Rockhurst University – Helzberg School of Management
Business Leadership &
Corporate Social Responsibility

MG 6900, Fall 2002
Main Campus, Conway Room 001
Tuesday, 6:00-8:40 P.M., August 27 – November 5, 2002

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Text: *Cases in Leadership, Ethics, and Organizational Integrity: A Strategic Perspective, by Lynn Sharp Paine, Irwin/McGraw Hill, 1997.*

Course Description: The catalog course description reads as follows:

The purpose of the course is to develop the related concepts of corporate ethics and social responsibility in terms of the current legal and social environments of business. The focus is on the relationships between legality, ethicality, and social responsibility and the need to integrate both ethical reasoning and social responsibility considerations into the formulation of overall corporate strategy. The course material is heavily case-oriented, drawing from current and recent legal cases. The discussion goes beyond the legal decision to emphasize the importance of the underlying social issues in both a domestic and international context. Where appropriate, ethical principles useful in resolving conflicts arising from differing cultural norms are introduced. Topics for the course include, but are not limited to, The Foreign Corrupt Practices Act, Antitrust Law, and the international implications of antitrust, laws protecting the employee, laws protecting the consumer, and environmental law.

Course Goals

The purpose of this course is to provide a context for the student to develop a fuller concept of corporate social responsibility in terms of the environments within which companies must operate. The focus of the course is to emphasize the need to integrate the process of social response into the formulation and implementation of overall corporate strategy. The nature of the learning context will be inductive, collaborative, and reflective.

Learning Goal: You will develop your understanding and definition of the role of ethics and social response within corporate structures and organizational behavior.

Course Outcomes: To meet the learning goal you will pursue the following outcomes:

1. Develop a working understanding of the meaning of corporate social responsibility.
2. Differentiate personal and corporate ethics.
3. Differentiate between a compliance based and integrity based ethics program, and identify when to consider each approach.
4. Apply ethical reasoning framework(s) to complex business situations.
5. Articulate corporate social responsibility as an integrated component of organizational strategy.
6. Understand the role played by the board of director's in corporate governance and ethics.
7. Through analysis, case study, and discussion, learn how to balance all the corporate responsibilities in an ethical and socially responsible manner.
8. Understand the impact an organizations management and corporate culture have on decision making.

Throughout the course you will further develop (and be required to demonstrate) the following skills and proficiencies:

1. Write with substance and clarity.
2. Analyze data and information so as to identify main points and synthesize multiple points of view.
3. Evaluate, critique, and take stands relevant to various case situations.

Reflect on experiences, readings, and conversations (virtual ones) as a way to get deeper into the subject of corporate ethics and social responsibility.

Why Study Corporate Social Responsibility?

While finance, marketing, and management enjoy wide acceptance as viable business disciplines required for study, the notion of ethical behavior as requiring a separate course may not be as clear. Yet, in today's global world and given the evolution of our society, corporate social responsibility has become an important part of business. That is, the environment business operates in now makes ethical considerations and social responsibility an important strategic component of business decision-making.

Making ethical decisions within the corporation or company are rarely clear-cut as they are made in the context of complex situations. This course is meant to give you some sensitivity to the relevant ethical issues faced by organizations and some understanding of how values and strong mission can play a role in directing the behavior and decision-making of companies.

Course Requirements: This course will be highly interactive.

- **Prompt attendance** at all classes (speak with the instructor regarding makeup of a missed class).

- **Instructor vignettes**. Short lectures will be used to introduce new ideas, elaborate on key points in the text, or introduce new material. They are meant to offer you and your assigned group ideas, templates, or frameworks, which might be used to improve analysis and insight of complex issues.

- **Case analysis and discussion**. We learn in context and in collaboration. Case discussions provide you with a forum for dialoguing about the case scenario. It also provides a forum for hypothesizing and presenting analysis of a situation. In order for dialogue and discussion to achieve the richness necessary for learning, it requires multiple contributions and willingness of the participants to engage and sometimes take risks. Since all groups won't necessarily analyze the same case, each group will produce a ***Case Analysis Summary Memo (CASM).***

- **Case Analysis Summary Memo (CASM).** Each person will write **one draft then the final CASM**. The CASM is a way to insure that each student benefits from an analysis of most of the cases presented in the text. It is also a way for groups to benefit from the discussion and analysis of other groups. The CASM is a written document that captures the analytic conclusions and assertions derived from the group's case discussion. **A guide for case preparation and discussion is at appendices 1 & 2.**

  Summary memos should include some background information on the case (because some groups have not read your case) but should also share the main points of analysis. These memos should be concise, yet present something substantive and present it clearly. The memo should "teach" the reader about the salient issues of the case and how you and your group resolved them with your analysis. Upon receipt of an analysis and critique of your draft CASM, a final version will be produced for dissemination to the class. **Guidelines for the CASM are at appendix 4.**

- **Group Case Analysis Summary Memo.** During **week 9** each group will discuss a different case. As a result, a group CASM will be produced. The group will critique the draft turning in the final version prior to class on **week 10**.

