



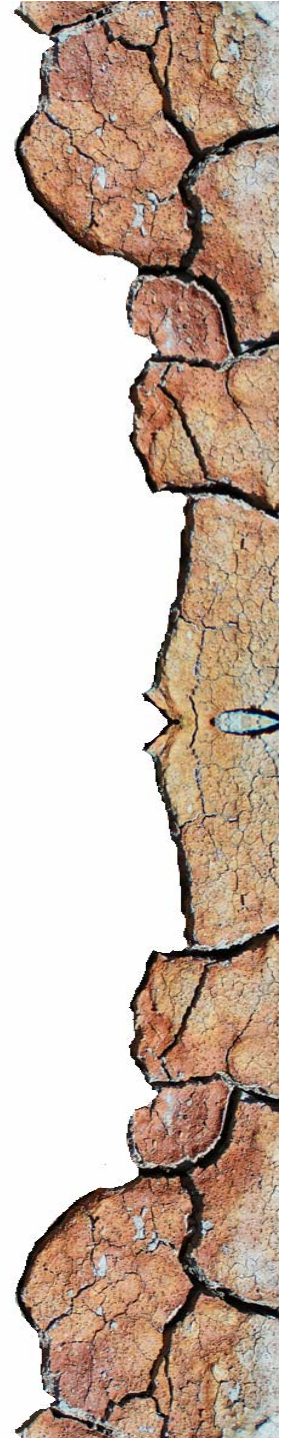
Global Trends for the Education of 21st Century Business Leaders

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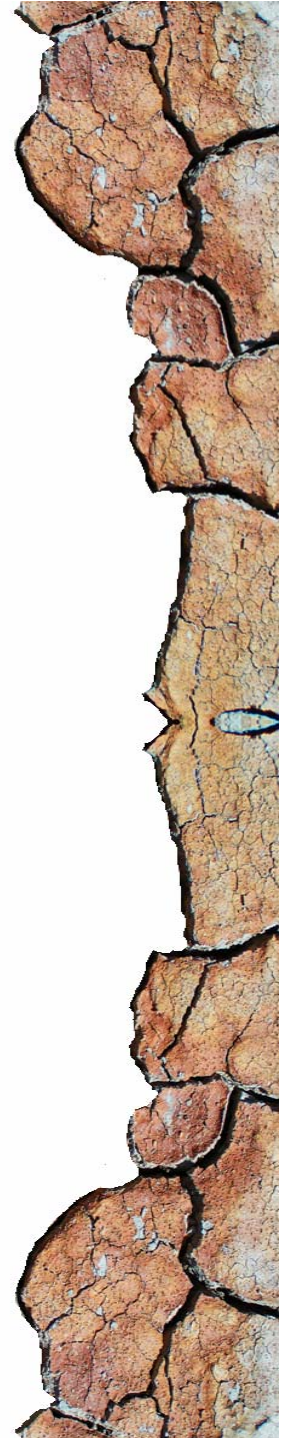


Global Forum for Responsible Management Education, 4-5 December 2008, UNHQ New York



