

May 11, 2012

Dear PRME Secretariat,



I am writing on behalf of the Joseph M. Katz Graduate School of Business and College of Business Administration at the University of Pittsburgh to affirm our commitment to the **Principles for Responsible Management Education**. As an institution of higher learning steering the education of current and future managers, Katz and CBA are committed to engaging in a continuous process of improvement and following the PRME compact.

Because our practices may be of help to others, we provide this update and list several new and ongoing initiatives that reflect the values and attitudes of the school.

My colleagues and I welcome inquiries from other organizations and encourage all business education providers to follow the principle that encourage responsible management.

Sincerely,

A handwritten signature in blue ink that reads "John T. Delaney". The signature is written in a cursive, flowing style.

John T. Delaney  
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.*

## The Mission of the School

*The mission of the Joseph M. Katz Graduate School of Business and College of Business Administration is to produce knowledge through research on issues relevant to business and society; prepare students to create business value through thought leadership and practice; and promote global dialogue on economic and entrepreneurial activities that improve society.*

We will achieve our mission by emphasizing experience-based learning (EBL), stressing speed and value in education, and maintaining a stimulating environment that honors the following core values:

- **Candor and Transparency**, which ensure effective communication;
- **Initiative**, which empowers us to take action and perform to the highest standards;
- **Integrity**, which will be demonstrated in our actions and decisions;
- **Collaboration and Compassion**, which emphasize respect and sharing, and magnify our teamwork;
- **Innovation**, which allows us to envision the future and accept change; and
- **Continuous Improvement**, which will be woven into the fabric of what we do.

We will measure performance of our mission by examining:

- Research, teaching, and other results relative to competing business schools;
- Faculty achievements and awards in business and the disciplines;
- Student satisfaction with our teaching, processes, and activities;
- Student achievement in case competitions, professional certification exams, and the development of professional and entrepreneurial experiences;
- Our success in generating resources;
- Faculty, staff, and alumni satisfaction with our progress;
- Our creation of global experiences and opportunities for students, faculty, and others;
- Our impact in the region and local business community; and
- The outcome of key business school ranking surveys.

## The Vision of the School

Our aspiration is to be a recognized global leader in the development of people, and the generation and dissemination of business knowledge, processes, and skills that generate lasting societal value.

## The Katz MBA Program

A founding member of the Association to Advance Collegiate Schools of Business (AACSB International) and continuously accredited since 1919, the Joseph M. Katz Graduate School of Business offers an education that meets the highest standards for master's degree programs in business administration worldwide. But Katz goes beyond providing a world-class business education; our faculty and staff guide MBA students through a transformation framework that integrates traditional functional areas (finance, marketing, information systems, and management) with key focal areas of the school (globalization, supply/value change management, entrepreneurship) including issues of ethics and corporate social responsibility. Our expectation of MBA students is that they will undergo a transformation that builds upon a strong academic foundation together with the knowledge and tools to approach business in a different manner than before. Both curriculum and co-curricular activities are built around the Katz School's unique "Transformation Framework" which consists of five core categories: (1) Developing Your Best Self, (2) Managing People and Processes, (3) Cultivating Professional Networks, (4) Learning through Experience, and (5) Applying Technical Competence. The MBA curriculum is the central part of the framework, while the co-curricular elements further expand the customized development plan, which is an important part of a Katz MBA student's transformation experience.

The Katz School has a long history of dedicated teaching and research in business ethics, corporate social performance (CSP), and business-government relations. Thus, the Katz School unites the leading edges of research in social impact analysis with MBA education. Here, creativity in research informs the design and content of our classes. Our faculty are leaders in their respective fields and by design integrate ethics, and social and environmental impacts of business in their classes. MBA core professors are required to report yearly on their efforts of integrating these matters into their coursework. In addition, all MBA students participate in required ethics workshops along with dedicated events and programming throughout their MBA experience. Together with the David Berg Center for Ethics and Leadership, MBA students are encouraged to explore ethics, corporate social responsibility and sustainability issues through project courses, student organizations, high impact corporate speakers and individual research projects.

Our emphasis on "experience-based learning" means that issues of ethics, corporate social responsibility and sustainability are not only addressed inside the classroom, but are part of the hands-on experience that is expected for each MBA student across our portfolio of programs that includes: one-year MBA; two-year MBA; Evening MBA; Executive MBA; MBA/JD; MBA/Master of International Business; MBA/Master of Science in Engineering; MBA/Master of Science in Management Information Systems; MBA/Master of Public and International Affairs; MBA/Master of International Development. No matter where one is in their life or career, the Katz MBA Program provides the opportunity for meaningful and purpose-driven transformation.

## Joint Degrees with the Graduate School of Public & International Affairs

- MBA/MPIA
- MBA/Master of International Business School:
- MBA/Master of International Development

## Centers and Institutes

### Center for Executive Education

Since 1949, the Center for Executive Education (CEE) has offered management development programs to enhance executive-level skills to thousands of managers and leaders domestically and globally. A wide range of open enrollment programs, including customized course content can be delivered on-site for local organizations, exposing participants to the latest thinking of top executives and business scholars. This training is crucial to grow more and better leaders to face the ever-changing issues faced especially by non-profits and our local organizations who seek to succeed in the 21st century. The CEE partners with organizations from various industries including, but not limited to, energy, manufacturing, healthcare, finance/banking, and non-profit to address their individual organizational needs by providing tailored training with competencies and a new understanding of today's business world and the social impact through their work.

### David Berg Center for Ethics and Leadership

The David Berg Center for Ethics and Leadership is part of the Joseph M. Katz Graduate School of Business and the College of Business Administration at the University of Pittsburgh. The center focuses on the education of undergraduate business students through a unique certificate program in leadership and ethics that immerses students in the principles of ethics and leadership over a three-year period. We also support important research into the area of ethics and leadership by faculty and undergraduate students. We actively involve members of the business community in both sides of the educational process by inviting them to share their expertise in the classroom and in strategic planning for the center, as well as by contributing to their ongoing education in business ethics through outreach events such as the speaker series and the regional American Business Ethics Awards.

### International Business Center

Founded in 1990 as a joint venture of the Katz Graduate School of Business and the University Center for International Studies, the International Business Center (IBC) is a unique resource that develops, operates, and supports programs designed to build international competence and expertise in business students, faculty, and practitioners, and help businesses enhance their international competitiveness. The IBC plays a key role in creating and implementing the Katz School's international strategy, including launching programs in management schools in Central Europe which are modeled on the comparable Katz programs. In addition, as part of Katz's strategy to expand programs in emerging markets, and supports initiative that focus global issues surrounding ethics and corporate social responsibility.

### The Center for Health and Care Work

The Center for Health and Care Work (CHCW) has as its primary aim the development and dissemination of research addressing the unique opportunities and challenges of professionals

who provide healthcare and other forms of direct care to others. This is a large and growing workforce in the United States, encompassing jobs that cut across income and education levels, ranging from personal attendants and childcare workers to nurses and physicians. Enhancing the quality, size, and stability of this workforce touches on many of the central economic and social issues of our time, ranging from off-shoring to immigration, national competitiveness to shared prosperity and reducing the ranks of the working poor.

### **The Institute for Entrepreneurial Excellence**

The Institute for Entrepreneurial Excellence (IEE) helps people realize their dreams. We are growing the region's economy by nurturing and promoting new product commercialization, entrepreneurial activity, innovative agricultural production, new business creation, and social entrepreneurship. Committed to the interests of every kind of entrepreneur and business owner, we are building the future by creating the business and wealth that will sustain and grow the vibrant culture of western Pennsylvania. Combining the research capabilities of the University of Pittsburgh, the renowned faculty of the Katz Graduate School of Business, the vast talents of the region's students, and the dedicated staff of the IEE, we provide experienced guidance and valuable resources to businesses.