- **Case Analysis Critique Memo (CACM).** Each person **will write one** case analysis critique memo during the course. The critique represents formalized feedback to another groups CASM. The primary purpose of these memos is to provide feedback to someone else's analysis memo. These need not be long, but should provide some substantive feedback (the critique is not to provide editing or proofing, but to deal with issues of substance and style). This is an external critique for another group and case you have not studied. In this role, you can provide fresh eyes to something that you do not bring a lot of assumptions to, allowing you to point out confusions or bring up questions about things you don't follow or understand. **Guidelines are at appendix 5.**

- **Reflection Paper**. The reflection paper is a vehicle to formally and systematically reflect on and learn from your experiences in the course. Often in the business of doing work, including schoolwork, we get lost in the doing and don't take time to actually learn from it or abstract meaning. The reflection paper provides a framework for collecting and organizing key elements and snapshots from the course (text, discussions, outside experiences, and readings) and to abstract them into your own understanding. While you will turn this report in at the end of the course, you will ideally work on it for much of the course. **Guidelines are at appendix 6.**

- **Guest speaker events**: The wisdom and experience shared by guest speakers will compensate for deficiencies in text content, instructor's personal knowledge, and student experience base. Since this experience cannon be recreated, every effort should be made to attend these sessions.

Academic Honesty Policy:

Students are expected to observe the University's policy on academic honesty in all areas relating to this course. See page 237 of the *Rockhurst University 2002-2004 Catalog* for the policy on academic honesty.

Grading: The instructor is responsible for assigning marks to your work. All grades are based on individual performance. *Since individual contributions to group discussion are critical to learning in the course, your peers will evaluate you twice on your contributions* (See the sample point evaluation form is at **appendix 7)**.

Graded assignments have the following weight and include:

Attendance -- 5%
Case Analysis Summary Memo (CASM) (1)----------------- 20%
Case Discussion Contribution (see below)-------------------- 25%
2 Peer Point Evaluations 2 X 10=20%
Instructor discussion evaluation 1 X 5%
Case Analysis Critique (CACM) (1) -------------------------- 20%
Reflection Paper (1) -- 30%

Course grades will be assigned as follows:

A+ This indicates excellence above the standard. This product (memo, report, or discussion contribution) cannot be improved much, if at all. (numerical score of 96 – 100)
A/A- This indicates that the product has some room for improvement, but has met the standard for a professional, generally well-written document. (90 – 95)
B+ This indicates that the product is very close to an acceptable result, but falls short in one critical criterion area. (86 – 89)
B/B- This indicates that the product has enough problems in terms of the stated criteria to need revision. (80 – 85)
C/D This indicates that the product is unsatisfactory and has some major problems in terms of writing, thinking, etc. (65 – 79)

Students with Disabilities:
If you have a disability that might affect your work (in or out of class) it is your responsibility to contact Mike Anderson, Director, Access Office, 109 Massman (816) 501-4856. This office works with students and faculty in planning necessary accommodations.

Sample Case Analysis Summary Memo (CASM) and Case Analysis Critique Memo (CACM) Flow Diagram. The process takes 3 weeks to complete since a team member cannot produce a draft case analysis summary memo until after the team has discussed the case as a group in class. The draft memo is then reviewed or critiqued the following week by a fellow classmate. Once critiqued, the final summary memo is completed and disseminated to the class.

Week 1 (Tuesday)

Teams discuss first case
Team member 5 responsible for producing CASM

Wed-Sunday

Team member 5 drafts CASM

Week 2 (Tuesday)

Team member 5 passes draft CASM from week one case to team member 1 of opposite team

Team discusses current weeks case

Noon Friday

Team member 1 of opposite team forwards critique (CACM) to author and instructor via email

Week 3 (Tuesday)

Team member 5 from week one turns in final CASM to instructor for copy and distribution to rest of class

Team discusses current weeks case

Weekly Rotation Pattern	**Team member #**				
Case Analysis Summary Memos (CASM):	**5&6**	**4**	**2**	**3**	**1**
Case Analysis Critique Memos (CACM)	**1**	**2**	**3**	**4**	**5&6**
Text Case Number	**1**	**2**	**3**	**4**	**5**

