Saint Joseph's University

Erivan K. Haub School of Business
Department of Management

LEO 495, Spring 2015
Applied Sustainable Leadership
Syllabus

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Office Hours:
TBA

Class Meetings:
Tuesdays and Thursdays, 2 – 3:15, 226 Barbelin/Lonergan Hall

Integrated LEO Learning Model

Course Description:
This course is an integrative practicum in which students (in teams) undertake an action-learning project with the objective of applying leadership, ethics, and sustainability concepts developed throughout the program. Students will work with live clients (for-profit businesses) to help them improve their triple bottom-line performance (people, planet, and profits) and experiment with their leadership skills as they do so.

Course Objectives:
The specific goals of this course include:
- To learn terms, concepts, and theories related to the field of organizational sustainability.
- To experiment with leadership skills such as self-awareness, vision clarification, and conflict management.
- To develop a personal leadership vision and framework.
- To engage in a meaningful and impactful applied project that serves the common good.
- To practice critical workplace skills including effective written and oral communication and team membership skills.

Required Readings:

Books
Waddock, S., & McIntosh, M. (2011). *SEE change: Making the transition to a sustainable enterprise economy.* Sheffield, England: Greenleaf Publishing.

Cavagnaro, E., & Curiel, G. (2012). *The three levels of sustainability.* Sheffield, England: Greenleaf Publishing. ("TLS" in the course schedule below)

Honeyman, R. (2014). *The B Corp handbook: How to use business as a force for good.* San Francisco: Berrett-Koehler Publishers, Inc. ("BCH" in the course schedule below)

Articles: Please see Appendix I for a bibliography of articles for required and further reading.

Course Philosophy:
This is a capstone course, intended to integrate and culminate your studies in the Leadership, Ethics, and Organizational Sustainability major or minor. Since you are on the cusp of graduation, this is one of your last chances to take advantage of the support of undergraduate life to learn important knowledge and skills that will facilitate your success as a member of society. This course is part seminar and part practicum; we will learn academic concepts regarding leadership, ethics, and organizational sustainability, and we will also apply these lessons to make a difference in the world.

Academic Honesty:
We expect that you will not engage in unethical or academically dishonest behaviors, as described in the *SJU Undergraduate Catalog* (see the *Catalog* for full text of the policy). At a minimum, we will not tolerate any instances of cheating, the fabrication of data, or plagiarism—

we hope that you would find these behaviors intolerable, too. If you are in doubt about how to cite, quote, or paraphrase sources accurately, please see me and/or consult the SJU Library resource called "How to Cite." On the remote chance that someone makes a poor decision and behaves dishonestly, this violation will result in a penalty ranging from a grade of zero on that assignment to failure of the course.

Students with Disabilities:
In accordance with state and federal laws, the University will make reasonable accommodations for students with documented disabilities. For those who have or think that you may have a disability requiring an accommodation (learning, physical, psychological), you should contact Services for Students with Disabilities, Room G10, Bellarmine Hall, 610-660-1774 (voice) or 610-660-1620 (TTY) as early as possible in the semester for additional information and so that an accommodation, if appropriate, can be made in a timely manner. You will be required to provide current (within 3 years) documentation of the disability.

Assignments and Grading:
We have tried to provide a variety of methods for you to demonstrate your competence in this course. These methods include exams, papers, presentations, and class participation. Following is the breakdown of the grading of this course:

Requirements	Points/100
Individual	
1. Class participation	12.5
2. Leadership journal	5
3. Individual leadership paper	10
4. Midterm exam	15
5. Final exam	17.5
Team	
6. Team live case presentations	0*
7. Team final applied project (paper)	25
8. Team final applied project (presentation)	10
9. Team participation	5

* Factored into individual class participation grade.

A	93.0 – 100 %	**C**	73.0 – 76.9 %
A-	90.0 – 92.9 %	**C-**	70.0 – 72.9 %
B+	87.0 – 89.9 %	**D+**	67.0 – 69.9 %
B	83.0 – 86.9 %	**D**	60.0 – 66.9 %
B-	80.0 – 82.9 %	**F**	< 60.0 %
C+	77.0 – 79.9 %		

Course requirements:

1. Class participation
We strongly believe that leadership is best learned through active participation. Therefore, class participation is required in this course. Class participation will be evaluated on the quality and quantity of contribution to class and group discussion and activities. More specific behavioral aspects of this rating are included in Appendix II.