### **Center for Economic Education**

The Katz School is host to the Sky Bank Center for Economic Education, which is affiliated with Economics Pennsylvania - a statewide nonprofit organization, accredited by the National Council on Economic Education that promotes economic education in elementary and secondary schools. Its programs and activities are designed to help students become entrepreneurial, productive members of the workforce, responsible voting citizens, prudent savers and investors, successful participants in the global economy, knowledgeable consumers, and lifelong decision makers equipped to make effective choices in an ever changing environment.

*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*

## **Curriculum**

Our curriculum is focused on giving students a solid grounding in business fundamentals together and then challenging students to them into action. [Experience-based learning](#) exercises are at the core of the curriculum. Students complete an array of projects in which they solve critical problems facing top companies. This curriculum takes students out of their comfort zone and molds them into leaders who views challenges as opportunities. We offer a [global education](#) that improves students understanding of how widely dispersed world markets are actually intimately connected—and how this affects their personal and professional success. Below are courses most directly related global social responsibility and the PRME Principles.

### ***IT & Information Systems***

#### **Course Name: Electronic Commerce**

Electronic commerce technologies have enabled diverse organizations to launch new businesses, provide greater customer support, market products and services in a new way, achieve competitive advantage, win leverage over suppliers, and afford substantial cost savings to clients. These new business models use applications that integrate customers, businesses, and internal operations, in all possible combinations. This course covers five main areas in electronic commerce: technologies, opportunities, cautions and social considerations, strategies, and tactics. Issues of privacy and security are integrated throughout the course. Guest speakers, case and issue discussions, and two group projects are used as teaching tools. Student groups create an eBusiness plan and web site.

#### **Course Name: Information Systems**

This course provides an overview of information technology and its application in a business. By simultaneously examining business cases and the capabilities of relevant technologies, students develop an understanding of how information technology is the primary enabler for improved business processes. Systems and technologies that are examined from this dual business and technology perspective include relational databases, the Internet and networks, enterprise resource planning, customer relationship management, privacy, security and supply chain systems. The course emphasizes CSR or privacy/security issues in multiple cases throughout the course – one involving a management decision to close an ongoing project, one with offshoring and third party outsourcing, and one with privacy/security implications – both in the organization and with its outsourced service provider.

#### **Course Name: Project Management**

This course focuses on the management of information systems development projects. Planning, organizing, staffing, and controlling systems development projects require traditional management skills, an understanding of quality assurance techniques, and an appreciation of the creative and volatile world of information technology. This course starts with a review of systems development approaches (e.g., the systems development life cycle, prototyping, and

information engineering) and an overview of project management concepts. The course then focuses on project planning, monitoring, and controlling. It also covers the politics of projects, project staff and teamwork issues, and the implementation of projects.

One lecture is dedicated to ethics in project management, students are introduced to PMI code of ethics, and ethical dimensions of project planning and project management activities are brought out in discussions and cases.

#### Course Name: **Technology and Sustainability Project Course**

It has been noted that 2 to 3 percent of all environmentally harmful emissions and waste may be attributable to the use of IT and the IT industry. The term 'Green IT' is increasingly used to refer to efforts that identify IT activities as a source of pollution and the responsibility of IT professionals to account for, and where possible mitigate, these problems. While it may be possible for IT to reduce detrimental environmental impacts through Green IT management techniques, there is also significant potential for information systems to positively address environmental issues more broadly by enabling and encouraging sustainable organizational practices. By providing information about inputs, outcomes, and alternatives; supporting alternative modes of communication and information distribution; and enabling new ways of organizing, information technology has the potential to transform organizational practice in ways that more effectively manage and mitigate the environmental consequences.

This project course examines both the potential of Green IT and the challenges associated with initiating and maintaining Green IT initiatives in organizations. The specific goals of the course are to:

- Introduce the goals and approaches of effective Green IT Initiatives
- Develop students' ability to recognize and address the challenges that limit the viability of Green IT initiatives in organizations

After successfully completing this course students should be able to both constructively evaluate and developed viable proposals for Green IT initiatives.

#### Course Name: **Technology Enabled Business Transformation**

Business Transformation has been defined as the alignment of process, people and technology to support and innovated business strategies. Effective managers need to develop skills that allow them to understand the functionality of existing and new technologies to create real value in the organization. Using lecture and current case studies, this course will examine topics to help students develop those skills. These topics include: (1)Transformation Strategies, (2) The relationship between Information Technology and Business Transformation, (3) When to build and when to buy, (4) Business Analysis, (5) Process Modeling, (6) Enterprise Systems, (7) Software development methodologies. Cases include discussion of the application of technology to the real world (e.g. the World Bank and its mission of providing financial project support for low-income countries unable to borrow in the world markets, and how their use of technology supports meeting their mission). These projects address poverty reduction, social services, environmental protection, and economic growth.

Course Name: **Technology Innovation, Adoption, and Diffusion**

Technology Innovation, Adoption, and Diffusion focuses on the technological and market forces underlying the development and use of new technologies, with an emphasis on information technologies. Session eight covers environmental and government regulatory climate issues as they relate to innovation. Class sessions are divided among lecture, discussion, and business cases.

*Accounting*

Course Name: **Financial Accounting**

This course enables students to understand the basic financial accounting model, as well as the structure and substance of a firm's financial reports from a user's point of view. This includes what is (and what is not) included in financial statements, guidelines for honest and ethical reporting on these statements, how and when events affect the statements, and what users can infer from these reports. When they finish the course, students should be able to examine a set of financial statements and effectively analyze the firm's financial position, profitability, and cash generating ability.

Session #24 is devoted to discussion readings on Accounting and Ethics, session #14 covers IFRS (International Financial Reporting Standards).

Course Name: **Financial Statement Analysis**

This course focuses on the financial statements and related note disclosures of publically traded companies, and to the correlation of the integrity of the historical financial data with the company's stock prices. This course helps students develop a systematic approach to analyzing reported financial data and an awareness of the ethics and underlying risks of inconsistencies across companies.

Course Name: **Forensic Accounting**

This course is designed to enable students to:

- 1) understand the role of forensic accountants and some careers in this area.
- 2) become familiar with several forms of fraud and the methods that fraud examiners use to prevent and detect it.
- 3) develop expertise in detecting financial statement fraud from the external auditor perspective.
- 4) gain a better understanding of how technology is used to detect fraud.
- 5) acquire a basic understanding of how interviews are conducted so as to detect deception.
- 6) be better prepared to resist ethical pressure to commit fraud by gaining familiarity with common ethical dilemmas encountered in the business world.
- 7) gain an historical view of financial statement fraud, some controversial ideas about how and why some of the biggest frauds occurred, and what can be done about the problem.

Course Name: **International Accounting**

This course explores the movement toward consistent international financial reporting methods in the global marketplace. The Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB) have formally agreed to harmonize reporting

standards over time. In addition, the Securities and Exchange Commission (SEC) is currently considering a proposed time-line for the adoption of International Financial Reporting Standards (IFRS) in the US. The course examines the substantive differences between US Generally Accepted Accounting Principles (US GAAP) and IFRS, which have already been adopted by many other countries. The course will also provide a framework for understanding the theory and application of IFRS versus US GAAP and explore some of the ethical and cultural issues inherent in international business reporting.

