

INSTRUCTOR'S MANUAL

For

**Business as an Agent of World Benefit: On-Line Conference
A Business Classroom Teaching Module**

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INTRODUCTION

Business practices in the 21st Century are not sustainable over multiple generations and on a global basis – This fact can no longer be ignored. The global population continues to grow, our environmental consumption patterns continue to reduce what will be available to our children and grandchildren, and our potential to destroy each other using “advanced” chemical and technological weapons extends to stable and unstable governments, developed and developing countries, and sanctioned and “black market” business trade. Continuing our focus on short-term financial profits is not sustainable.

Undergraduate business students are one source of hope for a better future. Engaging them in the challenging questions about how to foster positive interdependencies between business and society is one approach for change. But capturing their attention can be difficult. This module invites students into a global dialogue already underway. The on-line conference links theoretical lessons of globalization, today’s instant messenger (IM) and chat room technologies, and principles of experiential learning.

This module supports classroom uses for an annual on-line conference that electronically brings together business people, consultants, and academics for 72 hours to engage in a global dialogue about experiences of and potential for businesses acting as agents of world benefit.

Background

Business as an Agent of World Benefit (BAWB) is a world inquiry searching for and lifting up exemplar illustrations of business practices that positively impact society. This project brings practitioners, scholars, business leaders, and generally interested community members together to share their hopes, ideas, and experiences towards making the world a better place. Centers for Business as an Agent of World Benefit are emerging with particular foci on peace, environmental sustainability, civil society, and positive change leadership. To serve these agendas, BAWB facilitates a global, on-line conference annually as one way to connect this growing global dialogue. Instructors and students are encouraged to participate.

This packet supports teachers interested in introducing students to these concepts, particularly as part of a business curriculum. Materials can be adapted to fit the instructor’s needs and subject matter.

Implications for Application to Other Academic Disciplines

This module intentionally addresses the role of business in society. Content is relevant to all social, ethical, environmental and public policy issues in today’s increasingly global, interconnected world. Therefore, many disciplines (such as economics, sociology, psychology, political science, and environmental studies) have a role. Experts on schools, communities, peace, and ecology are among speakers and participants.

Rationale for Pedagogy with On-Line Conferencing

Experiential learning theory (Kolb, 1984) suggests a four-stage cycle for learning leading to adult development, learning as distinguished from memorization or pure experience.

The four stages applied to this instruction opportunity are:

1. Conceptual awareness of business, social, and public policy concepts,
2. Active experimentation with using the concepts through conversation with professionals and scholars,
3. Concrete experiences generated by interactions during the conference, and concrete experiences in students' daily lives for comparison, and
4. Reflection stimulated by a writing exercise, an application of the concepts to an imagined best-practice scenario.

Using the on-line conference ensures that the experimentation and experiences with concepts are global in scope and diverse in perspective. Furthermore, the on-line conference venue is efficient when compared to a face-to-face conference because:

1. classroom times for instruction can easily be scheduled,
2. students can plan their conference interaction experiences to fit their study and class schedules, and
3. financial expense of participating with people globally is embedded in existing infrastructure rather than a fee to each student.

Extensions of this module include on-line research skills, writing skills, business communication skills, time management, and learning styles exercises.

Requirements

The requirements for participating are listed below:

1. *Time* – adaptable. This module frames two weeks of class time within a semester.
2. *Technology* – on-line access required; electronic classroom access preferred.
3. *Class size* – flexible. Small groups or collaboration is preferable to individual work.
4. *Student learning abilities* – basic computer literacy and independent social interaction skills are assumed in this module, which is aimed at use with undergraduate college students; teachers should gauge special needs and abilities and adapt the module and assignment accordingly.
5. *Conference dates* – see www.worldinquiry.org for announcements.
6. *Cost* – BAWB seeks grant funding for educator and student registration fees.

MODULE'S GOALS AND OBJECTIVES

Goals

Traditional college students benefit from incorporating BAWB into their curriculum by:

1. Expanding their perspectives (through experiential participation and inquiry) by linking theory and “real world” people and activities,
2. Meeting people (virtually) from many different countries who believe positive change can happen,
3. Building their critical thinking and self confidence skills by asking provocative questions in a curious, adult, multi-national, and philosophically mixed group of the conference audience, and
4. Setting the foundation for students to select/design research topics on the leading edge of innovative business practices and social change.

