Dr. Strange:
I am writing on behalf of Chris Pantzalis, our COBA representative, because he is out of town and time is short. The attached proposes renaming and revising our existing master’s program to a focus on leading sustainable enterprises. The proposals are being voted on electronically in the College as I write to you. I expect them to pass. While the term sustainability as used in business is somewhat different than when used in science, the thrust is still completely compatible. I hope you will find this proposal a welcome addition to the University’s mission.
I have attached an overview of what we wish to do, proposed catalog copy describing the program, course proposals, and course syllabi. I am happy to answer any questions you may have.
Sincerely,

Dr. Alan Balfour
Chair, Dept. of Management & Organization
Director, M.S. in Management: The Graduate Leadership Program
University of South Florida, College of Business, BSN 3403
4202 E. Fowler Avenue. Tampa, FL 33620-5500
813.974.1785 I Fax: 813.905.9964 I abalfour@coba.usf.edu
TO ALL WHO ARE CONCERNED:

To help reviewers understand the requested changes in context, I provide the following synopsis:

The program is currently sub-titled Leadership and Organizational Effectiveness and is aimed at mid-level managers seeking to become executives. It requires five years of managerial experience to be admitted. The revisions seek to **rename the concentration Leading Sustainable Enterprises**. The reason to do this is to reflect an emerging concentration in the field of Management and to tie into the University’s mission of supporting sustainable communities. We also hope to appeal to additional new and recent graduates seeking entry level positions in “green” business. **The new proposal no longer requires work experience and broadens the range of positions graduates might seek.**

The current curriculum and proposed changes are summarized below.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Leadership Concepts</td>
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<tr>
<td>Leadership Perspective</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Human Behavior and Organizations</td>
<td>No change</td>
</tr>
<tr>
<td>Negotiating Agreement and Resolving Conflict</td>
<td>No change</td>
</tr>
<tr>
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<td>Retitle Diversity and Organizational Justice</td>
</tr>
<tr>
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</tr>
<tr>
<td>Assessing Performance in Sustainable Enterprise</td>
<td>Request permanent number</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Drop from program</td>
</tr>
<tr>
<td>Leadership and Teams</td>
<td>Drop from program</td>
</tr>
<tr>
<td>Politics and Control in Organizations</td>
<td>No change</td>
</tr>
<tr>
<td>Executive Leadership</td>
<td>Drop – replace with Capstone Experience</td>
</tr>
</tbody>
</table>

**REPLACE THE THREE DELETED COURSES WITH THE FOLLOWING**

- Sustainable Production Systems Request permanent number
- Ethics, Law, and Sustainable Business Practices Request permanent number
- Capstone Experience in Leading Sustainable Enterprises Request permanent number
THE MASTER OF SCIENCE IN MANAGEMENT: LEADING SUSTAINABLE ENTERPRISES (GRADUATE LEADERSHIP PROGRAM)

Program Mission Statement

The mission of the Master of Science in Management: Leading Sustainable Enterprise Program is to develop your ability to help organizations create and continuously improve sustainable organizational performance through triple bottom line responsibility: prosperity, social justice and concern for the natural environment. The program will accomplish its mission by enhancing your skills in four areas: (1) personal development; (2) understanding why organizations perform as they do; (3) assessing the three criteria of effectiveness of organizations; and (4) using this knowledge to prescribe and implement actions for continuous improvement. Acquisition of these skills should enhance your job mobility within both internal and external job markets and improve the performance of both your organization and society at large.

Statement from the Director

In this program you will develop the skill to lead 21st century organizations. If you are an experienced, successful working leader who is already good at your job and who can be promoted to higher leadership and executive positions within or outside your present organization, this program can help you reach your goals. The program may also be attractive to new and recent college graduates seeking entry level positions in “green management.” As a future leader you will learn to empower others and facilitate teamwork in diverse groups, to recognize and adapt to the constraints and opportunities of a global economy, and to accommodate the ethical and societal needs of the environment within which the organization functions.

The cornerstone concerns of this program will lead you to organizational behavior that is both effective and ethical. Your intrapersonal, interpersonal, organizational, and societal competencies will all be enhanced.

The Graduate Leadership Program faculty blends scholarly activity and applied skills. Their high levels of academic competence and experience are at your service. It is the goal of the faculty to prepare you for a successful career as a leader in the real world.

I believe you will find this an extremely progressive, ethical, well-focused program. I am confident it can be of service to you. The program is described in detail below. It is designed to help you reach career goals. I would be pleased to answer any of your questions or to provide assistance. You may contact me by the methods noted below.

Dr. Alan Balfour
Director, MSM: Leading Sustainable Enterprises
The Graduate Leadership Program at USF
Telephone: (813) 974-1785
Email: abalfour@coba.usf.edu
Fax: (813) 905-9964
Format and Curriculum

Format
The Graduate Leadership Program is a 32 credit hour degree offered in a cohort format. The program is designed around needs of working managers. Classes meet on Monday and Tuesday evenings each week for twenty-one months. All students begin in August. The curriculum proceeds from basic tools of analysis and skills development, through understanding of interpersonal and organizational dynamics, to planned change and implementation. Course offerings and section availability are guaranteed to cohort members. Graduates from all majors are eligible and welcome.

Curriculum
The curriculum is designed to impart knowledge that leads to effective action. Leadership, teamwork, communication skills, visioning the future, and organizational change are emphasized. Through case studies, class discussion, exercises, group projects, and simulations, students receive mentoring from a faculty highly experienced in the real world of organizations. There is little emphasis on the passive absorption of knowledge; there is great emphasis on student participation and team work. It is expected that students will interact closely with faculty, get to know each other well, and become involved in a variety of leadership experiences. The Graduate Leadership Program classroom methodologies are dedicated to improving students' writing, presenting, and critical thinking skills. Students will enhance their interpersonal abilities and develop an awareness of how to assess the current state of an organization, to understand why it is that way, what changes could be made to improve it, and how to implement those changes successfully.

Course Information

Course Sequencing
Because the program follows a structured format, the courses have been sequenced in a logical progression where each course builds upon those that preceded it. The program divides into two main categories: (1) the development of basic personal skills necessary for successful leadership and, (2) courses in organizational effectiveness.

Course Descriptions

FALL I (First Eight Weeks)
MAN 6107 – Leading Sustainable Enterprises: Goals and Processes (Balfour) 2 Cr.
Examines the leadership role and responsibilities for sustainable organizational performance through analysis of the triple bottom line: financial performance, social responsibility, and concern for the natural environment.

MAN 6930– Leadership Concepts (Koehler) 2 Cr.
Provides a foundation for the study of processes of leadership in organizations and society. Presents an overview of various concepts of leadership, such as the personal values of leaders and leadership in dyads, teams, organizations, networks, and the broader society. Enhances
student understanding of complex forms of leadership and effective practice. Prepares students for advanced study in leadership.

**FALL I (Second Eight Weeks)**
GEB 6445 – Social, Ethical, Legal Systems (Hanna-West) 2 Cr.
A study of the influence of social, cultural, legal, and political environment of institutional behavior, including the changing nature of the business system, the public policy process, corporate power, legitimacy and managerial autonomy, and organizational reactions to environmental forces.

MAN 6055 – Human Behavior and Organizations (Jermier) 2 Cr.
An examination of the theory and practice of management, including the study of goals and means, the functions of management, and the administrative process in general.

**SPRING I**
MAN 6149 – Sustainable Production Systems (Koehler) 3 Cr.
Examines processes necessary to eliminate waste and reduce resource inputs in production processes.

MAN 6448 – Negotiating Agreement and Resolving Conflict (Cohen) 3 Cr.
Examines negotiating techniques and dispute resolution designs including mediation, arbitration, peer review, and other alternatives to litigation in both domestic and international settings.

**SUMMER I**
MAN 6930 – Designing Sustainable Enterprise (Jermier) 3 Cr.
Examines several aspects of organizational design relevant to meeting and exceeding regulatory standards of environmental performance. Emphasis is placed on technological and structural innovations, human resource interventions, and changing organizational culture to enhance environmental performance.

MAN 6116 – Diversity and Organizational Justice (Fuller) 3 Cr.
Addresses the various ideas surrounding the concept of workforce diversity. Topics include: the multi-faceted definition and scope of the diversity concept; the relationship between diversity and civil rights laws; stereotyping and individuals’ biases; and the issues that have arisen regarding organizational management of a diverse workforce.

**FALL II**
MAN 6930 – Assessing Performance in Sustainable Enterprises (Staff) 3 Cr.
This course provides an overview of existing and proposed measures used to assess organizational performance measures, non-financial outcome measures, process and innovation measures performance drivers, social impact measures of environmental sustainability.

GEB 6930 – Ethics, Law and Sustainable Business Practices (Hanna-West) 3Cr.
This course will expand on the stakeholder analysis method learned in Social, Ethical and Legal Systems. Exploring resolution of issues of such magnitude presents challenging ethical questions. It also requires prioritizing competing stakeholders. This class will open your eyes and
heighten your awareness of the far-reaching impact of various corporate actions and help you
make decisions when the rules aren’t clear.

**SPRING II**
MAN 6256 – Politics and Control in Organizations (Nord) 3Cr.
Course explores politics and control at the individual, small group, and organizational levels.
Students will also explore the power relationships between organizations and the larger
political/economic systems of which they are a part and with which they interact.

MAN 6930–Capstone Experience: Leading Sustainable Enterprise (Staff) 3 Cr.
The course is intended to help you integrate and exhibit the knowledge you have acquired in your
MSM studies. Teams of students will study a real organization, assess its performance, recommend
improvements, and recommend how changes will be implemented using concepts and processes
covered in the program. Reports and presentations will be assessed by examiners outside the
program.

**Student Commitment**
Students join a cohort of classmates who begin at the same time, pursue all classes together, and
graduate at the same time. Student bonds and career-long alliances may be formed. While the
program contains an inherent team camaraderie among students, it is not to be taken lightly or
frivolously. It is not to be dabbled in, taking a course here and there as time, interest, and
circumstance permit. Instead, it must be committed to. The workload of two class nights per
week for twenty-one months enforces a discipline that results in finishing and finishing at a
planned time in the future. The structured format allows the faculty to deliver a very well-
organized, well-focused program that can benefit you immensely. It is expected that if you enter
the program, you will willingly pursue it with vigor and commitment.