Course Name: **Managerial Accounting**

This course introduces the student to the processes used to measure and analyze costs to make effective management decisions. It deals with the basics of how costs are collected and used for product/service costing, decision making and control. Integrating sound qualitative and quantitative cost information into decision making supports a more successful strategy for a firm or a division of a firm. The choice to reduce the number of parts in a manufacturing plant, to outsource certain functions to another organization or location, to link incentives to budgeted targets are all examples of decision making that SHOULD be supported with cost information. Lecture and discussion on ethics based on real-time, company specific information - including a IFRS presentation from a senior manager at Alcoa and presentations from students who are required to research and analyze a current case study on one of three companies involved with ethics challenges (Chambers Development, Phar Mor and ZZZ Best).

***Marketing***

Course Name: **Consumer Behavior 1**

This course analyzes how targeted consumer needs, wants, and desires change as marketplace marketing variables are adjusted according to cultural and structural lifestyle constraints. It evaluates cultural and lifestyle influences on consumer behavior, and the role and responsibilities of industry in designing targeted messages to create awareness, interest, and guide action. Discussion will examine motivation, personality and emotion and how the corporation uses these factors to directly influence consumer behavior. Session two addresses Subliminal Advertising and the windstorm book : "Buyology: Truth and Lies about How We Buy," and class four topic is "Are Consumers Rational? Ethical? Decision Making I – Heuristics and Biases."

Course Name: **Consumer Behavior 2**

This course focuses on a.) Providing opportunities to apply the concepts learned in Consumer Behavior I to more complex social and cultural phenomenon and b.) Offering frameworks for understanding broad consumer-behavior-related phenomena which are relevant to business and individual decision-making. Students read and discuss materials from influential popular press sources throughout representing cutting-edge thought on CB issues and the way they influence both individuals and businesses. Session two of this course addresses issues of class, status, gender and identity. The sixth session discusses Post-Purchase Behavior and Disposal, with a lecture on Satisfaction and Sustainability.

Course Name: **Marketing Management**

The course is designed to survey the marketing function. Some key objectives are: 1) to define and evaluate the marketing function in industry and the business environment 2) To examine

those topics and evaluate how they interact with market forces (e.g. market and consumer need analysis, consumer behavior, competitive intelligence), 3) to convey an understanding of marketing's growing role in the formation and structure of society, from urban planning and site location planning, to social program administration by government agencies, to emerging forms of communication which impacting global business, non-profits, and public sector alike. Because the body of marketing concepts, strategies and procedures is fast evolving, much of what is discussed in the class is taken from recent business and trade journals.

**Course Name: Marketing Planning and Strategy**

This capstone course uses a marketing strategy simulation game to illustrate key aspects of marketing strategy formulation and the construction and design of marketing plan. It requires student to apply marketing concepts and skills as they:

1) design marketing strategies based on SWOT analyses, 2) use strategic decisions to develop marketing programs for managing the 4Ps, 3) adjust strategies to align with changes in competitive environments and financial performance, and 4) develop comprehensive marketing plans based on past performance and future opportunities. The simulation includes discussion of the role of ethics in product placement, and the social responsibilities of equitable pricing practices.

**Course Name: Sales Management**

Typical challenges confronting the sales manager require the management of hiring, training, directing, motivating, and analysis of the sales force. These are the skills that will be reviewed through real-world case studies and classroom involvement. This course stresses key characteristics that the sales managers must identify in the hiring process, and recruiting techniques for developing and sustaining an effective sales team. Week Five topic is "Ethical Leadership."

***Strategy***

**Course Name: Consulting Field Projects**

The intent of this practicum is to guide students in applying management consulting processes as a means of solving real-world organizational problems. Students are assigned to a project of critical importance to their client organizations, which are represented by a broad band of industries, public agencies and non-profits. The field assignment requires student teams to work across multiple disciplines while considering leadership, teamwork, and issues of corporate and social responsibility.

Teams are supported by faculty advisors and workshops led by McKinsey & Company, Pittsburgh- the local arm of the global management consulting firm. The workshops give students the skills necessary to manage their interaction with clients and provide guidance on various aspects of the consulting profession, including issues of critical importance, processes, and approaches.

The final requirement of these Consulting Field Projects is for each team to participate in the McKinsey Cup Competition. Teams present their project summary as well as their findings and

recommendations to a panel of judges who evaluate each presentation based on its analytical rigor and content.

Course Name: **Decision Making in a Complex Environment**

In this course, students learn how to make high-impact decisions that are reasoned, defensible and ensure greater success in both making and justifying decisions. Most complex decisions involve many interested parties with conflicting interests and objectives. They must prioritize and integrate social, environmental, political and economic factors under common goals. This course introduces students to the use of the Analytic Network Process (ANP) in making effective, complex decisions – and the benefits, opportunities, costs and risks these decisions create.

Course Name: **Management of Strategic Alliances 1**

Strategic alliances and cooperative relationships between firms have become a constant feature in today's competitive environment. This course examines the nature of strategic alliances (domestic and international), the reasons behind their formation, and implementation issues related to their management (e.g. management across economic, social and cultural boundaries). Topics covered include conceptual frameworks, alliance structures, management and performance of the alliance, transfer of technology and information, and organizational learning. Discussion emphasizes stakeholder perspectives, and considers not only business alliances but also cross-sector alliances, such as those between businesses and the not-for-profit sector.

Course Name: **Strategic Management of Acquisitions & Divestment**

Mergers and Acquisitions are always in the news, as are divestment moves by companies. Using current research findings, case studies and practitioner experiences, this course addresses the strategic and organizational challenges of implementing acquisitions and divestment moves so as to realize the promise of value creation. Specific topics addressed include: basing deals on industry dynamics and on corporate strategy, planning the integration effort, creating an implementation team, effective integration approaches, risk identification, integrating functional strategies (e.g., IT, marketing) and merger communication. The discussion emphasizes the political and stakeholder issues often implicated in such deals, as well as touches upon non-business contexts, such as mergers in the government and not-for-profit sectors. Week three deals with Due Diligence.

***Economics***

Course Name: **Economic Analysis for Managerial Decisions - Firms and Markets**

This course develops an understanding of how a market-based economic system reconciles the separate needs of consumers and producers and provides an economic framework for managerial decisions. Centering on the basic concept of the business firm, it integrates the analysis of domestic and global market structures to understand cross-border capital flows and distribution of wealth issues. Topics include pricing, output and quality decisions; the impact of productivity improvements on costs; quality-cost tradeoffs; market imperfection and the role of regulation in enhancing social welfare. To understand the structure of markets and the conduct of competing firms the course utilizes Game Theory, a field that offers a formal analysis of strategic social interactions. The topics addressed in this space range from entry strategies in developed and

emerging markets to mechanisms aimed at improving the availability of information in markets facing significant uncertainties.

**Course Name: Economics of International Business**

This course investigates key aspects of the international economics environment. Topics include globalization, theories of international trade, investment restrictions on trade, commercial policies of the U.S. and other nations, the World Trade Organization, Regional Trade Agreements. Ethical issues and corporate social responsibility related to international business are also discussed. The final third of the course addresses exchange rates, managing foreign exchange exposure, balance of payments, and exchange rate regimes.

**Course Name: Managing Risk for a Global Enterprise**

Students will develop risk forecasting, evaluation and mitigation competencies needed for sustainable profitability of a global business enterprise. Special attention will be afforded to financial markets in view of the role they have played in causing and/or accentuating extreme behaviors of economic cycles. We will additionally evaluate whether ethical corporate conduct, and consistent support of customer and shareholder objectives can be aligned with profitability expectation of investors and financial incentives for employees.

***Production and Operations***

**Course Name: Decision Technologies in Manufacturing and Operations Management**

This course discusses critical, computer-based, decision making methodologies for managing the Operations function of both manufacturing and service organizations; it also covers decision making applications from other managerial functions, such as Finance and Marketing, at these organizations. The operations management part of the course briefly considers important issues arising in organizing and managing the production and distribution of goods and services. This course includes discussion of the economic, legal and ethical viewpoints of decision making and why one may have one without the other, the objectivity of the objective function, the relationship between corporate philosophy and the duality of the objective and the constraints, and the larger impact of process improvement on society. Class 1 deals with optimizing resources, Class 4 addresses network optimization, and Class 13 is devoted to Ethics in Decision Technology.