Course Schedule

Date	Activity/Assignment	Deliverable & Speakers
August 27	**Course Overview & Introductions** • Review Syllabus • Discussion of Key Concepts • Form Groups A-D	• Fill out contact sheet • Remember Your Group #
September 3	• Class discussion of framework for section I case discussions • **Read** pages vii – xi and **Part I, Understanding Organizational Integrity, The Role of Ethics**, pages 1 – 19 • **Read Case 1:** Problems at InSpeech, page 21 and answer case questions on page 20	• Bring 2 Things To Describe You • Come prepared to participate in discussion • Read the Syllabus • Instructor Handout: Sample CASM for InSpeech Case Study Discussion
September 10	• **Groups A & C** **Read and discuss Case 2**: Sears Auto Centers (A), page 39 • **Groups B & D** **Read and discuss Case 3**: Hutton Branch Manager (A), page 58	• Guest Speaker (Tentative) • Bring answers to case questions and share during group discussion
September 17	• **All Groups** **Read and discuss Case 4:** Salomon and the Treasury Securities Auction, page 73 • **Read Part II, Building Organizational Integrity, Creating Context**, pages 89 – 107 and discuss framework for next 4 case discussions • Team member **1** critiques (CACM) other team's draft CASM	• ***Team A-D member(s) 5&6 Draft* Case 2 & 3 CASM'S due** ***Team A exchange memos with B*** ***Team C exchange memos with D*** • Guest Speaker: Patsy Evans, Program Administrator, Hallmark Community Assistance Program • **Team member 1's CACM due back to CASM author and instructor via email NLT noon Friday**
September 24		**NO CLASS MEETING**
October 1	• **Groups A & C** **Read and discuss Case 1**: Forging the New Solomon, page 110 • **Groups B & D** **Read and discuss Case 2**: Martin Marietta: Managing Corporate Ethics (A), page 146 • **Peer Evaluation # 1** • Team member **2** critiques (CACM) other teams draft CASM.	• Guest Speaker (TBD) • **Final CASM's from Sears and Hutton due beginning of class** • ***Team member 4's Draft* Case 4 CASM's due. Exchange with same teams as on September 17th** • **Team member 2's CACM due back to CASM author and instructor via email NLT noon Friday**

Course Schedule (continued)

Date	Activity/Assignment	Deliverable & Speakers
October 8	• **Groups A & C** **Read and discuss Case 3,**: Wetherill Associates, Inc. page. 171 • **Groups B & D** **Read and discuss Case 4,** AES Honeycomb (A), page 194 • Team member **3** critiques (CACM) other teams draft CASM	• Guest Speaker (T) • **Final Case 4 CASM's due beginning of class** • ***Team member 2's Draft* Case 1& 2 CASM's due. Exchange with same teams as on September 17th** • **Team member 3's CACM due back to CASM author and instructor via email NLT noon Friday**
October 15	• **Read Part III, Maintaining Organizational Integrity, Critical Decisions,** pages 223 - 237 and discuss framework for final cases • Team member **4** critiques (CACM) other team's draft CASM	• Guest Speaker (T) • **Final Case 1 & 2 CASM's due beginning of class** • ***Team member 3's Draft* Case 3 & 4 CASM's due. Exchange with same teams as on September 17th** • **Team member 4's CACM due back to CASM author and instructor via email NLT noon Friday**
October 22	• **Groups A & C** **Read and discuss Case 1**: Lotus MarketPlace: Households, page 240 • **Groups B & D** **Read and discuss Case 2,** Marriott Corporation (A), page 260	• Guest Speaker (T) • **Final Case 1 & 2 CASM's due beginning of class**

Date	Activity/Assignment	Deliverable & Speakers
October 29	• **Group A** **Read and discuss Case 3,** Manville Corporation (A), page 194 • **Group B** **Read and discuss Case 4,** Dow Corning Corporation: Product Stewardship, page 298 • **Group C** **Read and discuss Case 5,** AT&T Consumer Products, page 320 • **Group D** **Read and discuss Case 6,** Levi Strauss & Co.: Global Sourcing (A), page 346 • **Each team will produce a Group Case Analysis Memo for their assigned case, memo's will be emailed to instructor no later than noon Monday, November 4th** • Team member(s) **5&6** critique (CACM) other team's draft CASM	• Guest Speaker (T) • ***Team member 1's Draft* Case 1 & 2 CASM due. Exchange with same teams as on September 17th** • **Team member(s) 5&6 CACM due back to CASM author and instructor via email NLT noon Friday**
November 5	• **Reflection Papers Due** • **Peer Evaluation #2** • **Course Wrap-up** • **End of Course Survey**	• **Turn in Reflection Paper** • **Complete and turn-in End of Course Survey** • **Final Case 1 & 2 CASM's due** • **Group CASM's for Cases 3-6 due in final form to instructor via email NO LATER THAN noon on Monday, November 4th.**

Appendices:

1. **Criteria for Case Discussions, page 9.**
2. **Case Study Discussion Guide, pages 10-11.**
3. **Summary Table of Written Assignments, page 12.**
4. **Sample Case Analysis Summary Memo (CASM), pages 13-16.**
5. **Case Analysis Critique Memo (CACM) Expectations and format, pages 17-18.**
6. **Reflection Paper General Instructions and Questions, pages 19-21.**
7. **Peer Point Allocation Worksheet, page 22.**

