



IVEY
Business School

WESTERN UNIVERSITY • CANADA

Sharing Information on
Progress Report

2012-2014

UNITED NATIONS
Principles for Responsible
Management Education (PRME)

Ivey Business School

PRME

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



Letter from Robert Kennedy, Dean of the Ivey Business School

June 30, 2014

Ivey is proud to be a founding member and PRME champion. These roles reflect our deep-seated commitment to responsible leadership which has defined our business school for almost a century. As Canada's first business school, first MBA and first PhD program, Ivey has a track record of first moves that respond to the forward-looking aspirations of real-world leaders.

Ivey has a distinctive teaching pedagogy that documents and celebrates best practices, dedicated research centers and institutes, and innovative programming that brings to the fore the societal challenges and the cross-sectoral solutions organizations can offer. Our goal is to continuously update the repository of what is possible for leaders, businesses and markets by helping business leaders rethink the boundaries between business and society. Ivey leaders unlimit their potential, create positive social change, and actively model responsible approaches to future organizing.

Ivey's innovative approaches of integrating business and society continue to attract the best students, teachers and researchers. In the last four years, we added dedicated research institutes in energy, policy and responsible leadership, to our earlier centers of expertise in emerging markets and sustainability. We experienced exponential growth in the number of student activities and the forms of engagement, from student clubs to competitions. We now

host 10 recurrent annual events that explicitly push our thinking and practice forward on the lines of the PRME principles, have introduced over 20 dedicated courses, and now offer a Sustainability Certificate in addition to a decade-old Entrepreneurship Certificate. Responsible leadership is a shared goal and a mandatory part of every student's formation, and every single member of the Ivey faculty embraces at least one of the PRME goals in their research, teaching and service.

While we take great pride in our already vibrant community of thought and action, our ambitions keep us looking ahead, searching for next opportunities to make leadership more responsible and forward-looking. Beyond Ivey, we play a global convener role through the Network of Business Sustainability and through our active membership in the Alliance for Research in Corporate Sustainability.

As a PRME champion, we are excited about charting new paths, synthesizing what we already know works and exploring new methodologies and pedagogies for accelerating the integration of PRME principles in the formation of leaders in Canada and globally.

Warm regards,
Robert Kennedy, Dean

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KEY ACCOMPLISHMENTS IN 2012-2014

Internally: Sustainability is now a required course in our programs. Every student at Ivey takes at least one course that explores the impact of business on society, and the average number of responsible leadership courses taken by our students before graduation is 3. Ivey currently offers a Sustainability Certificate since 2011, which includes 20 courses in the undergraduate (Honours of Business Administration program). Of these, 6 courses fall under the Corporation & Society umbrella, and focus on a range of issues, including policy, energy, social innovation, women in management and the triple bottom line. Numerous student-run clubs, conferences and activities create opportunities for extracurricular engagement. Ivey students actively consult with over 100 organizations each year as part of their graduation requirements, and assist another 40-50 organizations through fast-turnaround quick-learning pro-bono project. Five research centers are active conveners of conversations on the best practice. Ivey faculty publish in the top journals, and have brought home best paper awards from the top journals, including Academy of Management Journal, Academy of Management Review, and Academy of Management Learning and Education. In addition to academic research, Ivey faculty members published several best-selling books, edited handbooks, cases and case collections used globally.

Externally: Ivey leads the conversation on responsible leadership. Initiatives such as Leadership on Trial provided key actionable insights from organizations navigating the aftermath of the financial crisis. Global communities such as the Network for Business Sustainability offer real-time reports of best practices, and work with leaders to identify next questions and set goals for sustainable development. Ivey is a founding member of the Alliance for Research on Corporate Sustainability (ARCS). Its contribution includes mentoring the next generation of sustainability scholars. Every year, Ivey welcomes 15 of the most promising researchers and equips them with skills that propel them in their careers. A network of over 100 PhD Sustainability Alumni are now advancing the PRME throughout the world, at ARCS member schools and other top institutions.

FUTURE OBJECTIVES 2015-2016

Internally, Ivey has reached a sustainable configuration of well-received courses and certificates. In the next two years we anticipate the creation of more student-run events and clubs, especially around social entrepreneurship and social intrapreneurship, where Ivey leads several community-wide and campus-wide initiatives. The prosocial side of entrepreneurship is ripe for cross-faculty efforts, and in the immediate future Ivey is taking the lead in mainstreaming the adoption of social enterprise cases in other faculties at Western and in business schools across Canada, and is participating in national and international initiatives. These activities supplement very successful operations of a sustainability club (launched in 2012), which operates in both the HBA and the MBA programs and organizes multiple events each year, including an annual Sustainability conference.

Externally, Ivey will continue the current forms of research, teaching and mentoring. In addition, Ivey will continue to work within the PRME champions groups to raise the bar of what is possible. The first 2015-2016 objective looks at synthesizing best practices – why and how responsible leadership matters, what capabilities are critical to leaders, and how do different types of organizations practice responsible leadership. Ivey faculty will be engaged in several white papers and publications on this topic. A second objective deals with actively engaging the UN Lead companies and documenting their goals and progress in real time. Ivey's expertise in case teaching adds value to the collective effort of the team of champions. We anticipate creating a web-based repository of challenges and solutions, and linking success stories already captured in case studies.

Overview

Since Ivey was founded in 1922, it graduated more than 23,000 degree alumni and 15,000 Executive Education alumni in 102 countries. More than 40 per cent of all Ivey alumni hold the title of Chair, President, C-Suite, Vice-President, Managing Director or Partner. Ivey has more emerging leaders on the Caldwell Partners' "Top 40 Under 40" list than any other business school, and 19 Ivey alumni are currently running "Profit 100 Fastest-Growing Companies".

In addition to its well-established Canadian footprint (the London-based main campus and Ivey's downtown Toronto campus at the Tangerine Leadership Centre), Ivey operates in China (our dedicated Hong Kong campus and the Cheng Yu Tung Management Institute) and India. Ivey has a growing impact in Africa, where the 39 country initiative provides free access to the Ivey Publishing case base, the largest set of emerging market teaching materials in the world. Ivey also has numerous formal partnerships with educational and business institutions around the world.

"As the first Canadian business school to join the UN Global Compact, we fully subscribe to the ten Global Compact Principles, as well as the six Principles of Responsible Management Education. Since joining, Ivey has been actively involved with the United Nations Global Compact and looks forward to continued involvement in the years ahead."

Robert Kennedy, Dean
Ivey Business School, Western University

Ivey's mission – *"To develop business leaders who think globally, act strategically, and contribute to the societies in which they operate"* – is already shared, and actioned, by over 40,000 leaders in Canada and globally. In 2004 we introduced the Ivey pledge. This pledge sends a clear message to new graduates about their role and responsibility in preserving the strong collective reputation that their fellow alumni have been earning for almost a century of being 'best in class'.

I _____, standing before my mentors and my peers, commit myself to venerate the traditions, reputation and integrity of the practice of business. I accept entry into an exclusive network of Ivey Business School Alumni. I acknowledge the responsibilities and value the benefits of being a member of such an association. I will, to the best of my ability, act honourably and ethically in all my dealings, in the belief and knowledge that doing so will lead to a greater good. I will express my ideas and opinions openly and without reservation, so long as they do not impinge on the rights and freedoms of others, whoever they may be. I will endeavour to act with moral clarity, grace and nobility. I understand that



*I am now a member of a distinguished community. I will strive to uphold the standing of the community, with special obligation placed on encouraging and championing the pursuits of my fellow members. I will acknowledge my limitations and my mistakes so that I may learn from them. I will continue to seek new knowledge, never resting on past wisdom or successes. **Above all, I will aspire to make a positive contribution to my society.** I promise to uphold the traditions, integrity and high standards set by those Alumni that came before me. I promise this to myself, my family, my fellow Alumni and my School. I accept this Ivey pledge freely and upon my honor.*

Strengths

Ivey has grown global in its operations, outreach, and impact, and aspires to be one of the top 25 global schools. What sets Ivey apart – and we hope will keep us in the lead of the responsible management education movement globally – is a unique approach to teaching and research based on cross-disciplinary collaboration: the Cross-Enterprise Leadership™ model. Ivey Business School is also renowned for its “case method”. Alongside Harvard, Ivey Business School is one of the two most important producers of business cases in the world. Ivey Business School is also home to Ivey Business Journal, a top Canadian publication of business thought leadership and management practice for more than 80 years.



Ivey’s cross-enterprise focus, case study method, and Think-Act-Lead orientation equip students with the skills and resources needed to become decision makers and managers in the global economy. It is through these core principles and activities that we prepare all our students to proactively and responsibly engage social and environmental issues in all their decisions and actions.

Our focus on cross-enterprise leadership helps to ensure that students recognize the breadth of issues pertinent to business decisions. Cross-enterprise leadership encourages students to think about each business issue, in relationship to other functions in the firm, other firms in its network, government, society, and the environment.

Case studies immerse students in real-world problems that do not fit into functional silos. It allows students to immediately examine the business world from the perspective of a business person. Social and environmental issues are central to some of these cases. Most cases, however, deal with issues that pertain to a specific discipline, such as accounting, finance,

strategy, or marketing. Yet, to address the disciplinary issue, social and environmental issues are often at play. Students are encouraged to think holistically and proactively. This method integrates all aspects of the triple bottom line in each decision, rather than focusing strictly on the fiscal bottom line. Ivey teaches explicitly encourage students to think outside the financial box and beyond the short-term.

The Ivey in-class experience is a dynamic, high energy learning environment led by a world-class student-oriented faculty team. We encourage students to analyze problems, but we do not end there. An Ivey education equips students with the skills to make a decision, implement that decision and lead their organizations forward. Their knowledge of the social and environmental issues is not merely an analytical experience, but one that impacts all our students' decisions and actions. Through service learning, simulations, and interactions with real world problems our students incorporate social and environmental issues management beyond the Ivey classroom.

Thought Leadership

Ivey is also home to several prominent research centers and institutes that actively promote thought-leadership and practice in five specific areas of responsible management education.

Lawrence National Center for Policy Management

Established: 2004

Number of Faculty Participants / Staff: 8

Web Address: www.ivey.uwo.ca/lawrencecentre

Description: The Center provides a forum for development of sound public policy. It also aims to foster synergies between corporate directors and fiscal policy, taxation, international trade policy. The center also organizes conferences: The Ontario-Québec Continental Gateway and Trade Corridor: Developing Competitive and Sustainable Transportation Policy Workshop.

Engaging Emerging Markets Research Center

Established: 2006

Number of Faculty Participants / Staff: 23

Web Address: www.ivey.uwo.ca/centres/engaging

Description: The Center's mission is to be a thought leader on how to engage emerging markets. Emerging markets not only encompass a large proportion of the earth's population, they are a major and growing source of economic output.

Research Network for Business Sustainability / Building Sustainable Value Research Center

Established: 2006

Number of Faculty Participants / Staff: 24

Web Address: www.nbs.net and www.ivey.uwo.ca/sustainability

Description: The Research Network connects researchers, teachers and practitioners to facilitate the creation and dissemination of evidence-based research in business sustainability (the simultaneous creation of economic, social and environmental value). The Center's mission is to provide practitioners and students with the knowledge, tools and capabilities to manage both private and public interests effectively through organizational actions, to research organizational issues that simultaneously build private and public value across the enterprise, and to educate students and practitioners.

Ian O. Ihnatowycz Institute for Leadership

Established: 2010

Number of Faculty Participants/ Staff: 32

Web Address: www.ivey.uwo.ca/research/leadership

Description: Ivey's Ian O. Ihnatowycz Institute for Leadership is Canada's foremost leadership institute. Ivey has been developing business leaders for more than 85 years. Researchers at the Institute explore the essential competencies and character traits that add up to great leadership – the 'secret sauce' that inspires, energizes and creates value in organizations.