**Course Name: Global Supply Chain Management**

This course discusses how changing markets and increased customer expectations in today's business environment necessitate efficient product flow that enhances product value in procurement, processing and distribution channels. It demonstrates how well-designed, well-managed supply and demand networks are essential to achieve this objective. It also addresses the complexity and complications that arise from interactions among internal and external organizational units as they management movement of goods, services, information and funds through national as well as global networks.

This course focuses on the maintenance and creation of value in a multi-facility supply chain network. Topics include, (i) methodologies for distribution system network design, (ii) Sales and Operations Planning, (iii) Inventory management in multi-facility networks, (iv) Increasing

speed, efficiency and accuracy of response, (v) Global sourcing and procurement of products and services, (vi) Revenue Management, (vii) Interfunctional and interorganizational channel coordination/integration, (viii) Recent trends in designing sustainable supply chains, and (ix) Risk management in the supply chain. The course includes discussion of sustainability and environmental issues as they relate to supply chains.

Course Name: **Strategic Procurement and Sourcing Management**

This course addresses purchasing and supply management as they play an essential role in the ability of the firm to operate efficiently and be competitive in the contemporary global business environment. Included in these processes are activities involved in identifying potential suppliers, creating relationships with selected suppliers, obtaining the needed materials in the most efficient quantities at the highest quality levels, and developing strategies designed to ensure an uninterrupted flow of goods and materials.

Purchasing is increasingly a strategic activity which impacts all areas of the firm, including product design, information system design, e-commerce activities, manufacturing planning and control, inventory management, human resource development, financial planning, forecasting, sales, and quality management. The procurement function is instrumental in supply chain design and function through its responsibility for the firm's sourcing strategy. Some of the elements that are involved include supplier identification, selection, and development, total costs, transportation and inventory decisions, and environmental and social responsibility issues. The objective of this course is to make students aware of the demands placed upon purchasing professionals, and to understand the impact of purchasing on the competitive success and profitability of the firm. They must also have an understanding of legal and ethical considerations which affect purchasing decision-making.

***Finance***

Course Name: **Derivatives: Applications to Valuation and Value Creation**

Over the past few decades, some of the most interesting developments in finance have been the result of financial engineering where quantitative methods are used to design financial instruments and financial structures that maximize organizational effectiveness. The purpose of this course is to introduce participants to corporate financial engineering through discussing the how, where and why of financial engineering, as well as its risks and responsibilities. Discussion includes a case study on the Enron Credit Sensitive Note.

Course Name: **International Financial Management**

The primary focus of this course is the understanding and application of the concepts of corporate finance, financial markets, and investments in a diverse, international context. Specific topics include an overview of the international financial markets (currency, equity, and bond markets), the "parity conditions" of international finance, foreign exchange risk management, global portfolio investment, international capital budgeting, the Foreign Corrupt Practices Act as well as international corporate governance (the European "stakeholder" model versus the Anglo-American shareholder model).

Course Name: **Investment Management/Capital Markets**

The objective of Investment Management/Capital Markets is to provide the student with a theoretical and practical background in the field of investments. The course will cover the major topics of financial markets, portfolio theory, security valuation, capital market equilibrium and risk-return trade-off, performance evaluation, and international diversification. Real-world examples are used to illustrate the theoretical framework and foster discussion on professional conduct and ethical issues that confront the investment manager.

***Human Resource Management***

Course Name: **Human Resources for Competitive Advantage**

This course demonstrates how effective and efficient achievement of an organization's strategic objectives depends significantly on the contributions of its employees. Students are introduced to conceptual frameworks that provide the basis for understanding and establishing effective organizational programs to implement competitive strategy and organizational policy. Topics covered include: planning and forecasting, outsourcing, the impact and management of workforce diversity, growth and impact of public policy on managing employees, the current legal environment affecting management decisions, employee safety and health concerns, design of training and learning systems, equity: internal, external and individual, labor management cooperation.

Course Name: **Organizational Behavior**

Effective human resource management is critical to sustained competitive advantage in an increasingly deregulated, global, and knowledge-driven corporate environment. This course addresses environmental and legal factors that affect human resource decision-making with special emphasis on effective organizational staffing, strategically directed performance management, incentive systems that focus employees' efforts on organizational success, and programs and policies that encourage employee learning and development. Discussion includes the differences in the magnitude of CEO pay across countries (salary management subunit of the performance management unit) and its implications for corporate social responsibility.

Sessions 1 - 4 of the course address the human side of offshore outsourcing, implications for corporate social responsibility and its net impact on domestic workers. Discussion focuses on appropriate criteria for identifying international sites for operational relocation, forming contracts with foreign suppliers, and the role of international labor standards in trade policy and competitiveness in the global economy." Session 9 focuses on the article The Effects of Culture and Human Resource Management Policies on Supply Chain Management Strategy, and sessions 11 & 12 focus on HR Infrastructure Options.

***Business Law***

Course Name: **Business Law**

This course provides students with legal information that is necessary for effectuating management and senior management level responsibilities in today's business environment. It is designed to enable students to proactively interface with attorneys and to strategically implement a business agenda in relation to law and regulation. The course also provides information about

the American legal system, and ways to limit costs and liability within its framework. Some international law and comparisons will be drawn to the American legal experience during the course. Session three addresses Legal Ethics, Session eight discusses American Employment Law, Employment Discrimination Law, Affirmative Action, and Employee Free Choice Act. Session Nine deals with Security Law, insider trading and Sarbanes-Oxley, while session Thirteen includes a focus on International enforceability of patents and other forms of intellectual property.

**Course Name: Legal Environment of Business 1**

This course focuses on the legal information that managers need to effectuate executive and management level responsibilities in today's business environment. This course is designed to prepare students to proactively interface with attorneys and to strategically implement a business agenda in relation to law and regulation. CSR topics included are: alternative dispute resolution, negotiation techniques, Securities Law including Insider Trading and Section 16(B) Reporting.

***Entrepreneurship***

**Course Name: Entrepreneurship and New Venture Initiation**

This course addresses the practical issues of implementing and achieving an entrepreneur's start-up business plan - identifying what works and what does not—regardless of an entrepreneur's product, market, or nation—in making successful a new venture. Topics include: building a team, sourcing the product, getting control, selling, partnering, corporate responsibility, and the role of the CEO. As students identify business opportunities, they consider the unique needs in social and environmental responsibility arenas.

As students identify business opportunities, they are encouraged to assess filling needs that may include those in the social and environmental responsibility arenas. Students must also assess elements of corporate responsibility, as the entrepreneurs/founders are the ones responsible for setting the initial; corporate culture.

**Course Name: Social Entrepreneurship**

There has been a worldwide explosion of entrepreneurial activities by organizations whose primary focus is on improving the health, education, and well-being of individuals and communities. Many businesses and some entrepreneurs working in the social sector have chosen to incorporate as for-profit organizations to help support and expand their commitment on social responsibility. This course focuses on the tools and skills required to launch or grow a successful enterprise in the social sector. Because of the nature of the funding in this sector, all but the largest organizations rely on an entrepreneurial style of management. During this course students will discuss some of these efforts, examine their successes and failures and interact with some outstanding social entrepreneurs who have succeeded in creating sustainable enterprises that combat important social problems.