Appendix 1

Criteria for Case Discussions

You have at least three ways to contribute to a case discussion: 1) provide information, 2) interact by asking questions or challenging assumptions, and 3) asserting positions and supporting them (i.e., analysis). I will be assessing the above methods of contribution using the following criteria:

Criteria	Level Descriptions
Information	Level 3 - Provides accurate and insightful information from own knowledge or research that is relevant to the particular discussion, and articulates the message or point clearly.
	Level 2 - Provides information from the case or knowledge that is easily accessed from the case, but is germane to the particular discussion point at the time.
	Level 1- Provides information that is marginally accurate (or inaccurate): or point is not articulated clearly.
Interaction	Level 3 - Questions statements, assertions, or stated facts when they need more clarification or definition. Challenges assumptions made- challenges and questions the assumptions, the assertions, and the statements, not the person making them.
	Level 2- Questions or challenges but does it either in a marginally relevant way or does so in a confrontational way.
	Level 1- Does not question or challenge.
Analysis	Level 3- Makes assertions, claims, or stands based on an analysis of the case. These assertions are not simply facts, but analytic comments that reveal an understanding of important business, organization, and management, etc. issues.
	Level 2- Willing to make assertions that show analysis of the case; however, the analyses shows some flaws in logic.
	Level 1- Makes assertions that have no support or show little or no analysis.

Note:

- Any discussion group member may contribute in any of these ways. Groups may consider designating a discussion leader on a rotating basis to aid in discussion.
- Contributions are not measured by the length of the response, rather in the quality of the response.
- The goal is to create as much dialogue as possible and reach a fair level of analysis in terms of what occurred in the case, who was involved, as well as why and how it occurred.
- Avoid general discussions or simply passing opinions back and forth. An opinion is of little value, what's of value is the reason behind the opinion. Think analytically.

The purpose of discussion is for each contributor to shape, perhaps even change, his or her thinking about the issue. Keep an open mind; remember your thinking is shaped by your experiences. The case discussion is not about getting the right answers; it is about taking part in a process towards your own understanding. It is not an end, but a means to an end. Therefore, a large portion of your evaluation is your contribution effort-were you involved and contributing to the group effort.

Appendix 2

Case Study Guide: One way to prepare for case study discussions

1. Prior to reading the case for the first time review any questions that may be included at the end of the section overview or provided as a handout to guide future discussion.

2. Read the case through without highlighting or stopping to make notes. This first reading will familiarize you with the case, the problems faced by the organization, individuals leading the organization, and the timeframe in which the events took place. Your goal is to gain a general understanding of the case.

3. Next, reread the case and highlight key areas, key dates and decisions, key individuals, industry and firm, as well as key issues the organization is facing. Ask yourself the question, "If I were the protagonist in the case, what would I do?" Look for strengths, weaknesses, opportunities, challenges/threats, management and leadership issues.

4. As you analyze the case ask yourself the questions posed in the case and consider the following questions as well:

   Who or what forces are driving the organization in the direction it's going?

   What are the critical success factors?

   What leadership issues are evident in the case and who are the leaders impacted by them?

   What is the major issue faced by the organization?