We expect for you to complete a close reading of the assigned pre-reading before coming to class. Our classroom discussion will be focused on clarifying, exploring, and experimenting with the theories and concepts, not simply my regurgitation of the assigned reading. We don't expect you to master the material on your own; we do expect you to put in the groundwork to get the most out of the class discussion and to contribute to others' learning.

Your participation in this course can also transcend the scope of just our classroom. The LEO program offers several "value-adding" opportunities, and we encourage you—as leaders—to engage in them as meaningfully as you can. Specifically, this semester will offer:

- NetImpact meetings (biweekly)
- Arrupe Rising Leader Network meetings
- Sustainability Club meetings
- Numerous on-campus speakers

Attendance. It's impossible to participate effectively if you are absent from class. Furthermore, since examinations and papers will be based in part on in-class material, your regular attendance will help there as well. A total of two absences will be permitted for illness or other serious reasons. **Any more than two absences will result in course failure** due to absence (FA). You are responsible for making up whatever material you missed while absent.

2. Leadership Journal
Students will maintain a personal leadership journal throughout the semester. The primary purpose will be to chronicle your personal reactions to the assigned course material and applied project. You may also choose to augment this chronicling with your own reflections on your understanding of leadership and development as a leader. The criterion of this graded assignment will be completeness of the journal.

3. Individual leadership paper
Each student is required to write a 5-6 page individual leadership paper. Well-written papers will integrate the leadership journal entries you have made throughout the semester, course material/ideas, and experiences/learnings/insights from the applied project. This is an opportunity to integrate lessons from the LEO program and chart a leadership course for your post-graduate life.

4/5. Midterm and final exams

This course has midterm and final exams that will assess your learning of the course concepts. The exams will require that you demonstrate your knowledge of core concepts and theories, your ability to analyze (i.e., compare and contrast) the concepts and theories, as well as your ability to apply the concepts and theories to novel situations. All material that has been assigned or discussed in class will be fair game. The final will be cumulative in nature.

6. Team live case presentations

Teams will be responsible for providing additional cases/analyses on weekly topics. Articles should be posted on Blackboard's discussion board by the Friday preceding class (along with an email alert to the class when posted). The objective of this requirement is to broaden our understanding of how "real world" organizations are struggling with or thriving through the topic at hand.

7/8. Team final applied project—paper and presentation (See Appendix III for project outline)

This project is a hybrid—practicum, service-learning, community service, and business consulting—engagement of a live business organization aspiring to incorporate triple-bottom line economic, social, and environmental values. The objective is to gain experience *being and doing SEE (Sustainable Enterprise Economy) Change in the world.*

9. Team participation

Team members will weigh in on performance contributions of teammates during the semester.

Course Schedule

Week	Topics	Before Class Preparation	Assignment
Jan. 19	• Course overview • Sustainability review	• Course overview • BB: UN Green Economy (8-24) • Blackboard: CSR is dead. What comes Next?	
Jan. 26	• Business Unusual 2.0 • B Lab, B Corps, B Impact Assessments, Benefit Corporations, GIIRS • Consulting Process Steps	• SEE Chapter 5 • BCH: viii-44 • Blackboard: The Consulting Process	Journal entry
Feb. 2	• The context for SEEing change • **Guest B Corp Client Speakers (Tuesday)**	• SEE: Chapter 1 • BCH: 45-115 • http://waterless-works.com • http://waterislife.com	Journal entry
Feb. 9	• Redefining wealth as well being	• SEE: Chapter 2 • Blackboard: Your Money or Your	Journal entry

| | | Life | |
		• BCH: 116-175	

Feb. 16	• Rethinking capitalism
	• B Corp Project Update/Plan
		• TUESDAY
		   • SEE Chapter 3
		   • Blackboard: Beyond Greening
		   • Blackboard: The Biosphere Rules
		• THURSDAY
		   • B Corp Project Update/Plan **DUE**
			Journal entry