Ivey Energy Policy and Management Centre

Established: 2011

Number of Faculty Participants / Staff: 11

Web Address: <http://sites.ivey.ca/energy>

Description: The Ivey Energy Policy and Management Centre is the forum for discovering and disseminating new knowledge about energy issues facing business, government, and civil society. Our aim is to provide thought-provoking knowledge that promotes innovative, responsible, and effective solutions to local, national, and global challenges.

Initiatives

Ivey faculty play leading roles in convening the global community of scholars interested in responsible education. Ivey also plays a lead role in the formation of faculty that will champion PRME principles in their research, teaching and service.



Since 2008, Ivey has offered the PhD Sustainability Academy for 15 of the most promising doctoral students working on topics such as sustainability, social innovation, and responsible leadership. Ivey is also a founding member of ARCS – the Alliance for Research on Corporate Sustainability.

Ivey professor Oana Branzei hosted the second Africa Faculty Development Workshop in Rwanda in the summer of 2012 and was a track chair for the inaugural Africa Academy of Management Conference in 2013. Her work was recognized with a nomination for the 2013 Economist Best Professor and for the 2014 Aspen Pioneer.

Ivey Professor Nicole Haggerty's journey through Africa has transformed students from Ivey and their African peers. Nicole Haggerty's work was recognized with the Case Centre 2014 Innovation in Case Teaching Award, an honour reserved for outstanding case writers and teachers from across the globe. It's essentially an Oscar for case teaching. Haggerty's project enables Ivey HBA students to teach their peers in African business schools using the case method. The students teach a case-based course called An Introduction to Business Decision Making to business undergraduates at universities in Kenya, Rwanda, Ethiopia and Ghana.

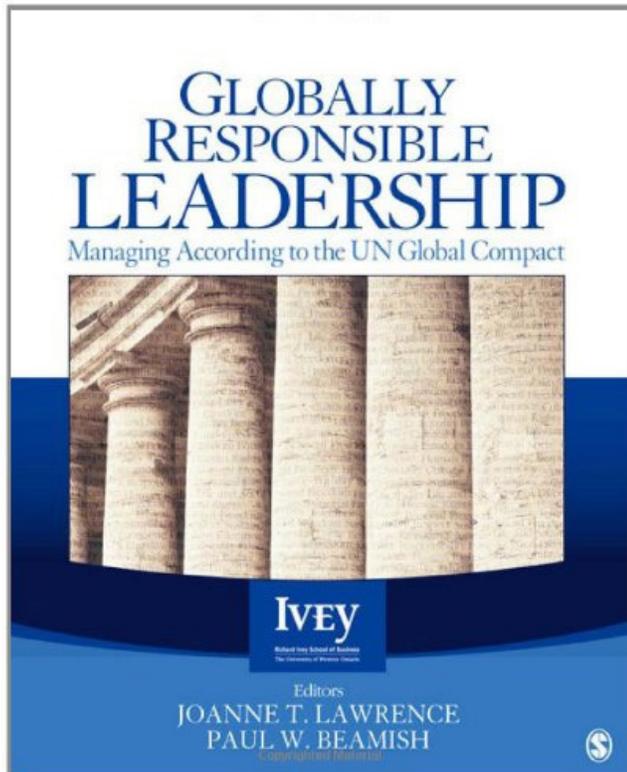
“Considering that in the next five years, seven of the fastest growing economies are predicted to be in Africa and the African business context has been evolving, Haggerty said the course provides a valuable opportunity for Ivey students to develop a better understanding of doing business in African countries, and it accomplishes some of Ivey’s UN Global Compact goals,” said Professor Haggerty.



The 39 Country Initiative, established in 2010 by Professor and Ivey Publishing Director Paul Beamish (www.ivey.uwo.ca/engaging/39-country-initiative), is an Ivey signature project.

Ivey Publishing makes the case collection available for free to instructors and students registered in these countries, using education as a lever of economic progress. Initiatives like the Africa Service Learning Course tap into, and leverage, this important resource.

Professor Paul Beamish has also ‘written the book’ by assembling the first global case collection to enable instructors to incorporate the principles of responsible management education in their curricula: Beamish, P.W. & Lawrence, J.T. (2013). Globally Responsible Leadership: Managing According to the UN Global Compact. Thousand Oaks, California: Sage Publications, Inc.



Teaching Corporate Responsibility to aspiring young business leaders is a complex and demanding task. Its constituent pieces reflect ethics at multiple levels: the individual, the corporation and the global society of which all are a part. In 2000, the UN established the UN Global Compact which set forth Ten Principles to help guide business behavior and advance the UN’s goal of reducing poverty. With these new guidelines in place and the challenge out to every corporation to abide by them, it seems only right that business schools join in the effort to teach MBAs and aspiring managers how these universal principles affect the way they manage their businesses in the future. This textbook strives to do exactly that. Using the Ten Principles and their four major areas – human rights, labour, the environment and anti-corruption – as a guide, the book enables educators to structure their teaching in a systematic way that helps students to see the intersection between business and the major global issues of our time, and most critically, how to implement these practices into the day-to-day running of their business. Ideally, it helps them to appreciate that by adhering to these principles, business can be part of the solution, especially in helping to progress the livelihoods of those in emerging markets that fall within their sphere of influence.

#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.

In and outside class, Ivey students engage in experiential exercises, simulations, and extra-curricular activities. For example, each EMBA cohort chooses a cause that they support from fund-raising through completion. Initiatives included Habitat bBuilds (over \$150,000 raised) and long-term support to the Dream School Foundation in India.

Flagship initiatives that demonstrate and develop purpose are the Africa Service Learning course, where 30+ students a year travel to universities in Africa to deliver case-based teaching, and the Leader program, where students from all the Ivey programs volunteer to teach entrepreneurship-focused cases to universities in Eastern Europe and Haiti.

Each center and institute holds purpose-building events. For example, the leadership institute hosted Gen. Rick Hillier in 2013 and delivered a full-program simulation on leadership values (candour). The sustainability center holds several signature events, including a Leaders' Forum each September and a Social Innovation Forum each March.

Ivey is also home to the Social Innovation Lab, which incubates research and leadership capabilities in social innovation, from public-private partnerships, to clean energy business models. Currently 5 post-docs and 5 international visiting doctoral students are associated with the lab, in addition to Ivey doctoral students and faculty.

Ivey has broadened access to a set of well-structured organizations and student-run activities, supported by internships and fellowships. For example, a student club devoted to sustainability was launched in 2012 and students are mobilizing to launch a cross-campus fair and dedicated club on Social Enterprise in 2014/15.

ProgramsLEADER Project: Ivey students take the case-study method to students of the

former Soviet Union and Eastern Bloc countries along with Ghana, India, Haiti, Ethiopia, Kenya and Macedonia. Emphasis is on effective action-oriented business practices and decision-making in entrepreneurship. Students also perform business coaching around business plans.

China Teaching Project: The Ivey China Teaching Project offers a unique opportunity for MBA students to positively impact the future business leaders of China. A team of 12 volunteer teachers engages business students in China in case-based learning. It is in its 14th year of operation.

Ivey Connects: Ivey Connects is a student-led organization working to inspire Ivey students to contribute to the societies in which they operate. Ivey Connects provides students with the opportunity to give their time through volunteerism, their treasure through fundraising, and their talent (management or otherwise) to those in need in the community.

Community Consulting Projects: Ivey Community Consulting Groups helps local businesses (mainly NPOs) with building sustainable business models. The Community Consulting Project is a program that matches Ivey HBA student teams with local non-profit organizations to undertake pro-bono work developing business plans and other planning initiatives. The projects are completed over a six-week period with teams presenting their findings and report that outline specific recommendations addressing business issues. Nine organizations recently took part in the Community Consulting Project. As an example of a project, Ivey student teams recommended a Brain Tumour Awareness Month marketing strategy for Brain Tumour Foundation of Canada (BTFC). The team's recommendations were credited as adding value to the next steps of BTFC's project which was designed to help reach the 55,000 Canadians affected by a brain tumour."

Community Internship Program: The Ivey Connects Community Internship Program is designed to create greater awareness of how the community sector operates by giving students an opportunity to work over the summer for a not-for-profit organization in the Toronto or London regions. NPOs will gain strategic decision-making and implementation, and students will gain practical work experience. The program began in 2005 and has funded 19 London non-profit internships to date.

Impact Challenge: The Impact Challenge involves partnerships between local non-profit organizations and adds value to the education of HBA1 students by: (i) enhancing managerial

learning through coordination of involvement activities with partner organizations, (ii) introducing students the typical business operations and challenges faced by non-profit organizations, and (iii) providing an opportunity for student bonding, as sections rally around their cause and contribute to their respective partner organizations through involvement and fundraising activities. The Impact Challenge adds value to partnering non-profit organizations by: (i) creating a platform for partner organizations to promote awareness of their respective causes, (ii) providing a group of bright, enthusiastic students who will host a minimum of three events or fundraisers in collaboration with their partner organization over the academic year, and (iii) increasing on-campus exposure of the partner organizations and the services they offer to the community.



#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.

In 2012-2014, Ivey has introduced multiple electives on responsible leadership (transformational leadership, strategic renewal) in our HBA, MBA and EMBA programs. Ivey also introduced signature courses in responsible leadership, including a custom executive program on leader character offered by the Ivey Leadership Program. Ivey prepares students for the leadership dilemmas they will likely face, in three different ways: by helping them foresee ethical dilemmas, by helping them navigate crises, and by helping them proactively and productively engage with policy makers.

First, Ivey enables future leaders to rehearse and develop their own voice while enrolled in our programs. For example, Ivey has introduced a Giving Voice to Values course. “The basis of this course is that individuals who know themselves well and consciously develop their abilities throughout their lifetimes will lead more satisfying and fulfilling lives and become more effective leaders,” states Jana Seijts who teaches this course. Based on the seminal work of Mary Gentile (<http://www.givingvoicetovaluesthebook.com/about/>) and adopted in universities across the world, this course provides students with an opportunity to explore their personal values and capabilities and, more importantly, an opportunity to discover ways of giving these values expression and means of communicating these values in their individual and group commitments and conduct, including leadership opportunities. GVV invites students to grapple with various personally challenging situations which raise “value conflicts,” e.g. conflicts between and among personal commitments and values and develop strategies to communicate and act in ways that result in a win/win for all involved (Gentile, 2010). The skills developed in this course are important building blocks for personal success, effective interpersonal relationships within organizational settings and authentic leadership and communication. Rather than focusing on ethical analysis, GVV focuses on ethical implementation and asks the question: What would I say and do if I were going to act on my values? This course requires personal curiosity and self-reflection from students and requires

them to be open and share their experiences and insights both orally and in writing. Students will be encouraged to learn about their values and challenges they face or may face in their future business career.

Second, CEOs around the world report that reputation and risk to reputation are two of their biggest worries. Mary Weil's reputation management course is designed to provide students with opportunities to apply strategic communication skills to analyze current business communication challenges. Recent economic turmoil has caused public trust in companies to decline. All employees – from the CEO to the front-line customer service representatives – need to think strategically and thoughtfully when interacting with the public and all stakeholders. With the advent of citizen journalism and social media, even a small error by a senior executive or front-line employee becomes broadcast and magnified. The course focuses on three aspects of reputation management: 1) on proactively building the public's trust ahead of a possible communications' scandal, 2) on skillfully recovering if there is a scandal, and 3) on continually fostering a company's reputation once that solid reputation has been established. Third, public policy affects business in a variety of ways, both at the economy level, i.e. in the exercise of governments' spending and taxation powers and regulation, and at the firm level by creating or destroying business opportunities or strengthening or weakening firms' social license to operate. Leaders need to know how to engage policy-makers in a proactive and creative manner. Paul Boothe's course helps Ivey students develop a deeper understanding of role that business plays in the formulation and implementation of public policy. This course complements other Ivey strategy courses that focus on private sector interactions in the marketplace.