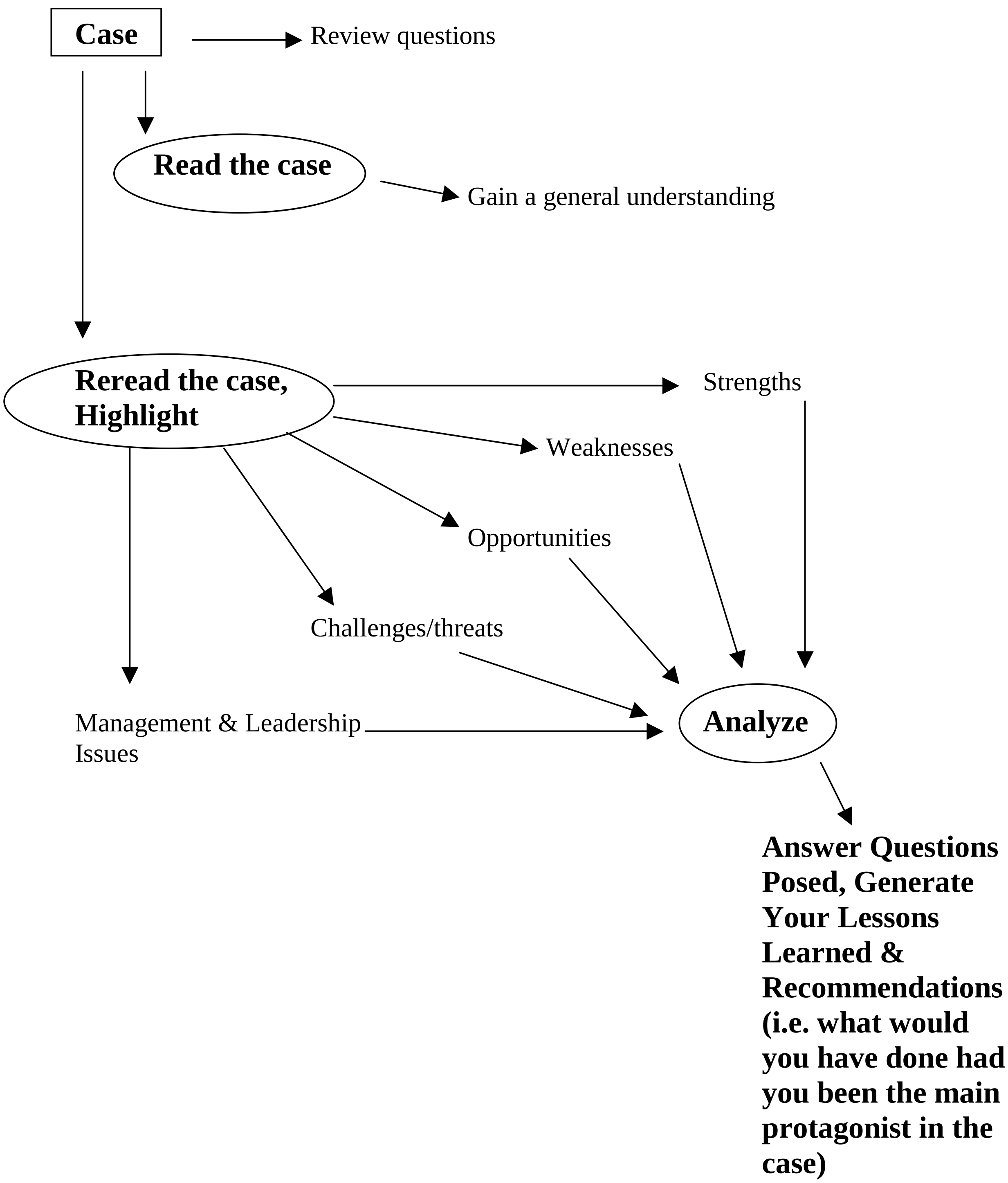
   What is your conclusion and recommendation?

   If you were the main protagonist in the case what decision(s) would you make?

   Justify the decision you would make based on the answer to the question above.

5. Update the case context by visiting the organizations web site. What can you learn from the site that may shed light on how successful the firm was in implementing its strategy or implementing the changes/solutions discussed in the case?

Case Study Flow Chart



Appendix 3

Summary Table of Written Assignments Descriptions

Memo Reports: For the written assignments you will typically write them in the common business convention of a memo (which allows you to specify an audience).

Case Analysis Summary	Case Analysis Critique	Reflection Paper
Audience: The rest of the course participants (remember at least half of the class will not have analyzed the case). *Purpose*: To provide a concise but thorough summary of the case issues brought up in the discussion. Those that read it should be able to understand these issues from the memo. *Specifications*: A memo report. **Not to exceed 4 pages** (you want others to read this). *Submission*: A draft must be submitted for peer critique. (done in Word file). Revisions can be made based on student critiques. Final summary memo will be turned into instructor. *Resource:* See instructions at **appendix. 4**	*Audience*: The specific author of the analysis memo (direct your comments to that person). *Purpose*: To provide relevant feedback to writer. Point out confusions, contradictions, incoherencies, and inaccuracies to the writer (your job is not to evaluate or assess the memo). *Specifications*: A memo (e-mail). This does not have to be long (a good critique could be as short as two paragraphs). It should be substantive; not a typical e-mail in that it should reflect organization and proofing. *Submission*: send e-mail to the appropriate author and the course instructor. You may want to compose and edit on word processor, and then copy and past into e-mail. *Resource*: See expectations at **appendix 5.**	*Audience*: Yourself and the instructor. *Purpose*: Throughout the course you will have available a number of readings and experiences (some of them related outside class) that you can reflect upon. This report is a way to formalize that reflection. A few framing questions will help you focus your essay response. *Specifications*: This is a personal essay. **Not to exceed 5 pages**. *Submission*: You should start collecting your thoughts in week 3, which can become the substance of your final report. A final paper will be submitted the last day of the course. *Resource:* See full instructions at **appendix 6.**

*Final drafts for all documents should reflect evidence of both revision and copy-editing.

** **All files should be saved as a Word document or saved in RTF (rich text format)**.

Appendix 4

Sample Case Analysis Summary Memo

Memo

To: MG 6900 students

From: Jane Doe, CASM Author
CC: Professor Graham, MG 6900 Instructor
Date: 10/01/02

Re: *Draft* Case Analysis Summary Memo for Group A's InSpeech Case Study Discussion

Case Situation:

The corporate management team is facing an acute crisis with its rehabilitation care company. While it has grown significantly (over 500% in just three years), InSpeech is battling, among other things, a loss of confidence by investors. Among the symptoms are a plummeting stock price, high turnover for its professional staff, and low customer retention. The company is in a turnaround situation and needs an action plan for saving the company.