## ***Quantitative Methods***

### **Course Name: Statistical Analysis**

This course provides students with a set of integrated statistical tools and methodologies managers use to increase efficiency and effectiveness in organizations. The emphasis is on the use of real data for modeling and solving problems in the areas of marketing, finance, human resources, and operations management. Topics covered include data analysis and modeling, simple and multiple regression (estimation, testing, and prediction), analysis and design of experiments, nonparametric statistics, and statistical quality control. Throughout the course, ethics in statistics discussions emphasize the importance of ethical behavior when collecting, analyzing, interpreting, and reporting on data with statistics. Through examples and cases students are continually reminded and required to apply sound statistical methodology. They learn to recognize situations when unethical statistics are inappropriately employed. Whenever suitable, corporate social responsibility and sustainability are addressed as well.

## ***CSR/Business Ethics***

### **Course Name: Business Ethics and Social Performance**

This course examines concepts, issues, and tools related to the management of ethics and social responsibility in business. Students learn how to recognize and respond to ethical problems, to understand their personal responsibilities as business managers, to evaluate various ethical frameworks, to apply a process of moral decision making to ethical problems, to grasp relationships between ethical behavior and organizational structure and processes, and to manage the ethical and social problems and opportunities arising from organizational, institutional, societal, and global dimensions of the business environment. Students are encouraged to consider the level of community responsibility they and their respective companies have (CSR) and whether that responsibility mandates they respond not only to activities leading to future profits but also to specific obligation to the society which allows them to operate as a supplier of its needed goods and services.

## ***Organizational Behavior***

### **Course Name: Interpersonal Skills For Managers 1**

This course is designed to introduce students to theories, concepts and practical applications that enhance job effectiveness and professional development. Many career coaches suggest that initial hiring after attainment of the bachelor's degree is due to technical skills, the first promotion into a supervisory position due to managerial skills, and subsequent promotions, including those into executive positions, due to interpersonal skills. This module critically examines those interpersonal skills and includes topics such as conflict management and team membership.

## ***Environmental Management***

### **Course Name: Managing the Natural Environment**

This course focuses on the management of strategic and compliance issues related to the natural environment of the business firm. Along with investigating how companies respond to

environmental regulations, students examine how environmentalism alters such essential firm activities as product design, marketing strategies, and stakeholder relationships. This course will employ numerous case examples, lectures, and visits by corporate environmental consultants and environmental affairs officers from the Pittsburgh business community.

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

**Endowed Chair in Leadership and Ethics.** The Joseph M. Katz Graduate School of Business took affirmative steps to strengthen its capability in and commitment to leadership and ethics in business in launching the recruitment of an endowed chair professorship in leadership and ethics in 2010. This effort is in keeping with our recognition that ethics without leadership is ineffective and leadership without ethics can be misguided. Our goal is to advance teaching and research in leadership and ethics and promote interactions with both business and the non-profit sector. To enrich our research, teaching and outreach programs in leadership and ethics, we opened a new search for the H. J. Zoffer Chair in Leadership and Ethics. This newly created chair, honoring Dean Emeritus H.J. Zoffer, was initiated in the fall of 2010 and recruitment for a national scholar is underway.

The **Business of Humanity** research project under the leadership of University of Pittsburgh Professors John Camillus (Katz Graduate School of Business) and Bopaya Bidanda (Swanson School of Engineering), which seeks to develop improved strategic decision making that goes beyond a sole focus on economic profit and loss. The researchers argue that humanity encompasses both "humaneness" and "humankind." Humanity includes quality and environmental sustainability; ergonomics, safety and good design; diversity, integrity and social responsibility, and it means serving multiple economic strata and responding to the global economy. This ambitious research project is ongoing. Multiple case studies of corporations in the US, India, Czech Republic, Brazil, China, and Russia have been completed and analyzed, and the first Business of Humanity conference was held in 2010.

The **Center for Health and Care Work (CHCW)** has as its primary aim the development and dissemination of research addressing the unique opportunities and challenges of professionals who provide healthcare and other forms of direct care to others. Enhancing the quality, size, and stability of this workforce touches on many of the central economic and social issues of our time, ranging from off-shoring to immigration, national competitiveness to shared prosperity and reducing the ranks of the working poor.

The **International Business Center (IBC)** funds faculty research that enhances the international competitiveness of business practitioners and firms. As emerging markets become more integrated into the global economy, they present new competitive challenges for domestic businesses, and as technology continues to change the way business is conducted, they present new growth opportunities as well. But American business can deal effectively with neither international competition nor international opportunity unless it is globally competent, and managers in all fields have international training. The IBC provides support for examining regional economic markets and how they connect to established markets, to each other, and to the global economy.

**Woodcock Leadership Fellows Program** In partnership with an external organization known as Leadership Pittsburgh, Inc. (LP), this new initiative is specially designed for full-

time MBA students. The Woodcock Leadership Fellows Program will identify MBA students who seek an intensive leadership experience and place them as guest members of nonprofit or economic development Boards of Directors. As part of LP's Leadership on Boards program, MBA students will work with board members to complete a strategic leadership project while gaining experience solving real-world ethics and leadership issues outside the classroom. The fellows program provides an intense experience for MBA students to develop and cultivate their leadership skills and knowledge based on real organizational challenges and dynamics. It also provides exposure for Katz MBA students and their value added to stakeholders within the region as a way to highlight the expertise of the Katz MBA to business leaders.

To provide additional curricular content to the Woodcock Leadership Fellows Program, an Organizational Leadership Certificate program for MBA students was created and implemented in 2009. In addition to participating in the Katz Leadership Fellows Program, students choose from a variety of related courses such as Social Entrepreneurship, Organizational Transformation, Cross Cultural Management, Business Ethics and Social Performance, and Managing the Natural Environment.

**The Global Business Project Consortium**, sponsored by the International Business Center (IBC), offers first-year MBA students an opportunity to work on an international business project in a foreign country. In the inaugural year of the program, there were projects in China and Japan. This multi-semester course required the students to work in virtual teams, to visit project countries in the spring and to complete the projects the following fall term. In 2008, four University of Pittsburgh MBA students were accepted to participate in the project. Two of them did projects in China, one did a project in Japan, and one did a project in Brazil. Poland was added as a destination for 2009. Three University of Pittsburgh MBA students were accepted into the 2009 program, with two projects in Japan and one in Brazil.

**MBA Executive Leader Cabinet** was formed this year to provide a small group of Katz students, who are interested in developing their careers in the direction of corporate leadership, the opportunity to connect with and learn from leadership executives on issues of effective leadership, social responsibility, ethics and preparing oneself for executive leadership responsibility. Driven by students within the full- and part-time MBA program this effort allows a cabinet of highly interested and enthusiastic students to build their skills by working directly with top corporate executives to dialog about issues of ethics, social responsibility and leadership in today's complex global business environment.

**Internships in Leadership and Social Responsibility.** This year, the Dean's Office provided special funding to offer a series of summer internship opportunities to business undergraduate students to gain early exposure to ethical leadership in a variety of different organizations. The goal is to help students to understand the different issues that organizations face in the areas of ethics, social responsibility, and sustainability and to provide them with concrete experiences that help to develop their personal leadership skills. These school-funded internships provide a unique opportunity to expose students early in their

program to "best practice" organizations in the area of ethics, leadership and corporate social responsibility.

**Intercollegiate Ethics Case Competition.** Sponsored by the David Berg Center for Ethics and Leadership, an intercollegiate undergraduate business ethics and social responsibility case competition called the "Berg Cup" is held each year. Student teams from peer schools were invited to analyze a case prepared by one of the Pitt Business faculty on the topics of business ethics, international business, and corporate social responsibility. Together with our International Business Center and corporate sponsors, this annual event also provided ongoing workshops, speakers and recruitment activities focused on enhancing the awareness and experience of our students toward the critical need for ethical leadership in today's business world.

