

## **COURSE INFORMATION**

**Prof. David Silver**

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### **VALUE-BASED LEADERSHIP AND ENTREPRENEURIALISM**

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## **COURSE DESCRIPTION**

This course will provide students with practical skills to better align their organizations with their organizational values. At the end of the course students will be able to:

1. Identify the values of an organization.
2. Identify challenges that get in the way of organizations living up to their own values.
3. Spot opportunities to make organizations better at delivering on their own values.
4. Develop plans for realizing these opportunities.
5. Learn to provide value-based leadership, no matter where they stand in an organization.

This course is project-based and case-study based. The cases will primarily be driven from recent examples (last two years) of success and failure in value-based leadership and entrepreneurialism. We will look at recent scandals (VW, Wells Fargo) to learn what *not to do* in terms of managing for values. As importantly, we will look at businesses that have developed best practices in leading for their own values. We will also look at how firms can create business opportunities that are aligned with their own values.

The projects for the course include the following:

1. A Personal Values Plan (2 pages)
2. Ethics Product Audit (5 pages—team based)
3. Four mini-cases (1 page each)
4. A value-based entrepreneurial plan (5 pages)

For the Personal Values Plan students will learn to identify their own values and the main challenges to living up to their own values, and to develop a SMART plan for living up to their own values in light of their challenges. The skills they develop will be directly applicable to learning to identify the values and challenges of their organizations, and to develop plans for them to live up to their own organizational values.

For the Ethics Product Audit teams will select one simple consumer product and example all the vulnerable persons and animals that are affected throughout the production, consumption and disposal of the product. Each team will present their audits to the class, after which we will explore business opportunities to improve these processes.

Students will be responsible for developing four mini-cases that are based on current events. Two of these cases should focus on positive examples of value-based leadership and entrepreneurialism. The emphasis is in identifying best practices in

organizations leading for their own values. Students will be expected to present at least two of their mini-cases in class.

For the value-based entrepreneurial plan students will identify an opportunity to improve how an organization *that they are affiliated with* manages for its own values. The plan must show how they can lead *from where they currently are* within the organization. Students will present these plans at the end of the course.

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## LEARNING OBJECTIVES

*Upon successful completion of this course, students will have the knowledge and skills to:*

1. Identify an organization's values and how it should treat its stakeholders.
2. Understand best practices in value-based leadership.
3. Develop and execute a plan for value-based entrepreneurialism.

The course is intended to be practical and is focused on developing students' abilities as values-based leaders.

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## ASSESSMENT

Personal Values Plan (required, not graded)

Ethics Product Audit:	25%
Mini-Cases:	25%
Value-Based Entrepreneurial Plan:	35%
Class Leadership:	15%

### *Class Leadership*

Students are expected to demonstrate leadership in the class to help fellow students, and to enrich the content of the course. This can take many different forms, including connecting with business leaders on matters of “Values-Based Leadership” and presenting their insights to the class.

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## COURSE RESOURCES AND MATERIALS

### **Required materials:**

The course materials will, so far as possible, be based on public-domain materials that will be posted/linked on the course website, and my own materials that will be freely available for the course.

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## COURSE AND INSTITUTIONAL POLICIES

In addition to the normal expectations of academic integrity, attendance and punctuality students are expected to demonstrate leadership in class. This leadership is not only to elevate the standards of behavior in the class, but also to help fellow students (including the professor!) gain a better understanding of the skills involved in value-based leadership and entrepreneurialism. Please consult with Prof. Silver if you have any questions regarding issues of academic integrity or course expectations.

Students are expected to have internet access in class, and to use it responsibly—that is, to add to the learning experience for everyone in the classroom.

**SCHEDULE (Subject to change at instructor's discretion)**

Day	DATE	CLASS TOPICS	WHAT'S DUE
1	A	Course Introduction	Katsuyama case; Porter CSV
	B	Personal Values Planning	In class workshop
2	A	Learning from Failures in Value-based leaderships	VW, VanCity, HSBC Personal Values Plan, ver. 1
	B	Learning from Successful Examples	VanCity, Tesla
3	A	Global Financial Crisis: failures	Porter on GFC
	B	GFC: opportunities to lead	Silver: Global Financial Crisis
4	A	Ethics Products Audit presentations	
	B	(part 2)	
5	A	Mini-case Studies: Value-based entrepreneurialism	Merck, Apple and disability. . .
	B	Mini-case Studies: value-based leadership	
6	A	Value and vulnerability: Employees	Motts, IKEA, Starbucks, Walmart, Target Silver: Great Recession
	B	Shareholders	Silver on Heath; Strudler
7	A/B	Resource Extraction & Indigenous Communities	Enbridge case, Dakota Pipeline Dealing with Climate Change
8	A	Gender and diversity	Silver: Hobby Lobby HBS case study
	B	Mini-cases (Part 3)	
9	A	Responsibility to Society	Apple and Tax Avoidance Silver on Corporate Tax Ethics Political Advocacy
	B	Inequality (employee compensation, management pay, tax avoidance)	
10	A	Leadership Project Presentations	
	B	(part 2)	Final version Personal Values Plan