Notable innovations in curriculum development include the Certificate in Entrepreneurship (2003-present) and the Certificate in Sustainability (2010-present), each graduating 20-40 students a year, and each offering a set of specialized courses and extra-curricular activities.

The HBA Certificate in Entrepreneurship was created in 2003, with the first graduating class being HBA 2004. This program aims to engage students in the knowledge and practice of entrepreneurship and to create in them the ability to achieve their economic and personal dreams. The Certificate was created to provide students with a coordinated set of courses and experiences that will best position them to begin their entrepreneurial journeys. Our objective has always been to provide students with the knowledge, skills, and attitudes required to be successful in an entrepreneurial environment. Course work provided students with an

understanding of the process of entrepreneurship, with elective courses offering a deeper grounding in specific content. All the Entrepreneurship Certificate students are required to take the following three courses:

- 4569 Ivey New Venture Project
- 4558 New Venture Creation
- 4566 Managing High Growth Companies

Students also choose two of the following four Entrepreneurship Certificate electives:

- 4441 Entrepreneurial Marketing
- 4439 Entrepreneurial Finance
- 4465 Leading Family Owned Firms
- 4553 Social Enterprise

There is also an internship component, which includes either student's own start-up or working with an entrepreneurial venture (the internship component is waived if the student has operated her/his own venture for a minimum of one year prior to enrolling in the HBA program).

Ivey has a tradition of integrating sustainability in our core curricula across programs. Since 2006, sustainability was a required course in the Ivey HBA program: all students take a common core focusing on topical issues and responsibilities of corporations in societies, followed by a focused set of cases and exercises in one of six different disciplinary areas: women in leadership, energy policy, triple bottom line, markets and movements, supply chains and social innovation.

Sustainability is also a required course in the Ivey EMBA, where we have been teaching it as a standalone course since 2010. Topics include the financial crises, the origins and evolution of the corporation, climate change, energy, sustainable supply chains, social enterprise and social innovation.

Also since 2011, Sustainability is an elective in the Ivey MBA program and in the Ivey MSc program. In these programs we have witnessed a rapid increase in student-run activities, including an annual MBA Sustainability Conference that engages the entire student body, across programs.

We have a high number of socially- and environmentally-focused start-ups and several examples of cross-sector collaboration among Ivey alumni, whom we invite back regularly to the campus, so the students can learn firsthand from leaders that already practice responsible management principles, in a wide range of organizations and contexts.



Ivey also offers a special designation for leaders interested in blending traditional with environmental, social and cultural goals. “The Sustainability Certificate has been instrumental in helping me gain perspectives and build connections in an area that I have not really been able to explore through course work at Ivey. It has opened my eyes to all the alternative business models that exist, and renewed my hope that corporations can do well, while doing good for society,” said a 2013-2014 HBA Sustainability Certificate Student.

The HBA Certificate in Sustainability was launched in 2010, with the first graduating class being HBA2011. Directed by Oana Branzei and funded by the Royal Bank of Canada (RBC) Foundation, the Certificate empowers Ivey HBA students to build and lead more sustainable organizations. It includes a coordinated set of courses and experiences designed to provide a strong grounding in the principles and best practices of sustainability. The program positions students to begin their journeys as responsible C-Suite decision-makers, entrepreneurs, non-profit leaders and policymakers. This certificate appeals to those students committed to starting their own social or sustainable ventures; interested in sustainability consulting; having a personal calling to make a difference, and wanting to blend this calling with a successful career in traditional organizations; interested in pursuing sustainable opportunities after gaining insights through traditional job placements. In students’ own words, the certificate nurtures capabilities to integrate PRME into their core identity as leaders, to practice new skills and grow more responsible networks.



The certificate program exposed me to a whole different side of Ivey. It showed me how business is the future to provide solutions not just to create profit but solutions to social issues.

The certificate has broadened my mind about the world of sustainability and what it means to be in that space. It has encouraged me to dream bigger and believe I can achieve more.

The Sustainability Certificate offers a wide range of specialized courses – 19 electives in the 2013/14 academic year (also available to everyone in the HBA program) and a set of 6 ‘mandatory electives’ from which each Ivey student had to choose one. This raised the combined number of offerings available to each Ivey student to 20 different courses, and had a cumulative impact of 800+ leaders trained during the 2013/14 academic year.

- 4402 Communications and Society
 - 4408 Cross-Cultural Management: Developing a Global Mindset
 - 4438 Business Ethics
 - 4449 Business Leadership: A Habit of Mind
 - 4458 Leading Change
 - 4465 Leading Family Firms
 - 4498 Managing People for Exception Performance
 - 4516 Global Business Brigades – Honduras Study Trip
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4519 Co-Creating Value in Developing Markets
4525 International Business Environment Studies: Service Learning in Africa
4536 Corporate Governance
4540 Health Care Management
4544 Managing in the Public & Not-For-Profit Sectors
4553 Social Enterprise
4561 Transformational Leadership
4562 Reputational Management
4563 Risk Accountability and Governance
4564 Design Driven Innovation
4579 The Dark Side of Capitalism? Pirates, Mavericks, and Industrial Renewal

Four engagement activities are also required as part of the Certificate in Sustainability:

1. **40-hours of community service** must be completed before graduation. Student service will be celebrated at a community-recognition event. Students must document their service in a 10-minute, TED-format presentation, or another form of social media. Presentations are not graded and are not for credit. Equipment, coaching and technical support are available.
2. **A field experience** will be held in November (Friday); all students must attend.
3. **A sustainability conference** will be held in March, which all non-exchange Certificate students can be involved in, as organizers, hosts or presenters.
4. **Two social events** will be held each year. The first is a meet and greet for Certificate students in September. The second is a closing celebration in late March.

In addition to the Ivey curricula (courses and certificates), our students have several additional options to combine their business education with offerings in other fields that emphasize and/or enhance their responsibility as leaders.

At the undergraduate level, among others, Ivey's HBA Program offers the following joint degree opportunity:

Global Studies: The combined degree programs are administered on behalf of the Richard Ivey School of Business and Huron University College, Faculty of Arts and Social Science, Centre for Global Studies. The combined program is a five-year program leading to a BA in

Honors Business Administration (HBA) and a BA (Honors) with Honors Specialization in one of the Honors Specialization modules offered in the Centre for Global Studies: Global Development Studies, Global Culture Studies, or Globalization Studies. In Years 1 and 2, students are registered in Huron University College in the Faculty of Arts and Social Science and follow the normal curriculum for the Honors Specialization module. In Year 3, students are registered in the HBA program. Students are registered in the combined program for Years 4 and 5. Students in the combined program must meet the language requirement for graduation with an Honors Specialization module from the Centre for Global Studies.

At the graduate level, among others, Ivey's MBA Program offers the following joint degree opportunity:

Ivey MSc / CEMS MIM: Also at the graduate level, Ivey's MSc Program offers a joint degree opportunity in conjunction with the CEMS Global Alliance. The joint Ivey MSc / CEMS Master of International Management challenges its students to think both broadly and deeply about complex business issues and environments. Explore real life international business challenges using the business case studies and case learning methods that put Ivey on the map. The Program is designed to demonstrate how students can dig deeper to understand how research can be applied to complex global management issues and discover new research opportunities that may still exist. The goal of the Ivey MSc/CEMS MIM is to develop students' capacity to think critically and creatively, make informed decisions, and to interact and lead effectively in an international environment through experiential learning: international exchanges, consultancy-based international business projects, internships, interactive teaching methods, and skills seminars.

Founded in 1988, CEMS is a strategic alliance of 27 member schools covering 4 continents and 56 multinational corporate partners. The CEMS Master of International Management (MIM) Program provides a unique blend of education and professional experience for multilingual, multicultural postgraduate students. This designation is exclusively open to the MSc students of CEMS schools and is awarded in conjunction with their home MSc degree. Ivey is honoured that its MSc Program was selected as the first North American and the exclusive Canadian partner school to join the prestigious CEMS international management education alliance.

Ivey's PhD program incubate innovative and impactful research, and in the latest reporting period (2012/2014) 13 doctoral students have defended proposals or theses on topics

explicitly related to PRME.

Charan Bagga	Sustainability of a Trivial Attribute Differentiation Strategy
Jennifer Jeffrey	Parsing the parasocial: Human brands as reference groups and their corresponding affiliation rewards
Asad, Shafiq	Supplier social engagement and its impact on alignment of social practices and performance in supply chains
Mihaela Alina, Nastasoiu	Miles May Not Bring Flights, But Consumers Still Like Them: A Collection-Redemption Cycle Structural Model (tentative)
Chya-Yi Liaw	A principal-agent view on international hotel branding and empirical evidence from China
Sara Hajmohammad	Three Essays on Sustainable Operations Management
Yves, Plourde	Engaging with the Future: How Flexibility, Stability, and Diversity Contributed to Enhance Greenpeace's Ability to Shape the Future (tentative)
Chethan Srikant	Negative Social Evaluation is a Two-Way Street: Firm Disapproval of Contesting Stakeholders
Krista, Pettit	Being, Doing and Renewing: An Exploration of the Relationship between Strategic Renewal and Professional Identity
Matthew Wong	Entrepreneurial Culture: Developing a Theoretical Construct and Its Measurement
Foad, Hassanmirzaei	Optimizing Ancillary Fees as a Source of Revenue
Meredith Woodwark	Working harder, working smarter, or doing both? How Combining Learning And Performance Goals Affects Individual Complex Task Performance Under Dynamic Conditions
Min, Zhang	MNE Ownership Strategy, Subsidiary Performance, and Institutional Changes

Another 12 students are currently working on thesis topics related to PRME at Ivey, and we host on average 5 international doctoral and 8 international post-doctoral fellows that are collaborating actively with Ivey faculty on grants and projects related to PRME.

#3 : Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Ivey Publishing is the world's second largest producer and distributor of comprehensive, decision-oriented business case studies. It markets cases produced by Ivey faculty as well as those from individual professors at other institutions. The latter cases go through a review process. The cases are distributed by Ivey and via 18 distributors. There are over 4,000 cases and technical notes in Ivey Publishing's current collection. Over 500 new cases were registered in 2013. There are over 145,000 people registered with Ivey Publishing (mostly professors), representing 136 countries and 10,000 institutions.

As an early signatory to the Global Compact (GC) and the Principles for Responsible Management Education (PRME), a GC-supported initiative, an immediate question Ivey faced was how the School might further the Global Compact principles, both internally but especially externally. The most obvious beginning was to leverage the Ivey Publishing case collection. The first action taken by Professor Paul Beamish was to determine how many of the cases in the overall collection could be matched to the Global Compact's 10 principles. By mid-December 2011, there were already over 250 relevant cases in the collection. The next action was to make it easy to locate the cases, by category. The 10 Global Compact principles are organized under four main categories. The categories can be found on the Ivey Publishing website (<https://www.iveycases.com/>) by clicking on Browse Catalogue (upper left) and then scrolling down to Cases By Theme to "Global Compact Initiative Themes" (subcategories = Anti-Corruption Practices (47), Environmental Sustainability (105), Human Rights (58), Labour Standards (45)). A sampling of abstracts from some recent case studies published in these four areas is shown in Appendix A.

Recognizing that a very large number of business professors worldwide prefer or are required by their institutions to use textbooks rather than compilations of cases and readings, the next step was to try and publish a Global Compact-focused case and textbook. This is why Ivey Professor Paul Beamish and Hult Professor Joanne Lawrence proposed such a book

to Sage Publishers. Their proposal was accepted and the co-edited case and textbook was commercially published in March 2012 as part of the Ivey-Sage series. The 550 page softcover book is entitled “Globally Responsible Leadership: Managing According to the UN Global Compact.” It is made up of eight chapters and 21 Ivey case studies. The book is organized according to the 10 Principles of the Global Compact. It is intended to serve as the basis for a stand-alone course in business schools.

