



MG3900 May 8-May 24, 2020

Sustainable Development in South Africa: Learning through Social Entrepreneurship Partners

Instructor:

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This faculty-led international program is a 3 credit + International Service-Learning course. It includes pre-travel classes, 14 days in South Africa and post-trip assignments.

Dates:

1. *First pre-session:* Saturday March 28th, 2020 9am – 1pm
2. *Second pre-session:* Friday April 18th, 2020 9am – 1pm
3. *Travel Dates:* Departing Late May 8, In country May 9 – May 24, 2020.

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 local social entrepreneurs. 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 work with organization leaders, creating solutions to real challenges they face.

In addition, students will visit other businesses – from large corporations to small local entrepreneurial ventures. They will learn the history and legacy of apartheid through visits to the Mandala Museum and Robben Island, as well as conversations about BBBEE. The natural wonder of Africa will become real through an overnight excursion to a big five game park, including sunset and sunrise game drives. The experience is capped with a weekend in Capetown, including a visit to the southern most part of the African continent.

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.

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 sites for the projects are 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 nd pre-session	20%
3. On-site social impact project & Presentation	15%
4. Post Trip Reflection	20%
5. Team based Post Trip Deliverable for Project Partners	30%

Cultural Preparation:

Each student will complete a Intercultural Effectiveness 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 2nd 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 own effectiveness and will use the concepts covered in the pre-sessions as frameworks for their self-assessment.

Team Based Project Deliverable:

Teams working with Project Partners complete a 15-20 page report summarizing their work on the project. These include but are not limited to executive summary, research conducted, responses to project objectives, related materials, references.

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. My expectation is that students will open their hearts and minds to the experience.

International Service-Learning Credit

International Service-Learning (ISL) at Bentley is a carefully crafted set of academically based travel experiences designed to help students become culturally competent and engaged global citizens. Students are provided opportunities to deepen and apply course content and relevant analytical skills, perform meaningful course-based service that addresses community needs as defined in partnership with community organizations, participate in cross-cultural engagement and idea exchange, and explore the historic, economic, social, civic, and systemic factors relevant to the host community and organization.

Central to all Bentley ISL trips is the careful consideration of the service on ground and all trip activities, in order to maximize student learning and appreciation of the culture of the host community. Students are expected to fully engage in all pre- and post-trip activities and meetings; to immerse themselves while on ground during service, learning modules, and reflections; to be open to personal, intellectual and societal reflection; and, importantly, to behave in a culturally respectful manner, including but not limited to attire, language, relationships, photography, and alcohol consumption.

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 South Africa. 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, 5th 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.

Draft Itinerary:

Fri May 8th: Depart Logan Airport Boston 6:30PM

Sat May 9th: Arrive Johannesburg, South Africa 9:30PM

Sun May 10th – Wed May 20th: Johannesburg

- Work with local social entrepreneurs on projects
- Broad-based Black Economic Empowerment (BBBEE) workshop
- Cultural visits – Soweto, Apartheid Museum, etc
- Company visits – Gautrain, Deloitte

Wed May 20th – Thur May 21st: Pilanesburg Game Park

- Sunset and Sunrise game drives
- Overnight stay in game park

Thurs May 21st: Fly from Johannesburg to Cape Town

Thurs May 21st – Sat May 23rd: Cape Town

- Robben Island
- Cape Point Tour
- Free day

Saturday May 23rd: Depart Cape Town SA Airport, 11:00PM

Sunday May 24th: Arrive Logan Airport Boston, 5:00PM