



## **MG3900 May 19-June 3, 2019**

### **Responsible Leadership for Sustainable Development in South Africa: Looking out for People, Place & Profits**

**Instructor:**

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**Dates:**

1. *First pre-session:* Saturday March 30, 2019 9am – 1pm
2. *Second pre-session:* Friday April 26, 2019 9am – 1pm
3. *Travel Dates:* Departing Late May 19, In country May 20 – June 2, Arrive home June 3, 2019

#### **Course Description**

Sustainable Development is defined in “Our Common Future”, a report of the World Commission on Environment and Development (1983), as “development which meets the needs of current generations without compromising the ability of future generations to meet their own needs.” The subsequent growth of interest in, and practice of, sustainable development has embraced the understanding that it is not about how companies spend their profits, but rather how they generate their revenue. In particular, how their revenue generating activities impact people (employees and society), place (locale and the environment) and profits (organizational and stockholder financial benefits) – the triple bottom line. The notion of responsible leadership has risen as the guiding star for achieving sustainable development.

This course focuses on sustainable development practices in the context of a foreign culture, thus providing students the opportunity to understand how culture influences managerial practice in terms of positive impact on people, place and profits. The course will focus on how culturally conditioned values, attitudes, beliefs and norms of behavior influence the development of responsible leaders, and their ability to achieve sustainable development in South Africa, an area of significant change and rapidly adapting management practices. Students will have the opportunity to learn firsthand how organizations are struggling to enact responsible leadership in a context of rapid economic development, historic social unrest and imbalance, and a mosaic of cultural diversity.

This course offers students the opportunity to be part of the positive changes in South Africa by engaging in a team work project with a local organization. Students will learn about the mission, objectives, opportunities and challenges from organization leaders and stakeholders. Through site visits, interviews, collaborative work sessions, and personal interactions with stakeholders, teams will present to organization leaders solutions to real challenges they face.

In addition, students will visit other businesses – from large corporations to small local entrepreneurial ventures; cultural sites such as the Mandala Museum and Robben Island; a Fairtrade farming cooperative; and a big five game park for a sunset and sunrise game drive.

## ABOUT THE COURSE

This course integrates formal and experiential learning of the knowledge, skills and perspectives required for (a) managing effectively in culturally diverse settings, and (b) responsible leadership to achieve sustainable development. Students will attend two pre-travel sessions focused on Culture and Sustainable development, spend 14 days in South Africa, and complete two papers post trip. Students will earn three credits for the combined formal classroom, short-term program and written assignments.

### Course Prerequisites:

Students will only be accepted into the course if they have submitted a satisfactory application and have met faculty expectations. Preference will be given to Management majors/minors, Global Perspectives, Sustainability, Diversity and Ethics LSMs. If space is still available, all other majors/minors/concentrations will be considered.

### Course Themes

1. Responsible Leadership: Students will learn the specific characteristics defining responsible leadership, and the challenges in achieving it.
2. Sustainable Development and the Triple Bottom Line: Students will learn the factors by which organizations achieve sustainable development. Particular focus will be placed on the triple bottom line, an audit of the organization's achieved responsibility towards people, place and profits.
3. Stakeholder Analysis: Students will learn how to identify key stakeholders who make critical decisions and map out their differing objectives such that optimal decisions can be made.
4. Culture – mine, ours and theirs: Learning about cultures is different than experiencing the implications of cultural differences on the behaviors of self and others. An emphasis is placed on engaging in self-reflection while being immersed in another culture.
5. Paying Forward: Students will have an opportunity to engage in a sustainable development project with local organization leaders.

### Course Goals

The purpose of this course is to teach students the basics of responsible leadership and sustainable development within a cultural context. The goal is for students to understand how culture shapes the successful execution of organizational practices. In addition, the course focuses on how managers prioritize and balance competing goals such as social change, financial stability and care for the environment, as well as the constraints within which managers have to function. The course also provides the opportunity to learn about race relations, environmental sustainability, and entrepreneurship in a complicated country.

### Student Learning Objectives

Knowledge: upon completion of the course students will demonstrate knowledge of:

- Sustainable Development and Responsible Leadership
- Stakeholder Analysis and mapping
- Organizational and national culture
- Inter-cultural effectiveness

Skills: upon completion of the course students will demonstrate the ability to:

- Conduct a stakeholder analysis
- Analyze the key components of culturally sensitive sustainable development systems
- Map the cultural norms of a country
- Interact effectively with people from another culture

- Learn about the values, attitudes, and norms of behavior of another culture

Perspectives: upon completion of the course students will demonstrate an awareness of:

- Cultural complexity
- Environmental protection and sustainable practices
- Historical impact on present day business decisions

## **Travel**

Students will participate in a 14-day trip to Johannesburg and Cape Town, South Africa.

Learning about cultures is both a cognitive and emotional process. It is often too easy to focus on the cognitive and avoid the emotional by behaving like a “tourist”. The social impact project integrates students more closely with the locals, the situation, and their emotional response. The site for the project is to be determined.