All of the case studies have full teaching notes available at no cost to qualified faculty via Ivey Publishing. The 21 cases included in the book were selected after an exhaustive review of the entire case collection. The eight invited chapters were contributed by faculty members from around the world. A Foreword to the book was provided by the Executive Director of the UN Global Compact.

In July 2010, Ivey Publishing launched the Empowering Business Educators in Developing Countries Project to develop and foster relationships with university professors in the 39 countries with per capita GDP of less than \$2,000 per annum (primarily situated in Africa, with additional countries situated in Asia and Central America). The Project was created to coordinate the faculty members’ access to and use of Ivey Publishing’s catalogue of teaching case studies at no charge, in order to assist their efforts to educate business students in these impoverished nations. Since the Project was commenced, 547 academic institutions have been invited to participate in the Project and 1,938 faculty members have been registered from the 39 member countries. In order to further heighten awareness of this initiative, Ivey Publishing and the Engaging Emerging Markets research centre have been aggressively promoting the initiative. As an example, a representative attended the Academy of Management (Africa) Conference in Johannesburg during January 2013 in order to promote the Project among targeted academics in attendance at the Conference.

Preliminary feedback from faculty members registered with the Project suggests that the initiative has the potential to contribute towards filling a very large void in the educational systems of the member countries. As an example, a faculty member from Ethiopia recently reported to us that, like many other educational institutions in sub-Saharan Africa, his institution suffers from a drastic shortage of teaching materials. The business schools associated with these universities are typically housed in old facilities where books and teaching materials are in short supply and out of date. As a result, to date, business education has been focused on developing theoretical knowledge, rather than helping

students to develop practical skills by analyzing business issues encountered by managers. Notwithstanding the seemingly bleak prospects for management education in sub-Saharan Africa, our Ethiopian colleague has indicated that the government is working towards expanding the availability of tertiary education. Consistent with this mandate, this faculty member holds great hope for the pedagogical potential offered by case study-based teaching in Ethiopia and he is an active proponent of the *“need for a move from the traditional ways of teaching to the one that helps integrate different skills, knowledge and personal experiences.”*



Ivey Business School delivered a nine-tonne shipment of more than 436 boxes of course packs, journals, books and business cases – totaling more than 10,000 items – to Ethiopia’s Addis Ababa University. The second beneficiary was Ghana, who welcomed 480 boxes in 2014.

The benefits from the aforementioned initiatives will continue to amplify as new cases and new ways of accessing these cases are added to the Ivey Publishing Collection. The foundations are now well in place. University professors worldwide now have a very large and pre-sorted set of Global Compact-focused case studies which they can select from for use in their teaching programs. There is a case and textbook available should professors wish to introduce a Global Compact-focused integrated elective course. The case collection and the textbook are also generative resources: should faculty members anywhere actually wish to engage in their own

Global Compact-focused case writing, they now have a large pool of relevant examples to draw from as potential prototypes. As additional supports are being put in place through the 39 Country Initiative and the shipments to countries like Ethiopia and Ghana, the global impact of Ivey's methods will continue to grow, we hope exponentially.

"It is hard to overstate the positive impact of this quantity of high-quality material for university-level education in one of the world's 39 poorest countries...There is no question we can do it. Our objective now is to set up a model to show other business schools they can absolutely do this as well", states Professor Paul Beamish.

#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.

Ivey encourages cutting edge research through a multi-pronged approach including research centers and institutes, brownbag and speaker series, and access to internal and external funding for high-impact programs of research. By June 2014, Ivey employed 99 professors and 9 lecturers. All our faculty members engage at least one aspect of responsible leadership in their teaching, research and practice.

Ivey has taken a leadership role in high-impact research, with research-active faculty in every area of responsible leadership. Ivey holds two Canada chairs, valued at CAN\$1,400,000 each: Professor Paul Beamish in International Business and Professor Tima Bansal in Sustainability.



Ivey Professor Caroline Flammer won the 2013 Moskowitz Prize for Social Responsible Investing from the Center for Responsible Business at UC Berkeley’s Haas School of Business. The Moskowitz Prize judges called it, “an outstanding and unique contribution to the large amount of literature on the link between CSR and financial performance.” TFlammer’s winning paper, “Does Corporate Social Responsibility Lead to Superior Financial Performance? A Regression Discontinuity Approach,” found that companies’ labour productivity and sales growth improved when they adopted CSR-related shareholder proposals that pass by a small margin of votes.

Ivey faculty successfully apply for large research grants, and have played an instrumental role in raising the bar across Canada by modeling the impact that publicly funded research can have in influencing policy and practice.

In the 2012-2014 reporting period Ivey faculty have applied and received over CAN\$13.5 million from large public and private funding agencies for pioneering new research areas explicitly addressing principles of responsible leadership. Of these, more than \$10 million support research that inspires, informs and influences responsible management education.

For example, in 2012 three Ivey faculty received a Social Sciences and Humanities Research Council of Canada (SSHRC) Strategic Insight Grant of CAN\$277,000 to study leadership character. This study resulted in multiple award-winning publications, including a best paper published in the Academy of Management Learning and Education.

Another example is a SSHRC Partnership Development grant held by Ivey Professor Tima Bansal in collaboration with colleagues at Simon Fraser University and University of Oregon, titled: Bridging the Implementation Gap: Embedding Sustainability in the Corporate Culture. This grant has already led to publicly-available reports for business leaders, and even an app that helps organizations monitor their corporate culture.

A SSHRC Insight Grant titled Cross-sector Solutions to Complex Environmental Problems, held by Ivey Professor Oana Branzei, supported academy-wide symposia and multiple professional development workshops, case studies taught at multiple institutions in Canada, and resulted in several award-winning publications that help leaders better manage the complexity associated with sustainability transitions.

Ivey faculty members consistently publish research related in the top tier journals in different fields (Appendix B), with a high concentration of award-winning papers in strategy-sustainability and leadership-character.

Key contributions in thought leadership include: work on time and temporalities in organizations, work on complex and wicked problems and cross-sector solutions, work on the role of women on boards and responsible models of governance, work on reputation and legitimacy (including in controversial or contested industries) and work on leadership character and leadership transitions and transformation in the workplace. Outside management, Ivey scholars have championed new areas of research in the field of sustainable consumptions and threats to consumer well-being, in the field of failure and near failure and

their implications for different stakeholders, and in health-care leadership and innovation.

Ivey colleagues also deliver over 300 presentations each year ranging from case development and case teaching workshops, to formative events such as professional development workshop, to public and executive focused events featuring innovations in responsible corporate practices, to award-winning conference presentations.

Ivey faculty pride themselves in the teacher-scholar model which accelerates the mutual connection between research, classroom learning and practice. Many topics of research are directly informed by challenges leaders confront, and the vast majority of research publications are translated in practitioner-focused briefs and applications.

Ivey has an active media team, which promotes the discussion of key insights in mass media. Ivey research findings are regularly featured in top business publications, national radio and television. Ivey expertise in global supply chain management, for example, has created global impact during the toy recall crisis. Ivey's Leadership on Trial report, and the subsequent edited book, have similarly stimulated broad public debate. On sustainability topics, Canada research chair Tima Bansal is featured frequently. She actively promotes long-termism and draws attention to large-scale social issues. The Ivey speaker series also creates a periodic conduit between research and practice, by opening up books, reports and cases dealing with pressing issues to a large audience of Ivey alumni and the broader public.

#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.

For almost one decade, the Ivey education leverages partnerships with practicing managers. Our large slice of the Canadian senior leadership pie (with over 40 per cent of the C-suite currently staffed by Ivey alumni) ensures direct exposure to the challenges organizations face. Our case-based approach is predicated on bringing these issues to the classroom so that Ivey students have the opportunity to practice, on average 500 decisions, before they transition into organizational roles post graduation. In many courses, we rely on the key protagonists to bring the case to life, and some of the leaders serve as Executives in Residence in Ivey courses, certificates or programs. This ensures a longer-term connection between issues, students and leaders.



Every March, Social Innovation @ Ivey brings together Ivey students, alumni and leaders across sectors.

One of the best avenues that keep Ivey in direct touch with the most pressing issues faced by leaders is the Network for Business Sustainability. Each year, its board singles out 2-3 critical issues and commissions research reports and case study work to capture and disseminate best practices. The resulting findings are professionally produced, with briefs, and teaching materials and suggestions. Over the past 4-5 years, the cumulative findings have created a set of publicly-accessible, free-of-charge thought-pieces that can be immediately embraced in practice. The development of these thought-pieces actively engages Ivey faculty and students, creates a pipeline of ideas and enables timely access to relevant data. These in turn promote high-impact research publications.

Ivey includes several classes dealing with the PRME in the EMBA program. Many influential cases are being taught in Strategy, Leading People, Entrepreneurship and International Business. The highest incidence of responsible leadership conversations take place in the dedicated Sustainability Course, which is mandatory part of the Ivey executive experience since 2011. Each one of the 50-55 executives taking the class surface and solve the most pressing sustainability issues their organization faces, ranging from stakeholder engagement dilemmas to disruptive innovation and prosocial innovation. Many of these projects are being adopted by the organizations after the course, with success stories including Canadian Tire, Pepsi, Habitat for Humanity and Sick Kids. Most of the Ivey EMBA's work in the for-profit sector, however, some of the initiatives spearheaded during their sustainability class impact their collaboration with governmental and non-profit organizations.

Several of our courses motivate responsible leadership by engaging students with leaders over the course of the entire term. For example, Mary Crossan's Transformational Leadership course has executives in residence mentor each student (1-2 students per leader). Notable extensions of our curricula, such as Leadership under Fire, have executives teach students how to handle significant crises, drawing on their first-hand experience.

#6 - Dialogue

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

Ivey explicitly encourages multi-disciplinary, cross-sectoral conversation on the principles of responsible management education. Examples of high profile events include:

Governor General's Leadership Conference: Local leaders from a variety of industries gathered at the Richard Ivey School of Business for a session of the Governor General's Canadian Leadership Conference. Ivey Dean Carol Stephenson hosted the event, which included a panel session with Western University President Amit Chakma; Dr. Gillian Kernaghan, President and CEO of St. Joseph's Hospital; and former City of London Controller Gord Hume, President of Hume Communications. There was also a reception with GGCLC members and delegates. The GGCLC sessions, which were held at various locations across Canada, explore the relationships between leadership and community.

Net Impact Conference: Ivey MBAs attended to discuss a vast array of innovative ideas that will create social and environmental values for our future.

Ivey "Steering into the Storm" Sustainability Conference: With a combination of awareness and education, the main focus of the "Steering into the Storm" conference was to highlight the growing need for change on both an individual and organizational level. It has been recognized that even the smallest alterations in behavior accumulate into large impacts. The sustainability conference concluded a week-long ecological challenge at Ivey and engaged the public into greater discussions about innovative solutions. The conference and the ecological challenge were a collective effort by Ivey's student event organizers to involve the entire business school's community including staff and faculty. Each member was been asked to sign their name and commit to more sustainable practices in their personal lives. The ecological challenge has a goal to result in annual reductions of 15,000,000 L of water, 100 tonnes of waste, and 1,000 tonnes of GHG.



Social Enterprise Day @ Ivey: Each March, Ivey hosts a full day event to incubate & accelerate initiatives that can further strengthen social enterprises. The Social Enterprise for Sustainable Communities project attendees shared experiences to help incubate & accelerate initiatives that can further strengthen social enterprises in local communities.