Objectives that cultivate student capacity for inquiry subsequently lead to life long learning abilities as well as engagement in the daily classroom lessons. This experience gives students a forum in which to inquire about business and public policy with citizens and business leaders all over the globe. In the inquiry process, their minds open to collaborative and global thinking. The premise within BAWB is that businesses and societies are interdependent, and therefore need to mindfully work in each others' interest rather than at each others' expense. Therefore, BAWB seeks to foster in students the idea that each of us holds a responsibility to shape the world in the ways that we most want it to be for all people, not only in our life times but also across many generations.

Objectives

This course module structures exercises that:

1. Foster student curiosity by engaging students in provocative conversations with practitioners and scholars to whom these concepts mean a great deal,
2. Call on a spirit of “inquiry” and inductive research rather than traditional recitative research by assigning students a short paper topic to which there is no definitive answer (and little already written);
3. Challenge students to apply theory to their daily lives through the short paper in which they are asked to understand a proposition (and the complexities of what it can imply) in sufficient depth to make a tangible recommendation on how to apply the theory in their university;
4. Encourage a new business paradigm in which businesses come to be appreciated as interdependent networks of people making choices and decisions about the full life cycles of products and services (including the implications of decisions up and down global value chains) by assigning pre-reading and paper topics that introduce this global, interdependent, thinking.

Design

Students and teacher engage together in a pre-conference tour, orienting everyone to the conference space and capabilities. Reading (see Resources section) and classroom discussions prepare students for the conference's content. Students are assigned a

theoretical statement about how business “should” be (see appendix B, Normative Propositions). Then, students work in small groups during the conference to learn more about meanings and implications of their theoretical proposition (see Tips for Students and Tips for Instructors topics in the On-Line Conference section for suggestions on making this productive; ideas include teaching students how to design research questions, engaging in the conference as a full class, and posting a relevant topics in conference forums). Writing this assignment as a formal memo to University administrators strengthens students’ business writing and critical thinking skills (see appendix E, Sample student projects for executive summaries created by Southwestern University undergraduate business students). After the conference, a broad debrief about the conference experience helps students to recognize what they have learned.

THE ON-LINE CONFERENCE

This section orients instructors to five topics: a typical conference agenda, a website tour, means of interacting in the global dialogue, tips for students, and tips for instructors.

Agenda

The conference design includes both synchronous and asynchronous events, as well as scheduled, announced, and impromptu events. Examples of each are listed in table 1; figure 1 lists the January 2004 agenda. When read, the agenda’s primacy focus appears to be scheduled presentations followed by live-chats about the presentation. In fact, presentations are pre-recorded and therefore once they are “opened” can be downloaded, read and/or listened to anytime during the conference. At a scheduled time¹ a designated chat-room is opened for anyone interested in participating in synchronous dialogue, using a tool similar to instant messaging with representatives from the pre-recorded presentation. These “speakers” engage quite candidly. However, all participants need to acclimate as sometimes the “traffic” of the chat space becomes quite heavy which leads to a slightly asynchronous experience of writing and posting, an effect that can be disconcerting at first for people unfamiliar with chat rooms.

Table 1: Sample Forums and Events

	<i>Synchronous</i>	<i>Asynchronous</i>
<i>Scheduled/ Announced</i>	<ul style="list-style-type: none"> ▪ Live chats with presenters ▪ Live chats on topics of broad appeal 	<ul style="list-style-type: none"> ▪ Presentations (pre-recorded, available for download at participant’s convenience) ▪ Collaboration Café
<i>Impromptu</i>	<ul style="list-style-type: none"> ▪ One-on-one chat (instant messenger feature) ▪ Chat, invite all to participate ▪ Help desk (available continuously) 	<ul style="list-style-type: none"> ▪ Collaboration Café (option for impromptu postings that develop into threaded discussion areas)

¹ Currently, live, scheduled events occur during working hours convenient for American participants and audiences because a majority of participants are registering within American time zones. This will likely change over time as participation becomes increasingly global.