The **Management and Leadership Program**, offered by the Center for Executive Education (CEE) in conjunction with the David Berg Center for Ethics and Leadership and the International Business Center (IBC), is a new two-week program designed for international undergraduate students. It gives the students an opportunity to develop as global citizens by traveling abroad and learning about American and Canadian companies. The program includes both classes and corporate visits. Class topics include leadership and communication, business ethics, strategic planning and development, and international finance. In its inaugural year, the program hosted eleven business and engineering undergraduate students from Mackenzie Presbyterian University (Silo Paulo, Brazil).

**Net Impact Club** for MBA students is sponsored as a joint effort of the MBA Office and the Berg Center for Ethics and Leadership. The Katz chapter of Net Impact, a global organization of more than 10,000 members whose mission is to "inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world." With more than 200 chapters on six continents, Net Impact boasts a vast and influential network of MBAs, graduate students, and professionals who are emerging leaders in corporate social responsibility, social entrepreneurship, nonprofit management, international development, and environmental sustainability. The Pitt Chapter of Net Impact is working to enhance student focus on issue of social responsibility and sustainability in global business environments.

**Socially Responsible Investment Club.** One of the new program enhancements sponsored by the Berg Center within Pitt Business is the creation of the Socially Responsible Investment Club. Under the leadership one of our finance faculty members, undergraduate business students have undertaken a project that examines the impact and parameters of socially responsible financial investing. Involvement in the project not only helps students to learn about the connection between a firm's performance and its ethical business practices, but raises their awareness of the importance of individual fiscal responsibility and financial stewardship. Student participants also are taking advantage of being able to hold their discussions in our new state-of-the art Financial Analysis Laboratory, which offers real-time data and access to information.

**Certificate in Organizational Leadership and Ethics.** Together with the University of Pittsburgh Human Resource Department, we partnered to deliver the Certificate in Organization Leadership and Ethics (COLE), a series of six workshops that are designed for supervisors and administrators who want to maximize their ability to have impact as ethical leaders within their unit/department or overall workplace. This workshop series combines knowledge, interactive discussion, and skill-building exercises to help participants learn the essentials of ethical leadership that include: Mentoring and Leading Others; The Ethical Use of Power; Solving Problems and Ethical Dilemmas; Principles and Practices of Servant; Leadership; Leadership and Effective Talent Development; Managing Incivility and the Bystander Effect in the Workplace.

***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.***

A number of Katz faculty are engaging in research that is directly linked to corporate social responsibility and sustainability practices. A representative sample of research that Katz faculty has authored or co-authored includes:

Frederick, W.C. *Corporation, Be Good! The Story of Corporate Social Responsibility*. Indianapolis, IN: Dog Ear Publishing, Inc., 2006

Frederick, W.C. "Denial and Leadership in Business Ethics Education." **In** *Business Ethics: New Challenges for Business Schools and Corporate Leaders*, R. A. Peterson & O. C. Ferrell (eds.) Armonk, NY: M. E. Sharpe, 2005. (Coauthor: Diane L. Swanson.)

Frieze, I.H., J.E. Olson, A.J. Murrell, and M.S. Selvan. "Work Values and their Effects on Work Behavior and Work Outcomes in Female and Male Managers," *Sex Roles*, 54, 2006, pp. 83-93.

Jones, R. and A.J. Murrell. "Signaling Positive Corporate Social Performance: An Event Study of Family-Friendly Firms," *Business and Society*, 40(1), 2001, pp. 59-78.

Kelley, P.C., B.R. Agle, and J. Demott. Mapping our Progress: Comparing the Development of Universities' Ethics Infrastructures to those of Businesses, *Journal of Academic Ethics*, 3, 2005, pp. 205-229.

Leana, C.R., E. Appelbaum, and I. Shevchuk. "Work Process and Quality of Care: Encouraging Positive Job Crafting in Childcare Classrooms," *Academy of Management Journal*, 2009, pp. 1169-1192.

PiI, F. and C. Leana. "Corrupt Organizations or Organizations of Corrupt Individuals? Two Models of Organizational Corruption," *Academy of Management Review*, 2008, pp. 685-709.

Venkatesh R., D. Kurt, and R. Gilbert. "Marketing of Green Products: A Study of Consumer Preferences for Hybrid Cards," *INFORMS Marketing Science Conference* presentation, 2009.

Zoffer, H.J. and E.H. Fram. "Are American Corporate Directors Still Ignoring the Signals?" *Corporate Governance: The International Journal of Business in Society*, 5(1), 2005.

*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 **Institute for Entrepreneurial Excellence** (IEE) helps entrepreneurs and business owners realize their dreams by nurturing and promoting new business creation, social entrepreneurship, new product commercialization, and innovative agricultural production.

**The Center for Health and Care Work** (CHCW) seeks to inform the broad discourse on healthcare and related industries. In recognizing major workforce issues in healthcare—including little opportunity for promotion and high turnover, the Center seeks to work with healthcare partners to encourage interdisciplinary research and influence scholarship, policy, and practice. Current initiatives are centered on "quality care through quality jobs" and "work discretion and job crafting in the childcare industry."

**The International Business Center** (IBC) develops, operates, and supports programs designed to build international competence and expertise in business students, faculty, and practitioners, and help businesses enhance their international competitiveness.

**The Center for Executive Education** (CEE) offers several non-degree programs related to social and environmental responsibilities of managers. The Management and Leadership Program is designed to build awareness of social, cultural, and global issues for future managers. Another program, the Global Leadership Program, is designed for working professionals. This program provides managers with a global outlook on markets, strategy, and leadership, along with opportunities to build cultural competence in regions where their organizations currently operate or plan to conduct business. The program fosters a deeper awareness of critical business issues and practices in a global setting.

*Principle 6 / Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

**Woodcock Fellows Program.** In partnership with an external organization known as Leadership Pittsburgh, Inc. (LP), this new initiative is specially designed for full-time MBA students. The Katz Leadership Fellows Program will identify MBA students who seek an intensive leadership experience and place them as guest members of nonprofit or economic development Boards of Directors. As part of LP's Leadership on Boards program, MBA students will work with board members to complete a strategic leadership project while gaining experience solving real-world ethics and leadership issues outside the classroom. The fellows program provides an intense experience for MBA students to develop and cultivate their leadership skills and knowledge based on real organizational challenges and dynamics. It also provides exposure for Katz MBA students and their value added to key stakeholders within the region as a way to highlight the expertise of the Katz MBA to business and civic leaders.

**Annual Corporate Ethics Awards.** The David Berg Center for Ethics as part of Pitt Business worked in partnership with the Pittsburgh Chapter of the Society of Financial Professionals (FSP) to co-host the Annual Pittsburgh Business Ethics Awards. Designed to honor companies that demonstrate a firm commitment to ethical practices in their everyday operations, philosophies, and responses to crises and challenges, the Business Ethics Awards engages teams of undergraduate business students together with corporate ethics officers who facilitate the process of identifying finalist companies and awardees. This effort is part of the overall focus on of Pitt Business on experience-based learning allowing students to have first-hand known of the activities of ethical companies within the local region.

We host the Sky Bank **Center for Economic Education**, which is affiliated with Economics Pennsylvania, a statewide nonprofit organization accredited by the National Council on Economic Education. The center promotes economic education in elementary and secondary schools, and its programs are designed to help students become entrepreneurial, productive members of the workforce, responsible voting citizens, prudent savers and investors, successful participants in the global economy, knowledgeable consumers, and lifelong decision makers equipped to make effective choices in an ever changing **environment.**

**Berg Center for Ethics and Leadership MBA Speaker** As a function of the ethics and social responsibility education of MBA students, a speaker event is held in January of each year to highlight specific ethical issues students may face. In January 2010 we welcomed Allan J. McDonald to describe his role in the Challenger space shuttle explosion. In January 2011 we will welcome Terri Patak to discuss social networking issues and the impact on employees and corporations.