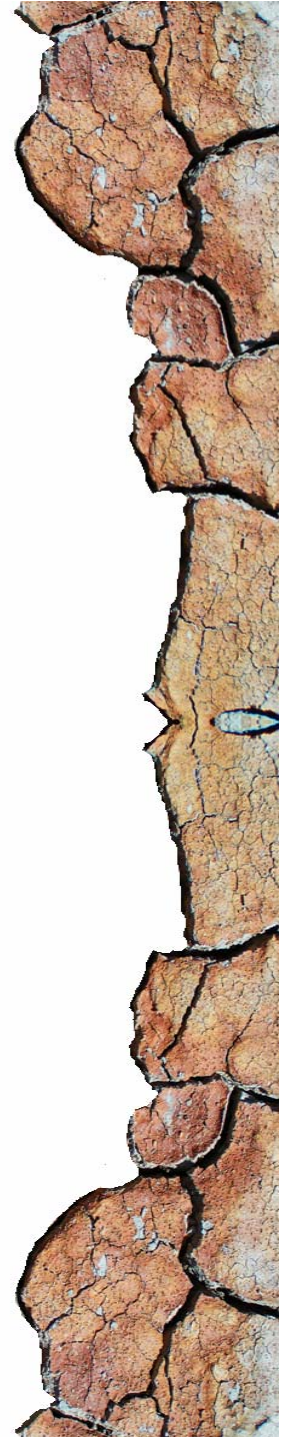
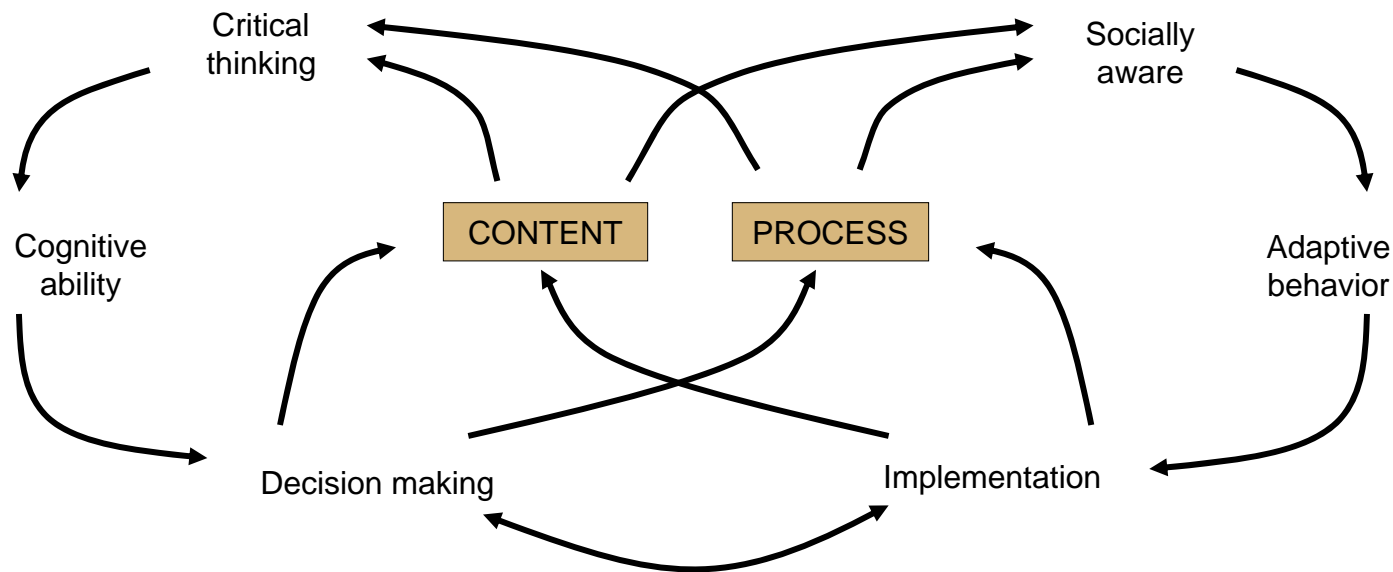
Education: Focusing on “responsibility”

- The need to develop an appreciation of social and environmental stewardship in our engagement with individual students, executives and corporate clients. Stewardship and the awareness of individual responsibility are seen as key in creating sustainable businesses that go beyond being environmentally or socially neutral to being agents for positive change.