Figure 1: Sample Agenda, January 2004

CONFERENCE SCHEDULE	
WEDNESDAY, January 28 th (DAY ONE)	
8:00am US Eastern Time	<ul style="list-style-type: none">▪ Conference site opens▪ Conference Welcome and Invitation to Inquiry presentation with David Cooperrider opens <i>Conference Hall, Day One Sessions</i>▪ Collaboration Café opens – discussion & presentation open for all participants <i>Conference Hall, Collaboration Café</i>
10:00 am US Eastern Time	<ul style="list-style-type: none">▪ Keynote presentation with Jim Prevo opens <i>Conference Hall, Day One Sessions</i>▪ Keynote presentation with Jane Nelson (#1) opens <i>Conference Hall, Day One Sessions</i>
1:00 pm US Eastern Time	<ul style="list-style-type: none">▪ Workshop “How to Participate in the World Inquiry” with Judy Rodgers opens <i>Conference Hall, Day One Sessions</i>
3:00- 4:00 pm US Eastern Time	<ul style="list-style-type: none">▪ Live Event: Questions & Answers Chat with Jim Prevo <i>Live Meetings (Chat)</i>
6:00 pm US Eastern Time	<ul style="list-style-type: none">▪ Workshop “World Inquiry and Academia” with Mary Grace Neville, Jim Ludema, and Keith Cox opens <i>Conference Hall, Day One Sessions</i>

Asynchronous events are primarily found in the Collaboration Café, the equivalent of a large poster session at a traditional academic conference. Any participant can post a topic or question in the Collaboration Café (instructions are provided on-line for how to do this). Then, over the course of the full 72-hour conference (and for up to 30 days after the conference formally “ends”), interested participants can engage in threaded conversation about the topic (“threaded” conversation means that comments and conversation about each topic are held separate from other topics so that any participant joining the conversation can “scroll” through the entire thread of dialogue and get up to speed). These threaded dialogues provide excellent opportunities for special interest conversations. Some students find posting a notice about their normative proposition in the Collaboration Café a fast way to stimulate conversation relevant to their specific class assignment.

Presentations, live chats with presenters, and Collaboration Café posters are all considered scheduled events. Unscheduled events include the instant messenger feature and opening an impromptu conversation within an open chat space. The instant messenger function helps students clarify questions and content with their instructor, helps participants to locate each other for brief and private conversation, and allow the instructor to unobtrusively seek coaching from conference organizers or the help desk.

Open chat spaces can be effective if you have a particular topic or question to informally pose during a time when nothing formal is scheduled. For example, several students “invited” everyone already on-line at mid-night (when they happened to log in and nothing formal was in progress) to talk about the concept triple bottom line, their normative proposition. Approximately 20 people were on-line at the time, and several of these participants joined the students for what turned out to be a lively discussion about globalization and how corporations measure success. The students were delighted. This unscheduled, synchronous use of the forum is exactly what designers imagine- a flexible and impromptu use of the technology tools.

The conference agenda is relatively fluid. Announcements regularly appear in each participant’s conference mailbox keeping participants current on what is happening, where and when. If students or instructors create a live-chat forum they would like to participate in, or a conference-wide poll they would like to conduct, they can contact the conference producers and have an announcement posted on their behalf as well.

Website Tour

A thorough “how to” module exists on-line for real-time training. This brief description merely orients instructors conceptualizing an on-line conference for the first time.

Teachers are encouraged to go on-line and become familiar with the site prior to students’ involvement. Conference organizers can arrange this with teachers; simply contact the conference planners when registering.

Six functions and areas are described here: the *welcome page*, the *conference hall*, *Collaboration Café* and how to start or participate in a *threaded dialogue*, navigating a *chat space*, and retrieving *archived* conversations.

Welcome Page: Each time participants log in, this page appears. The scheduled agenda and navigation links focus your attention and help direct your next steps. A left screen navigation bar continuously tracks the number of people online plus offers menu buttons for activities and resources. You can always “click” on this number, which will then open a new window telling you exactly who is on line, and allowing you the option of inviting them to a live chat. This is helpful for students who are trying to find each other or their instructor on-line.







BAWB Discussion Hall: This button links to synchronous and asynchronous collaboration forums and events. It can be a primary place to discover participation options. Whenever lost or overwhelmed, students should return here in order to create a participation strategy.

Note: the view below reflects May, 2004. The numbers to the far left indicate the number of new (since one's last log on) activities and postings existing in that space so that you can gauge what to see.