Feb. 23	• Personal Leadership	• Blackboard: Assigned Readings	Journal entry Team 1 Live Case

Mar. 2	• Big business but not as usual	• **Tuesday**
		   • SEE: Chapter 4
		   • Blackboard: UN Global Compact
		   • Blackboard: Vision 2050
		• **Thursday**
		   • Midterm exam
			Journal entry

Mar. 9	• No class (Spring break)	• Have fun (within limits)!	Nothing!
Mar. 16	• Social entrepreneurship	• SEE Chapter 6 • Blackboard: Enabling Bold Visions	Journal entry Team 2 Live Case
Mar. 23	• Boundary spanners	• SEE Chapter 7 • Blackboard: Vocation of the Business Leader: A Reflection	Journal entry Team 3 Live Case
Mar. 30	• Towards sustainable enterprise	• SEE Chapter 8 • TLS: 223-270	Journal entry Team 4 Live Case
Apr. 6	• Leading SEE Change	• SEE Chapter 9 • **DRAFT B Corp project paper due 4/6**	Journal entry Team 5 Live Case
Apr. 13	• Towards a sustainable enterprise economy	• SEE Chapter 10	Journal entry Team 6 Live Case
Apr. 20	• Individual/Team Presentations	• **PAPERS DUE 4/20** • **Tuesday 4/21** • Team preparation and rehearsal (no class)	Individual/Team Presentations

		• **Thursday 4/23**	
		• Advanced Enviro – 2:00	
		• Braxton's – 2:40	
Apr. 27	• Individual/Team Presentations	• **Tuesday 4/28**	Individual/Team Presentations
		• Isabelle's Kitchen– 2:00	
		• R World– 2:40	
		• **Thursday 4/30**	
		• Waterless Works – 2:00	
		• Wellshire Farms– 2:40	
May 6 - 12	• Final Exam	• Study for exam	Final exam

Appendix I — Required and Further Reading

Required readings noted with **[R]**

Overview of Organizational Sustainability

Hubbard, G. (2009). Measuring organizational performance: Beyond the triple bottom line. *Business Strategy and the Environment*, 18: 177-191.

World Business Council for Sustainable Development. (2010). Vision 2050: The new agenda for business—in brief. www.wbcsd.org/web/vision2050.htm. **[R]**

Business Unusual

Bower, J.L., Leonard, H.B., & Paine, L.S. (2011). Global capitalism at risk: What are you doing about it? *Harvard Business Review*, September: 105-112.

Meyer, C., & Kirby, J. (2012). Runaway capitalism. *Harvard Business Review*, January-February: 66-75.

Sabeti, H. (2011). The for-benefit enterprise. *Harvard Business Review*, November: 98-104.

Townsend, M. (2015). CSR is dead. What comes next? Retrieved February 28, 2015, from http://www.greenbiz.com/article/csr-dead-now-what? **[R]**

United Nations Global Compact. https://www.unglobalcompact.org/abouttheGC/thetenprinciples/index.html **[R]**

Enhancing Planetary Sustainability

Chouinard, Y., Ellison, J., & Ridgeway, R. (2011). The sustainable economy. *Harvard Business Review*, October: 52-62.

Hart, S. L. (1997). Beyond greening: Strategies for a sustainable world. *Harvard business review*, *75*(1), 66-77. **[R]**

Schroeder, D.M., & Robinson, A.G. (2010). Green is free: Creating sustainable competitive advantage through green excellence. *Organizational Dynamics*, 39: 345-352.

United Nations Environment Management Group. (2011). Working towards a balanced and inclusive green economy: A united nations system-wide perspective. http://www.unep.org/pdf/GreenEconomy-Full.pdf **[R]**

Unruh, G.C. (2008). The biosphere rules. *Harvard Business Review*, February: 111-117. **[R]**

Enhancing People Sustainability

Davila, A., Rodriguez-Lluesma, C., & Elvira, M.M. (2013). Global leadership, citizenship and stakeholder management. *Organizational Dynamics*, 42: 183-190.

Fox, J. (2012). The economics of well-being. *Harvard Business Review*, January-February: 79-83.

London, T. (2009). Making better investments at the bottom of the pyramid. *Harvard Business Review*, May: 106-113.