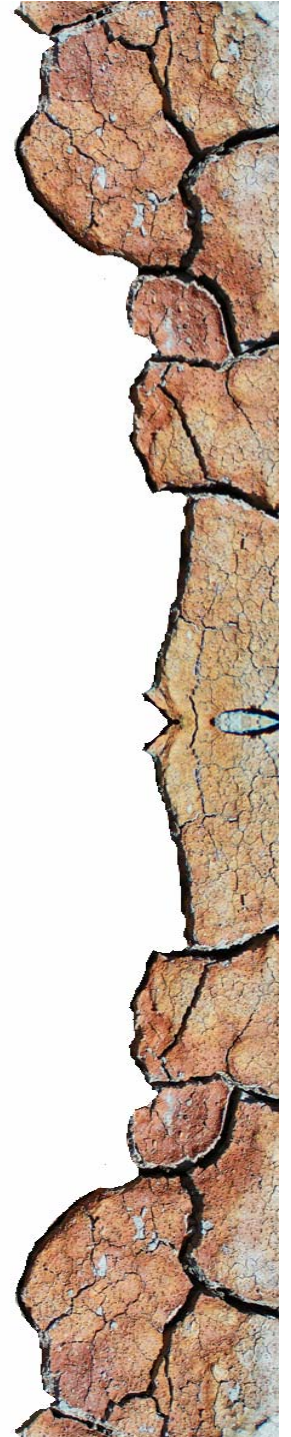
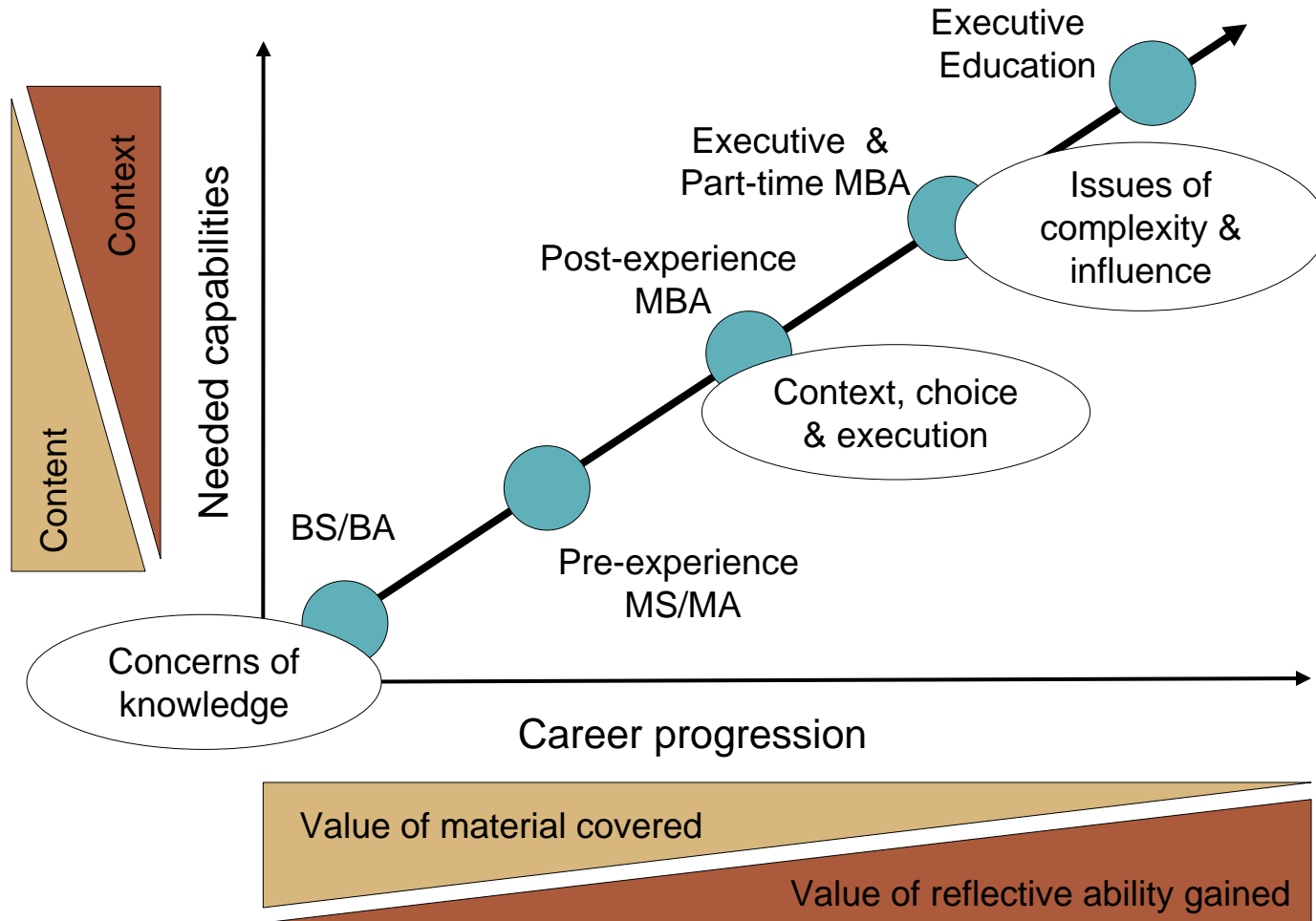


