges will be examined in a broad range of contexts, and essential ethical concepts will be explored, including:

- Personal values, temperaments, psychology and culture;
- Ethical theories, stakeholder perspectives, and their application in decision making;
- Social norms, legal contracts and ethical rules of the road; and,
- Strategies and tactics that reduce risk, capitalize on opportunities, and maximize benefits to shareholders – as well as to the physical and social environments in which businesses operate.

MBAX 6130 Sustainable Venturing

Focuses on environmentally sustainable business ventures as well as issues associated with starting and operating a business that solves natural environmental challenges while achieving profitability. Includes a number of case studies, topical discussions, talks by environmental entrepreneurs, industry analysis and an applied project examining the feasibility of initiating a new venture

MBAX 6825 Topics in Sustainable Business

The overarching goal of this class is to provide a comprehensive overview of the core concepts, strategies and practices of sustainable business. To do so, we orient the class around a list of “top 50” concepts in sustainable business, with an explicit goal of addressing each topic, to varying

degrees, over the course of the semester. To provide structure and further ensure comprehensiveness, the core classes will approach the topic of sustainability from the unique perspectives of seven core disciplines of business administration: economics, strategy, ethics, organizational behavior, operations, finance and accounting, and marketing. While risk management and compliance strategies will be addressed, emphasis will be placed on innovative business practices and entrepreneurial opportunities created by the sustainability “movement.” By profiling cases of “sustainable venturing” in various markets and contexts – small and large, incremental and cutting edge, intrapreneurial (within-company) and new ventures – over the course of the semester students consider together how sustainable business practices will change the way we work and live.

MBAX 6845 Social Entrepreneurship in Developing Markets

This course is designed as a seminar for graduate students interested in business approaches to solving global social and environmental problems that have not been effectively addressed by government, business or traditional NGOs and non-profit organizations...problems such as poverty, disease, environmental degradation, illiteracy, and lack of clean water, sanitation, electricity, healthcare and access to credit. Students study and work directly with social entrepreneurs in developing countries who are tackling these problems because they want to make the world a better place. These are change makers who have limited resources, but who are leveraging their powerful new ideas, their determination and their know-how. Each team will act as a strategic partner to its social entrepreneur, addressing the need that he/she has expressed through research, ongoing consultation and a final Project Report that includes the team’s recommendations.



Sustainability Portfolio of the Real Estate MBA track

The Real Estate track in the MBA program emphasizes a multidisciplinary, integrated approach to the study of real estate. Course offerings take three paths: entrepreneurship, finance, and sustainability. Real estate is growth management. Sustainable real estate development is increasingly important within the real estate industry. This focus will give you the tools to effectively evaluate, manage and recognize opportunities in real estate from a sustainable development perspective. Courses highly recommended for the Sustainability & Real Estate Portfolio include **MBAX 6815 Survey of Best Practices in Sustainable Real Estate 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.

CESR continues to sponsor and support leading-edge research on corporate social responsibility, sustainability, and values-driven leadership through initiatives such as the Vogt Sustainability Research Fund. (VSRF funds are currently supporting research on the adoption of Climate Change Solutions: International Renewable Energy Policy, Innovation, and Entrepreneurship).

The Deming Center faculty frequently engages in research, publication, and presentations that bear directly on PRME Principles. These activities include:

Conference presentations:

Wadhwa, A., Yao, X., & Petkova, A. The effects of uncertainty on venture capitalists' investment trajectories in the clean energy sector. The Babson College Entrepreneurship Research Conference, Lyon, 2013.

Wadhwa, A., Yao, X., & Petkova, A. The effects of uncertainty on venture capitalists' investment trajectories in the clean energy sector. Western Academy of Management Annual Conference, Santa Fe, 2013.

Wadhwa, A., Yao, X., Jain, S., & Petkova, A. Effects of uncertainty on venture capitalists' investment trajectories in the clean energy sector. SMS 32nd Annual International Conference, Prague, 2012. Nominated for Best Paper.

Wadhwa, A., Yao, X., Jain, S., & Petkova, A. The effects of exogenous and endogenous uncertainty on venture capitalists' investment trajectories in the clean energy sector. Western Academy of Management Annual Conference, San Diego, 2012.