	BAWB Discussion Hall	Description	Hide
expand			
36	BAWB On-Line Conference Proceedings	Browse through keynote presentations, workshops, and other materials of the First International On-Line Conference on Business as Agent of World Benefit that took place January 28-30, 2004	all
33	Collaboration Café	Join members of the BAWB On-Line Community in the Cafe to network, share stories, trade best practices, and discuss hot topics. This is the place to create your own collaborative discussion forums, workshops, or presentations!	

Collaboration Café: This forum holds threaded dialogue about particular topics posted by participants. Rich and reflective content appears here compared to chat spaces because the text builds asynchronously (therefore without out the time pressure of short written bites common in synchronous chat spaces). Navigation buttons appear in the upper left screen prompting how to post and how to contribute to topics. Another exciting feature of this space is that contributors can upload images, documents, or even webstie links to their comment, making the dialogue even more engaging and rich.

Note: These postings represent four of many; the first two are from people actively involved in the world inquiry while the next two are posted by undergraduate students.

2	Ai in Developing World	Malcolm Odell	2	01/30/04 1:50PM	
	BAWB Leadership	C. Keith Cox	7	01/30/04 12:32PM	
2	Business across cultures	dillon gussis	3	03/03/04 3:35AM	
1	Circles of Influence	Jessica Martinez	2	02/14/04 6:13AM	

Live Meetings (Chat): In addition to the BAWB Discussion Hall, you might choose to go to the “Live Meetings (Chat)” space where both live meetings (synchronous chat spaces) and “Open Chat” areas (synchronous and asynchronous) become available. A schedule of planned meetings exists as well as notes about what meetings are in progress (both planned and impromptu). Buttons continue to appear in the upper left corner to lead participants through actions.



For private conversations with only several people, click the far left icon indicating how many people are online:



A navigation menu arrives letting you select those who you want to invite to join your private conversation. Search and select by name:

Live Meetings (Chat): On Line Now

Select Members to Invite


[continue](#) [cancel](#)

[All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

This function works like “instant messenger” on computers or cellular phones, a feature with which many students are already familiar.

Profiles: Within “My Preferences,” you can establish a personal profile, including a picture of yourself and a biographical statement. This personalization helps conference participants network strategically and come to know background about each other facilitating richer conversations.

Archives²: All presentations and scheduled live chats are transcribed and archived in the “Resource Center” so that participants can go back through forums they may have missed- a really beneficial and unique feature of the on-line conference space. Encourage students to use the archives for deeper understanding of conversations they hear, and conversations they did not hear which might hold ideas and data for understanding or applying their normative proposition.

As an instructor, you can use the archive to gauge your students’ participation. Private conversations, such as the instant message function, are not archived (FYI- You CAN archive the instant message function if you ask it to at the beginning of your dialogue).

A help desk representative is continuously available by clicking “Help Desk.”

Means of Interacting

Optional Pre-Conference BAWB Interviews

Teachers and students are encouraged to conduct an appreciative interview, summarize it, and submit it to the global dialogue prior to the on-line conference. People who conduct interviews and who are interviewed feel a deeper sense of commitment to the overall process because of their effort. The option to conduct appreciative interviews remains available year around and are elaborated upon below.

What: The ongoing world inquiry welcomes participation.

- People in local and global business worlds,
- Young people interested in discovering great stories about business and society, and
- Wise elders, our wisdom companions,

are all encouraged to interview people who are engaged in or know about a specific example of an innovative business practice. The BAWB project staff combs interview summaries for best practices, innovations, and imaginative ideas. Case stories are developed about people, initiatives and organizations worldwide, and then posted to www.worldinquiry.org for many to read.

How: Download and read the Interview Guide (go to www.worldinquiry.org); the guide includes suggestions for who to interview, questions to ask, and details for submitting the interview. Summarize the best stories from the interview and submit the stories electronically (instructions in the Interview Guide) to the world inquiry. Interviews range

² From the archives, you can save conversations to a word document; from there, you can delete irrelevant comments (such as “Hi, I just joined. Who’s here?”) and can reorganize comments into sequence (for example, during the time required to type a comment or reply, someone else can post one or more comments related to previous questions or comments, thereby making the literal transcription a bit discontinuous from face-to-face conversational turn-taking transcript).

from 30-90 minutes. Stories are available from the conference site by clicking “Story Tool.”