KEY OBJECTIVES FOR 2015-2016

The Ivey School of Business has identified the following objectives as key initiatives that the School would like to pursue in relation to the following PRME Principles during the next reporting period:

A new set of required courses focused on the zero-draft principles will be added to our Corporation & Society offering. This course will include at least one case for each of the 17 principles, and activities to encourage students to take a leadership role in one of them, by implementing a new idea or initiative at Ivey or on campus. We will pilot a thought-leadership format in the fall of 2014, to be scaled up across all programs in the 2015-2016 academic year. We constantly update the case base and 20-30 new cases are in progress, on each one of the 17 zero-draft principles:

1. End poverty in all its forms everywhere
 2. End hunger, achieve food security and adequate nutrition for all, and promote sustainable agriculture
 3. Attain healthy life for all at all ages
 4. Provide equitable and inclusive quality education and life-long learning opportunities for all
 5. Attain gender equality, empower women and girls everywhere
 6. Secure water and sanitation for all for a sustainable world
 7. Ensure access to affordable, sustainable, and reliable modern energy services for all
 8. Promote strong, inclusive and sustainable economic growth and decent work for all
 9. Promote sustainable industrialization
 10. Reduce inequality within and among countries
 11. Build inclusive, safe and sustainable cities and human settlements
 12. Promote sustainable consumption and production patterns
 13. Promote actions at all levels to address climate change
 14. Attain conservation and sustainable use of marine resources, oceans and seas
 15. Protect and restore terrestrial ecosystems and halt all biodiversity loss
 16. Achieve peaceful and inclusive societies, rule of law, effective and capable institutions
 17. Strengthen and enhance the means of implementation and global partnership for sustainable development
-

Notably, more than half of the new cases are being co-led and co-written by Ivey leaders, from some of the most recent graduates to several globally-recognized leaders.

The Ivey case collection was made available to universities in the 39 poorest countries in the world at no cost since July 2010 when Empowering Business Educators in Developing Countries Project was launched. The program has continued to grow, adding service learning components and social enterprise initiatives. The next objective over the next 18-24 months is to aggressively expand adoption beyond current levels (per PRME Principle 3). We are accomplishing this goal by actively promoting the initiatives through AACSB, the Academy of Management (especially its Africa chapter) and the Association of African Universities. To broaden the audience and disseminate the impact of this initiative, Paul Beamish will be writing an article for the Academy of Management Learning & Education (AMLE) that will contribute to increasing awareness of Ivey's Empowering Business Educators in Developing Countries Project (per PRME Principles 4, 5 and 6).

Ivey will continue to contribute to the formation of faculty that research and teach PRME topics (per PRME Principle 1, 2 and 4), both internally and externally. For example, Ivey PhD program alumnus Michael Sartor explored the interrelationship between host market corruption and the strategic behaviour of multinational enterprises (per PRME Principle 1 and 4). Together with his supervisor Paul Beamish, Michael Sartor will publish several papers in this important area. In the next 18-24 months, we will graduate approximately 12 doctoral students, 10 of which focus on topics speaking directly to responsible education. We will also contribute to the training of 5 visiting doctoral students and 10 post-doctoral students. This serves as an enabler of PRME beyond Ivey and we hope will help us accelerate the adoption and implementation of PRME at other top business schools globally.

Externally, Ivey will continue to mentor doctoral students through the Ivey PhD Sustainability Academy and through numerous professional development workshops and events chaired by Ivey faculty. Many of us will also share the data, insights and results of large-scale research programs with colleagues globally. For example, a global research team working on cross-sector partnerships led by Ivey Professor Oana Branzei will host annual events, presentations, and professional development workshops at the Academy of Management Conference, initiatives to coach faculty, including a faculty workshop at the 2016 Cross-Sector Innovation Conference, and a leadership role in forming leaders (through cases, workshops and teaching innovation). By leveraging Ivey-based research globally, Ivey will strive to become a role-model per PRME Principle 5 and 6.

APPENDICES

Appendix A: Materials (selected Ivey Publishing case studies)

Labour standards' case studies:

Loblaw Inc. and Rana Plaza (Ivey Case # 9B13M071), Michael Sider.

A business professor who teaches sustainability must decide whether to sell his shares in the Canadian company, Loblaw Inc., after learning that the company produced garments for its clothing line in a Bangladeshi garment factory that collapsed, killing 1,127 workers.

Bayer CropScience in India (A): Against Child Labor (Ivey Case #9B10M061), Charles Dhanaraj, Oana Branzei, Satyajeet Subramanian

AWARD WINNING CASE - Indian Management Issues and Opportunities Award, 2012 European Foundation for Management Development (EFMD) Case Writing Competition. This case explores value-driven strategy formulation and implementation by bringing to the fore issues of ethics, responsible leadership, social initiatives in emerging markets, and the global-local tensions in corporate social responsibility. It examines how Bayer CropScience addressed the issue of child labor in its cotton seed supply chain in rural India between 2002 and 2008. Bayer had been operating in India for more than a century. In December 2002, the Bayer Group completed the acquisition of India-based Aventis CropScience. Bayer CropScience first learned about the occurrence and prevalence of child labor in its newly acquired India-based cotton seed operations a few months post-acquisition, in April 2003. The Aventis acquisition had brought onboard a well-known Indian company, Proagro, which already had operations in the cotton seed production and marketing - a new segment of the supply chain for Bayer. Child labor was widespread in cotton seed production — a traditional practice taken for granted not only by Indian farmers but also by several hundred Indian companies then accounting for approximately 90 per cent of the market share. The (A) case focuses on Bayer's decision whether, when, and how to launch a self-run program that would take direct responsibility for tracking and eradicating child labor in rural India. The case demands that students reflect deeply on their own values and the extent to which they would go to honor those values. The case can also be used as a discussion point for more specialized topics, such as in electives

and executive modules on corporate social responsibility or collaborating with NGOs.

Environment cases:

WWF's Living Planet @ Work: Championed by HP (Ivey Case (9B14M014), Oana Branzei, Haiying Lin, Dwarkaprasad Chakravarty

Leading up to the completion of a successful partnership between Hewlett-Packard Canada and World Wildlife Fund Canada, the two individuals who championed the program contemplate their separate and joint next steps: should their organizations renew or exit the partnership? Together, they had designed and delivered a world-first program, Living Planet @ Work, which had enrolled more than 500 companies, large and small, whose employees had already raised more than \$1 million in charitable donations through workplace giving. The program was helping corporate Canada harness the collective desire and power of their employees for the good of business and the future of the planet. The two champions had a short window to go global and scale up the positive impact of the program.

Ajanta Packaging (Ivey Case # 9B13A049), Sandeep Puri.

The Indian packaging industry — represented by a mix of paperboard, plastics, metals and glass — had seen great change leading up to 2013. In 2012, Ajanta Packaging ranked among the top suppliers of glass bottles in India with an employee base of more than 50 and net revenues of US\$100 million. The glass-bottle industry had a derived demand and depended on major industries using glass bottles in India, such as the liquor and beer, soft-drinks and pharmaceutical industries.

The case discusses the stiff competition faced by the glass-bottle industry from different packaging options and materials that had entered the industry in the last four to five years. It assesses the changing market dynamics that could have a big impact on the future of Ajanta Packaging, with many companies shifting to PET bottles, Tetra Pak, flexible packaging and other innovative packaging solutions, to reduce costs and improve the durability of products. Ajanta Packaging was highly dependent on glass-bottle sales, as 95 per cent of its revenue came from them. Should it carry on with the same product range, exploit the declining glass-bottle industry with more customers of glass bottles or enhance its product range with more varieties of PET bottles?

Growing Tentree: Social Enterprise, Social Media and Environmental Sustainability (Ivey Case # 9B14M030), Peter W. Moroz, Simon Parker, Edward Gamble.

Two friends have launched tentree (TT), a Canadian entrepreneurial venture that sells an environmentally sustainable and trendy brand of apparel. For every product sold, TT plants 10 trees in locations around the world. Although TT is still in its infancy, it is already experiencing huge growth. The entrepreneurial founders now face several challenges: how to keep pace with the growing demand; how to plant as many trees as they can while staying true to their sustainable, environmental philosophy; how to break into the U.S. and other markets; and where to source their product.

Anti-corruption case studies:

Asis Electronics (Ivey Case # 9B11M057), Henry W. Lane, David T.A. Wesley.

The controller for Asis Electronics, a subsidiary of a European-based corporation, was concerned that Asis might have overcharged the U.S. Ministry of Defense in a contract for transmitters. However, Asis's chief financial officer did not address the matter when he learned of it. After being asked to sign an annual compliance document related to anti-corruption practices, the controller needed to decide whether or not to report the irregularities through established "protected communications channels" that ensured confidentiality.

Human Rights' case studies:

Canada's Aboriginal People: Idle No More (Ivey Case # 9B13C024), Gerard Seijts, Jana Seijts, Paul Bigus.

The relationship between Aboriginal peoples and the Canadian government has been characterized by conflict and change. Although the Conservative government seemed to support Aboriginal objectives when it issued an historic apology in 2007 for the abuses suffered under the residential schools program and signed the United Nations Declaration on the Rights of Indigenous People in 2008, it included changes to the Indian Act in its 2012

omnibus Bill C-45 that put economic development ahead of environmental protection and violated numerous First Nations treaties. In response, a group of First Nations activists initiated the Idle No More movement, which used social media to organize demonstrations around the country, including teach-ins, flash mob round dances and blockades of major transportation routes. Although supported by many non-Aboriginal environmental and human rights groups both in Canada and abroad, the movement appeared to lose steam after the prime minister met Aboriginal leaders to outline eight key items of consensus for action to address Aboriginal and treaty rights, health care, education and employment issues and Chief Theresa Spence suspended the hunger strike that had galvanized support. How could Idle No More organizers maintain the momentum and awareness they had worked so hard to achieve?

Operation Greenwash Gold: Rio Tinto and the Tainted Metals (Ivey Case # 9B13C011), Jana Seijts, Benjamin Bigio.

Rio Tinto, a major multinational mining company, signed a contract with the London Organizing Committee of the Olympic Games and the International Olympic Committee to supply all the gold, silver and copper for medals to be awarded at the London 2012 Olympic Games. Just three months before the opening ceremonies, a coalition of non-governmental organizations, titled Operation Greenwash Gold, combined with labour unions in Canada, Australia and around the world representing millions of workers to protest Rio Tinto's alleged environmental, human rights and labour relations abuses. A number of damaging social media campaigns aimed to get the Olympic committees to cancel Rio Tinto's contract were supplemented by street protests in front of the company's headquarters during its annual general meeting. Rio Tinto's chief executive officer must decide on a communications strategy in order to respond to its already tarnished reputation.

Appendix B: Research

Bansal, P., Desjardine, M., 2014, **Business Sustainability: It's About Time**, *Strategic Organization*, February, 12(1): 70 – 78.

Sustainability is fast becoming fashionable in strategic management, and yet its meaning is often elusive. Some people restrict sustainability to environmental issues, and others use it synonymously with corporate social responsibility. In this essay, we return to the roots of its original meaning and argue that sustainability requires the consideration of time. Sustainability obliges firms to make intertemporal trade-offs to safeguard intergenerational equity. In this essay, we clarify the meaning of sustainability by showing that the notion of 'time' discriminates sustainability from responsibility and other similar concepts. We then argue that the omission of time from most strategic management has contributed to short-termism, which is the bane sustainability. We conclude with directions for future research that will integrate sustainability into strategy and contribute to a world in which both business and society can thrive for generations to come.

Bansal, P., Gao, J., Qureshi, I., 2014, **The Extensiveness of Corporate Social and Environmental Commitment across Firms over Time**, *Organization Studies*, Forthcoming.