Yao, X., & Fund, B. Venture capitalists' individual-opportunity nexus and investment performance. The Babson College Entrepreneurship Research Conference, Fort Worth, 2012.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making A Difference? A Study of The U.S. Venture Capital Investments in The "Clean" Energy Sector. The 9th West Coast Research Symposium on Technology Entrepreneurship (U. of Oregon, U. of Southern California, Stanford U., & U. of Washington), Seattle, 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making A Difference? A Study of The U.S. Venture Capital Investments in The "Clean" Energy Sector. The Academy of Management Annual Meeting, San Antonio, 2011.

Yao, X., Petkova, A., & Jain, S. The emergence of the Cleantech sector: Institutional actors, innovation, and adoption. Organizer of symposium at the Academy of Management Annual Meeting, San Antonio, 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making a Difference? A Study of U.S. Venture Capital Investments into the “Clean” Energy Sector. The European Group for Organizational Studies (EGOS) Colloquium, Gothenburg, 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Who Will Create The Future? A Study of U.S. Venture Capital Investments into the “Clean” Energy Sector. SMS CK Prahalad Special Conference, San Diego, 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making A Difference? A Study of The U.S. Venture Capital Investments in The “Clean” Energy Sector. Atlanta Competitive Advantage Conference (ACAC), 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making A Difference? A Study of The U.S. Venture Capital Investments in The “Clean” Energy Sector. Western Academy of Management Annual Conference, Victoria, 2011.

Petkova, A., Wadhwa, A., Yao, X., & Jain, S. Being First or Making A Difference? A Study of The U.S. Venture Capital Investments in The “Clean” Energy Sector. The Babson College Entrepreneurship Research Conference, Syracuse, 2011.

Vedula, Siddarth and Jeffrey G. York. 2013. “Venture Capital Supply, Social Norms and Entrepreneurial Entry into the Clean Tech Sector.” 2nd Annual Sustainability, Ethics and Entrepreneurship Conference. Denver, Colorado.

Antolin-Lobez, Raquel, Jeffrey G. York, Javier Martinez-Del-Rio. 2013. “Institutions and Environmental Entrepreneurship: Environmental Performance in the European Union.” 2nd Annual Sustainability, Ethics and Entrepreneurship Conference. Denver, Colorado.

Antolin-Lobez, Raquel, Jeffrey G. York, Javier Martinez-Del-Rio. 2013. “Institutions and Environmental Entrepreneurship: Environmental Performance in the European Union.” Babson College Entrepreneurship Research Conference, EMLYON Business School, Ecully, France.

Vedula, Siddarth and Jeffrey G. York. 2013. “The Interplay between Environmental Norms and Venture Capital Supply on Driving Entrepreneurial Entry into the Clean Tech Sector.” Babson College Entrepreneurship Research Conference, EMLYON Business School, Ecully, France.

York, Jeffrey G. and Michael J. Lenox. 2012. “Building Green Industries: Exploring the Socio-Cultural Determinants of De Novo vs. De Alio Entry.” Strategic Management Society Annual Meeting, Prague, Czech Republic.

Forster, William and Jeffrey G. York. 2012. “Entrepreneurial Action as a 3-Legged Stool: Uncertainty, Entrepreneurship and Intersubjective Knowledge.” Strategic Management Society Annual Meeting, Prague, Czech Republic.

York, Jeffrey G. and Michael J. Lenox. 2012. “Building Green Industries: Socio-Cultural Determinants of Entrepreneurial Entry.” Alliance for Research on Corporate Sustainability Annual Conference, Yale University, New Haven, Connecticut.





Conger, Michael and Jeffrey G. York. 2012. "We Do What We Are: The Role of Values and Identity in Entrepreneurship." Darden Entrepreneurship and Innovation Conference, University of Virginia, Charlottesville, Virginia.

York Jeffrey G. and Tyler Wry. 2012. "Love and Money: Why do Entrepreneurs Pursue Non-Economic Goals?." 1st Annual Sustainability, Ethics and Entrepreneurship Conference. Denver, Colorado.