Conference Participation:

While passive participation is easy (download presentations for review, or “lurk” – listen in on open conversations in progress), active participation means “speaking” in an open chat space conversation, posting to a threaded conversation in the Collaboration Café, and inviting others to join you in a conversation. Encourage students to thoughtfully engage.

Remember that they can go to the archives if they miss something they had hoped to hear. Public conversations and presentations are archived for 30 days after the conference.

Tips for Students

Use the following suggestions to coach students towards success:

- Do your homework. Come prepared by reading and digesting assigned materials before joining the conference.
- Take courage. Ask when you don’t understand what is being said.
- Go to archives if you miss something that you think might be relevant to you (remember to listen for what might be relevant to a classmate and direct the classmate to archives if they missed it!).
- Work in groups with other students to generate ideas, figure things out (such as language, questions, etc.) without competing against each other.
- Stimulate conversation and dialogue by asking provocative questions. Working together you can make sense of material more quickly, pose intelligent follow up questions in real-time, and avoid barraging a knowledgeable source with too many questions simultaneously.
- Be professional! Even though you cannot see the other participants face-to-face, how you behave at the conference reflects on your university and on all students more generally.
- Start early. While a 3-day conference sounds like a long time, you must start early in order to find the right people, resources, and dialogue helpful to completing your assignment.
- Remember the rule, “3 before Me” when asking for help: review your notes and written conference help spaces, ask the help desk, ask each other, and THEN ask your instructor. You can resolve most questions and problems on your own.

Tips for Instructors

Consider these lessons learned from other teachers and conference planners:

- Introduce yourself to conference organizers in advance. They can help make your classroom experience a good one.
- Be on-line as frequently as possible so students can seek your help. Students send private messages asking for help when they are at a loss for where to go or when they struggle to understand a thread of dialogue or a concept.
- Copy and paste segments (or retrieve from archives) sequences of dialogue you find useful for teaching purposes. Use these in class to help interpret or debrief the experience.
- If possible, schedule a class session to coincide with an early, open session of the on-line conference. Log in for the class; project the screen for all to see; and interact live in the conference conversation on behalf of students. This fosters student comfort level with navigating the site, reduces anxiety about “speaking” and excites students to engage.
- Encourage colleagues in non-US countries to log on and participate. And encourage your students to seek out non-US citizens to engage with. Students found the interactions powerful between, for example, an Australian, an Indian and several Americans because each had quite different worldviews as well as physically being in different time zones and work situations (one was on “grave yard” shift, and one working very late on a project, while Americans were in daylight hours). The more countries engaged in the conference dialogue, the more obvious our global, interconnected world is for students.
- Coach students in forming their research strategy; many students go on-line expecting to find “the answer” if they look in the right place, misunderstanding that they need to critically think about what they read/hear in order to construct an answer.
- Be aware that to date, high traffic periods of the conference are still shaped by North American business hours. Therefore, students may find starting their own conversation less obtrusive during North American night hours, however they can expect more postings during North American day hours. Also, participation from Asian and Australian business people can more easily be arranged during North American night hours in order to coincide with eastern day hours.
- Appreciative Inquiry, a philosophical and methodological approach in the social science domain, is abbreviated “AI.” Be aware that “AI” was a popular acronym in the 1980’s and 1990’s for “artificial intelligence,” and that the acronym is still used for artificial intelligence in engineering and technology circles. The conference use of the social science abbreviation “AI,” appreciative inquiry, should not be confused for the technological abbreviation, as the two meanings are quite different.

MODULE

Class Outlines

I. Preparation

For 50 minute class periods, use up to three sessions introducing and discussing:

- The purpose of business (to convert and distribute raw materials – including human labor – into goods and services to satisfy consumer needs)³
- Business history and ethics including guiding principles that inform how business gets done (historical topics include the underlying assumptions on which our business models exist, and ethical questions include, “at what cost can business earn a profit?”)⁴,
- Interconnectedness of the social, environmental and corporate worlds as explored in systems thinking⁵.

This preparatory week can include out of class appreciative interviews where students select someone they admire, interview the person, and submit summary notes to www.worldinquiry.org.