**Admissions Requirements**
Admission to the MSM program is on a competitive basis. In order to be considered for
admission, applicants must have five years of managerial experience and provide three items: a
transcript of undergraduate courses from each institution of higher learning attended; a
satisfactory test score on the General Management Aptitude Test (GMAT), and a one-page
statement in which the candidate explains his or her career interests and leadership potential.
Letters of recommendation are not required or utilized in this program. The GMAT consists of
three separate sections measuring verbal, quantitative, and analytical writing acumen. The verbal
and analytical writing scores are weighted most heavily for admission. The GMAT is offered
often and is taken by computer. GMAT information may be obtained by contacting Educational
Testing Services (ETS) at 1-800-GMAT-NOW (U.S. only) or by visiting [www.MBA.com](http://www.MBA.com).
FREE Powerprep test preparation software is also available through the GMAT web site.
Residents of the Tampa Bay area may schedule a date to take the GMAT by contacting the USF Evaluation and Testing Center at (813) 974-2742 or the Sylvan Learning Center at (813) 989-9988. International students must also have a TOEFL score of 550 or higher on the written version, or a minimum score of 213 on the new computerized test. TOEFL information may be obtained by calling 1-800-GO-TOEFL (U.S. only) or by visiting [www.ets.org/toefl](http://www.ets.org/toefl).

To receive unconditional admission, a student must:

- Have a GPA of 3.0 or higher for upper division undergraduate course work.
- Score 500 or higher on the GMAT. Total scores below 500 may be offset by scores of 28 or higher on verbal and 4.0 or higher on analytical writing.
- For international students, have a TOEFL score of 550 or higher on the written version, or a minimum score of 213 on the computerized test.
- Display leadership success based on past experience and future potential as demonstrated in the personal statement.

For domestic students the application deadline is June 1; for international students it is January 2.

### Learning Partnership

The following section describes the position of the College of Business Administration and the Graduate Leadership Program on the responsibilities of both students and faculty to the learning partnership.

#### Mutual Obligation

Each of us influences the quality of the learning environment through daily actions, interactions, and choices. Learning is not a spectator sport; both students and faculty must commit to active participation in the process. The ability and willingness to teach and learn reside in the individual. If very high levels of knowledge transfer are to occur, it is necessary for all members of the USF community to understand and respect their mutual obligations.

#### Respect for a Supportive Learning Environment

The learning environment in the Graduate Leadership Program is characterized by mutual respect, teamwork, ethical behavior, enthusiasm, and fun. Faculty, in their quest to continuously improve the education process, may try new approaches to teaching. Remaining open to new methods of critical and creative inquiry by students helps to maintain an intellectually challenging, yet stimulating environment.

#### Strong, Personal Commitment to Honesty, Excellence, and Integrity

Academic institutions thrive on personal honor and integrity. We value the contributions of each individual toward the creation of knowledge and its dissemination to students, business, the academic community, and society. Dedication to accepted standards of conduct enhances the integrity of the institution and ultimately the meaning of the Graduate Leadership Program.
degree. Dishonest behavior only serves to degrade the educational experience for the entire learning community.

**Respect for Individual Differences**
The College of Business values the strength which results from its diverse community. Each person-faculty, staff, or student-brings a unique set of experiences and thus a unique perspective to each interaction. In searching for knowledge, there may be one clear truth; often, the answers are not so clear-cut. The quest for knowledge requires an appreciation for the risks inherent in its pursuit. Learning will flourish if all parties are open to exploring issues from a variety of perspectives, even when closely held beliefs may be challenged.

**Operationalizing the Learning Partnership**

Achieving the ideals outlined in the learning partnership required mutual commitment to specific behavioral principles. Below are some fundamental guidelines which help operationalize the learning partnership philosophy. Some of these elements may appear to be obvious; yet given the diversity represented (along many dimensions) in the USF community, we feel it is important for all community members to start from a common base of understanding. We believe commitment to these behavioral guidelines will add value to your educational experiences and enrich each member's personal and professional lives.

**Elements of the Student Role in the Learning Process Include:**

- Treating the classroom as a professional responsibility
- Arriving on time and fully prepared for each class
- Communicating ideas and opinions in a way which demonstrates respect for fellow classmates, the faculty, and other USF community members or guests
- Providing objective and constructive feedback through appropriate channels to help improve the educational process
- Taking responsibility for the successful transfer of knowledge

**Elements of the Faculty Role in the Learning Process Include:**

- Treating the classroom as a professional experience
- Starting class on time and being fully prepared for each class
- Communicating ideas and opinions in a way which reflect awareness of other's views
- Challenging students to extend the frontiers of knowledge through lifelong learning
- Providing honest and constructive feedback to enhance student learning
- Taking responsibility for the successful transfer of knowledge
THE LAI LEAN ACADEMY AT MIT AND USF COLLEGE OF BUSINESS ADMINISTRATION

The USF College of Business in conjunction with the LAI Lean Academy at MIT is offering a one week intensive course on “Lean Enterprise” theory and practices during Spring Break (March 12—16). It is an active, hands-on learning experience, including simulations, case studies, factory tours, small group discussions, and classroom style lectures. The curriculum encompasses Lean principles, concepts, terminology, tools and research. The compact nature and unique activities of this course make this class different from others that you have taken in the MBA or MSM programs.

COURSE BACKGROUND

In the past decade many U.S. industries have adopted and implemented “Lean” approaches for continuous improvement based on the Toyota Production System, Six Sigma, and other change initiatives. Emerging from the Lean Aerospace Initiative (LAI) at MIT, sponsored by the US Air Force and a consortium of aerospace companies, the Lean Academy is dedicated to preparing the workforce for Lean implementation. Although the Academy emerged from support provided by the military and aerospace companies, the application of Lean principles has penetrated practically every industry. Our USF course will cover “Lean” from a variety of perspectives including large and small manufacturing, health care, financial institutions, government agencies, back office, and at the enterprise level.

CLASS TIMES AND LOCATIONS

Class begins at 8 am each day and will typically run until 5:00 pm. We will meet at the University of South Florida in the new wing of the building (BSN ____). Directions and parking information are available at XXXX. Parking space is readily available. However, student parking permits are required, or students can purchase a weekly permit at the entrance to campus.

LECTURE SLIDES AND HOMEWORK

All course material, except for the required textbook will be made available on Blackboard. We plan to have all lectures available by March 15.

This course requires one group presentation. Because of the short time frame of the course, all groups will be assigned by the instructors. You will be informed of the group assignments on the first day of the course. Group presentation will cover the case “Accounts Payable at Rockwell Collins.” The case will be available on Blackboard. In contrast to the normal MBA case coverage in which student groups are left to wrestle with the case and come up with solutions on their own, our case will be treated as a “mini-kaizen” event in which groups will replicate the steps taken during a traditional kaizen event. The intent here is to
not only learn from the case content, but to also help reinforce how to successfully organize and manage kaizen events.

**DRESS CODE**

Since we will be visiting organizations, the dress code will be business casual.

**COURSE DESCRIPTION:**

Taught in conjunction with LAI Lean Academy ™, this interactive course covers lean principles across the enterprise with real-world applications in both manufacturing and service sectors.

**COURSE OBJECTIVES:**

- To understand the principles of Lean enterprise value.
- To understand how the elimination of waste increases capability to identify and deliver value.
- To understand how value creation brings additional needed resources, including the creation of new opportunities for employment.
- To understand and apply the seven wastes and the five S’s that make it easier to see the waste.
- To understand lean thinking as a dynamic ongoing process that is customer-focused and knowledge driven.
- To understand how customers “pull value” from a stream of linked actions, processes and functions.
- To understand that Lean is about effective integration and human-oriented practices.

**TEXTBOOK:** Rother, M. and Shook, “Learning to See,” Published by Lean Enterprise Institute, ISBN: 0-9667843-0-8

**PROFESSORS:**

Dr. Philip Jones, Professor of Management, University of Iowa
Dr. Jerry Koehler, Professor of Management and Organization, University of South Florida

**COURSE REQUIREMENTS:**

Class Attendance and Participation
Team Projects
Lessons Learned Paper

**Incomplete Policy:** An “I” grade indicated incomplete coursework and may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

**Religious Preference Absence Policy:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

**Accommodation Policy:** Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

**Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit
assignments to Safe Assignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

Cell Phones and Laptops: While laptops may be of benefit in the classroom, experience has revealed they typically have greater detriment as distractions. Laptops will not be permitted. Cell phones should not ring during class. If yours does, it is expected that you will bring snacks for the entire class next period. If you find this silly, don’t let it happen to you.

Notes and Tapes: Notes or tapes are not permitted for purposes of sale.

Closure Policy: If the University were to officially close, classes will continue using Elluminate.

EVALUATION OF STUDENT PERFORMANCE:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
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<tr>
<td>Team Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Lessons Learned Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

GRADING SYSTEM:

The plus and minus system will be used to determine final grades.

PEDAGOGICAL APPROACH:

The primary pedagogical approach fosters an experiential learning environment. Students are expected to benefit from this approach by learning from doing assigned projects and from the other team members. Working in this context provides students with the opportunity to interface with others, and experience the impact of varying viewpoints and problem solving strategies.

Classroom participation will be employed to advance student knowledge of key concepts, to assist them in applying theoretical concepts and research findings to real life situations, and to enhance their problem solving skills.

Team presentations are required to demonstrate the outcomes of team activities and to improve presentation skills that have become a requirement for success in most business organizations.

Lessons learned paper is required to assess student knowledge gained from lectures, textbook, and classroom discussion.

Lectures are utilized to introduce students to Lean theory, research and applications

COURSE OUTLINE***

Monday, March 12

8:00 Continental Breakfast and Ice Breaker
8:45 Why Are We Here? Plan for the Week
9:30 Break
9:45 Integrating Lean with Corporate Strategy
11:00 Lunch and Plant Tour
4:30 Thinking Lean
5:15 Networking Social

**Tuesday, March 13**

8:00 Recap Day 1
8:15 Simulation I
9:30 Break
9:45 Value Stream Mapping I
12:00 Lunch
1:00 Simulation II
2:00 Break
2:15 Simulation II Wrap-up
2:30 Value Stream Mapping II
3:15 Break
3:30 Value Stream Mapping II Wrap-up
3:45 Simulation III
5:00 Adjourn

**Wednesday, March 14**

8:00 Recap Day 2
8:15 Lean Production Development
10:00 Break
10:15 Lean Services
12:00 Lunch
1:00 Lean Supply Chain
2:15 Break
2:30 Accounts Payable Case
3:15 Break
3:30 Accounts Payable Case Wrap-up
4:00 Enterprise View of Lean
5:00 Adjourn

**Thursday, March 15**

8:00 Recap Day III
8:15 Implementing Lean
9:30 Break
9:45 Leading Change
11:00 Guest Speaker
12:00 Lunch
1:00 Plant Tour
2:00 In-House Presentations on Lean Projects
3:15 Break
3:30 Tour Debrief
4:00 Prepare Presentations
5:00 Adjourn

**Friday, March 16**

8:00 Recap Day IV
8:15 Accounts Payable Case Presentations
10:15 Break
10:30 Lean Engineering
12:00 Lunch
1:00 Lean Practices and their Benefits to the Enterprise---Executive Presentations
3:00 Break
3:15 Evaluations
3:45 What do I do next?
4:30 Graduation

***Tentative course schedule. Significant schedule changes may have to be made to accommodate
speakers and company requirements.