Corporate social commitment (CSC) and corporate environmental commitment (CEC) are often combined under the general rubric of corporate social responsibility. Although the two sets of activities are similar, they are also very different. Both CSC and CEC respond to issues raised by stakeholders, but CEC tends to be more “technical”. This characteristic demands that CEC fit with the organization, which exposes greater economic opportunities than CSC. As a result, we argue that the extent to which these practices are implemented differs across firms over time. We analyze the extensiveness of implementation of CSC and CEC across 266 firms from 1991 to 2003, using latent growth curve modeling and one-way ANOVA. We find that firms moved towards at least a moderate level of CSC over time, but tended to bifurcate in the extent to which they implemented CEC practices, towards either the high or low end of the scale, over time. In this paper, we contribute to the institutional analysis of practice diffusion by examining how the characteristics of different kinds of practices shape the extensiveness of firm adoption patterns. As well, this research also speaks to corporate social responsibility researchers, pointing to the need to sometimes discriminate between social and environmental practices.

Fremeth, A., Shaver, M., 2014, **Strategic Rationale for Responding to Extra-Jurisdictional Regulation: Evidence from Firm Adoption of Renewable Power in the US**, *Strategic Management Journal*, May, 35(5): 629 – 651.

It is well documented that firms respond to regulations in their home jurisdictions. We present hypotheses that firms also respond to regulations in jurisdictions where they do not operate. We examine renewable-power provision in the U.S. electrical utility sector between 2001 and 2006, and find firms adopt more renewable-power generation when their peers (i.e., firms in the same regulatory jurisdiction) face greater renewable-power standards in other jurisdictions. The underlying mechanism is that forward-looking firms assess when extra-jurisdictional regulations foreshadow regulatory changes where they operate. Our analyses support this mechanism versus plausible alternatives. We demonstrate firms acting strategically to respond to extrajurisdictional regulations and show the central conduit motivating this response is the extrajurisdictional footprint of firms operating in the same jurisdiction as a focal firm.

Hajmohammad, S., Vachon, S., 2014, **Safety Culture: A Catalyst for Sustainable Development**, *Journal of Business Ethics*, Forthcoming.

The present paper investigates the potential benefits of a strong safety culture (SC). Specifically, we build on the organizational support theory to explore the direct and indirect effects of SC on firm performance. Partial least squares method is used to analyze the data collected from a survey among 251 Canadian plants. The results show that SC is associated with several performance indicators all linked to sustainable development (i.e., environmental, financial, and safety performance). Importantly, our findings also suggest that the relationships between SC and environmental/safety performance are mediated by the actual level of implemented environmental/safety practices within plants. We conclude the paper by highlighting the study's limitations and contributions as well as theoretical and managerial implications.

Pagell, M., Johnston, D., Veltri, A., Klassen, R.D., Biehl, M., 2014, **Is Safe Production an Oxymoron?**, *Production and Operations Management*, Forthcoming.

This research examines how organizations simultaneously manage their operations and occupational health and safety. Though both safety and operations scholars conduct research

in the same operational settings, they have reached different, yet untested, conclusions about the relationship between creating a safe workplace and creating a productive workplace. The results from a series of ten case studies show that it is possible to create safe and productive workplaces, but that many facilities fail at this task because of problems associated with the culture management creates and the practices management adopts.

Power, D., Klassen, R.D., Kull, T., Simpson, D., 2014, **Competitive Goals and Plant Investment in Environment and Safety Practices: Moderating Effect of National Culture**, *Decision Sciences*, Forthcoming.

Operations managers clearly play a critical role in targeting plant-level investments toward environment and safety practices. In principle, a “rational” response would be to align this investment with senior management’s competitive goals for operational performance. However, operations managers also are influenced by contingent factors, such as their national culture, thus creating potential tension that might bias investment away from a simple rational response. Using data from 1453 plants in 24 countries, we test the moderating influence of seven of the national cultural characteristics on investment at the plant level in environment and safety practices. Four of the seven national cultural characteristics from GLOBE (i.e., uncertainty avoidance, in-group collectivism, future orientation and performance orientation) shifted investment away from an expected “rational” response. Positive bias was evident when the national culture favoured consistency and formalized procedures and rewarded performance improvement. In contrast, managers exhibited negative bias when familial groups and local coalitions were powerful, or future outcomes – rather than current actions – were more important. Overall, this study highlights the critical importance of moving beyond a naïve expectation that plant-level investment will naturally align with corporate competitive goals for environment and safety. Instead, the national culture where the plant is located will influence these investments, and must be taken into account by senior management.

Bansal, P., Knox-Hayes, J.K., 2013, **The Time and Space of Materiality in Organizations and the Environment**, *Organization and Environment*, March, 26(1): 61 – 62.

In this article, we argue that prior organizations research has contributed to the erosion of the natural environment by failing to discriminate physical materiality from sociomateriality. The time–space attributes of physical materiality are more immutable than sociomateriality, so the compression of time and space in and by organizations is disrupting the cycles of the natural

environment. We illustrate this point through the example of carbon markets. The development of futures and other financial derivatives contributes to the compression of time, whereas the movement of capital worldwide contributes to the compression of space. This time–space compression disembodies financial instruments from their physical target, namely, carbon, leading to the distortion of the instrument’s “real” value and hampering carbon emissions reductions. We call for organizational theories that more fully account for physical materiality.

Crossan, M.M., Mazutis, D., Seijts, G.H., 2013, **In Search of Virtue: The Role of Virtues, Values and Character Strengths in Ethical Decision Making**, *Journal of Business Ethics*, July, 9(2): 319 – 343.

We present a comprehensive model that integrates virtues, values, character strengths and ethical decision making (EDM) drawing on Rest’s (1986) model of EDM, Schwartz’s (1996) model of values and Peterson and Seligman’s (2004) work on virtues and character strengths. Using Rest’s four component model of EDM, we describe how a largely consequentialist ethical framework has dominated most EDM scholarship to date. We suggest that reintroducing a virtue ethical perspective to existing EDM theories can help to illustrate deficiencies in existing decision-making models, and suggest that character strengths and motivational values can serve as natural bridges that link a virtue framework to EDM in organizations. In conjunction with the more fully formulated extant research on situational determinants, we present and discuss our model that introduces a virtue based orientation (VBO) to EDM.

Gao, J., Bansal, P., 2013, **Instrumental and Integrative Logics in Business Sustainability**, *Journal of Business Ethics*, January, 11292): 241 – 255.

Prior research on sustainability in business often assumes that decisions on social and environmental investments are made for instrumental reasons, which points to causal relationships between corporate financial performance and corporate social and environmental commitment. In other words, social or environmental commitment should predict higher financial performance. The theoretical premise of sustainability, however, is based on a systems perspective, which implies a tighter integration between corporate financial performance and corporate commitment to social and environmental issues. In this paper, we describe the important theoretical differences between an instrumental and integrative logic in managing business sustainability. We test the presence of each logic using data from 738 firms over 13 years and find evidence of integrative logic applied in business.

Hajmohammad, S., Vachon, S., Klassen, R.D., Gavronski, I., 2013, **Lean Management and Supply Management: Their Role in Green Practices and Performance**, *Journal of Cleaner Production*, January, 39: 312 – 320.

Organizations are faced with increasing pressure to engage in sustainable development and to integrate environmental and social dimensions into their traditional performance metrics. Prior research suggests that lean management and supply management are potentially important determinants of environmental performance and can be seen as capabilities that ease the adoption of environmental practices. To help understand the roles of lean and supply management in regards to improving the firm's environmental performance, a conceptual model proposes that the magnitude of environmental practices mediates the relationship between lean and supply management with environmental performance. To test the model, plant-level survey data from a sample of Canadian manufacturing plants is used. The results indicate that supply management and lean activities provide means by which resources are invested in environmental practices. The empirical analysis also confirms that the impact of lean management, and to a lesser extent supply management, on environmental performance is mediated by environmental practices.

Ivanova, O., Poldner, K., Branzei, O., 2013, **Touch and Feel: Signals that Make a Difference**, *Journal of Corporate Citizenship*, December (52): 102 – 130.

We use a multi-source, longitudinal case study of one of the world's first and best eco-fashion brands, Osklen, founded by Oskar Metsavaht in Brazil in 1989, to advance a multi-sensorial signalling theory account of sustainable luxury. Our inductive theory-building extends traditional signalling theory, especially its recent applications to sustainability, by adding an appreciation of multiple senses and leveraging multi-sensorial methodologies increasingly popular in the marketing and design disciplines. In contrast to the traditional literature on signalling from economics which suggests that signals are most influential when they are visible, clear and easy to interpret (thus carrying unambiguous messages from sender to receiver), we show that balancing luxury and sustainability requires and relies on multi-sensorial, complex, even contested signals. We catalogue, classify and compare the signals sent by Osklen within and across the 15 different collections Oskar Metsavaht designed between 2005 and 2013 to explain how signals are deliberately de- and re-composed to combine luxury and sustainability. Our findings encourage sustainability researchers to take senses seriously and offer practical how-to recommendations to luxury designers committed

to making a difference.

Kistruck, G., Beamish, P.W., Qureshi, I., Sutter, C.J., 2013, **Social Intermediation in Base-of-the-Pyramid Markets**, *Journal of Management Studies*, January. 50(1): 31 – 66.

Our study explores the structuring decisions made by intermediaries seeking to alleviate poverty by connecting base-of-the-pyramid markets with more developed markets. Using intermediation theory to ground our study, we collected qualitative data on twenty-nine social intermediation projects located within Latin America, Africa, and Asia. Our findings suggest that “socializing” intermediation theory to more accurately explain and predict structural outcomes across more diverse contexts requires three key modifications (1) the attenuation of opportunism, which creates an internalizing social force (2) the accommodation of non-monetary objectives, which creates an externalizing social force and, (3) the perception of transaction capabilities as tractable, which serves as a guidepost for reconciling these two opposing social forces.

Konrad, A.M., Moore, M.E., Ng, E.S.W., Doherty, A.J., Breward, K., 2013, **Temporary Work, Underemployment and Workplace Accommodations: Relationship to Well-Being for Workers with Disabilities**, *British Journal of Management*, September, 24(3): 367 – 382.

This study examines whether employment status and workplace accommodations are associated with perceived well-being among workers with disabilities. Data from the 2006 Participation and Activity Limitation Survey (PALS) conducted by Statistics Canada were used to test the relationship between employment status, receipt of workplace accommodations and well-being. Findings indicated that fully utilized permanent employees showed greater life satisfaction and less perceived disability-related discrimination than either temporary workers or permanent workers who were underemployed. These findings support the theory that inadequate employment is associated with deleterious effects on employee well-being due to inferior need fulfilment and reduced social status. Workplace accommodations were associated with higher levels of well-being for all workers with disabilities and helped to mitigate the negative effects of temporary status and underemployment. These findings supported the theoretical extension of main effect and buffering models of workplace stress to the prediction of perceived workplace discrimination.

Schotter, A., Goodsite, M., 2013, **Interdisciplinary Perspectives on Competitive Climate**

Strategy in Multinational Corporations, *Thunderbird International Business Review*, November/December, 55(6): 629 – 632.

Until recently, corporations have taken mostly reactive positions on climate change by applying mitigation and adaptation strategies in response to eminent political or actual physical risks to their businesses. Few corporations have taken a pro-active, opportunity-seeking strategic approach to improve competitiveness over and above the mitigation and adaptation requirements set by policymakers, industry norms, or shifting consumer preferences. Considering that the climate change discussion no longer focuses on whether or not human activities have an impact on the changing climate, or how much impact they have, corporations should now focus on how to maximize competitiveness based on the actual and predicted climate change effects. The purpose of the current special issue is to stimulate an interdisciplinary, integrated discussion across a wide range of issues related to climate change and multinational corporations, including: 1.) Are adaptation and mitigation actions complementary and mutually achievable? 2.) How can or do MNCs capitalize on this synergy? 3.) How do MNCs assure visibility and influence with regulatory decision makers in formulation of policy? 4.) How should return on investment (ROI) in adaptation and mitigation be measured? – What are the appropriate metrics? 5.) How do MNCs influence relevant stakeholders and bring them into the climate strategy process? 6.) What are current best practices in pro-active climate strategy that go beyond adaptation and mitigation? Is there room for arbitrage?