Company/Industry Overview:

InSpeech was one of several holdings of John Foster's venture capital firm, FMC. He along with his management team that included Tim Foster (no relation) and Jeffery Rose took over management of the new firm using a growth strategy for its emerging target of nursing home facilities. The speech therapy firm wanted to exploit the very fragmented, mostly a mom and pop industry, by incorporating operational efficiencies like integrated information technology systems and by leveraging these operations to take advantage of related services like physical therapy and occupational therapy. It also hoped to tap into the mostly virgin market of nursing homes that generally did not provide speech therapy (or other rehabilitation) services.

Fragmentation of the industry is evident by the fact that while InSpeech was the largest speech therapy firm in the nation, it accounted for less than 5% of the therapists (at the time of its IPO in December 1986). Most of InSpeech's growth would come from acquisition (in part due to the financial acumen of its CEO, John Foster).

Appraisal of the Situation at InSpeech in 1988

In the space of just one year since its public offering (at $17 per share), InSpeech was in a crisis mode. Not only have operating profits disappeared, indicating significant problems with efficiency in most operational areas (information technology, sales, organization, and personnel), sentiment inside and outside the firm are negative.

Internally, there are several evident problems. First, the culture of acquired firms has negatively affected the firm's original culture. The very centralized, top-down approach Foster brought to InSpeech has proven ineffective in integrating the acquired organizations. Second, organizational structures have been at cross-purposes. For example, incentive systems such as earn-outs (p.34) have led to competition and an explicit lack of cooperation. Management's focus is on financial measures; the therapists are neither familiar with nor attuned to this focus (they are in the business of helping patients). In addition, the reporting structures place the corporate "Suits" in Valley Forge a good distance from the work (see structure chart on p. 33), yet, very little information flows downward. Furthermore, supervisors are given accountabilities for churning treatments, but no authority to do anything beyond prescribed procedures directed from on high. Third, the company expanded into three markets that ended up not having the similarity or synergy once believed. For example, speech therapy clinicians don't think of themselves as physical therapists.

Externally, InSpeech operates in a fragmented market for its primary target customer, nursing homes. This customer, though growing and potentially large, does not always see the value of clinicians, requiring the business to market and educate them on its services-something InSpeech does not have a distinct competency for doing. Also, the business relies on indirect government payments. In the area of physical therapy the business model is quite shaky due to the practice of salary equivalency (which refers to payouts for service that are often less than the actual cost of service; see p. 27). Finally, and most damaging, the firm and the InSpeech brand has a poor image among customers, suppliers, investors, working clinicians, and therapists. This has not only made it difficult for the firm to retain customers it's also made it hard to find clinical staff to fill the needed capacity required to serve its customers. InSpeech managers estimated that they were losing $28 million in revenue because of their inability to fill the clinician positions mentioned above (p. 36).

This is a case where growth through acquisition has destabilized the equilibrium of the firm creating a negative synergy. The structure of the firm – vertical layers, top-down directives – creates a situation where the person above comes down a level and beats up subordinates for not meeting projected numbers.

Origins of InSpeech's Problems

A management philosophy and practice that held tight control at the top, yet was quite distant from the work. People were viewed as resources to be used in the name of exploiting a growth area. Furthermore, upper management never seemed to understand nor exploit the nature of its core workers- they were interested in helping people while management was focused on meeting the numbers. In addition, there wasn't a strategy for integrating the many different acquisitions into the firm and its existing culture. The company's business strategy identified viable opportunities, but only looked at the financial dimension of the equation. It seems to have ignored people (contributors) and requirements for unleashing the performance potential of its people. Its personnel development policy was built around performance evaluations conducted once a year, which were primarily used as tools for checking results, and holding people accountable for the results without giving them the real authority required to achieve them. The structure chart (page 33) shows the wide gap between the "Suits," as they were called in Corporate Headquarters at Valley Forge, and the people who did the real work, the clinicians and therapists.

Advice for InSpeech Management for Turnaround

First, start treating people as more than a resource capable of only doing task-oriented work. The company structure is deeper than necessary. Empower area managers to run their areas, and share important information with them more freely. Also, provide management development opportunities since clinicians who probably lack the skills and training necessary to manage effectively fill key management positions. Set clear outcomes for employees and policies to support them. In short, train people for more effective managerial work, work that does more than push people based on the numbers, work that allows the professionals dealing with patients to do their job.

Second, develop a set of core values that provide direction for the firm. Growth through acquisition is tough enough, but doing so without an overarching set of values almost guarantees that there will be little operational efficiency created. InSpeech is able to grow and gain business but is having problems with customer retention due to perceived bad service, retention of contributors due to isolated working conditions and a lack of support within the organization, and controlling costs due to infighting among those merged from other organizations. A culture must be created that contributors can identify with, one that creates a positive brand affiliation that both customers and investors can relate to.