If you have any questions, feel free to contact Professor Jerry Koehler at (813) 974-1729, or by e-mail:
Jkoehler@coba.usf.Edu.

Spring 2007/cjt
Designing Sustainable Enterprise
MAN 6930-902 (Ref. No. 51070)
Spring Term 2010, 6:00 p.m.-10:15 p.m., M
BSN 120

Professor:       Dr. John M. Jermier
Office:          BSN 3214
Office Hours:  2:00 p.m.–4:00 p.m. F, and by appointment
Office Phone:  813-974-1752
Home Phone:   813-972-3297
Electronic Mail: Facsimile 813-974-1734; Internet  jjermier@coba.usf.edu
Website:  (www.coba.usf.edu/jermier/journal.htm)

Course Description
This is an advanced course designed to provide an analytical framework for thinking about new
developments in organizing for a sustainable world. It will familiarize participants with several key
themes and concepts that are relevant to transforming organizations from traditional production systems
to systems that can contribute significantly to building more sustainable economies, societies and natural
environments.

In the first part of the course, participants will gain exposure to research on the state of the world’s
ecology and to some of the major problems that shape debate about a global environmental crisis.
Participants will also gain a deeper understanding of the traditional paradigm that underlies existing
patterns of consumption—“Affluenza,” and the traditional paradigm that underlies existing systems of
production—“McDonaldization.” In the remaining parts of the course, the concept of sustainability will
be developed as an alternative worldview, ethical perspective, business model, approach to organizing,
and system of performance enhancement. If the course is successful, you will be able to provide a
critique of the traditional paradigms, explain the rationale for counter-paradigms, and discuss practical
ways the new paradigms can be applied in consumption and in organizing systems of production.

The key concepts in the course are design and sustainability. Design involves explicit efforts to improve
organizational products and services, processes, systems, structures, strategies, and cultures.
Sustainability is an overarching concept that applies the principles of sustainable development to
corporations and other forms of enterprise. We will also focus on the new forms of consciousness that are
emerging that enable unprecedented partnerships and problem solving.

This course does not have a prerequisite but the concepts and reading material will be more useful to you
if you have some background in environmental studies, social science, and organizational and
management theory. You should also have some academic background in group dynamics and teamwork,
which would be satisfied with a basic course in Organizational Behavior.

Course Readings


Yvon Chouinard, Let My People Go Surfing: The Education of a Reluctant Businessman. London:

Sissel Waage (Ed.), Ants, Galileo, & Gandhi: Designing the Future of Business through Nature, Genius
In addition to assignments from the books listed above, selected articles, books chapters and other readings will be available through USF’s Blackboard website in the Course Documents folder or will be distributed in class. We may also use some copyrighted cases which will need to be purchased if they are assigned. The readings for each class period are listed on separate sheets following this one. Free audio and video supplements for *State of the World 2008* are available at website: [www.worldwatch.org/node/5572](http://www.worldwatch.org/node/5572)

**Course Requirements**

The final grade will be computed as a weighted average of three inputs: (1) a multiple-choice, short answer and essay exam covering readings and all classroom material—50% total; (2) a group project on Sustainable Florida—20% total; and (3) active participation in all classroom sessions, including discussions, assignments, quizzes, and presentations—30% total. Active participation means each class member is expected to attend every class and contribute to classroom discussions of assigned readings and all other classroom exercises. Preparation for each class is essential. Classroom presentations based on the assigned material and/or independent research will be required. The final grade may be adjusted upward by the professor in cases where classroom participation has been highly effective. The professor will adjust the final grade downward in cases where classroom attendance and participation have not been satisfactory. There is a group bonus available that will be applied to grading when it is demonstrated that the class consistently operates as a high-performance team.

No make-up exams or quizzes can be given.

Taping of classroom sessions is not permitted because it can be disruptive and because it can inhibit creativity and the free exchange of ideas.

Information about the types of presentations to be made in the class is listed on a separate sheet at the end of the syllabus.

An “I” grade indicated incomplete coursework and may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

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## Discussion Topics

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<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>M 5/11</td>
<td>Introduction to the Course; State of the World, Part I</td>
</tr>
<tr>
<td>M 5/18</td>
<td>State of the World, Part II</td>
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<tr>
<td>M 5/25</td>
<td>Memorial Day Holiday</td>
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<td>M 6/1</td>
<td>State of the World, Part III</td>
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<tr>
<td>M 6/8</td>
<td>Dominant Social Paradigm and the New Ecological Paradigm</td>
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<td>M 6/15</td>
<td>Traditional and New Paradigms for Organizing Consumption</td>
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<td>M 6/22</td>
<td>Traditional Paradigm for Organizing Production: Galileo and Innovation</td>
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<td>M 6/29</td>
<td>Traditional Paradigm for Organizing Production: Gandhi and Compassion</td>
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<td>Traditional Paradigm for Organizing Production: Ants and Organicism</td>
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<td>Traditional Paradigm for Organizing Production: Emerging Ant Colonies, Part I</td>
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## Assignments and Reading List

**M 5/11 Present and Discuss Readings**


**Peruse Websites for Background on Environmental Crisis Tendencies**

  “Introduction and Conceptual Framework,” “Ecosystems and Their Services,” and “Ecosystems and Human Well-Being.”

**M 5/18 Present and Discuss Readings**
**Watch “The Day the Water Died,” Sierra Club Chronicles, 28 Minutes (www.sierraclub.org/scp/chronicles/default.aspx)


M 5/25  Memorial Day Holiday

M 6/1  Present and Discuss Readings

**Shirley A. Briggs (1997). “Thirty-five years with Silent Spring,” Organization & Environment, 10: 73-84. (Group 1)


**David Biello (2006). “Harmless levels of chemicals prove toxic together,” Scientific American, May 1. (Group 2)


6/8

Present and Discuss Readings


6/15

Present and Discuss Readings


**Karl-Henrik Robert (2003). “Integrating sustainability into business strategy and operations: Applying the Natural Step approach and framework.” In S. Waage (Ed.), Ants,


6/22

Present and Discuss Readings


6/29

Present and Discuss Current Environmental Events

Present and Discuss Readings


7/6
Present and Discuss Current Environmental Events

Present and Discuss Readings


7/13
Present and Discuss Current Environmental Events


Final Exam

Classroom Presentations

During this term, you will be asked to make three types of classroom presentations. Each presentation will require background reading and other preparation. The purpose of these presentations is to give you an opportunity to enrich the classroom sessions with your own research and interpretations, and to help develop the course as a true seminar.

Current Environmental Events

When requested on the assignment sheet, you should come to class prepared to discuss a current event in the news relating to the course. Select an event from various news sources, read the story, and be prepared to summarize key points about the story in less than 5 minutes, including discussion. Whether you are selected to present your news article or not, photo copy or print it (provide complete source bibliography) and turn it in to me on the day we discuss it.

You can draw your article from newspapers, periodicals or other reputable sources. You should review the following websites because they provide very good news clipping services. Subscriptions to these sites are free online. If you select a story the news clipping services is featuring, you should also go to the original source and read and print that article.

Daily Grist (www.grist.org)
Environment News Service (www.ens-newswire.com/)
Rachel’s News (www.rachel.org/home_eng.htm)
Planet Ark (www.planetark.org/)

Present and Discuss Readings (Groups)

Early in the term, we will form small groups who will be semi-randomly assigned to present readings and classroom material and lead the discussion to bring out the key learning points. As a group, you should determine how you want to handle these presentations. You should strive to perform as a team, making sure
that everyone’s inputs are expected, respected and used. Normally, we will be able to summarize and discuss a reading in 15 minutes or less.

**Group Reports on Sustainable Florida**

Choose an enterprise in Florida that has accomplished something special in the area of environmental protection or restoration. Prepare a 5000 word, 20-page summary of the enterprise’s accomplishments and limitations and present your research on the enterprise in class. We will devote about 20 minutes of class time to each presentation. More information about this assignment will be presented early in the term.
Course Overview and Objectives

We will begin this class with a very “organic” view of corporations. Businesses, whether small, medium, or large, and whether local, national or multi-national, are not merely economic entities. Though primarily driven by economic pursuits of profit maximization and market expansion, businesses are more than just moneymaking machines. They are social entities to start with. Their vision, mission, strategies, structures and profits find meanings, purpose and relevance only in relation to the societies and communities in which they exist. They get their identity from social relationships they develop with their employees, customers, shareholders, governments, and other stakeholders, including plants, animals and non-living resources in our natural environment.

With such a basic realization that corporations are “social beings” who are working towards their economic growth, in our class we will attempt to understand their role and performance as prominent economic and social actors of our times. We will adopt the triple bottom line framework and use the notion of a “sustainable enterprise” as our benchmark to assess their organizational performance. A sustainable enterprise is an ideal organization, which has acquired unique resources and capabilities to survive various institutional pressures and economically prosper for a long time, while simultaneously enhancing the social, environmental, and economic wellbeing of the communities in which it exists and performs its operations. This notion of sustainable enterprise is developed on the philosophical foundations of sustainable development. Sustainable development philosophy recognizes that societies should develop in ways that they cater to the socio-economic and environmental needs of the current generation without compromising on the abilities of the future generations to meet those needs (WCED, 1987).

While assessing the performance of organizations, using the triple bottom line framework, we will also draw on various strategic management and organizational theoretical perspectives to understand ‘how’ and “why” organizations perform or do not perform, economically, socially, or environmentally, according to our expectations. We will use the resource-based view of firms, and institutional and stakeholder theories to appreciate the various resources, relationships and capabilities of, and the internal and external pressures on corporations that influence their performance. By integrating these theoretical and methodological perspectives in our classes, we will develop a deeper and more holistic understanding of corporations, and enhance our
conceptual abilities to assess their performance in present and future times.
I hope to accomplish the following by the end of the semester:

- Make you aware of the sustainable development philosophy
- Make you aware of the corporate sustainability ideology
- Make you aware of the concept of triple bottom line
- Make you aware of the various theoretical approaches to understand organizational performance
- Help you understand the business logic of sustainable development
- Help you conceptualize a sustainable enterprise
- Help you sharpen your critical thinking abilities and analytical skills to assess the triple bottom line performance of corporations
- Show you certain paths that you may want to pursue in your professional life as a business manager and future business leader of a sustainable corporation
- Show you certain paths that you may wish to take in your personal life and help create a sustainable world for yourself, your family and strangers living on our planet in the current and future times

Course Delivery

Teaching Material

My Lectures, our class discussions and all assessments will be based on readings from the book and the coursepack, as well as the videos I will use in the classes. I will also share my powerpoint handouts with you.

- It is essential that you buy the course pack. It will be available at Pro-Copy, 5219 E. Fowler Ave, Tampa, FL, by Friday, May 15. Their phone number is 813-988 5900. We are awaiting copyright clearance on some resources. I will email you as soon as the course packs are ready for purchase.