Gavronski, I., Klassen, R.D., Vachon, S., Nascimento, L.F.M., 2012, **A Learning and Knowledge Approach to Sustainable Operations**, *International Journal of Production Economics*, November, 140(1): 183 – 192.

Manufacturing's choice of environmental technologies is expected to be partly driven by the organizational context and receptivity to new ideas and innovation. More specifically, we hypothesize that the organizational learning and knowledge system of a manufacturing plant tends to favor the adoption of pollution prevention technologies and environmental management systems over pollution control technologies of that plant. The organizational learning and knowledge system is hypothesized to be split in two different stages, organizational learning antecedents and organizational learning processes. The choice of environmental technologies is hypothesized to be partially related to the organizational learning antecedents, and mediated by the organizational learning processes. Survey data

exploring these relationships are presented from a sample of manufacturing plants in Canada. We found that the actual trade-off is not only between pollution prevention and pollution control, but also between pollution prevention and environmental management systems. The plant's social climate and external knowledge exchange are positively related to pollution control, while the stock of knowledge of managers, stock of knowledge of workers, and internal knowledge exchange are negatively related to pollution control. Environmental management systems had the opposite results. These results are counterintuitive, since we expected that all constructs from organizational learning culture would contribute to the choice of pollution prevention and environmental management systems. We found, however, no empirical support for the mediated model, and the organizational learning and knowledge system explained very little variance in the choice for pollution control.

Konrad, A.M., Moore, M.E., Doherty, A.J., Ng, E.S.W., Breward, K., 2012, **Vocational Status and Perceived Well-Being of Workers with Disabilities**, *Equality, Diversity and Inclusion: An International Journal*, 31(2): 100 – 123.

The study examined whether the different employment statuses of under-employment, temporary employment, unemployment and non-participation in the labor force are associated with perceived well-being among persons with disabilities. We used data from the 2006 Participation and Activity Limitation Survey (PALS) conducted by Statistics Canada to develop six categories of employment status. OLS regression analysis was used for hypothesis testing. Findings indicated that fully utilized permanent employees show the highest level of life satisfaction while unemployed persons searching for work have the lowest levels of life satisfaction and the highest levels of perceived workplace discrimination. Permanent employees whose skills are greatly underutilized show the second-lowest level of life satisfaction and equally high perceived workplace discrimination as unemployed persons. Non-participants in the labor force show life satisfaction levels similar to those of permanent moderately underutilized employees as well as temporary employees, but report relatively little workplace discrimination. This study applies human needs and social constructivist theories to understand the effect of vocational statuses on perceived psychological wellbeing. Further, outcomes suggest that a poor quality employment status can deprive individuals with disabilities of basic human and social requirements. For practice, the findings show the great importance of vocational preparation for workers with disabilities. The findings also show the importance of removing discriminatory barriers that result in underemployment, unemployment, and non-participation in the labour force for quality of life in this population.

Slawinski, N., Bansal, P., 2012, **A Matter of Time: The Temporal Perspectives of Organizational Responses to Climate Change**, *Organization Studies*, November, 33(11): 1537 – 1563.

Prior research often categorizes corporate environmental responses on a spectrum that ranges from reactive to proactive. Such research subordinates the role of time, yet time is central to organizational responses to environmental issues such as climate change. In this paper, we study five oil and gas firms and inductively develop a framework of corporate responses to climate change that explicitly acknowledges the role of time. The framework identifies two categories of corporate responses grounded in different temporal perspectives: focused and integrated. We discuss the implications of this categorization for research on corporate environmentalism and time in organizational theory.

Wang, T., Bansal, P., 2012, **Social Responsibility in New Ventures: Profiting From a Long-Term Orientation**, *Strategic Management Journal*, October, 33(10): 1135 – 1153.

Socially responsible activities help create business value, develop strategic resources, and insure against risks, but also cost money and distract management. These prior findings are mainly based on established corporations and may not extend to new ventures, in which the liability of newness may suppress some positive effects and amplify some negative impacts of socially responsible activities. New ventures whose strategic decisions have a long-term orientation, however, are able to counteract their liability of newness and thereby generate net positive economic returns. We tested these relationships by surveying chief executive officers and presidents and studying the signature websites of 149 new ventures.

Yang, Y., Konrad, A.M., Cannings, K., 2012, **Pay Dispersion and Earnings for Women and Men: A Study of Swedish Doctors**, *Gender in Management: An International Journal*, 27(4): 249 – 270.

Relatively little research has examined whether pay dispersion influences men's and women's earnings differently. The purpose of this paper is to fill this research gap. The authors used survey design and multiple regressions to analyze a sample of 650 Swedish medical doctors. Pay dispersion was found to be negatively associated with both men's and women's earnings. These effects were contingent on compensation informality and the individual's position in the pay structure. Specifically, when pay dispersion was high, high compensation informality resulted in women being paid less. The interaction of pay dispersion and compensation informality was unrelated to men's earnings. Also, women who were paid less suffered larger penalties when pay

dispersion was higher, but their female counterparts who were paid more gained from the existence of greater pay dispersion. Examining the structure of labor markets on individual outcomes is increasing in importance due to the boundaryless nature of contemporary careers. As people cross functional, organizational, industrial, and even occupational boundaries more frequently in their career lifetimes, they are increasingly exposed to the structural effects of external labor markets. As such, the effects of factors such as pay dispersion and compensation informality in the market are becoming increasingly significant to the fortunes of women and men facing those conditions.

Lawrence, J., Beamish, P.W., 2013, **Globally Responsible Leadership: Managing According to the UN Global Compact**, Thousand Oaks, CA: Sage Publications.

What does a truly global manager today need to know to lead responsibly? How does he or she develop the core management competencies needed? This book uses the UN Global Compact and its Ten Principles as an overarching framework for understanding the issues facing global business managers today. Drawing on the knowledge of contributors from different parts of the world, the book shows readers the intersection between business and the major global issues of our time—human rights, labor, the environment, anti-corruption and bribery—and most critically, how to address these issues in the day-to-day running of their operations.

Bartlett, Christopher A. and Paul W. Beamish, 2013, **Chapter 8 of Transnational Management: Text, Readings and Cases in Cross Border Management, 7/E**, Burr Ridge, Illinois, Irwin McGraw-Hill.

Transnational Management focuses on the management challenges associated with developing strategies and managing the operations of companies whose activities stretch across national boundaries. Chapter 8 of the textbook focuses specifically on the evolving global role of transnational firms. Through narrative, cases and readings, the authors explore the range of general approaches that MNEs have employed in responding to developing world needs – namely, *transformative*, *transactional*, *exploitative* and *responsive* approaches.

Konrad, A.M., Yang, Y., 2012, **Is Using Work-Life Interface Benefits a Career-Limiting Move? An Examination of Women, Men, Lone Parents, and Parents with Partners**, *Journal of Organizational Behavior*, November, 33(8): 1095 - 1119.

Using a large national sample based on Workplace and Employee Survey (WES) data collected

by Statistics Canada in 2001 and 2002, we examined the effects of employee usage of seven organizational work-life interface benefits on promotions. Analysis predicted promotions in 2002 when number of promotions received by 2001 were controlled. The main effect of using work-life interface benefits on promotions was positive, indicating that using these benefits is not a career-limiting move. Gender, presence of young children, and marital status interacted with the use of work-life interface benefits. Single parents benefitted less than other employees from using work-life interface options. Altogether, these findings suggest that the ongoing positive effects of conservation of time and energy resources for employees outweigh the initial short-term negative effects of signaling and stigmatization.

Ayoko, O., Konrad, A.M., 2012, **Leaders' transformational, conflict and emotional behaviors in culturally diverse workgroups**, *Equality, Diversity and Inclusion: An International Journal*, 31(8): 694 - 724.

Previous research has shown that diversity is related to both task and relationship conflict in groups. This paper posits that leadership is an important factor for maintaining high group performance and morale under conditions of conflict. We argue that leader conflict management, emotion management, and transformational behaviors determine the impact of conflict on group outcomes. Data from 585 people in 89 work groups showed that diversity increased task conflict but was unrelated to relationship conflict. Both task and relationship conflict were negatively associated with group performance and morale, and effective leadership reduced these negative effects to zero. Findings indicated partial support for our theoretical model predicting that leadership moderates the indirect effect of diversity on group outcomes occurring through the mediator of conflict.

Klassen, R.D., Vereecke, A., 2012, **Social Issues in Supply Chains: Capabilities Link Responsibility, Risk (Opportunity) and Performance**, *International Journal of Production Economics*, November, 140(1): 103 - 115.

Social issues in the supply chain are defined as product- or process-related aspects of operations that affect human safety, welfare and community development. Drawing from related literatures, basic constructs related to capabilities and risk are defined and used to underpin case research in five multinational firms. This data extended our understanding of three key social management capabilities: monitoring, collaboration, and innovation. Moreover, the field research revealed four key linkages that detail how managers actively can work toward mitigating social risks, creating

new opportunities, and improving firm performance. Collectively, these capabilities and linkages establish the basis for an integrative framework and five research propositions.

Holburn, G.L.F., 2012, **Assessing and Managing Regulatory Risk in Renewable Energy: Contrasts between Canada and the United States Energy Policy**, *Energy Policy*, June, 45: 654 - 665.

A challenge for energy firms when considering new investments is to balance expected financial gains against potential risks. However, while investment opportunities in different jurisdictions are often straightforward to identify, the policy or regulatory risks for investors are more difficult to accurately ascertain. Here I provide a novel conceptual framework for how firms can assess regulatory risk that focuses on the institutional processes governing policy-making. Risks are lower - and policies will subsequently be more stable - in jurisdictions where regulatory agencies have greater autonomy from politicians and where policies are formulated through more 'rigid' policy-making processes. The contrasting development patterns of renewable energy policies in Ontario and Texas offer support for the framework. I further develop strategies for how firms can successfully manage regulatory risks in different types of environment.

Appendix C: Speakers on Campus (selected examples)

2014 MBA Sustainability Conference:

- **Judy Fairburn**, EMBA '01, Executive Advisor, Cenovus Energy Inc.
- **Peter Johnson**, Senior Manager, Environmental Risk, TD Bank Group
- **Siamak Hariri**, Founding Partner, Hariri Pontarini Architects and partner-in-charge of the Richard Ivey Building

Description: Ivey was honoured to welcome three global leaders in Sustainability who addressed the challenges, risks, and collaboration associated with implementing global sustainability initiatives. From learning about the LEED scorecard to the Sustainability Pillars at TD, the audience was able to learn how sustainability is shaping our future in every industry.

2014 Social Innovation @ Ivey Forum:

Keynotes:

- **Kelsey Ramsden**, Entrepreneur, Ivey Alumna
- **Ashley Good**, Founder of Fail Forward
- **Andrew Steele**, VP Strategy for TVO

Description: Ivey was pleased to welcome over 30 global sustainability leaders at the 2014 Social Innovation at Ivey Forum. The event was a huge success with over 150 students, faculty, and members of the London community attending the event. The day long event consisted of teaching the importance of failing forward and playing forward. Organizations represented at the event include: London Community Foundation, You Cafe, Women's Community House, Marry Mount, My Sisters Place, Fail Forward, and Loyalty One.