**BNY Mellon CSR Initiative at the University of Pittsburgh** BNY Mellon announced a \$1 million commitment for the development of corporate social responsibility (CSR) programs and education at the University of Pittsburgh. This grant will fund student fellowships, faculty research fellowships, and annual CSR forums and case-study competitions. The programs will be administered through the University's David Berg Center for Ethics and Leadership, part of the Joseph M. Katz Graduate School of Business and College of Business Administration. The goal of this initiative is to support groundbreaking research and help students integrate socially responsible principles into their leadership training to be better prepared for the leadership opportunities of tomorrow.

**Ethics Requirement - Part I** This 12-hour ethics seminar is the first of a two-part ethics module, which is a requirement of graduation. During the five day course, the Director of the David Berg Center for Leadership & Ethics and the Assistant Dean and Director of the MBA Program discuss ethics theory, and provide students with an ethical framework for their time in the MBA program and beyond. Part II of the ethics requirement is held in January-February of the winter semester.

**Ethics Requirement - Part II** This is the second part of the required Ethics module, which features a guest speaker who provides insight into ethical decision-making dilemmas and the ways they impact personal and professional lives. The 2010 speaker was the Vice President and Head of Corporate Sustainability for PNC.

**Berg Center Study on Sustainable Agriculture** In partnership with Pennsylvania Association for Sustainable Agriculture (PASA), students from Universidade Presbiteriana Mackenzie in São Paulo, Brazil, are engaged in a project to better understand how the food supply chain operates in the Pittsburgh region and nationally.

**Global Business Project Consortium** The Global Business Project Consortium offers first-year MBA students an opportunity to participate in international business project in one of several target countries abroad. Teams of MBA students work to solve real problems facing real companies wanting to improve their competitiveness. The Global Business Project (GBP) is sponsored by a consortium of 14 CIBERs (Centers for International Business Education and Research) at leading business schools, which are all joined by the dual objectives of promoting cross-cultural business competence and bolstering international business in markets critical to US competitiveness. The teams work virtually during the spring term and then visit the target country for two weeks in May to complete their consulting project.

**Randall Family Big Idea Entrepreneur Competition** A better tool for early-stage cancer detection. A patient advocacy organization focused on streamlining the provision of health care. A device that guides drivers to their vehicle in a crowded parking lot. These are just some of the winning "Big Ideas" that Pitt students have submitted to the annual Big Idea Competition. Hosted by Pitt's Institute for Entrepreneurial Excellence, the competition seeks to turn the best business ideas from students into competitive business plans and businesses. Many of these projects focus on areas of social entrepreneurial ventures and environmental sustainability. While there are many business competitions across the country requiring students to submit fully developed business plans, the Big Idea Competition is unusual in that it does not require entrants

to include a structured business plan, thus opening the competition to student innovators with varying levels of business experience and encouraging submissions from students of all disciplines. Winners have the opportunity to work with teams of professional business consultants, industry experts, and entrepreneurs to build strong business plans that they can present at local, regional, and national business plan competitions for a chance to earn significant startup capital.

**Social Entrepreneurs at Pitt: Innovators, Change-makers & Local Heroes** Social entrepreneurship was the topic at the fall plenary session of the Senate of the University of Pittsburgh entitled, Social Entrepreneurs at Pitt: Innovators, Change-makers & Local Heroes. This gathering spotlighted examples of the innovations developed by Pitt faculty, students, and alumni that are having an impact on lives, communities, and the world, including organ transplant technology, Operation Troop Appreciation, foam-based building materials, robotic mobility devices, and solar assisted window fans.

Discussion demonstrated how social entrepreneurs combine research, knowledge, and passion to create social impact that creates meaningful change - whether working with nonprofit ventures, traditional business with a social mission, or a hybrid partnership of business-government-community.

**The Effect of the Global Economic Crisis on Central and Eastern Europe** Discussion given by University of Zagreb Faculty of Economics and Business: Jurica Pavicic, PhD Business and Economics, Jurica Simurina, PhD Economics, Josip Tica, PhD Economics.

## Student Clubs

### Student Executive Board

As the liaison between Katz full-time students and the school's administration, members of the MBA Student Executive Board (SEB) hone their administrative skills by organizing student activities. The SEB holds regular meetings to evaluate the state of student life. Members also monitor and approve student funds, organize social activities, and coordinate volunteer programs as well as charity events. Members are elected annually.

### Katz Volunteers

Katz MBAs know the value of supporting the community. Despite demanding schedules, full and part-time MBAs, faculty, staff, and their families support neighboring social service agencies through efforts throughout the year. Recently, Katz volunteers participated in a "Katz Gives Back" day wherein over 100 volunteers fanned out through the City of Pittsburgh too assist non-profit organizations. The students also hold events to raise money for the Susan G Komen Fund, the Pittsburgh Food Bank, Project Bundle-Up, the Boys and Girls Club and the Reflections of Grace charity.

### **Entrepreneurs' Society**

The mission of the Entrepreneurs' Society is to unify enterprising students into a campus-wide membership organization that will promote, support, and incubate creativity and innovation through the use of community resources and relevant activities. The Entrepreneurs' Society was created by the Institute for Entrepreneurial Excellence (IEE) to help regional businesses by developing the next generation of enterprising professionals and leaders. Students who join the Entrepreneurs' Society hone these critical skills and position themselves for lifelong success through attention to all aspects of the entrepreneurial enterprise including sustainability, globalization, supply chain and technology innovation.

### **Katz Business Consulting Club**

The club focuses on nurturing relationships with business consulting firms in all areas, providing students with the opportunity to learn and explore different career paths in business consulting and assisting students in their professional development goals by providing guidance through collaborative forums and seminars. Students in the consulting club focus on projects, speakers and networking across all industries and aspects of business and frequently discuss issues of social responsibility in business and the consulting profession.

### **National Association of Women MBAs**

Since its foundation in 1979, the National Association of Women MBAs (NAWMBA), formerly Graduate Women in Business, has offered educational workshops and presentations, alumni networking events, social activities, and opportunities for social service to women's organizations. Additionally, the Katz chapter of NAWMBA serves as a resource for information on scholarships, job-hunting tips, and networking. This past year, more than 50 women graduate students from the full-time and part-time programs participated in NAWMBA activities. The club focuses on enhancing diversity and leadership development for women in business as part of socially responsible business practices.

### **Ethics and Social Responsibility Club**

This group of students is dedicated to the principles that embrace the concepts of ethical behavior and corporate social responsibility must be instilled throughout the MBA program. These students are committed to being leaders in the School of Business in demonstrating what is expected in all MBA students while they are in the program and when they leave the program to enter the corporate environment.

### **Peer Mentors**

Career Services and MBA Student Programs Staff select second year full-time students to serve as peer mentors to first year full-time students. Faculty and staff members train mentors to assist with first year orientation, review resumes, and conduct mock interviews. These student leaders create a culture of excellence in guiding students through the first year of their MBA program.

### **Association for Operations Management**

Respected throughout the world for its educational and professional certification programs, APICS - The Association for Operations Management is a nonprofit international organization dedicated to increasing workplace performance. The organization provides students with a global view of how enterprises are run, emphasizing the operational side of business. Participants learn

about enterprise resource planning, manufacturing, operations, inventory management, supply chain management, purchasing, and sustainability. The Pitt chapter offers a host of opportunities designed to help MBA students establish a competitive edge while attending to socially responsible business practices and operations management.