## **Course materials**

- Readings package
- Self-assessment instruments

## **Academic Requirements:**

The academic requirements of the course are:

1. Class Preparation, Participation & Citizenship	15%
2. Cultural Mapping Assignment due 2 <sup>nd</sup> pre-session	20%
3. On-site social impact project & Presentation	20%
4. Post Trip Reflection	20%
5. Research Project	25%

## **Cultural Preparation:**

Each student will complete a Global Competence Self-Assessment as well as a cultural map of South Africa. Guidelines will be provided at the first pre-session and the completed Cultural Preparation will be due at the 2<sup>nd</sup> pre-session.

## **On-Site Social Impact Project**

Teams of students will learn about, interact with, and create solutions for a local organization. The organization will be chosen for its fit with the course objectives, availability of principles, and nature of challenge(s) to be addressed.

## **Post trip Reflection**

Students will submit a 3-5 page reflection on what they learned through the trip. This will focus on their effectiveness as global managers responsible for Talent Acquisition and Talent Development, and will use the concepts covered in the pre-sessions as frameworks for their self-assessment.

## **Research Paper:**

Students are required to complete a research paper on a topic of their choice. The topic must integrate issues of social responsibility (with a focus on either people, place or profits) and culture. The range of possible topics is vast and can be tailored to the student’s major/ minor and/or concentration.

## **Expectations about attendance, etiquette, participation, professionalism**

Effective intercultural experiences depend on flexibility, openness, empathy, and patience. All students are expected to display these traits while on the trip. Anyone who jeopardizes the learning, comfort or safety of others will be asked to leave the group and will receive a failing grade for the

course. Students will be exposed to company-confidential information and must respect the sensitivity of all information provided. Since an objective of this course is to learn and practice effective intercultural behaviors students will complete peer evaluations, assessing their fellow teammates on their project contributions.

### **Physical Activity During the Faculty-Led International Course/GBE**

Please be aware that faculty-led international courses/GBEs are not typical classroom experiences, and students may be expected to participate in physical activities during their time abroad. Some of these activities may be quite strenuous. Students may be asked to participate in physical activities, such as walking or hiking, as a part of the experience. Students are expected to participate in physical activities as a part of the course, unless they require any modification and/or reasonable accommodation due to a disability. Documentation from the Office of Disability Services will be required in such cases.

### **Statement about academic integrity**

This class will be conducted in full accordance with Bentley's policies about academic integrity and the Bentley Honor Code. These can be found at:

<http://www.bentley.edu/shandbook/integrity/>

[http://www.bentley.edu/shandbook/Integrity/The\\_Bentley\\_Honor\\_Code.cfm](http://www.bentley.edu/shandbook/Integrity/The_Bentley_Honor_Code.cfm)

### **PRESESSIONS:**

#### **I. Responsible Leadership for Sustainable development:**

Readings:

1. The Breakthrough Challenge: 10 Ways to Connect Today's Profits with Tomorrow's Bottom by John Elkington and Jochen Zeitz, 2016.
2. 25 Years Ago I Coined the Phrase "Triple Bottom Line." Here's Why It's Time to Rethink It. By John Elkington, Jun 25, 2018, Harvard Business School Press.
3. The Responsible Manager by C.K. Prahalad, Jan 1, 2010, Harvard Business School Press.
4. Business Ethics and Stakeholder Analysis, by Kenneth E. Goodpaster, 1991. Business Ethics Quarterly.
5. Managing for Stakeholders, Edward R. Freeman; Darden Business Publishing, Jan 7, 2013.

#### **II. Effective Global Management: A conceptual framework:**

Students will be provided with two models to guide their learning in this course. The first is the model of Effective Global Management which suggests that a Global Manager must have developed (1) business/technical knowledge and skills, (2) cultural knowledge and skill, and (3) situational knowledge and experience in order to take effective management action in a foreign environment. The model emphasizes the need for both knowledge and skill. The knowledge includes learning the conceptual models for the course, learning about the country, and about different companies that operate in France. The skill and experience will be provided during the trip.

The second model is the concept of culture and how it impacts organizations, particularly culturally diverse companies, will be considered. The intent here is to raise the importance of understanding self and others as culturally conditioned and learn how to manage across those cultural boundaries.

Readings:

1. Cross-Cultural Management, Nancy J. Adler, 1997. International Dimensions of Organizational Behavior, pp.10-32.

2. An African Perspective: South African Townships, Martin J. Gannon and Rajnandini Pillai, 2013. Understanding global cultures: metaphorical journeys through 31 nations, clusters of nations, continents, and diversity, 5<sup>th</sup> Edition.
3. Culture in International Management: Mapping the Impact by DiStefano and Maznevski.
4. Global Competencies: An Introduction by Allan Bird and Joyce Osland.
5. South Africa: A Fractured Rainbow? By Richard H.K. Vietor & Haviland Sheldahl-Thomason, Feb 2018, Harvard Business School Publishing.
6. Apartheid in South Africa by Paul M. Healy, Jan. 2013, Harvard Business School Publishing.
7. Understanding Africans' Conceptualizations of Intercultural Competence, by Peter Ogom Nwosu. Chapter 8 in the Sage Handbook of Intercultural Competence, 2009.
8. *The Africans: A triple heritage*. A. Mazrui, 1986. BBC Documentary.