Spreitzer, G., Porath, C.L., & Gibson, C.B. (2012). Toward human sustainability: How to enable more thriving at work. *Organizational Dynamics*, 41: 155-162.

Implementing Sustainability Initiatives

Barton, D. (2011). Capitalism for the long term. *Harvard Business Review*, May: 85-91.

Haigh, N., & Hoffman, A.J. (2012). Hybrid organizations: The next chapter of sustainable business. *Organizational Dynamics*, 41: 126-134.

Kanter, R.M. (2011). How great companies think differently. *Harvard Business Review*, November: 66-78.

Porter, M.E., & Kramer, M.R. (2011). Creating shared value. *Harvard Business Review*, January-February, 62-77.

Personal Leadership for Sustainability

Ancona, D., Malone, T.W., Orlikowski, W.J., & Senge, P.M. (2007). In praise of the incomplete leader. *Harvard Business Review*, February: 92-100.

Christensen, C.M. (2010). How will you measure your life: *Harvard Business Review*, July-August: 46-51.

Kegan, R., & Lahey, L.L. (2001). The real reason people won't change. *Harvard Business Review*, November: 85-92.

Pontifical Counsel for Justice and Peace. (2012). Vocation of the business leader: A reflection. http://www.pcgp.it/dati/2012-05/04-999999/Vocation%20ENG2.pdf **[R]**

Quinn, R.E. (2005). Moments of greatness: Entering the fundamental state of leadership. *Harvard Business Review*, July-August: 75-83.

Robin, V., Dominguez, J. R., & Tilford, M. (2008). *Your money or your life: 9 steps to transforming your relationship with money and achieving financial independence* (Revised Edition). New York: Penguin Books. **[R]**

Social Entrepreneurship

Bugg-Levine, A., Kogut, B., Kulatilaka, N. (2012). A new approach to funding social enterprises. *Harvard Business Review*, January-February: 119-123.

London, M. (2012). CSR partnership initiatives: Opportunities for innovation and generative learning. *Organizational Dynamics*, 41: 220-229.

Pfitzer, M., Bockstette, V., & Stamp, M. (2013). Innovating for shared value. *Harvard Business Review*, September: 100-107.

Ready, D.A., & Conger, J.A. (2008). Enabling bold visions. *MIT Sloan Management Review* 49(2): 70-76. **[R]**

Thompson, J.D., & MacMillan, I.C. (2010). Making social ventures work. *Harvard Business Review*, September: 66-73.

Leading Change

Cross, R., Ernst, C., Pasmore, B. (2013). A bridge too far? How boundary spanning networks drive organizational change and effectiveness. *Organizational Dynamics*, 42: 81-91.

Ford, J.D., & Ford, L.W. (2010). Stop blaming resistance to change and start using it. *Organizational Dynamics*, 39(1): 24-36.

Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, January: 96-103.

Pascale, R.T., & Sternin, J. (2005). Your company's secret change agents. *Harvard Business Review*, May: 73-81.

Consulting

Kurpius, D., Fuqua, D., & Rozecki, T. (1993). The consulting process: A multidimensional approach. *Journal of Counseling & Development*, *71*(July/August): 601-606. **[R]**

Appendix II: Participation Rating Scale

Excellent participation (A range)
- Volunteers relevant information from readings, while also accommodating the needs of others to participate
- Provides succinct and timely information that moves discussion forward rather than echoing what others have said or sidetracking the discussion
- Adds value from outside sources, current events, and personal experiences
- Asks timely questions for clarification or further exploration of the topic at hand
- Clarifies points that others may not understand
- Demonstrates excellent ability to apply, analyze, and synthesize course material
- Demonstrates willingness to take risks in attempting to answer questions that the class finds challenging
- Never misses class, except for an unavoidable emergency

Good Participation (B range)
- Participates regularly and voluntarily in class discussions
- Content of participation is useful and relevant to topics at hand
- Demonstrates ability to analyze, apply, and synthesize course material

Fair Participation (C range)
- Participates in class discussion only when solicited
- Content of participation is relevant to topics at hand