Teaching Format

- The classes will be structured and delivered according to the class schedule on page 6.
- Before coming to the class, please ensure that you have studied the readings assigned for that day.
- In each class, I will give you questions for in-class case analysis and 30 minutes of class time to discuss those questions on the case study with your teammates. We will then have 45 minutes to 1 hour presentation on various aspects of the case(s). Each team will get 10-15 minutes to present their team’s position and understandings of various theoretical aspects and practical implications of the case(s) under investigation.

Students with disabilities

If you need an accommodation for a disability, please let me know at the earliest. Please provide a letter from the Office of Academic Support and Accommodations for Students with Disabilities (SV1133). I will make appropriate modifications in some aspects of the course to accommodate your needs, and facilitate your learning and participation in the class. Please inform me if you need an alternate format for documents and tests, or a note taker.
Plagiarism

- If you are drawing on other people’s work in your assignment, please remember to give due credit and acknowledge their contribution to that work by citing the original source or the author(s). Use standard referencing style in your work.
- USF has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files, 2) electronically submit assignments to SafeAssignment, or 3) ask students to submit their assignments to SafeAssignment through my USF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. I may then receive a report showing exactly how a student’s paper was plagiarized. For more information about SafeAssignment and plagiarism, go to [http://www.c21te.usf.edu](http://www.c21te.usf.edu). Click on Plagiarism Resources. For information about plagiarism in USF’s Undergraduate Catalog, go to [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism).

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<td>Group</td>
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<td>Final Assessment</td>
<td>In-class, in-depth written case analysis (open book)</td>
<td>10% (10 points)</td>
<td>Individual</td>
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<tr>
<td>5</td>
<td>Attendance</td>
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<td>6</td>
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<td>Punctuality, participation in team-based case presentations and class discussions, support to</td>
<td>10% (10 points)</td>
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</table>

Assessment Criteria Grades Grades

- I will convert the total scores you have earned in this course to its corresponding grade according to the following scale. There will be no plus (+) or (-) attached to the grades.
- Grading Scale
  - A 90-100%
  - B 80-89%
  - C 70-79%
  - D 60-69%
Classroom Codes of Conduct

Attendance
- I expect you to attend all my classes. I will note attendance in every class. If you are one of those students who prefer not to attend classes and study on their own, at home or at work, then please withdraw from my class. Thank you.
- You will lose 2 points each, from your total of 10 points reserved for class attendance, for every class you miss.
- I will not give you any make-up work for the class you have missed. You cannot make up for your loss of attendance.
- If you are facing, or anticipate that in future you will be facing, some serious personal problems that are preventing you from attending the classes then you have to communicate with me in advance. Please submit an application, with appropriate documentations, to me for special consideration.
- Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to me, in writing, by the second class meeting.
- If you do not attend your project team meetings and fail to meet your team’s expectations, your team members reserve the right to fire you from the team. You will not be allowed to get involved with another team, and will lose all points for the assessment 3.

Disruptive behavior
- I consider students who come late to classes as being disrespectful and disruptive. Please manage your time and ensure that you reach the classroom on time, before I come to the class.
- Please do not engage in side talks or any other behavior that disturbs me and your classmates and our learning environment.
- If I find your behavior disruptive, I will ask you to leave the class and I will notify appropriate authorities in the university to take necessary official action.
- Please do not engage in talks or discussions during the exam.
- If I find you talking or cheating during the exam, you will receive a zero for that exam. Depending on severity, I might employ more serious sanctions.

Notes and Tapes
- Notes or tapes are not permitted for purposes of sale.

Closure Policy
- If the University were to officially close, classes will continue using Elluminate.
Laptops and mobile phones

- My classes are highly interactive and require a lot of dialogue and mental engagement in the discussions. You do not need a laptop in my class. I will not allow a laptop in my class. Writing notes with hand is very much possible. E-mailing, online chatting, internet surfing can be done once the class is over. If you have special laptop needs, please discuss with me.

- Mobile phones MUST BE SWITCHED OFF during the class. As we all know, classroom time is for our learning and not for communicating with our buddies. I do not want to see anyone making phone calls or texting in the class. If I find anyone using their mobile phones in my classes, I will ask the person to leave the class immediately. Please freely use this tool during your class break only.

Grievance

- If you are dissatisfied with the points you have earned, you are welcome to discuss your grievance with me. I will not accept requests for reconsideration in the class and on the day, you get your results.

- In case you want me to reconsider your points, you are welcome to submit an application to me in writing, on the next day after you have received the results of your assessment, giving an explanation of why you think you should be granted higher points for your work.

- While I will consider your request in all fairness, please remember that sometimes requests for such reconsideration may result in lower points/grades if, on further scrutiny, the quality of the work is found of lower standard. Please seriously consider this process before you apply for reconsideration.

Class participation

- I will allocate class participation scores based on my assessment of your level and depth of engagement with the class. I will assess the quality of your discussions based on how well you draw on the assigned readings and share your “relevant” practical life experiences with your classmates and me. I will also keep a track of your regularity and punctuality in the class.

- In the event you miss a class, you will also miss 2 points from your total class participation score of 10.

- Please ensure that you respect the classroom codes of behavior and treat everyone else with respect.

- Please come to my classes with a desire and humility to learn. Education is not just gathering degrees, and reinforcing and applying what we think we have already learnt. It is also and very importantly about developing new knowledge and deeper sensitivities and appreciation for various realities. Those realities will be at times contrary to our lives, and preexisting beliefs and values, but those realities do exist and shape this world. As I will show you new ways of thinking about corporate realities, please allow some of those new and radical thoughts to flow freely though your minds. Please engage in some deep (re)thinking in the process.

Eating, drinking and sleeping

- Sitting in a class on an empty stomach and with a sleepy state of mind can be torturous for the students and the professor too! Remember, we have to be there in the class until 10:15 P.M.

- To ensure that you are neither hungry nor sleepy, I will encourage you to keep on eating your favorite snack, and sipping tea/coffee/any other non-alcoholic drink during the class
hours.

- Another way to avoid feeling and looking sleepy is that you actively engage in dialogue with everyone in the class. This way you will also be preventing others from falling asleep in the class! Thank you.
- Please also bring a delicious dinner with you in every class. I will give you 20 minutes break time during the middle of the class hour, and you can share your meal with your classmates and have a nice dinnertime with everyone.
Class Schedule
Tuesdays, 6:00 p.m.-10:15 p.m. BSN 123

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Readings and Class Discussions

May 19, 2009    The triple bottom line framework

Readings:
- Book Chapters 1, 2, 7 and 14

Cases:
- The local costs and benefits of Wal-Mart
- Body shop brand: Repositioning to target the ‘Masstige’ segment and impact of its acquisition by L’Oreal

May 26, 2009    Theoretical lenses to understand organizational performance

Readings:
- Book chapters 5 and 6
  - Chapter 3: Contemporary institutional theory, pp. 33-62
  - Chapter 1: Introduction: What is strategy? pp. 1-16
  - Chapter 5: Evaluating firm strengths and weaknesses: The resource-based view

Case:
- BP and the Whiting Refinery: Beyond Petroleum (A) and (B)

June 2    Corporate economic performance

Readings:
- Book chapters 4 and 15
  - Using financial analysis, pp. 181-189.
- Corruption in International Business (A)

Cases:
- GE’s two-decade transformation: Jack Welch’s Leadership
- Are published financial statements really reliable?
June 9  Corporate social performance

Readings:
- Book chapters 3, 8 and 12
  - Chapter 1: The perspective of freedom, pp. 13-34
  - Chapter 3 Why some countries fail to thrive, pp. 51-73

Case:
- Hitting the wall: Nike and international labor practices

June 16  Corporate environmental performance

Readings:
- Book chapters 9 and 10
  - Chapter 1: Visions of the environment, pp. 1-8
  - Chapter 2: Rethinking the way we think, pp. 9-26
  - Chapter 3: Who’s behind the green wave? pp. 65-99

Case:
- Cradel-to-cradel design at Herman Miller: Moving toward environmental sustainability

June 23  Corporate social performance, corporate environmental performance and corporate financial performance

Readings:
- Book chapters 11 and 13

Cases:
- Accounting fraud at WorldCom
- Carrefour China: Building a green store

July 14  Final assessment

Critical analysis of Wal-Mart’s performance as a sustainable enterprise

Cases:
- Wal-Mart’s Sustainability Strategy
- The local costs and benefits of Wal-Mart
CAPSTONE EXPERIENCE IN LEADING SUSTAINABLE ENTERPRISE
SPRING TERM 2010

Dr. Jerry W. Koehler

Time: Tuesday, 6:00-9:40p.m. E-Mail: jkoehler@coba.usf.edu
Office: BSN 3207 Phone: 813.974.1729
Office Hours: 5:15-6:00p.m. Tuesday Fax: 813.974.1734
5:15-6:00 p.m. Wednesday

PURPOSE OF THE COURSE

The purpose of this course is to be the capstone for the MSM program. The course is intended to help you integrate the knowledge you have acquired in your MSM studies. The content of the course in part is determined by you and your team mates in the course. You will be asked to self-select, with the guidance of the faculty, an organization for which you will prepare a business plan.

COURSE OBJECTIVES

1. To be able to perform a Situation Analysis.
2. To analyze an organization and be able to perform a sophisticated analysis.
3. To identify action programs aimed at successfully managing an enterprise.
4. To be able to work in and understand the team environment of organizations.
5. To make formal written and oral presentations of project results.

COURSE FORMAT AND GRADING

You will maintain the same team during the semester. This makes it very important to develop your team effectively. Obviously, you should strive for cross-functional business expertise when putting your team together. The truth is, once a team is established, it is very difficult to change a team. It is possible to fire an individual from a team, but this should be an extremely rare occurrence in this class. I will work with you to try to avoid this situation, if at all possible.

To fire a team member, you must document his/her firing as any business would have to do. You must first meet with the professor to discuss the nature of the problem. If the problem cannot be resolved, you must give the member written warnings, with copies to the professor. After two such warnings, a team member may be fired. If you are dismissed from a team, you have few choices but to start the course over. It is often difficult to get hired by another team (just as it is often difficult to get a new job). A new
team will want to know what skills and motivations you bring to the job. They may ask for recommendations from your past team.

No tests are given in the class. Some parts of the term assignment may be due in draft form on certain dates, but these are viewed as "building block" assignments and will not carry a grade with them per se. Instead, you will receive feedback designed to aid you in the preparation of your final document. One important piece of advice is to start saving team meeting notes and pieces of your business plan onto a computer from the very beginning. Teams who have not typed anything in until a few weeks before the project is due rarely are very successful.