Concepts useful for students to understand include:

- Financial bottom line and triple bottom line⁶ (people, profit, planet).
- Financial audits and social audits⁷.
- Business entrepreneurs and social entrepreneurs⁸ (people possessing the innovative spirit and untiring drive towards social issues in ways that business entrepreneurs possess towards business ideas; a social entrepreneur can use sound business practices as the vehicle for pursuing the social agenda).
- Action research⁹ (participant observation following a plan, engage, review, plan, cycle incorporating ideas and reflection from multiple people).
- Appreciative inquiry¹⁰ (a structured approach for inquiring into that which brings value to a system; also a paradigm based on story telling, social construction, and positive psychology).
- Paradigms¹¹ (worldviews, the set of underlying assumptions on which an individual sees and experiences the world).

³ Most introductory business textbooks offer a brief explanation of this topic.

⁴ See Harvard Business School, “The Normative Foundations of Business,” as a resource for this topic.

⁵ See Ayres, “The History of a Cup of Coffee” for a short story about interconnectedness in business.

⁶ See www.sustainability.com for short explanations of triple bottom line philosophy; for deeper study, see Elkington’s *Cannibals with Forks*; also see Hawkins, *Natural Capitalism: Creating the Next Industrial Revolution*.

⁷ See Ben & Jerry’s Ice Cream for a corporate social audit example.

⁸ See Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*.

⁹ See Reason & Bradbury, *Handbook of Action Research*.

¹⁰ See www.ai.cwru.edu for explanation and resource information. For case studies, see Fry, *Appreciative Inquiry and Organizational Transformation: Reports from the Field*.

II. Conference Sessions

Session 1: Introduce

Note: If only allocating one class session, use this one and emphasize the concepts named above.

Allocate one 50-minute class session to introduce the conference and the assignment.

If possible, schedule a site tour with conference coordinators during this session.

Session 2: Participate

A participatory session with students during the conference entices students into the dialogue such that they choose to move forward with their projects.

Options include:

- Hold class in a computer lab to facilitate groups' work.
- Go on-line as the instructor on behalf of the class (project the computer screen so that everyone can see) and act as the interpreter and scribe for students while they collaboratively suggest what to say and where.
- Facilitate learning across groups using prompts such as:
 - What practices are working for your group?
 - What one idea can you recommend to Group 1 for interpreting their proposition?
 - Where have you seen or heard ideas that relate to Group 2's inquiry?

Session 3: Debrief

This session completes the Kolb¹² experiential learning cycle by integrating the preparatory theory, the conference experience, and the paper topic application, with a reflection period.

Open class with time for groups to briefly share the executive summary of their implementation idea. (Consider asking students to circulate these summaries electronically in advance of class).

Appendix D (handout) moves students through a sequence of exercises designed to extend their learning and capture their peak experiences. Exercises 1-3 are to be conducted in class; exercise 4 is homework designed to enhance team dynamics when students work in teams throughout a semester.

¹¹ For deeper study about moving beyond the current business paradigm, see Harman's *Global Mind Change*.

¹² See Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, particularly chapter five, for deeper study about the learning cycle.

Activities and Assignment

The sequence outlined above chronologically suggests that instructors:

1. Collectively train students on how to move through the site (pre-conference activity),
2. Participate in the conference silently and informally in conversation with others,
3. Assign a short application exercise asking students to recommend a positive action for their university that would embody the theory outlined in their normative proposition (appendix A, see also appendix C for suggested grading criteria), and
4. Distribute normative propositions (appendix B) – students use the conference as a forum for inquiring into others' perspectives of and creating images of how their proposition can be/ is being applied. Encourage students to use their proposition as a thesis statement for their application paper.
5. Consider giving university administrators copies of student papers.

Appendix A: On-Line Conference Assignment

WHAT: Business as an Agent for World Benefit (BAWB) is a global dialogue inquiring into highest ideals for business in a sustainable, global world. The on-line conference is an annual, professional event for business people, scholars, and students to explore ways business and society can better serve each other for generations to come. You will participate in the conference in small groups.

People from many countries (and therefore diverse time zones) are expected to participate. You will need to register, log on, listen, and participate in threaded discussions over the 2 ½ days in order to gather content needed for this assignment. Because you interface with the conference via a computer terminal, one or more group members can log onto the conference. If you do not register, you can watch the monitor over someone's shoulder (someone who did register). Group members should consider synchronous and asynchronous work routines.