### **International Business Association**

The International Business Association strives to serve, promote, and educate the Pitt Business community on international business practices, awareness of cultures, and career opportunities. The IBA invites the business community to join them for site visits, guest speaker events, and forums.

### **Association of Latino Professionals in Finance and Accounting**

ALPFA is dedicated to bringing individuals together who are interested in Finance and Accounting careers. We are a leading national professional association, consisting of 39 chapters across the country, and are dedicated to enhancing opportunities in the accounting, finance and related professions. Membership is open to anyone who shares our values, mission, and principles. The club provides activities and events that will help in the professional development of MBA students and open the door to networking with finance and accounting professionals.

### **Human Resources Club**

The Katz Human Resources Club is dedicated to bringing individuals together who are interested in Human Resource Management. The HR club provides activities and events that will help in the professional development of MBA students and open the door to networking with HR professionals. Club meetings are limited to events and activities that promote professional development.

### **Operations Club**

The Operations Club reinforces classroom concepts by analyzing new methods in productions, simulations, and decision technologies. The club also organizes professional group discussions, seminars, and other corporate activities to raise awareness of production, operations, and supply chain processes. Members tour production plant and distribution centers to gain knowledge of real-world business practices including the issues of sustainability and production effectiveness.

### **Marketing Club**

The Marketing Club sponsors guest speakers who present on topics concerning contemporary opportunities or challenges within the marketing field. The club hosts representatives from major corporations, as well as alumni panel presentations. It also coordinates field trips and participates in the Pittsburgh Advertising Association's awards ceremony.

### **Net Impact Club**

Net Impact is a nonprofit membership organization for students and professionals interested in using business skills in support of various social and environmental causes. It serves as both a professional organization and one of the largest student organizations among MBAs in the world. The Pitt Chapter of Net Impact sponsors programs and networking events centered on topics such as corporate social responsibility, social entrepreneurship, and environmental sustainability.

## *Continuous Improvement and Innovation*

Key objectives for the next 18-month period with regard to the implementation of the Principles

**The Katz School of Business at the University of Pittsburgh** remains committed to continuous improvement, innovation and commitment to the Principles of Responsible Management and Education. Several key initiatives and projects are underway and are planned for the next 18 months including:

**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.

- Continued implementation of the BNY Mellon MBA CSR Fellows program with additional partnership to engage students in experience-based learning projects in areas such as CSR reporting, sustainability, social entrepreneurship and ethical leadership.
- Implementation of revised curriculum as approved by the faculty and University of Pittsburgh that includes newly designed core ethical requirements for all full-time MBA students and revised curricular offerings for part-time MBA students

**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.

- Expansion of the Woodcock Fellows program that places MBA students on strategic leadership projects with regional non-profit and community development corporations to enhance their effectiveness and social impact
- Expand curricular and co-curricular offerings in the area of sustainability with special emphasis on supply and value chain effectiveness across social, environmental and economic aspects of sustainability.

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

- Complete curriculum guide and distribute nationally the Pitt model for undergraduate education in the areas of ethical leadership
- Publication of the case study series that involves cases written by Katz faculty members in the area of CSR, ethical leadership and sustainability
- Develop manual to assist other schools to develop and implement the Socially Responsible Investment model developed by the Berg Center for Ethics and 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.

- Continued support of faculty research in the areas of CSR, ethics and sustainability thru support provided by the BNY Mellon faculty research fellows program
- Expansion of financial support for doctoral level research in the areas of ethics, leadership, social responsibility and sustainability thru funding provided by the David Berg Center for Ethics and Leadership

**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.

- Curricular development of required ethics coursework for global EMBA students that will take place within the Global Executive Forum in Prague, Czech Republic in 2013.
- Expansion and continued development of the Certificate in Organizational Leadership and Ethics (COLE) offered in conjunction with the Human Resources Department at the University of Pittsburgh for leadership-level employees system-wide
- Create alumni engagement effort for graduate of specialized certificate programs at the undergraduate and MBA levels to extend support and mentoring opportunities for current students

**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

- Expansion of schools engaged in the ethics and CSR case competition at the undergraduate (The Berg Cup) and graduate (The Great Case) levels.
- Engage newly created advisory board to enhance and improve external reach of Katz School programs, projects and student-related activities.
- Enhance visibility and participation in the Pittsburgh Business Ethics Awards efforts conducted in partnership with the Society of Financial Service Professionals to include the creation of an ongoing advisory board
- Develop managerial and professional development summit on the area of CSR reporting strategies and strategic approaches

### ***Resources and Support***

Desired support from the PRME community which could help most in achieving your key objectives for the next 18 months.

In addition to the annual participation and sharing of information on progress report, ongoing information on “best practice” and innovative projects among the PRME community would be an invaluable resource for continuous improvement. Feasibility of regional forums for responsible management education hosted by member institutions would also be helpful in achieving common objectives within the PRME Principles.

## *Sustainability on Campus*

The University of Pittsburgh has established comprehensive standards throughout the campus in:

### 1) Sustainable Design and Construction

Example: The University has adopted LEED standards for new construction and building renovation. It achieved a LEED Gold certification from the U.S. Green Building Council for the McGowan Institute for Regenerative Medicine, making it the first gold certified laboratory building in Pennsylvania.

### 2) Energy Conservation

Example: A comprehensive, university-wide energy management system (Direct Digital Control) has been instituted, with an estimated cost avoidance of approximately \$24.2 million via energy conservation projects.

### 3) Pollution/Emissions Reduction

Example: The University's commitment to pollution/emission reduction is evidenced by a range of initiatives including green-roof space on new construction, reduced parking fees for those who carpool, increased space for bicycle racks, dedicated bicycle parking, free public transportation benefit for all students and employees, conversion of the campus shuttle system to 23 fuel efficient biodiesel vehicles, and a computerized ride-matching program.

### 4) Greening of the campus

Example: A significant expansion of the amount of green space on campus including: new parks and parklets, planting of hillsides with ground cover to reduce maintenance, lawn mower fuel use and emissions, and the addition of trees to sidewalks and parklets.

### 5) Recycling

Example: The University has been the recipient of numerous national and regional sustainability awards, including a three star Enviro-Star Award from the Allegheny County Health Department in recognition of the University's efforts in emissions reduction, energy conservation, recycling, and greening of the campus, as well as a national EPA Energy Star Award for its Computer To Sleep Program.

## *Social Responsibility on Campus*

The University houses a wide range of practices to promote social and ethical initiatives:

- Support services for farming development through the Agricultural Entrepreneurship Program, in the Institute of Entrepreneurial Excellence.
- A regional health care ethics network in western Pennsylvania through The Consortium Ethics Program (CEP).
- Provides comprehensive ethics consultation on ethical issues arising in clinical care through The Center of Ethics Consultation.
- Sponsorship and hosting the region's American Business Ethics Awards, recognized as the finest regional award for this honor in the country through the David Berg Center for Ethics and Leadership.
- Commitment of University Dining Services to purchase local seasonal produce, dairy products, baked goods, as well as fair trade coffee and organic produce. Managers participate in sustainability training and have developed a committee to focus on future initiatives.
- Participation in Greenhouse Gas Inventory of University through the Mascaro Center for Sustainable Innovation at the University of Pittsburgh (center for sustainable engineering focusing on the design of sustainable neighborhoods).
- Financial and services support for a wide range of CSR student organizations practicing social and ethical development including:
  - Amnesty International
  - Free The Planet (environmental issues awareness)
  - Environmental Law Council
  - Giving the Green Light
  - Humanitarian and Environmental Alliance
  - International Students for Social Equality
  - Open Books (ethical investments)
  - Panther Greens
  - PennPIRG (environmental protection, homelessness, hunger)
  - Recycling Club
  - UNICEF