Underlying purpose of our (leadership) programs

- The need to produce (future) executives
 - with broader social awareness
 - who are adaptive
 - who are critical thinkers
 - who are capable of making informed decisions
 - who have the capacity for personal and responsible development



Development Continuum

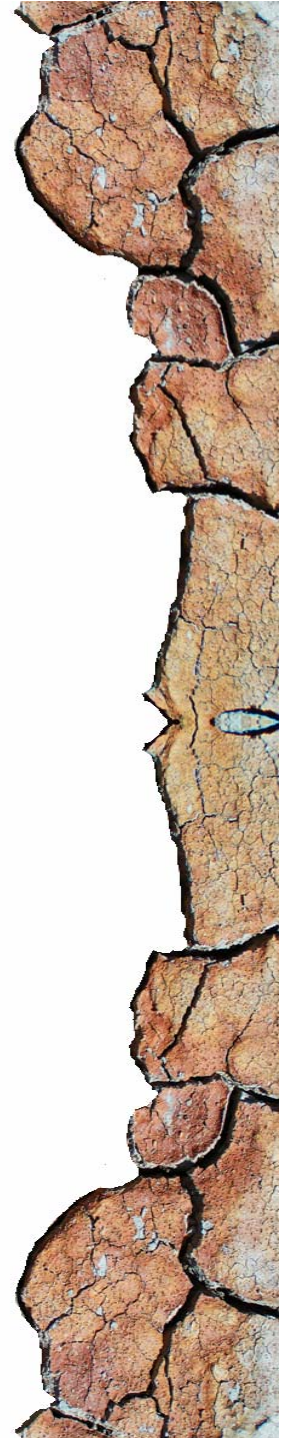


Research: A significant investment



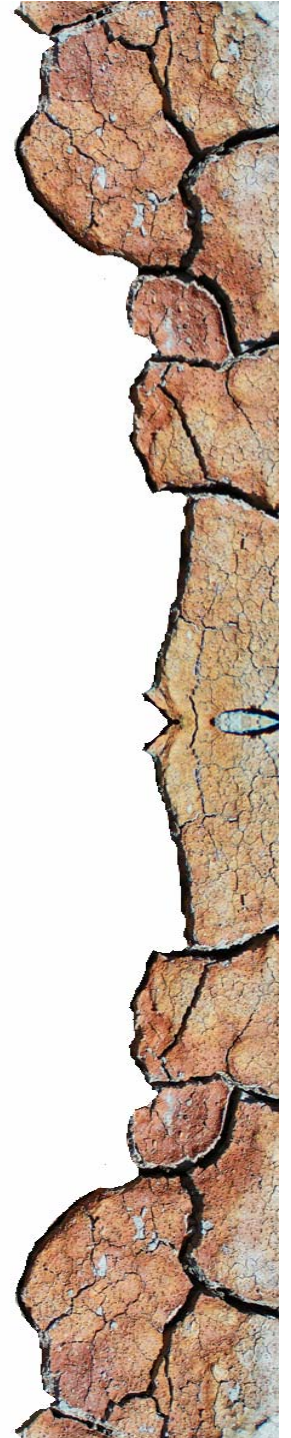
- Alliance for Ethics & Social Responsibility (2004)
 - Center for Business Ethics (1976)
 - Service learning Center (1991)
 - Global Cyber Law center (2002)
 - Women's Leadership Institute (2003)
 - Valente Center for Arts & Sciences (2007)