Kevin Heffernan, President of the Canadian Society for Unconventional Resources

Margaret Meroni, Executive Director of the Oil, Gas and Alternative Energy Division of Environment Canada

Francis Edmonds, Director of Environmental Programs at HP Canada

Description: Frances Edmonds oversees HP Canada's partnership with World Wildlife Fund (WWF), one of her many duties as director of environmental programs for HP Canada. Through

a project called WWF Living Planet @ Work, championed by HP, the two organizations are helping to give small and medium businesses free tools they need to raise the visibility of sustainability issues within the workplace, pinpoint the most effective ways to shrink their environmental footprint, and engage employees to become advocates for change. HP and WWF are striving to enroll 1,000 companies in Living Planet @ Work and raise \$1 million in charitable donations through workplace giving by 2014. The contributions will be used for WWF research and conservation projects. Companies that sign up benefit from HP expertise in responsible IT purchasing, sustainability reporting, and employee engagement.

Barbara Gray, NBS Researcher, Emeritus Professor of Organizational Behaviour and Director of the Centre for Research in Conflict and Negotiation, Pennsylvania State University

Description: Barbara Gray is a trained mediator and consults with organizations about conflict and collaboration. She has published three books and over 70 publications. Her research interests include interorganizational relations, multiparty collaborative alliances, organizational and environmental conflict, and team dynamics and sense-making. She is an expert on conflict and negotiation, public-private partnerships, cross-sectoral collaboration, environmental and diversity-related disputes, interorganizational relations, and team conflict.

Adrienne Lo, Manager of Employee Engagement at WWF

Description: Adrienne Lo leads the Living Planet @ Work program, championed by Hewlett-Packard (HP). Living Planet @ Work is designed to help both corporate Canada and WWF harness the collective desire and power of employees for the good of business and the future of the planet. Prior to joining WWF, Lo worked in healthcare research at Baycrest and the Rotman Research Institute. She has a combined academic background in human biology, psychology, and business. Her understanding of behaviour change and organizational design supports companies through the process of engaging employees and integrating sustainable practices in the workplace.

Chris Turner, National Business Book Award finalist and author of *The Leap: How to Survive and Thrive in the Sustainable Economy*

Paul Hill

Description: Paul Hill, MBA'69, received an honorary Doctor of Laws in recognition of his leadership in business and humanitarian efforts at Western University's Convocation. In his speech, Hill challenged them to always make decisions based on their guiding principles in life. Hill is chair, president and CEO of The Hill Companies, an organization that manages and owns properties. He is

also a member of the Ivey Advisory Board.

Kevin Jones

Description: Ivey professor David Sparling and Kevin Jones, President and CEO of The Bloom Centre for Sustainability (BLOOM) shared their findings from their recent forums with leaders from industry, government and academia on strategies to improve water innovation and industry profitability in Ontario's agri-food sector, and discussed the priorities for enhancing food industry innovation and competitiveness.

Helmi Ansari

Description: Helmi Ansari, MBA '02, Director Sustainability and Productivity, PepsiCo Foods Canada, shared his insights on the competitive market environment and how his company is implementing sustainability practices to improve its bottom-line.

Craig Kielburger

Description: Craig Kielburger appeared at the Ivey Idea Forum in Toronto to discuss how private sectors and not-for-profit organizations can collaborate to create increased profits and mutual value. Kielburger is a Canadian activist for the rights of children, a leader in the non-profit world and a role model. He is the founder of Free the Children and co-founder of Me-to-We, a social enterprise that donates half its annual profits from selling products such as organic, fair-trade clothing to Free The Children. In 2007, he was named a Member of the Order of Canada by the Governor General of Canada and recently received an honorary Doctor of Law from The University of Western Ontario. To date, Free The Children has built more than 650 schools in Asia, Africa and Latin America and school rooms in developing regions to provide education to more than 55,000 children every day. Kielburger's leadership has helped to deliver innovative programming that educates, engages and empowers hundreds of thousands of youth in Canada, the United States and the United Kingdom.

Doug Burgoyne

Description: As president and founder of Frogbox, Burgoyne shared the lessons of his journey as part of Ivey's Corporate Social Responsibility Day where students donated their efforts to benefit ReForest London. Frogbox is a green moving company that provides environmentally-friendly alternatives for traditional moving boxes. For the same price of buying cardboard boxes, customers who are packing and moving can rent recyclable plastic moving boxes that can be reused 400 times. The development of Burgoyne's business idea was just part of a change in his attitude toward sustainable business models. It has since become a fundamental component of his

organization and he only hires people who truly care about the environment. In his eyes, Burgoyne feels it is as a business leader that he can have the biggest impact in creating beneficial change.

Adrienne Clarkson

Description: Former Governor General Adrienne Clarkson was welcomed as a guest speaker to a conference by Ivey School of Business to help formulate sustainable solutions. The educational event also features world-renowned leaders on sustainability from government, business, and academia.

Mary Gentile

Description: Senior Research Scholar at Babson College, Mary Gentile, visited the Ivey School of Business to launch her new book, *Giving Voice to Values*. The Creator and Director of the *Giving Voice to Values* curriculum at Babson, and former faculty member of Harvard Business School, shared her insights with Ivey students as an innovator in values-driven leadership. *Giving Voice to Values* is an innovative business curriculum and action-oriented approach for developing specific leadership skills, knowledge and commitment. The program is designed to help students identify the many ways to voice their values in the workplace. Drawing on the actual experiences of managers, it equips future business leaders with the knowledge not only to know what is right, but how to make it happen.

Appendix D: Sustainability On Campus

The University of Western Ontario is a signatory to the Talloires Declaration which was developed in 1990 as a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. Among the countless initiatives that the University has undertaken in furtherance of this Declaration include the following:

Western Environmental System: Western Environmental System (WES) is the single most significant tool in energy consumption on campus. It is an advanced HVAC system that can remotely control campus air systems allowing Physical Plant to schedule the shutdown of service to areas of non-occupancy (i.e., evenings and weekends). A large majority of buildings on campus (50+) are supported by the system and each new building is added as they go online. Retrofitting of older buildings will be a gradual upgrade.

Lighting Retrofit: Physical Plant is turning the corner on a five year plan to eliminate inefficient lighting on campus. As the project enters its final years, there is definitely, sustainable light at the end of the tunnel. Energy-saving T8 ballasts are replacing nearly 50,000 T12 fixtures that illuminate the rooms and halls in dozens of campus buildings. According to the figures in the audit, conducted by King Energy Management Inc., the project will pay for itself through energy savings in about three years. The new fixtures are estimated to use at least 30 per cent less energy than that of its predecessor. The new lamps have a lot of advantages. In addition to being more efficient, the quality of light output is much greater.

CFLs in the Residences: All study/desk lights in the residences were replaced. In a cooperative with Housing, Physical Plant, and London Hydro 11, 000 incandescent bulbs were switched out and energy saving compact fluorescent bulbs were put in their place.

Online Academic Calendar: To lessen the impact on the environment, effective February 2009, the Office of the Registrar only produces an online version of the Academic Calendar for students. There was an immediate impact on the environment - we are saving more than 11,040,000 sheets of paper (24,000 copies of the Academic Calendar) this year alone.

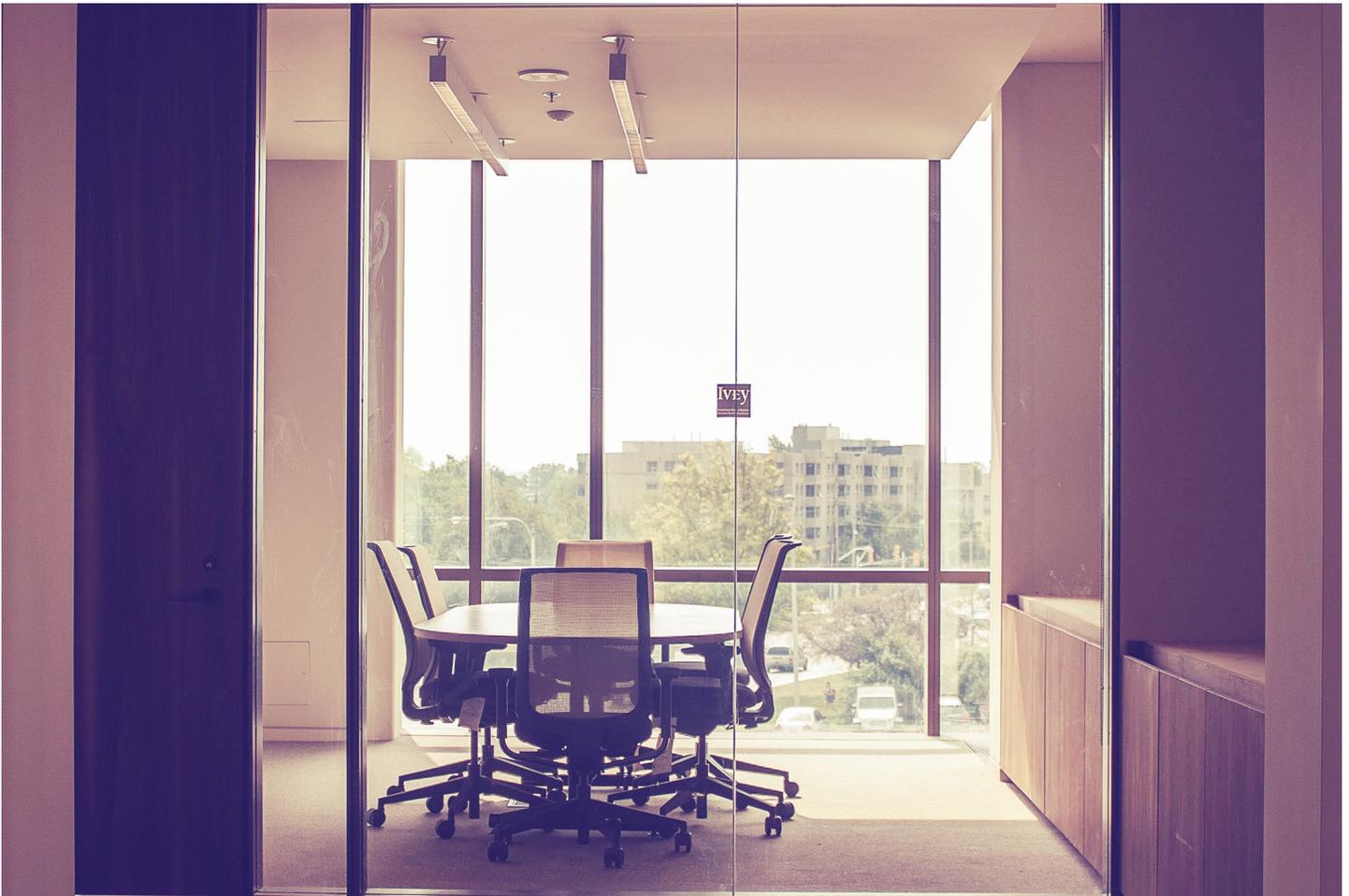
Plastic Bags: The Book Store at Western introduced several initiatives to reduce plastic bags

and their detrimental effects on the environment:

1. The Book Store gave away reusable shopping bags to new students and parents during Student Academic Orientation, Homecoming and special events. Reusable bags are also sold in the store.
2. The Book Store switched to biodegradable plastic bags, which decompose in 12 to 24 months as opposed to regular plastic bags, which can take decades if not centuries to biodegrade.

Eateries Reducing Paper & Packaging: Hospitality Services completely eliminated the use of styrofoam from its Residence Dining Halls. New bio-degradable and compostable take-out containers are being phased in. Paper cups are not recyclable and account for a significant amount of waste at Western. A discount, provided to customers who purchase a hot beverage with a travel mug, is helping to promote alternatives to paper cups..

Herbicides / Pesticides: Harmful fungicide and pesticides are used on campus and haven't been for more than a decade. Grounds will be phasing out herbicides for weed control on hard surface (between sidewalk slabs). There is a plan to rely on natural remedies in a conversion to all environmental products. The Ministry of Health and Ministry of Environment have requested that infestations that may harm the public or environment are controllable with chemicals. The process for chemical use is lengthy and requires approval from the government prior to application.



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