HOW: Go to www.worldinquiry.org and follow the links and instructions for "On-line Conference" to **register** each group member for the on-line conference.

WHEN: Register now. The conference takes place _____ (insert date) _____.

WHERE: Participate from any on-line computer connection.

ASSIGNMENT: Each group receives a single normative proposition, a statement about the ideal relationship between business and society in the 21st Century and global world. During the conference, seek to understand your proposition and what it means in day to day actions. Then, imagine a way the proposition could be actualized on your campus if your university was a corporation. Write a 2-3 page memo explaining the proposition, your recommendation for how it can be implemented within the University Corporation, and pros/cons that might need to be considered. Begin the memo with an executive summary.

Your recommendation advises the University Corporation how to "act locally" on an otherwise global proposition. Take a firm position on how and why you advocate your recommendation. Use your own university's situation for any contextual data (such as strategic objectives, resources, cost structure, social responsibilities) you may need to inform your work. Recommendations must be feasible! Consider UC's resources (human, financial, and natural), their objectives, their existing projects...be bold *and* be realistic about applying the concept to the University Corporation.

EXAMPLE: Consider the following proposition – companies should measure their success according to a "triple bottom line" (an assessment of the financial, social and environmental impact). Your group could interpret the University Corporation as needing to consider the environmental impact of UC's facilities, leading you to recommend that the UC should recycle shingles in a particular way from a current roofing project.

Appendix B: Normative Propositions

Each group is assigned one normative proposition about how business should act in an ideal world (note: the article from class, “Normative Foundations of Business” explored *why* business exists; these statements continue on from that article asserting *how* businesses should act). Take your normative proposition and localize it; apply the implication to the “University Corporation” in order to operationalize the proposition.

Example:

Normative proposition: Companies should measure their success according to a “triple bottom line” (an assessment of the financial, social and environmental impact).

Implication: If a company’s stock goes up by 18% in one year but does so while also laying off 30% of the workforce and/or indiscriminately disposing of waste products, the company should not actually be considered a successful American business.

Operationalization: Our company is increasing the value of our fixed assets by conducting renovation to repair roofing damage to two buildings; however in doing so, the old roof is being disposed of in a local dump site. Therefore, in order to consider our renovations successful, we need to include a waste reclamation plan. This group recommends...

Normative Propositions:

1. Corporations, though measured on the stock market by financial results, hold the responsibility for managing to a “triple bottom line.”
2. Corporations managing towards optimal use of people, profits, and planet are competitive in the market place.
3. While the “triple bottom line” ideally shapes long-term global development, businesses and consumers hold joint responsibility for how businesses are measured, and therefore share responsibility for the feasibility of managing to the “triple bottom line.”
4. People in developing countries are affected by, and therefore must be ethically considered by, company practices and consumer behaviors in the U.S. and other financially wealthy nations.
5. Natural environments worldwide are affected by, and therefore must be ethically considered by, company practices and consumer behaviors in the U.S. and other financially wealthy nations.
6. Corporate boundaries are becoming increasingly porous worldwide through collaboration, interdependencies, and technology; porous boundaries make companies interdependent.

7. Corporations are comprised of individuals organized in some way, working towards common outcomes. Organizational cultures are shaped by the individuals within the corporations. Therefore, in order to reach our corporation's highest aspirations of social responsibility, our company culture and individual behaviors need to behaviorally make those aspirations real.
8. Inter-cultural relationships within the various businesses, including customer and supply chains of corporations, are increasingly common; these relationships hold high potential for society.
9. Production *and* consumption patterns must change globally if our planet is to survive. Product advertising and consumer behavior are tightly related without clear causality. They feed each other. Therefore, advertising should encourage consumption patterns that can be sustained over multiple generations of time.
10. Production *and* consumption patterns must change globally if our planet is to survive. Product advertising and consumer behavior are tightly related without clear causality. They feed each other. Therefore, consumers must demonstrate buying habits and patterns that fuel companies' practice of production and distribution patterns sustainable over multiple generations of time.
11. Religion shapes the ethical climate of many cultures, both regionally within countries and more broadly across different countries. As business supply chains become increasingly international, behaving the way you want to be treated establishes a guide to navigate the inevitable plethora of "ethical" practices.
12. Historically, businesses have sought to optimize their own cost structure and to maximize financial profits for their corporation's quarterly financial statements. Some leaders advocate optimizing the "community as enterprise," optimizing a larger system such that each business's portion of the now larger pie maximizes everyone's financial profits (and people/environment's well-being) in the long term.