Your final course grade is based on your performance on the project. The plus/minus grading system will be used for this course. In addition to the professor's assessment, peer and self evaluations are taken at the end of the semester. Low performing team members should expect to earn a grade lower than that of other team members working on the same project, regardless of the overall project grade. Note that all students are required to attend all final presentations. Failure to do so will result in a reduction of your course grade.

Religious Preference Absence Policy: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

Accommodation Policy: Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

Cell phones and Laptops: While laptops may be of benefit in the classroom, experience has revealed they typically have greater detriment as distractions. Laptops will not be permitted. Cell phones should not ring during class. If yours does, it is expected that you will bring snacks for the entire class next period. If you find this silly, don’t let it happen to you.

Notice: Notes and tapes are not permitted for purposes of sale.

Plagiarism: The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Safe Assignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

Closure Policy: If the University were to officially close, classes will continue using Elluminate.

REQUIRED INSTRUCTIONAL MATERIALS
This course cuts across much of the material you have learned since beginning the MSM program. You may find some of your prior texts particularly handy. Hopefully one or more of the students on your team has access to appropriate prior MSM program texts.
PROFESSOR'S ROLE - VERY IMPORTANT SECTION
The role of the professor in this course is quite distinct from that of most courses. After
the first few weeks of general information sharing, the professor should be viewed as a
valuable facilitator, or even a "coach" for your team. The professor's role is to aid your
team in marshalling the resources, including knowledge and skills, necessary to produce
an outstanding final product in the course---your final report. Like a coach, the professor
is working on your side in this matter. Obviously, one individual professor cannot
provide all the expert knowledge and skill in every area of business that you need to
maximize your success with this business plan. Therefore, professors in the MSM
program are available for you. This process is described in the next section.

PROBLEMS AND PROGRESS SESSIONS
After the initial few weeks, each week will be devoted primarily to "Problems and
Progress" sessions. This means your team must come prepared to meet with the
Professor the status of your project. I cannot emphasize enough the importance of your
team handling the preparation for these sessions in a professional manner in order to
maximize the productivity of our time together. You must be prepared to cover the
relevant issues. **IMPORTANT:** During Problems and Progress sessions team
members will rotate in responsibility for leading the meeting from week to week.
TENTATIVE SCHEDULE OF EVENTS

- **Feb 3**
  - Introduction of students
  - Distribute syllabus/discuss course philosophy and planning
  - Discuss team process
  - Begin process of selecting a company
  - Breakouts to discuss project possibilities and project planning
  - Develop criteria from MSM courses

- **Feb. 10**
  - Proposal due (in draft form) on team members and team organizational structure (team member responsibilities and specialization, including designated contact person).
  - Proposal due (in draft form) on project firm chosen, contact personnel, firm focus, anticipated measurable goals for the company, initial crack at a general research plan for the project.
  - Propose criteria

- **Feb. 17** Team Meetings
  - *Discuss team’s research plan and review preliminary situation analysis.*
  - *Final report of organization criteria*

- **Feb. 24** Team Meetings
  - *Situation Analysis-review preliminary SWOT and Issues*

- **Mar 3** Team Meetings
  - *Problems and progress session*

- **Mar 10** Team Meetings
  - *Organization analysis*

- **Mar 17** *Spring Break* – No Class

- **Mar 24** Team Meetings
  - *Organization Analysis*

- **Mar 30** Team Meetings
  - *Action Plans Due*

- **Apr 7** Team Meetings
  - *Action-time-line due*

- **Apr 14** Team Meetings
  - *Slides presentation due*
Presentations—Everyone must attend all presentations

PROJECT GUIDELINES
This course represents a "capstone event" to complete your MSM learning experience. The project is a team project. It should be undertaken by a team of 4-5 people—teams of fewer than 4 are highly discouraged. The report will be prepared both in written and oral form, with the presentation being a 25 minute executive summary, followed by 15 minutes of questions and answers. Creativity and professionalism are keys to the success of your oral presentation.

The project is not a "case" project. It is an original project that you and your team members undertake. The organization need to be at least 3 million in sales and have at least 20 employees. If it is a non profit organization it must at least 30 employees. This means for very large organizations, it is suggested that you focus on an SBU (strategic business unit).

A key to enjoying a successful project experience is to choose an organization about which you are really, really excited. In addition, it will be helpful to have the organization sponsor you via information and other support. Such sponsorship of a project by a company obviously is desirable, but I must warn you that it is up to the student team to develop this sponsorship. I will help where I can, but I cannot promise that company sponsorship will work out every time.

With the aforementioned criteria in mind, a project proposal is due in draft form that includes Items #1, #2 and #3 below.

1. Identification of project team members and team organization
   Specify who is on the team with all their relevant contact information including, Email address, home phone, work phone, and / or cell phone. In addition, what areas of specialization/expertise each member brings to the project. I suggest you strive for diversity and balance - not just people like you or people you like. Friendships may end up sacrificed in these circumstances if a team is ineffective in working together. Also, varied skill sets are quite important, such as computer skill, statistical analysis, marketing, financial, operations, writing, editing, research/internet, PowerPoint, etc.

2. Description of the existing or proposed organization that is the subject of your project
   What is the company? Where is it located? What is its size? What are its products/services? What markets does it serve? What other relevant information can you share at this time? Does the company have a web address? Who are the contact people at the company? If a large organization, remember to focus on an SBU and not the entire company.

3. Brief scanning of the environment
   What is happening that makes this a particularly valuable time for your team to be developing a business plan for this organization? Things such as market shifts, new competition, organizational changes, financial crises, and the like are "triggering events" that may create good project situations.
Required: Follow this outline as closely as possible, and label headings and subheadings as indicated below. Provide a comprehensive Table of Contents linked to page numbers in the business plan.

1. **Executive Summary** - To be written last; a couple of pages that summarize the whole report.

2. **Situation Analysis** - Industry Analysis and Competitor Analysis, Identify and justify the key internal and external factors that will affect your organization. Also, identify key issues in your organization.

3. **Vision, Mission, Values and Goal(s) for the Organization**

4. **Organizational Analysis:**


6. **Exhibits** – Provide a Table of Contents at the beginning of the section.
OUTLINE FOR ACTION PLANS

(Place a running header at the top with the category indicated for each action plan. This can be done by Issue or by Target Market. Group like-category plans together. Provide a Table of Contents at the beginning of the section.)

OBJECTIVE
What do you hope to accomplish by the action plan?

TARGET of the Plan
If external, to what customer target(s) is the action plan aimed? An action plan may be aimed at more than one target market. What internal organizational group does it relate?

DESCRIPTION OF THE ACTION PLAN
☐ How will the objective of this action plan be accomplished?
☐ That is, what steps will be done? (Very important to be specific and detailed.)
   This is the core of the action plan.
☐ It describes the process to meet the objective of the action plan.
☐ The actions need to be done in bullet points outlining the steps needed to complete the action.
☐ The goal of this section is to have it enough detail so the person who is assigned to carrying out the plan can proceed without much supervision.

WHO IS RESPONSIBLE FOR CARRYING OUT THE ACTION PLAN?

WHAT IS THE TIME LINE FOR THE ACTION PLAN?

WHAT IS THE ESTIMATED BUDGET FOR THE ACTION PLAN?

HOW WILL YOU MEASURE THE SUCCESS OF THE ACTION PLAN?  This section is designed to measure the outcomes of the action. This can be done through a variety of ways. It is not always relatable to ROI or ROE. The measurement should be related to the goal of the plan.
A FEW TIPS ON STYLE

* Bind your business plan in a spiral binding that provides for easy access to pages.

* Imbed key tables and figures within the text; place more complex ones (such as regression output) in appendices.

* Do not make alterations in the format, headings, or subheadings without discussing with the professor first. If you have information that doesn't seem to fit anywhere within the format, bring this up in a Problems and Progress session and we will find a place for it.

* Use tabbed divider inserts between the seven major sections of the business plan. Print the section name on each tab. Do not use other dividers (Exception: Within the Exhibits section you should simply use colored paper between each separate group of exhibits with the number and name of each section printed on it.) Number all exhibits of all types (tables, figures, appendices, etc.) and refer to the number in the body of the business plan. Do not include any exhibits that are not referred to in the body of the business plan.

* Number all pages in the business plan (except dividers) at the bottom center of the page. Exception: exhibits need not have page numbers.

* Use color and design to make the appearance of your plan attractive---remember, you are trying to impress management.

* Make sure you put the business name, your team number, and all members' names on the cover or first page of your business plan.

* Use your PowerPoint slides as a "backdrop" or "wallpaper" to your presentation. Do not put detailed information on your slides and do not use too many slides. Mainly, you should communicate effectively with the audience. You may use crib notes or cards during the presentation but you should not read them. You will know more about your business plan than anyone else in the room!! Be confident, creative, and sell the sizzle!!

* Only two or three students should make the actual presentation. After the presentation, the whole team will field questions. Emphasis should be placed on having non-presenters field the vast majority of questions.
Course Overview and Approach

This course deals with, in the most general sense, differences among people and how those differences affect the workplace. The concept of diversity is profoundly important yet, at the same time, profoundly ambiguous. This course provides a forum to examine and clarify the various ideas surrounding the concept of workforce diversity. Topics will include: the multifaceted definition and scope of the diversity concept; the relationship between diversity and civil rights laws; group identity; stereotyping and biases; and organizational management of a diverse workforce. For example, what is a valid definition of workforce diversity? Why should organizations be concerned with managing diversity? How do individuals see themselves? How comfortable are each of us in dealing with others’ differences? How do our differences and attitudes translate into our attitudes and behavior at work? What is the appropriate way for organizations to deal with diversity?

Objectives for students are to: clarify the concept of workforce diversity; participate in experiential learning; increase self-awareness; learn about differences in inter-group relations; draw conclusions about your own views of diversity and how those have and will affect behavior at work; and identify effective ways for organizations to address diversity issues.

Accomplishing these objectives involves both conceptual and experiential learning. The classroom experience is based on participation and cooperative learning. We will make extensive use of class discussion, exercises and cases. Critical to the success of this class is student involvement. The most important aspect of making this course a worthwhile experience is the degree to which you reflect on the issues and take an active role in the class activities. An absolute necessity is to be prepared for class; this means do the readings, answer questions, and whatever else is indicated in the topic for the day. As opposed to straight lecture, there will be extensive group and classroom discussion in this course. The value that you as a student will receive from each class depends in large part on your preparation, reflection, and willingness to raise questions and take an active part in the learning environment.

Policies and Expectations

It will take commitment from all of us to make this class a success. I promise to do my part, and I hope you will do the same. I will be prepared and on time, and that is what I expect from you. You should complete the assignments before class so that you are able to join in as we “experience” the lesson for the day. Much of the learning in this class will take place during class, as we think about, reflect on, and discuss the material.