- Broader initiatives
 - Teaching business ethics faculty workshops (1988)
 - Campus lecturers & visiting scholars
 - Development of:
 - Innovative structure to the doctoral program (plus scholarships)
 - Liberal studies major
 - Complex problems, creative solutions initiative





Developing MBA education offerings Case Study from the RSM

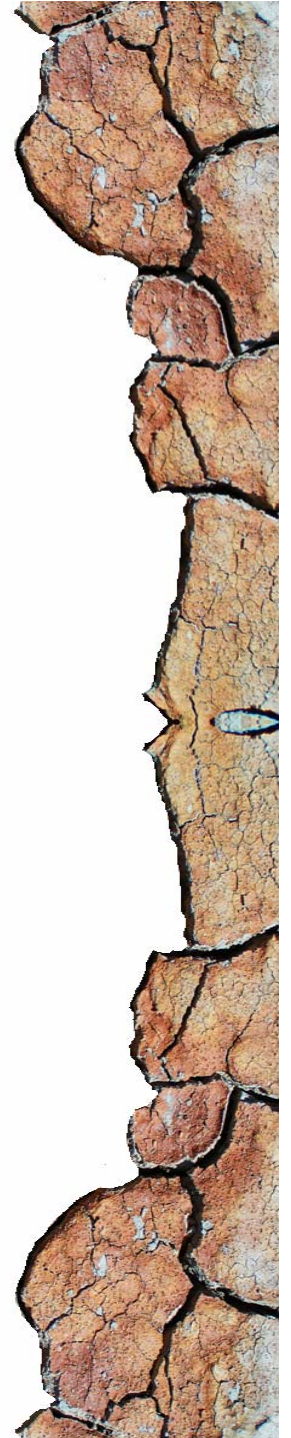


Early (and continuing) challenges

- What?
 - Corporate responsibility versus individual responsibility

- Why?
 - Internally determined imperative
 - A niche (recruitment) strategy
 - Externally dictated requirement
 - Scandals, accreditations, rankings

- How?
 - Elective program
 - Business ethics, governance, CSR and/or environmental management
 - Voluntary activities
 - Speaker programs, charitable contributions



Phase I – Early stage efforts



- Recruitment
 - Increased diversity amongst the student body

- Curriculum
 - Introduction through elective offerings
 - Social responsible investing
 - Geopolitics and power play
 - Business ethics
 - Shift in international trip location
 - From CV desired destinations to “transition” locations
 - Speakers

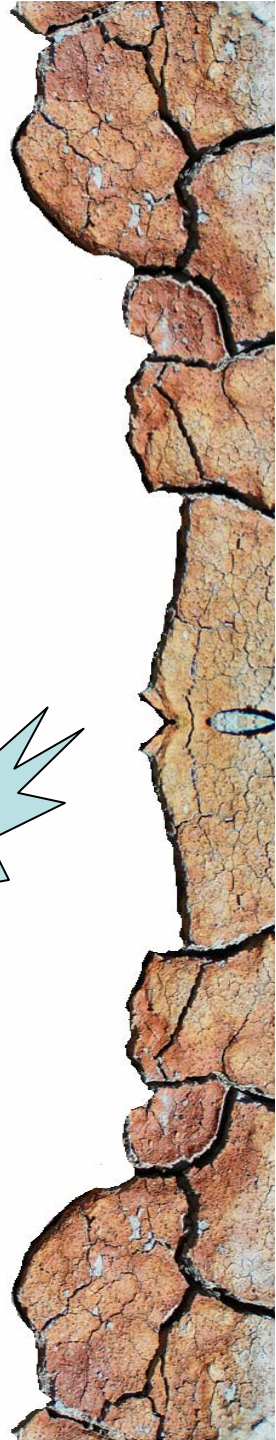
- Other activities
 - Seed additional student clubs
 - Encourage charitable activities

How integrated?