Third, re-look the strategy. Expected productivity advantages have not materialized, and operational inefficiencies are one important symptom of the current crisis. Furthermore, it is not apparent that InSpeech is particularly adept at servicing their target market, nursing homes-many of which must be sold on the idea of rehabilitation services. In the mid-80's only a small percentage of nursing homes used rehabilitative services, a key reason that it was such an attractive market to InSpeech in the first place. There needs to be some type of strategic repositioning for InSpeech and its three primary services, one that allows it to realize the business synergy it originally hoped for as a result of its enlarged client base. Perhaps by fixing the organization and requiring people to cooperate across divisions the markets will be more compatible.

An Ethical Framework to move Forward

InSpeech has alienated its three core stakeholders and now must relate to them much better than before. The best framework to use to approach this is to develop a culture around a new set of core values. A coherent strategy that incorporates those values and demonstrates clear objectives that meet the needs of shareholders is also required. With a clear strategy and set of core values in place it is likely that the quality of patient care will improve, as well as the morale and commitment of InSpeech's employees.

What has happened Since

Shortly after this case was published the managers, including John Foster, rolled InSpeech into a new company called NovaCare. They attempted significant structural and cultural changes to help NovaCare succeed. In addition to stating a purpose, NovaCare instituted a set of specific beliefs such as 1) respect for the individual, 2) service to the customer, 3) pursuit of excellence, and 4) a commitment to personal integrity. They also restructured the organization to mitigate some of the aforementioned problems. Apparently, it did enjoy some success for a while, but in 1999 its share price dipped below $1 causing it to be de-listed from the NYSE. The firm was the victim of a takeover and is now a wholly owned subsidiary of Select Medical Corporation. (http://www.novacare.com/about.htm)

Things to keep in mind when writing your Case Analysis Summary Memo (CASM)

1. Use a logical structure. You can use the sample's structure where headings are used according to the questions discussed. Notice that in addition to the questions, a section providing an overview of the company and industry, as well as what has happened since the case was written, is also included.

2. Write to your readers. Remember, half the class hasn't read the case so its not familiar, they analyzed a different one so you must assume that they don't know the details. A good reason to include the industry/company overview and what happened after the case was written is to provide information that will better orient the rest of the class to the nature/environment of this particular case. Note that page numbers can be cited since everyone has the text making it easier for the reader to locate details and specifics you are pointing out.

3. Organize your paragraphs around major points or ideas. That is, tell the reader the main point or unifying idea of the paragraph up front. Then provide supporting details that develop the main point or idea. Provide readers with more than facts as organizing ideas; present your analysis to the reader. Remember your analysis is based upon assertions you make through an interpretation of several facts presented in the case and discussed by your group. **As a result, you are not summarizing the case, you are summarizing and presenting both your and the groups analysis of the case.**

4. Revise your drafts (you will get some peer critique help) to improve the coherence and clarity of your written product. As you revise the memo attempt to make it more concise. A 4-page limit has been set for the CASM.

Appendix 5

Case Analysis Critique Memo (CACM) Expectations

All students will be expected to formally critique one fellow students case analysis summary memo and provide those comments in the form of a memo. With one exception, you won't have read the case the other group analyzed since your group discussed a different case. As a result, you should be able to provide feedback specific to how well the ideas are presented by the author. If you are confused by what is written, provide comments or cues back to the author. The goal of your critique memo is to provide feedback in the form of a peer review of the author's memo, not to evaluate or assess their memo. Here are some additional guidelines to help you understand your role and the focus of your feedback:

1. Avoid vague generalities. "This is a good report" is an example of a vague generality providing no meaningful feedback. Peel the onion and state/detail what makes it a good report.

2. Focus on issues of **substance** and **style** in your feedback. While it is important for memos to reflect proper grammar and be edited for mistakes, it is not your purpose to proofread the memo. You should give feedback related to issues of purpose, structure, organization, coherence, and clarity. The main purpose of the feedback you provide in your memo is to help the author revise his or her case summary. For example, if you have difficulty reading a portion of the memo or don't understand the analysis being presented, let the author know-and be as specific as possible.

3. Play the role of the reader, not the teacher, when reviewing the authors draft memo. Your role is not to "correct" the memo; it's to provide useful information for the writer. Helpful feedback can take the form of a question. For example, if you don't understand the point being made in paragraph 3, you can ask the author, "What is the main point of paragraph 3?" You can follow that question up with some specific reasons why you weren't able to get the main point. In this way you are playing the role of a reader and alerting the author to potential problems with his or her analysis or communication of key ideas in the written document.

4. Don't just give opinions or write comments like "should do this." That is, don't state your opinion about something; support the assertion or point you are trying to communicate to the author. A good critique suggests alternatives and poses questions.

5. Finally, organize your critique. The best way to do this is to organize it around key points and/or ideas.

CACM Format is on the next page.