Appendix C: BAWB Conference Paper Evaluation

- _____ Clear, well supported assertions and recommendation (e.g., “For example, ...”; “The implication of this is...”) based on group’s conference research. Appropriately includes and addresses contrary data (e.g., “An adverse outcome of this recommendation might be....” or “Some environmentalists, Dr. Jones for example, object to this interpretation because..... However, we feel that....”)
- _____ Theory applied to at least one aspect of University Corporation operations; includes tactical recommendation for the corporation such that the corporation acts locally with global thinking.
- _____ Professionally written: memo format, clear content including appropriate introduction and conclusion, excellent spelling, grammar and punctuation, and professional tone. Uses action verbs, clearly referenced pronouns, and minimal prepositional phrases (substituting possessive nouns and pronouns instead).

5 = outstanding 4= good 3 = marginal 2 = not there yet 1 = unacceptable

Appendix D: On-Line Conference Debrief Exercises

Objectives:

1. Share your ideas
2. Learn best practices:
 - a. For independent learning
 - b. For applying theory to reality
3. Reflect on and improve your team process

Exercise 1: Imagine Success

In your work group, imagine it's 5 years into the future. The University Corporation implemented your idea from a classroom project (BAWB) and moved the idea forward beyond your highest dreams. Now the Wall Street Journal celebrates the success. What is the headline of this WSJ 2009 article? What are the key 3-5 points the article features describing the success?

Prepare to present a 3 minute headline and highlights summary to classmates. Remember they are hearing about this idea for the first time – what do they need to know in order to “get” what happened based on your team’s recommendations way back in 2004?

Exercise 2: Best Practices

Your group formed quickly and undertook a complex, independent learning exercise linking concepts and theory to action and practice. You then wrote an executive report on your learning and your corporate recommendations.

Reflect on what contributed to your group’s success. What worked well for your group in terms of listening, learning, asking questions (and what kind of questions to whom)? What tips and tricks do you recommend for independent learning? For applying theory to reality? For working in groups?

Note your 5 best practices:

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix E: Sample Executive Summaries

The following examples were developed by undergraduate students at Southwestern University during the January 2004 on-line conference.

Groups of 3-5 students worked together to:

- evaluate a normative proposition, a theoretical guiding statement about how business should operate in an ideal world;
- apply the proposition to the “SU Corporation”; and
- recommend a realistic and feasible action that the SU Corporation could take in order to operationalize the respective normative propositions.

The three examples selected here represent diverse ways of tackling the assignment.

1. *Corporations, though measured on the stock market by financial results, hold the responsibility for managing to a “triple bottom line.”*

We proposed a van service using the SU vans. It runs from Wed-Sat from 3-11pm around Georgetown and Thurs-Sat with routine trips to Austin. The program employs 5 certified commercial drivers, with at least 2 on call during the specified times. The program keep students safe, gets cars off the road, keeps intoxicated students off the road, and costs less than \$10.00 per student, per school year.

2. *While the “triple bottom line” ideally shapes long-term global development, businesses and consumers hold joint responsibility for how businesses are measured, and therefore share responsibility for the feasibility of managing to the “triple bottom line.”*

This report examines the premise that both businesses and consumers share joint responsibility for adhering to the elements of the triple bottom line. Our group recommends that the SU Corporation adhere to this premise at a policy-level: SU should implement a *graduate school program* with a programmatic focus firmly and deeply-rooted in the values of the triple-bottom line. Programs therefore benefit society and the economy by spreading innovative ideas into the workplace of all alumni. The recommendation is congruent with the SU Corporation’s mission to “*encourage activism in the pursuit of justice and the common good.*”

3. *Corporate boundaries are becoming increasingly porous worldwide through collaboration, interdependencies, and technology; porous boundaries make companies interdependent.*

Study abroad opportunities for faculty and students lead to a more culturally diverse community and allow SU to join an ever shrinking world without boundaries. International sharing of education resources provides more opportunities and techniques in developing curriculums for students.

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Additional resources, work and links can be found on the BAWB website at www.worldinquiry.org.