Conger, Michael and Jeffrey G. York. 2011. "We Do What We Are: Values, Identity and Entrepreneurship." 8th Annual Satter Conference on Social Entrepreneurs, NYU, New York, New York.

York Jeffrey G. and Tyler Wry. 2011. "Love and Money: The Role of the Self in the Entrepreneurial Process." Academy of Management Annual Meeting, San Antonio, Texas.

York, Jeffrey G. and Rebecca Henn. 2011. "Collective Institutional Entrepreneurship: The Creation of the US Green Building Council." Academy of Management Annual Meeting, San Antonio, Texas.

York, Jeffrey G. and Michael J. Lenox. 2011. "Determinants of the Direction of Innovation: The Case of Renewable Energy." Academy of Management Annual Meeting, San Antonio, Texas.

Pacheco, Desiree F., Jeffrey G. York, Timothy J. Hargrave. 2011. "The Co-evolution of Industries, Social Movements and Institutions: The Case of Wind Power." Academy of Management Annual Meeting, San Antonio, Texas.

Conger, Michael and Jeffrey G. York. 2011. "Entrepreneur Makes Good: Social Entrepreneurship and Opportunity Recognition." Babson College Entrepreneurship Research Conference, Syracuse University, Syracuse, New York.

Pacheco, Desiree F., Jeffrey G. York, Timothy J. Hargrave. 2011. "The Co-evolution of Industries, Social Movements and Institutions." Alliance for Research on Corporate Sustainability Annual Conference, Wharton Business School, Philadelphia, Pennsylvania.

Publications

York, Jeffrey G., Sarasvathy, Saras D., Wicks, Andrew C. 2013. "Dialogue: An Entrepreneurial Perspective on Value Creation in Public-Private Ventures." *Academy of Management Review*. 38(2).

Pacheco, Desiree F., Jeffrey G. York, Timothy J. Hargrave. 2011. "The Co-evolution of Industries, Social Movements and Institutions: The Case of Wind Power." *Best Paper Proceedings of the Academy of Management*.

Related On-Going Projects:

Wadhwa, A., Yao, X., & Petkova, A. The effects of uncertainty on venture capitalists' investment trajectories in the clean energy sector. For submission to *Strategic Management Journal*.

Yao, X., Petkova, A., & Wadhwa, A. Explicating the role of venture capitalists in the emergence of the clean energy sector.

York, Jeffrey G., Isobel O'Neil and Saras Sarasvathy. "Collective Action without Selective Incentives: How Self-Selected Stakeholders in the Entrepreneurial Process Create a Surplus of the Commons." For submission to *Academy of Management Journal*.

York, Jeffrey G., Timothy J. Hargrave and Desiree F. Pacheco. "A Co-evolutionary Model of Industry Emergence: Wind Power in Colorado." For submission to *Academy of Management Journal*.

Hargrave, Timothy J., Desiree F. Pacheco and Jeffrey G. York. "Managing Competing Logics: A Collaborative Governance Model." For submission to *Organization Science*.

Wry, Tyler and Jeffrey G. York. "For Love and Money: Logic-Bridging Identities, the Entrepreneurial Self, and the Creation of Caring, Compassionate Organizations." For submission to *Academy of Management Review*.

Conger, Michael, Jeffrey G. York. and Tyler Wry. "The Entrepreneurial Creation of Public Goods: Social Identity and Opportunity Recognition." For submission to *Academy of Management Journal*.

Antolin-Lobez, Raquel, Jeffrey G. York, Javier Martinez-Del-Rio. "Institutions and Environmental Entrepreneurship: Environmental Performance in the European Union." For submission to *Administrative Science Quarterly*.

York, Jeffrey G., Mary Margaret Frank and Michael J. Lenox. "Tax Incentives and Green Patents: Do State Level Incentives Foster Environmental Innovations?" For submission to *American Economic Review*.

Forster, William and Jeffrey G. York. "Entrepreneurial Action as a 3-Legged Stool: Uncertainty, Entrepreneurship and Intersubjective Knowledge." For submission to *Strategic Management Journal*.

Vedula, Siddarth and Jeffrey G. York. "The Interplay between Environmental Norms and Venture Capital Supply in Driving Clean Tech Entry." For submission to *Strategic Management Journal*.