CACM format:

Memo

To: Jane Doe, Group A

From: Bob White
CC: Professor Graham, MG 6900 Instructor
Date: 10/04/02

Re: Critique of Group A InSpeech *Draft* Case Analysis Summary Memo

Appendix 6

Reflection Paper (RP)

General Instructions

Introduction: The reflection paper is a tool for participant evaluation and verification of learning. The paper is a statement of your understanding of a particular subject. Because it should reflect your understanding, it is a statement about what you believe you have learned in a given course. It is a reflective, integrated "position paper" on specific questions that ask you to integrate what you know with what you have learned.

***Essay Format*:** It should be obvious that such a document is not completed to "please" the instructor. It is completed to allow you to understand where you are in your learning. As such, there are no "correct" or "incorrect" answers to the questions posed. Having said that, use a traditional essay format to articulate your positions on each question. An essay should have an incisive beginning with a clearly stated theme or assertion. The middle of an essay should provide smooth flowing support for your position points by drawing on class readings, case study discussion, and experiences in the workplace. Cite common examples of situations that provide evidence of your understanding. An essay may end with a brief recap that reveals succinctly the premise of your thesis, and rounds out what you have already said with a note of finality.

Essays must contain original analysis and reasoning. Analysis must precede the writing as it determines what points are to be articulated. These points should be supported clearly so they do not simply smack of opinion. Also, assertions (and their support) should be specific and concrete so as to avoid generalized, vague positions. Essays should be clear and coherent in their own right and should also be consistent with the preceding and succeeding essays. Essays will provide the reader with a clear sense of where the author stands on the issues introduced.

Essay Development Process: The Reflection Paper essay will be developed by creating a series or listing of "snapshots" capturing the essence of where the participant is in the learning process. Each snapshot will provide a benchmark against which the student can examine progress and set future goals. Snapshots create a roadmap of the educational, learning routes that have been traveled and the distances covered. This allows the student to 'see' what he or she understands, what has been learned, and how one developed the opinions and positions that they hold. From each snapshot, the student will be able to gauge what is necessary to move forward. In the end, the student will have charted a series of changes depicting growth and development.

Snapshots

Snapshots are framed by using the managerial reference questions cited on the next page. The questions are designed to aid the business student in developing and maintaining a consistent viewpoint for varying situations. The following process provides an excellent template for developing valuable snapshots.

1. Create an electronic or paper file for each question.

2. After each class, review each question and note anything you observed in class and during discussion that may be relevant to the question. File these notes accordingly.

3. After completing each assigned reading, take a few minutes to note anything you read (case, text, handouts, etc.) that pertains to the question. File these notes accordingly.

4. At least once each week review your work environment and note anything that happened pertinent to the question. In other words, collect your examples and experiences in a meaningful way. File these notes accordingly.

5. Monthly, review your notes from class experiences, assigned readings and case discussions, guest speakers, and your work environment as they pertain to the question under consideration. Consider writing a draft that summarizes the information collected to date, and to help you recognize important relationships relative to each question posed below.

6. Repeat steps 1 through 5 constructing snapshots for each iteration.

7. About two weeks prior to the papers due date, use all of your collective snapshots, as well as any new information you have collected, to write an outline of your essay response to each question.

8. Complete the final draft of your essays and compile them into your Reflection Paper. Your final paper will be a product of the snapshots developed throughout the course.

Reflection Paper Questions: The following questions are extracted from the Paine text used in the course. Consider paying close attention to the concluding chapter, which begins on page 377 of the text.

You should focus each of your essays on the following sets of questions:

1. How would you characterize your current (and perhaps evolving) conception of corporate purpose and responsibility? How does your employer fit your conception?

2. Considering the conception you have developed, what impact does your firm's culture have on your conception? How does the firm's organizational strategy fit your conception? How does the firm's strategy and culture impact on the management culture/managerial decision-making?

3. In light of events that have rocked the business environment, what impact will this have on corporate responsibility and purpose? What are the internal and external implications for change in the business environment, and within the business firms themselves?

Appendix: 7

Point Allocation Worksheet
This sheet must be turned in on __________________

Team Point Allocation **Name** ________________________

Multiply the number of team members by 100.
For example, if you have 6 members, multiply 6 by 100.
6 x 100 = 600 points to distribute – you must distribute all
Include yourself in the point allocation.
<u>Only increase or decrease individual allocations by increments of 5 points</u>.

Example:

	<u>Names</u>	<u>Number of Points</u>
1.	Joe	90
2.	Sue	105
3.	Mary	115
4.	Harry	105
5.	LaVerne	85
6.	Francis	100

Your Team ___________

Names	Number of Points
1.	
2.	
3.	
4.	
5.	
6.	

Note:
1. If you gave anyone above 120 points or below 80 points, describe the specific behaviors that led to that assessment:

2. If you gave every member 100 points, describe the specific behaviors that lead to that assessment.

Use the back of the form if required.