Selection bias versus placement effect

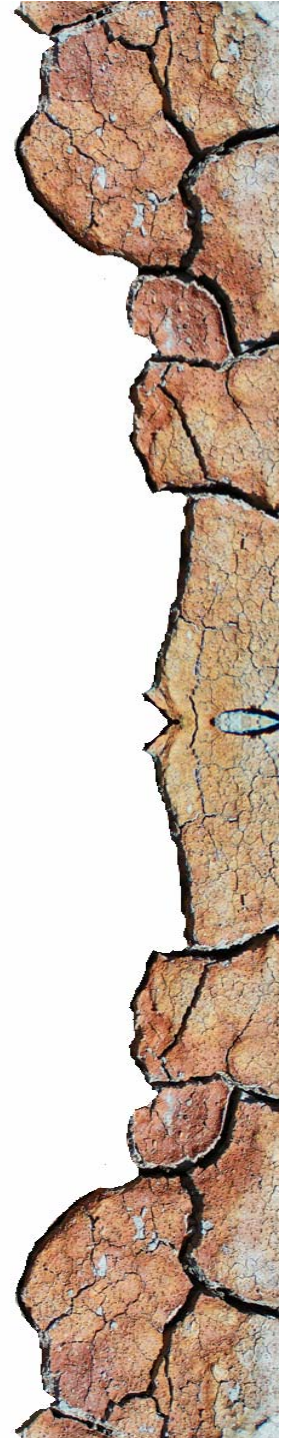
Where is the business case?

Slow & required champions



Phase II – Developing a more integrated approach

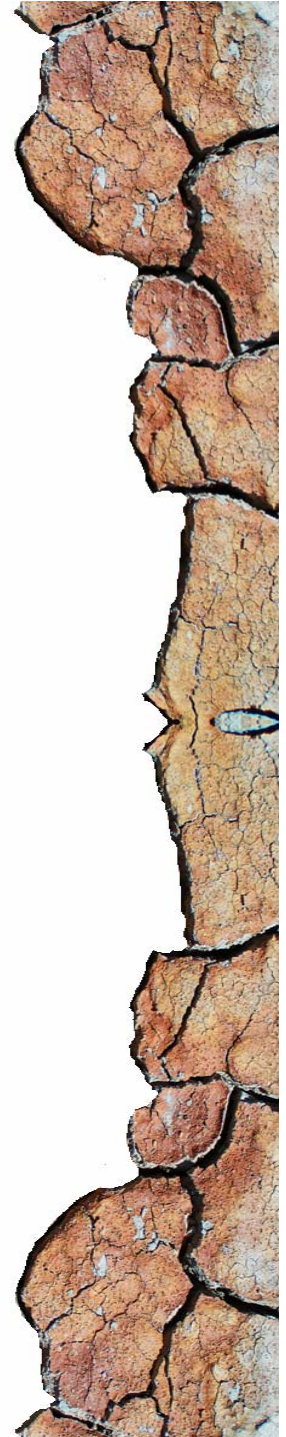
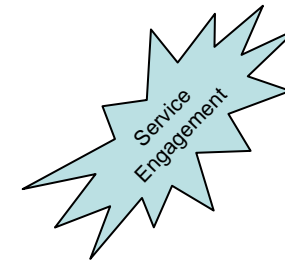
- Curriculum redesign
 - Working group
 - Three advisory boards
 - Faculty (internal and external), appointed professional, Alumni Board
- Commitment to integration
- Recognition of “customer driven” challenge and need to change
- Final imperatives
 - CSR introduced experientially from start of program
 - Further “pro-active” work in supporting diversity development
 - Mentors / coaches and network support
 - Integrated “living management” consulting project
 - Team assessed, broader definition of assignment requirements
 - Creative “international” linkages
 - Increase student association support