At times during the semester we will be discussing controversial issues pertaining to topics such as stereotypes, biases, group identity, and discrimination. These topics will certainly generate differences of opinion and perhaps some conflict. We all need to walk a fine line. We need open, reasoned discussion; it will not be a productive class if we simply say what is “politically correct.” However, we also need to always be respectful. We should: suspend judgment, allowing others to air their views; share what we are thinking and feeling; maintain
confidentiality of comments in class; and help others learn and accept others’ help in your own learning. With effort from all of us, we can accomplish this.

An “I” grade indicated incomplete coursework and may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Because of the importance of the in-class involvement, it is critical that you attend all classes. If you must miss a class due to illness or a work conflict, let me as soon as possible. More than 1 excused absence will lower your contribution grade.

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

You could probably call me “technology-challenged.” ;-) Perhaps because of this, and also because I take teaching very seriously, I strictly frown on class distractions such as cell phones, etc. I expect them to be put away and silent during class. Regarding laptops, if they are on, I will assume it is to take notes; otherwise your contribution grade will suffer.

If you are a qualified person with disabilities who needs academic accommodations, I encourage you to work with Student Disability Services, and please let me know at the beginning of the semester. All reasonable efforts should be made to accommodate these students with regard to note taking, reading assignments and test taking.

If the University were to officially close, classes will continue using Elluminate.

Notes or tapes are not permitted for purposes of sale.

Grading

The final course grade will be determined through the assignments listed below. 90% - 100% of the points equals an “A,” 80% - 89% of the points equals a “B,” etc.

CLASS PARTICIPATION & CONTRIBUTION: 100 points (20%)
As discussed above, this includes attendance, preparation, and active, constructive involvement in class discussions. I will assess your contribution in several ways. I expect you to raise interesting questions, make comments, offer insights, and share personal workplace stories. These are all voluntary ways to show that you are involved in the class. Also, I will call on students to answer questions and discuss assignments for the day; I expect thoughtful answers that indicate preparation. I want class discussions to be shared by all students, not dominated by a few. Finally, as part of your contribution, you are encouraged to bring to class examples of current issues concerning diversity.

PERSONAL DIVERSITY EXPERIENCE: 75 points (15%)
Each student will put himself or herself in a situation in which they are “different.” You will spend a minimum of 2 hours experiencing this diversity. You will then write a report (3 typed pages) about the experience. I will hand out guidelines for this assignment.

MINORITY INTERVIEW: 75 points (15%)
Each student will interview an employee who is in a minority position (race, age, gender, religion, national origin, etc.) in his or her job. I will
hand out guidelines for the interview, explaining the topics you should address. You will then write a report (3 typed pages) discussing your conclusions.

TEAM DIVERSITY ACTIVITY: 75 points (15%)
I will assign students to a team for this assignment. Each team will lead the class in a 45-minute activity and discussion on some aspect of diversity. I will hand out more details on this assignment.

JOURNAL OF REACTIONS: 50 points (10%)
As a means to help you understand the concept of diversity, yourself, and others, you are to email me your thoughts and reactions to each class by the Saturday after the class. Your emails should include your reflections and comments on the class readings, discussions, and experiences. You might touch on subjects such as: how you felt about the discussion; what you learned about yourself; something that surprised you or that you never thought about before; a discussion that you found fascinating or annoying; or a point that you feel was left out of the discussion. This journal is meant to be a constructive reflection of your efforts to grapple with the subject of diversity. I would expect each entry to be the equivalent of ½ page, though some classes may provoke more reflection than others. These will not be graded on the content (there are no right or wrong reflections), but on your effort to seriously think about and learn from the class.

FINAL PAPER: 125 points (25%)
Students will write a final paper (6 typed pages) that integrates concepts from class with your personal reflections described in your journal entries. You will be asked to summarize the main points from your semester-long journal and create lessons for managing diversity. From those you are to use the material from class to develop advice for organizations. I will distribute specific instructions later in the semester.

NOTE: All typed assignments and papers are to be double-spaced, using a reasonable size 12 font, with approximately 1” margins. The pages should be numbered and stapled together with a title/cover page that contains your name, etc. Your name should be on the cover page only. Do not use any type of paper or plastic cover. Criteria I will use to evaluate written assignments include:
- Did you address the questions that were asked?
- Do you demonstrate understanding of class material?
- Is the paper well organized and readable?
- Are spelling and grammar correct?

Course Outline

August 24 - Course Introduction
August 31 - Overview of Diversity Areas of Concern

Bring to class one example of a specific problem regarding diversity in an organization. (These should be real, not fictional.) The example may be from personal experience or you may find an example from another source (online, magazine, etc.). These can relate to treatment of employees, bias, stereotypes, organizational policies, etc. Write down the main points of your case including who was involved and what happened. You will be asked to summarize your example to the class and ask a discussion question related to your case.

September 7 - no class - Labor Day

September 14 - Diversity Background and Definitions

Pgs. 1-7 & 11-14
Identify the main points of these readings and prepare answers to discussion questions on pg. 14.

TEAM DIVERSITY ACTIVITY

September 21 - Personal Insight and Views of Differences

Pgs. 28-34 & 35-44
Identify the main points of these readings and prepare answers to discussion questions on pgs. 34 & 44.

Pg. 8: “Diversity on the Web” Take the Implicit Association Tests for race and gender

Pg. 15: Complete the “I am…” exercise

TEAM DIVERSITY ACTIVITY

September 28 - Gender

Pgs. 120-130, 132-145, & 148-153
Identify the main points of these readings and prepare answers to discussion questions on pgs. 129-130, 145, & 153.

Pg. 119: Complete the TF quiz

***PERSONAL DIVERSITY EXPERIENCE REPORT DUE***

TEAM DIVERSITY ACTIVITY
October 5 – Race and National Origin

Pgs. 48-53, 56-60, & 61-68
Identify the main points of these readings and prepare answers to discussion questions on pgs. 53, 60, & 68.

Pg. 55: “Diversity on the Web” Complete #2 and #4

Pgs. 305-312: Coca-Cola, read and answer discussion questions on pg. 312

TEAM DIVERSITY ACTIVITY

October 12 – Age and Religion

Pgs. 184-190 & 192-198
Identify the main points of these readings and prepare answers to discussion questions on pgs. 190-191 & 198.

***MINORITY INTERVIEW REPORT DUE***

TEAM DIVERSITY ACTIVITY

October 19 – Sexual Orientation and Social Class

Pgs. 208-218 & 158-169
Identify the main points of these readings and prepare answers to discussion questions on pgs. 218 & 169-170.

Pgs. 155-156: complete the exercise and answer discussion questions on pg.157

Pgs. 220-226: Cracker Barrel, read and answer discussion questions on pg. 226

TEAM DIVERSITY ACTIVITY

October 26 – Summary of the Business Case for Diversity

Pgs. 259-261, 263-270, 271-275,
Identify the main points of these readings and prepare answers to discussion questions on pgs. 270, 276.

Conduct an Organizational Website Diversity Audit:
Visit an organization’s website and prepare the following information for class:
•Describe the website’s attention to diversity - how well is the importance of diversity communicated? (mentioned in vision/mission statements, links from home page, diverse images, quantity on info, etc.)
• What inferences can you make about the organization based on the website information? (do you believe certain statements/information? are you skeptical about certain statements/information?)

TEAM DIVERSITY ACTIVITY

November 2 – Course Summary

Final course lessons, thoughts, and conclusions

November 9 – “The End”

Student Presentations

***FINAL PAPER DUE***
"Then I say the earth belongs to each generation during its course, fully and in its own right. The second generation receives it clear of the debts and encumbrances, the third of the second, and so on. For if the first could charge it with a debt, then the earth would belong to the dead and not to the living generation. Then, no generation can contract debts greater than may be paid during the course of it's own existence."

Thomas Jefferson
Sept. 6, 1789

OVERVIEW:

We are faced with many social and environmental problems today from growth management and pollution to global warming, and we face them on many levels: local, state, national and international. The source of many of these problems can be traced to economic activity, population growth, technology and our collective failure to adequately address these problems.

Business has played a major role in contributing to these problems, but business can, and must, also play a major role in resolving them. Climate change – whether it is a natural phenomenon, man-made or both – will have a major impact on corporate strategy and decision making in the future. Corporate managers and board members are giving increasing consideration to their environmental and social impacts. Most major corporations now issue annual environmental reports in which they discuss their environmental plans and programs and document their current environmental performance. Now there is a global movement pressuring corporations to publish annual sustainability reports in which economic, environmental and social performance are presented in a single integrated document. However, there remains much to be done as our quality of life hangs in the balance. Are we up to the task?
Answers to these questions are complex. The term “sustainability” can refer to several contexts. We talk about environmental sustainability which can refer to the ability of a country, state or area to live within its natural regenerative resources without degrading the quality of life of its society. It can also refer to the very capacity of the planet itself to sustain life. We will address some of these areas generally, and business in particular. When we talk about business sustainability, we look at factors that play a role in corporate longevity (corporate culture and ethics, transparency, corporate strategy regarding sustainable development, etc.) but we always remember that we can’t have one without the other. (It’s pointless to strive for business sustainability with a narrow economic focus if the planet or an area cannot support it!) Sustainability for business requires strategic focus on the triple bottom line which includes environmental stewardship, social equity integrity and economic responsibility. We now realize that these factors are completely intertwined and crucial to corporate longevity. Recent events have illustrated the fate of corporations that fail to adequately address all three.

This course will expand on the stakeholder analysis method learned in Social, Ethical and Legal Systems. Exploring resolution of issues of such magnitude presents challenging ethical questions. It also requires prioritizing competing stakeholders. This class will open your eyes and heighten your awareness of the far-reaching impact of various corporate actions and help you make decisions when the rules aren’t clear.

The course will include, but is not limited to, the following topics:

Into to the topic: The concept of sustainability
Stakeholder analysis
Social and Environmental Impact of Enterprise
Reading of Natural Capitalism (available on line)
Major Challenges in Sustainability
Corporate Culture Issues: Ethics and Sustainability.
Current Issues and Future Trends
Corporate Strategies for achieving sustainability goals
Transparency
Reporting Initiatives
Available Resources

(THE TEXT SELECTIONS WILL BE REVISED)

TEACHING:

I will use a seminar approach for this course and act primarily as a facilitator. The case method will be used extensively. Through our analysis we will identify and assess decision options. We will “flip” roles often. There will also be extensive assigned readings and a team project. To be successful, everyone must contribute to the class discussion process. For this reason, the quality of your class participation is a significant part of your grade. Groups/teams will be used throughout this course for various discussion exercises.

EVALUATION:

Your grade is comprised of the following components:

Participation: (25%): Be prepared to ask questions, discuss the assigned readings and to discuss issues you find important to be raised from the readings, your research and current events pertaining to the course topics. Class participation will be measured by preparedness, consistency of quality contributions, willingness to challenge the ideas of your peers and your willingness to state ideas or positions that may be challenged. Attendance and punctuality will be included here. Small group presentations on in-class exercises will also be included.