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.

The CESR-offered Leadership Challenges: Exercises in Moral Courage course, designed to serve as a culminating experience for upper-level business school students, focuses on values and leadership at the top level of organizations. The course is organized around six visits by high-level executives who will share information about critical business dilemmas they have faced during their careers. In particular, these situations will involve dilemmas they might view as defining moments in their career. Not only will these executives describe the facts associated with dilemmas and share their struggles, they will describe the approaches they took to resolve situations. In addition, these executives will supply the facts of an additional dilemma (prior to their visit), which will be the subject of oral presentations on the day the executive visits. The executive will take the lead on evaluating student approaches to addressing the situation he or she faced based on group presentations and the instructors will evaluate the accompanying written presentations.

CESR Executive Partners for Better Business Leaders Tomorrow recruits executives to volunteer their time and skills to work with students at the Leeds School of Business and to support CESR financially. Executive Partners choose their level of involvement. Their volunteer time might be spent mentoring students on class projects, speaking to groups or classes, judging business case competitions, hosting interns or working with students one-on-one

through the Leeds Professional Mentorship Program.

Professional Mentorship Program (PMP)

The Leeds School of Business Professional Mentorship Program (PMP) is a unique program that partners Leeds undergraduate and MBA students with business professionals on a local and national level. Launched in Fall 2009, this program matches students with mentors based on a variety of characteristics including: field of study, desired geographic location following graduation, career interests and personality. PMP students benefit from valuable academic and professional advice and perspective and have the opportunity to create a unique and lasting relationship with a business leader. PMP mentors enhance the Leeds academic experience by serving as role models, coaches and advisors to our students as they ponder career choices and consider how to best apply and advance their newly acquired skills in the pursuit of their professional and personal goals.

PMP Mission

The Professional Mentorship Program enhances business education through hands-on learning and professional development opportunities with business executives. The program strives to create a tradition and appreciation of mentoring within the Leeds School that will ultimately prepare our students to become actively engaged business and community leaders.

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.

Through CESR, Leeds has forged bonds with other school, regional and national academic communities, and the business community to advance education on values and social responsibility. In July 2012, CESR hosted a successful Curriculum Think Tank, a gathering of eight schools sharing their best thinking on values/ethics/social responsibility education. CESR now oversees a much larger consortium of schools that are dedicated to education in this area. The Consortium of Education on Social Responsibility now meets regularly and has grown in participation to over twenty-three academic professionals at thirteen schools across the country.

CESR hosts the annual Conscious Capitalism Conference, featuring innovative executives and entrepreneurs who have used the traditional tools of capitalism to serve social needs. The conference draws attendees from many universities across our region, and serves to inspire and challenge students to think about business, and their careers, in socially responsible ways.

In 2011, the CESR Junior Board was formed. Its eight members are outstanding CESR Leeds graduates. Key responsibilities of the Junior Board are to give CESR input and advice as well as serving as CESR ambassadors. In addition, the Junior Board has brainstormed areas where they may be of great service including: helping to raise the visibility of CESR, building alumni support and

participation, engaging current students in activities and field trips, and creating a forum for alumni to discuss various ethical dilemmas in the workplace.

CESR, with its ideals relating to social responsibility, has been featured in numerous regional publications, as well as a few nationally. *The Institutional Investor Magazine*, a financial publication for international financiers, corporate executives and government officials, featured an article about Andrew Fastow reaching out to CESR and visiting CU last spring. Dr. Donna Sockell, CESR's Director, was quoted in the article: "You have a real-life person who has taken some decisions and acted in ways that had horrific consequences."

In addition, *Business Ethics, The Magazine of Corporate Responsibility*, ran an article written by Donna Sockell called "Learning to Do the Right Thing – Right Here, Right Now." In it, she comments about re-defining ethics and responsibility into the everyday and otherwise invisible actions of people: the lifeblood and DNA of American business. "Manipulating LIBOR rates, continuing mortgage scandals, alleged violations of the Foreign Corrupt Practices Act, new prosecutions for insider trading... Every week seems to bring another set of business scandals, despite the increase in business ethics courses on campuses and the proliferation of corporate codes of conduct and social responsibility reports."