Poor Participation: any of the following (D range)
- Occasional and reluctant participation in discussion
- Content of participation is often irrelevant or inaccurate and not useful
- Distracts self and others with cell phone or inappropriate laptop usage

Unacceptable Participation: any of the following (F range)
- Fails to participate, even when solicited
- Content of participation does not add value and/or is inappropriate
- Comments and/or behavior are distracting or disruptive
- Misses >2 classes

Appendix III – LEO 495 B Corp Live Field Project Instructions

VISION

"B the Change"—Integrating Triple Bottom-Line Practices into Business:
A Field-Based, Applied Learning Experience

1. **"B Recruiting":** Identify a company interested in incorporating triple bottom-line practices into its strategy and operations.

2. **"B Impact Assessment":** Conduct a preliminary *B Impact Assessment* for the company (students will be trained on the methodology). This provides triple bottom-line company and industry "B Impact" benchmarks.

3. **"B Creative":** Consult with the company on creative business practices to "integrate, not compromise" triple bottom-line "values into their DNA" (students will utilize B resources as well as course knowledge/practices).

4. **"B a Changemaker":** Work with *B Lab* and the company to steward company to *B Corp* and *Benefit Corporation* (legal) statuses.

5. **"B Critical":** Make critical, ethical, and evidence based recommendations regarding what—if anything—the B Impact Assessment, B Corp Certification, or Benefit Corporation legislation miss when judging the triple bottom-line practices of an organization.

PROJECT AND PRESENTATION GUIDELINES

1. Overall purposes of the paper:

   a. Help leadership of the company create an inspiring vision of the "next level" for the company and help them get there—what do you know about leadership/organizational sustainability and managing change that you can impart to them?

   b. Provide a comprehensive B Impact Assessment (BIA)

   c. Triple bottom-line integrated benchmarking of company against "profit economy" and "SEE Change/Impact Economy/New Sector" competitors—how should (normative) the company position itself as an ethical leader in the marketplace (integrating ethics and strategy)? Remember to consider all TBL angles here including finances—think business policy here!

d. Make recommendations to take the company to another level of "integrated impact"

    i. Based on improvement suggestions from the BIA and *B Corp Handbook*

    ii. Based on competitive analysis and cutting edge best practices of B Corps and other forward thinking companies—maybe there are B Corps vendors for their supply chain, energy management, employee hiring/benefits/development, etc.? What about cross-sector partnerships (think Waterless Works/Water is ife)?

    iii. Based on what we are learning about in class concerning the big picture of business's role in transforming the global economy for sustainable TBL impact

    iv. Explain and differentiate the B Impact Assessment, B Corps, Benefit Corporations, and GIIRS. Paint them an inspiring and actionable pathway to become fully B-optimized—what will it take for them to get certified, become a benefit corporation, and listed on GIIRS? You are leading them to *the magis* of the TBL/SEE/Impact Economy paradigm!

    v. Inform company about current ethical issues in their industry space. For example, with Wellshire Farms there are issues in animal husbandry, sustainable farming, hormones, etc.; R World, there are all different technologies available for sustainable business and the question of "deep sustainability" we have been investigating this semester—point here is to do a normative analysis (should) of what is morally compulsory in terms of their duties and what is supererogatory (good to do but not morally required). Remember, CSR is dead and we are moving to a more integrated model for the sustainable stakeholder company with purpose and profits interwoven seamlessly into its DNA (B Lab uses DNA language and "declaration of interdependence").

2. Sections of the paper:

a. Consulting report with executive summary for the company

b. Confidential team self-reflection about learnings from the consultative engagement (recall consulting article we read)

    i. Did you add value to the client company and their quest to be better?

    ii. How would you evaluate your success in delivering the projects?

    iii. Generalizing from your experience, what did you learn about what it takes to lead/change companies to higher levels of TBL performance? How can you use these insights in your own careers and organizations?

c. Power Point slide deck of presentation

3. Presentations

    a. Presentation to company representatives at SJU during class time during syllabus

    b. Offer to present at company to a wider range of employees—this is important because it creates a leadership buy-in at the grassroots level

IISWOTEthics – Integrated Impact SWOTE

Strengths	Opportunities
Economic	
Weaknesses	Threats
TBL	
Environmental	Social