Article Analysis and Short Writing Assignments: (25%) Students will be required to select course applicable articles to analyze and summarize or other brief writing assignments each week as specified in class. These assignments will be posted on Blackboard as well.

Team Project: (50%): The project will consist of selecting a subject corporation and identifying areas of adverse social and environmental impact. What effect will these areas of adverse impact have on the corporation’s major stakeholders in the short term? In the long term? After this has been accomplished, the team will then explore the various ways that the adverse impact can be minimized. Additionally, students will identify and analyze internal problems that effect corporate longevity such as a weak values system or other corporate cultural problems. Reporting issues and an analysis of corporate governance should be covered as well when applicable. My intent is to give students the opportunity to apply the tools and concepts they are learning in the class. Obviously, if your suggestions are acted upon, some immediate good will be accomplished. It is hoped that your subject businesses will be more responsive to suggestions coming from graduate business students. We can also begin to compile a body of practical, workable solutions that many can benefit from.
Students will divide themselves into teams. Each team will choose two (one first choice and one second choice) corporations as the subject for their project. Students are advised to select subjects with reasonable access. You will be provided with a form letter of introduction to be used after initial approval.

Additional areas of analysis of your subject should include the following:

1. The ethical issues that face the corporation particularly concerning sustainable business in Florida
2. A stakeholder analysis of your subject corporation
3. An assessment of the rights and duties of the key stakeholders
4. The sustainability challenges facing the company and its industry
5. The various governmental and regulatory agencies involved

**Sustainability Project Reports and Presentations**

1. Slides are due at the time of your presentation. Please provide a hard copy as well as an electronic one.

2. You must send your report electronically to the Blackboard digital drop box for this course prior to the beginning of our last session of class. (You may email it if you’d like but you must provide proof of timely submission. ALL PAPERS MUST BE FULLY FOOTNOTED IN THE APA FORMAT. NO REFERENCE, RESOURCE OR WORKS CITED PAGES WILL BE ACCEPTED IN SUBSTITUTION FOR PROPER FOOTNOTES. Please familiarize yourselves with rules concerning plagiarism and WHEN IN DOUBT – FOOTNOTE!

Note: See the COBA Writing Center for help if needed.

3. A **guideline** as to length is 10 pages per person in the team. The individual student author of each section must be noted in addition to traditional footnotes. (APA format) Appendices and footnotes do not count toward the page minimum requirements. (Note: Individual papers often need to be longer than 10 pages because of standard components.)

4. Each group will give a presentation summarizing their papers during our last class. (Time allowed: approx 8 min. per person in group.)

5. Each student must complete a peer evaluation form pertaining to their experience with individual group members for their group projects. This form should be handed in to me INDIVIDUALLY by the end of our last session.

Be sure to address the following questions in your research and analysis of your project subject:
Does the entity have a mission statement?

Does it issue a sustainability report?

What are the barriers to implementing sustainability initiatives?

How can they be overcome?

Address costs / savings of any sustainability initiatives you may suggest.

Make sure to note the following areas:

Waste

Purchasing

Energy

Green building

Transportation

Ethics

Additional areas of analysis of your subject should include the following:

1. The ethical issues that face the corporation particularly concerning sustainable business in Florida
2. A stakeholder analysis of your subject corporation
3. An assessment of the rights and duties of the key stakeholders
4. The sustainability challenges facing the company and its industry
5. The various governmental and regulatory agencies involved

Project Assessment Qs and Factors

1. Does the mission statement of the subject corp contain the word “sustainability”?
2. Does it take steps to “force the issue”?
   a. Purchase only sustainably produced timber?
   b. Recycle/compost
   c. Low-energy power
   d. Insulation
   e. Use recycled paper everywhere (even in catalog)
   f. Encourage ride sharing
   g. Eliminate paper cups
h. Support gov/legislative efforts to encourage sustainable practices?

Identify applicable governmental resources, educational resources and organizations that could be helpful to the enterprise you chose. What actions can be taken? (Ex: Could a law or ordinance be adopted that would provide corporate accountability?)

Each team will be required to compile the results of their findings into a report and to present a presentation including a question and answer period at the end of the semester.

**Honor Code:** All students are expected to demonstrate and practice personal and professional integrity at all times. This includes, but is not limited to, refusing to engage in lying, cheating or misrepresentation of any kind. Upon the demonstration or discovery of such behavior I will award the grade of “FF” and request that said student be removed from my class. To do any less dishonors the efforts of honest students and damages the reputation of our programs.

**Plagiarism:**

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to and [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism). In addition, all assignments submitted through Blackboard may be submitted to SafeAssignment, an automated plagiarism detection system which works in conjunction with Blackboard.

**Incomplete Policy:**

An “I” grade indicated incomplete coursework and may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.
Religious Preference Absence Policy:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

Accommodation Policy:

Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

Closure Policy:

If the University were to officially close, classes will continue using Elluminate.

Cell phones and Laptops:

While laptops may be of benefit in the classroom, experience has revealed they typically have greater detriment as distractions. Laptops will not be permitted. Cell phones should not ring during class. Notice: Notes and tapes are not permitted for purposes of sale.
Special Note on Class Format

This course is offered in two formats under separate reference numbers. In one format, the course is offered for two credit hours and is required for students pursuing the Master of Science in Management degree. In the other format, the course is offered for three credit hours as an elective for MBA students and others. All enrollees will receive an eight week class. In the two hour format that will complete the course. Students in the three hour format will write a 15 page paper reviewing either the book Cultural Intelligence or Listen Up to fulfill the remaining credit hour. The report will be due October 19.

Course Description

“It’s not just about doing things right; it’s about doing the right things.”

“Great leaders don’t light a fire under someone, they light a fire in someone.” Kouzes and Posner, The Leadership Challenge, p. 293.

This course examines the perspective required of the manager/leader/facilitator in light of personal, organizational, and societal needs judged by standards of both effectiveness and virtue. The focus is particularly on leadership of professionals. It examines the values, goals and techniques necessary to lead businesses to sustainable prosperity, organizational justice and concern for the natural environment.

Course Overview

Leadership Perspective develops personal qualities that enhance your capacity to lead. It addresses both one’s philosophical orientation and one’s behavior. In short, it is about how effective leaders think and how they act. It intends to inspire leadership that is both effective and virtuous.

In class you will learn philosophy, theory, and methods to produce effective leadership of sustainable organizations. You will enhance your ability to promote the “triple bottom line” of prosperity, social justice, and concern for the natural environment. You will learn what effective leader behavior is and the importance of modeling it. You will also learn the benefits of conceiving of organizations as communities rather than as a jungle or a war zone or a competition. You will learn two extremely fundamental insights into leadership success too seldom practiced in America. They are: 1) To concentrate on inputs, not outcomes. American managers are obsessed with outcomes. Therefore, they don’t achieve them as well as they might; and, 2) To promote cooperation, not competition, among organizational members. American managers are also obsessed with competition. Deliberately fostering it can be an extremely widespread, extremely costly mistake. Fostering cooperation, instead, absolutely produces better results. You will further recognize the rewards of virtuous behavior and to strive for a life that benefits yourself, your organization, and your world. If you don’t intentionally aim at these targets, it is unlikely that you will hit them.
Learning Objectives

At the end of this course the student should have developed the ability to:

1. Recognize the role of ethics and virtue in creating organizational success;
2. Recognize the value of conceiving of the corporation as a community;
3. Recognize the role business plays in the natural environment;
4. Practice effective self-leadership behaviors;
5. Practice leadership behaviors that result in organizational success; and, for students taking the third credit hour;
6. Realize the cultural limitations of values and behavior (cultural intelligence) or improve your listening skills.

Course Structure

As in many courses of applied philosophy, this class will utilize a discussion format. This is particularly appropriate where it matters how each person thinks and feels about the subject. The format and rationale for this discussion is detailed below.

One of the main purposes of a course of this type is to promote an awareness of and interchange of viewpoints among students. Ideally, this will result in two good outcomes: 1) You will enhance your understanding of why other people do what they do; and 2) You will reexamine and refine your own decision making criteria in a more informed direction. To facilitate these goals, a portion of this class will use a structured interactive format.

The format used will be the Socratic Method. This method was originated by the Greek scholar Socrates and consists of calling on students at random to answer questions designed to bring out the relevant aspects of the material assigned. The professor will not lecture. A portion of your grade will be determined by how well you answer the questions he asks you. This will not be a class discussion format of the type with which many of you are familiar. Because you do not volunteer answers, but are instead called upon at random, you must be prepared every class session. Also, because of the random selection process, this class will not degenerate into a few dominant personalities (not necessarily the most talented) doing all the talking while everyone else “tunes out.” In this class, you will all be ready, and you will all participate. Therefore, your class participation grade will be a function of your performance not of your personality. Questions will be generated and answered in a group format explained in class.

Professor's Background and Qualifications

Dr. Balfour is Chair of the Department of Management and Organization and Director of the Master of Science in Management: Leadership and Organizational Effectiveness program. He holds a B.A. in Liberal Arts from Albion College with majors in History and Economics; a J.D. from the University of Michigan Law School; a Masters degree in Labor and Industrial Relations from Michigan State University, and a Ph.D. in Social Science from Michigan State with concentrations in Psychology and Sociology. He worked as a manager in the private sector for the Procter & Gamble Company and in the public sector was Director of Research for a blue ribbon committee advising the Governor of Michigan on state employee labor relations. Work assignments have taken him to the United Kingdom, Japan, Panama, and Okinawa. He previously taught at the University of Oklahoma. His research interests have been in leadership, employee relations and conflict resolution.
Evaluation and Grading

For those enrolled for two credits, there will be three equally weighted components of your grade: a class discussion score, a midterm exam and a final exam.

For those enrolled for three credits, you will have four equally weighted components. In addition to the three above, you will write a 15 page critique of either of the supplemental books. The exams should be five typewritten, double-spaced pages in a normal font with conventional margins addressing “how I can use what I have learned so far.” The exams are expected to be error free in spelling, grammar, etc.

Grades will be allocated according to the following scale:

- ≥93 - A
- 90-92 - A-
- 87-89 - B+
- 83-86 - B
- 80-82 - B-
- 70-79 - C
- ≤69 - F
ATTENDANCE POLICY

Attendance will not be formally taken, but if you are called on and are not present, you will receive a zero for the question asked. You may be excused once in advance by providing a make-up assignment of submitting, in writing, the answers to questions assigned by the professor. If you have to miss twice, you will not receive credit for the course.

INCOMPLETE POLICY

An "I" grade indicated incomplete coursework and may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

RELIGIOUS PREFERENCE ABSENCE POLICY

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

ACCOMMODATION POLICY

Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

PLAGIARISM

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Safe Assignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

USE OF LAPTOPS AND CELL PHONES

While laptops may be of benefit in the classroom, experience has revealed they typically have greater detriment as distractions. Laptops will not be permitted. Cell phones should not ring during class. Notice: Notes and tapes are not permitted for purposes of sale.