Phase III – Current status

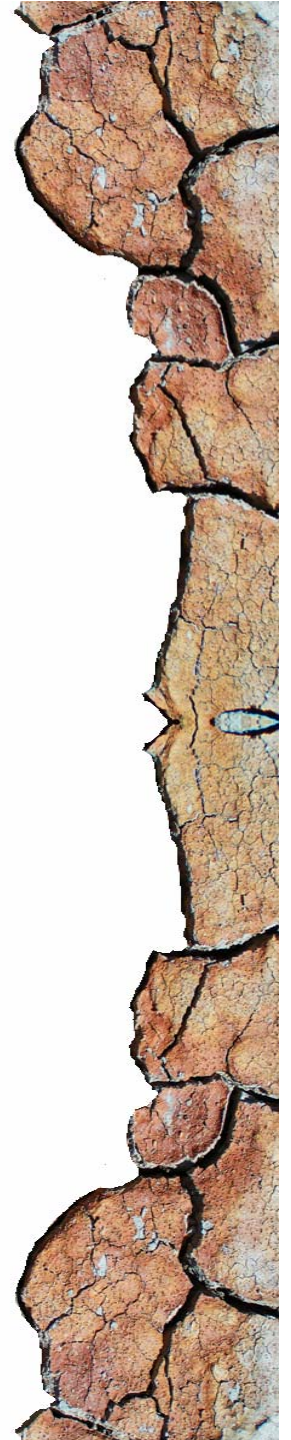


- Recruitment
 - Master classes & collateral
 - Scholarships (NGO) plus essay motivation
- Academic curricula
 - Introduction, core versus elective curriculum, international trips
- Student initiated activities
 - Speakers and clubs, International Charity Foundation (supported by School and Alumni), carbon footprint measures
- Behavioral aspects
 - Campus greening initiative, printing, catering challenges





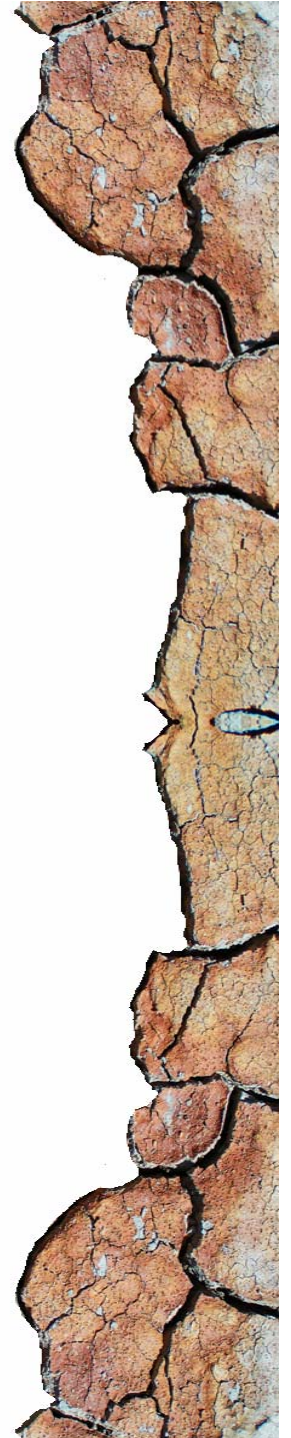
Where to?



Management educators must ...



- Continue to develop responsible and questioning graduates
- Manage the trade-offs
 - Student versus customer
 - Unpopular core potential
 - Sustained needs versus shorter-term requirements
 - Education versus immediate employment
 - Education versus ranking
 - Global overview versus grounded (rich) experience



... while the research debate continues

- The concept of corporate social responsibility emphasizes that businesses exist at the pleasure of society and their behavior and methods of operation must fall within the guidelines set by society; and, businesses act as moral agents within society. ■ Bowen (1953)

- CSR is nothing more than another layer of managerial responsibility resulting from the evolution of capitalism. ■ Carroll (1979)

- Four myths of CSR
 - The market can deliver both short-term financial returns and long-term social benefits
 - The ethical consumer will drive change
 - There will be a competitive 'race to the top' over ethics amongst businesses
 - In the global economy, countries will compete to have the best ethical practices ■ Doane (2005)