UNIVERSITY CLOSURE POLICY:

If we must miss a class or more because the University is officially closed, I will post questions on Blackboard for you to answer and return to me electronically.
Required Reading Materials

The books assigned were not selected for their recency. They were selected for their lasting value. These books are foundations of the discipline and do not change at the speed of data, technology, or events. They will remain of value throughout your professional career.

For everyone,


For those enrolled for three credits, also either

  Or

ASSIGNMENTS

Leadership Perspective

Fall 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Aug 25</td>
<td>Introductory Comments; Solomon, Introduction – p. 68</td>
</tr>
<tr>
<td>Sept 1</td>
<td><em>Hawken, Preface</em> – <em>Pigou’s Solution</em>; <em>N &amp; M</em>, Chapters 1-4</td>
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<td><em>N &amp; M</em>, Chapters 5-12</td>
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<td>15</td>
<td>MID TERM EXAM DUE</td>
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<tr>
<td>22</td>
<td><em>K &amp; P</em>, Sections 1, 2</td>
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<td>29</td>
<td><em>K &amp; P</em>, Sections 3-5</td>
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<td>Oct 6</td>
<td><em>K &amp; P</em>, Sections 6, 7</td>
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<td>13</td>
<td>FINAL EXAM</td>
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<td>19</td>
<td>PAPER FOR THIRD CREDIT HOUR DUE</td>
</tr>
</tbody>
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Rev. 7/23/09
COURSE DESCRIPTION:

Provides a foundation for the study of processes of leadership in organization and society. Presents an overview of various concepts of leadership, such as the personal values of leaders and leadership in dyads, teams, organizations, networks, and the broader society. Enhances student understanding of complex forms of leadership and effective practice. Prepares students for advanced study in leadership.

COURSE GOALS AND OBJECTIVES:

1. To acquaint students with fundamental concepts and processes of leadership theory and practice.
2. To develop awareness of how one's leadership style affects outcomes.
3. To develop effective leadership behaviors.
4. To prepare students for advanced study of leadership.

STUDENT LEARNING OUTCOMES:

Students successfully completing this course will be able to:

- Identify the personal and situational factors affecting leadership performance.
- Adapt their behavior to become more effective leaders.
- Pursue advanced courses in leadership.
THE PROFESSOR:

Background

Jerry Koehler has been associated with the University of South Florida since 1976. He has served USF as Assistant to the President, Dean of Extended Studies and Chair of the Department of Management. Also, while associated with USF, he has been granted leaves of absence to serve as a consultant to Honeywell Space Systems, to Florida’s Departments of Revenue, Labor, and Office of the Governor. Further, from 1992 to 1995 he served as Deputy Secretary of Florida’s Department of Labor and Employment Security.

Prior to the University of South Florida, he earned his doctorate in Communication at the Pennsylvania State University, served as Assistant to the CEO of Teacher’s Management Investment Corporation, sales representative for American Express Investment Management Company, and Director, University of California, Irvine Executive Program.

Dr. Koehler has authored or co-authored twelve books, numerous articles and professional papers. His research interests include perceived organizational hypocrisy, executive leadership, organization change, organization design, total quality management and innovation.

Dr. Koehler’s achievements have been recognized by the late Governor, Lawton Chiles, who presented him with the Governor’s “Florida’s Finest” award. He has been honored by the Hillsborough County Commission for Chairing the Blue Ribbon Committee on Hillsborough County Finances, elected by USF MBA students as the best teacher in Management and the best teacher in the College of Business Administration, and has been the recipient of the University of South Florida College of Business Administration Community Service Award. Kagawa University, Japan, selected him to teach a course in organizational behavior and conduct seminars for Japanese business leaders.

Professor Commitment

The professor respects each student and is committed to creating a learning culture in the classroom. He is committed to starting class on time, being prepared for each class, being enthusiastic make classroom time productive, interesting and end class on time.

Use of Overheads

The professor utilizes overheads (on Blackboard) to assist students in following lectures. Not each overhead is covered in class. In fact, the professor sometimes annoys students when he flips briskly through overheads that are self explanatory and/or explained by examples used in previous overheads.

Use of Stories

Research has demonstrated that telling stories related to educational concepts increases student comprehension. Stories are frequently used by the professor and sometimes students fail to connect the stories to the point the professor is trying to make (sorry nature of the professor). If a student doesn’t prefer stories in the classroom, the student may want to consider taking another course. However, if a student prefers stories as a learning model, then the student is likely to learn the concepts and enjoy the course.
PEDAGOGICAL APPROACH:

- Lectures are employed to highlight organizational behavior concepts, hypotheses, theory and principles.
- Classroom participation will be employed to advance student knowledge of key concepts, to assist them in applying theoretical concepts and research findings to real life situations, and enhance their problem solving skills.
- Lessons learned paper is required to assist students in organizing key concepts learned in the course.
- Examinations are utilized to determine student knowledge gained from reading textbook and listening to class lectures.

PLEASE NOTE THE FOLLOWING

1. **Academic dishonesty of any type will result in, at a minimum, an “F” for the assignment and may, depending upon seriousness, result in an “F” for the course.** Academic dishonesty is defined and discussed in the University’s Undergraduate Catalogue (or at www.ugs.usf.edu/catalogs/0001/ADADAP.HTM.) If you would like clarification, please see me during office hours or after class.

2. **Attendance at all class and team meetings is an expectation.** You are expected to be in class, on time. If your schedule is such that you must regularly arrive late please register for another class.

3. **A student’s grade for teamwork will reflect both the team grade and team members’ evaluation of each individual team member’s contribution to the team effort.** If you fail to participate in team meetings or contribute to the team effort, your team may “fire” you. If this happens, it is your responsibility to gain membership in another team; failure to do so will result in an “F” grade for team assignments.

4. **Incomplete grades will be given only in extraordinary (as defined by the instructor) circumstances.**

5. **Students are responsible for noting changes to the syllabus (due dates, assignments, etc.) announced in class.** If a student misses a class, he/she should contact the professor or a classmate to insure she/he is aware of any class announcements.

6. **Tape recorders.** Special permission must be obtained to use tape recorders in class.

7. **Cell Phones:** Not allowed in class during examinations.

8. **No laptops.** There’s no real need for a laptop in this class, and there are plenty of distractions associated with laptops. I’ve observed online gambling, chatting, and concert ticket purchases and very little else. Plus, it distracts fellow students, and me. If you have a special need, see me; else, no laptops.

9. **Incomplete Policy:** An “I” grade indicated incomplete coursework and may be awarded to a
10. **Religious Preference Absence Policy:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor, in writing, by the second week of classes.

11. **Accommodation Policy:** Students with documented learning and/or physical disabilities in need of accommodations should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts should be made to accommodate students with regard to note taking, reading assignments and test taking.

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13. **Closure Policy:** If the University were to officially close, classes will continue using Elluminate.

**COURSE REQUIREMENT:**

Class Attendance, Class Participation and Teams—If your schedule does not permit you to regularly attend class, please do not enroll in this class.
Examinations I and II
Lessons Learned Paper

**LESSONS LEARNED PAPER:**

Each student will write a brief paper on what they learned in class.

**ADMINISTRATION OF EXAMINATIONS:**

Examinations will be given in the regular classroom unless otherwise announced. In the event that the building is closed for any reason, please meet at the building main entrance. The exam will be given at an alternated location. Please bring a #2 pencil for the exam if you prefer not to use golf pencils.

**ABSENCE FROM EXAMINATIONS:**

In fairness to all students, exams must be taken at the scheduled time unless a valid excuse is given. Documentation will usually be required. A doctor’s note should state that you were physically unable to take an exam (simply saying that you saw a doctor on a certain date is not sufficient). **IF A MAKE-UP IS TO BE CONSIDERED, THE STUDENT MUST NOTIFY THE INSTRUCTOR PRIOR TO THE EXAM. AT THE INSTRUCTOR’S DISCRETION, THE STUDENT MAY BE GIVEN A MULTIPLE CHOICE EXAM, TRUE AND FALSE EXAM, OR ESSAY EXAM.**
EVALUATION OF STUDENT PERFORMANCES

Class Attendance, Class Participation and Teams Including Pop Quizzes 20%
Mid Term Examination (Multiple Choice) 30%
Final Term Examination (Multiple Choice & Essay) 30%
Lessons Learned Paper 20%
# MAN 6930-901 COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>1</td>
<td>Introduction and the Nature of Leadership</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Interaction with Followers and Situation</td>
<td>Chapter 2</td>
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<td>Leadership: Developed Through Education and Experience</td>
<td>Chapter 3</td>
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<tr>
<td>Aug 31</td>
<td>2</td>
<td>Assessing Leadership and Measuring Effects</td>
<td>Chapter 4</td>
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<td>Leadership and Values</td>
<td>Chapter 5</td>
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<tr>
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<td>Dyadic Role Making, Attributions, Followership, Power and Influence</td>
<td>Chapter 6</td>
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<tr>
<td></td>
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<td>Leadership Traits</td>
<td>Chapter 7</td>
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<tr>
<td>Sept 7</td>
<td>3</td>
<td>Labor Day – No Class</td>
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<tr>
<td>Sept 14</td>
<td>4</td>
<td>Mid Term Examination</td>
<td>Chapters 1, 2, 3, 4, 5, 6, 7, and lectures</td>
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<td>Team Assignment</td>
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<tr>
<td>Sept 21</td>
<td>5</td>
<td>Leadership Behavior</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation, Satisfaction and Performance</td>
<td>Chapter 9</td>
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<tr>
<td>Sept 28</td>
<td>6</td>
<td>Groups, Team and Leadership</td>
<td>Chapter 10</td>
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<tr>
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<td>Characteristics of the Situation</td>
<td>Chapter 11</td>
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<tr>
<td>Oct 5</td>
<td>7</td>
<td>Contingency Theories</td>
<td>Chapter 12</td>
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<tr>
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<td></td>
<td>Leadership and Change</td>
<td>Chapter 13</td>
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<tr>
<td>Oct 12</td>
<td>8</td>
<td>Final Examination</td>
<td>Chapters 8, 9, 10, 11, 12, 13 and lectures</td>
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<tr>
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<td>Lessons Learned Paper Due</td>
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</tbody>
</table>

Students wishing to be excused for a religious holiday must notify the professor by the second week of the semester.

# LESSONS LEARNED PAPER

The lessons learned paper should be a brief statement of what concepts you learned from each of the class lectures. The paper must follow the outline provided on the next page.
LESSON LEARNED PAPER OUTLINE
MAN 6930

DATE:

BRIEF LECTURE TITLE:

CONCEPTS LEARNED:

● 

● 

● 

● 

● 

BRIEF SUMMARY: