



## Global Leadership for Sustainability

MGMT 5309 F2F

Spring 2019

### INSTRUCTOR, COMMUNICATION & ONLINE LEARNING COMMITMENT

**Instructor:** Dr. Jody Fry  
**Office:** 318J Founders Hall  
**Email:** Please use Canvas email. Use my TAMUCT email only when Canvas is not available: [lwfry@tamuct.edu](mailto:lwfry@tamuct.edu)

**Office Admin:** Melanie Mason 254-519-5437.

**Phone:** I am often away from my office. The best way to contact me to receive a timely response is via Canvas email which I check often during weekdays.

**Office Hours:** Online: Monday & Thursday 9:00 – 11:00 a.m.  
Campus: Tuesday 1:30 – 4:30; Wednesday 2:00-6:00;  
By appointment

#### **Mode of instruction and course commitment:**

This course utilizes the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site and the required supplemental McGraw-Hill Connect LearnSmart modules.

*Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. This graduate course is extremely time intensive. In addition, it includes a team project in which your colleagues will be dependent on you to be contentious and put in the time necessary to perform at a high level. Be sure you are ready and willing to meet these time and workload challenges.*

#### **Student-instructor interaction:**

I am accessible mainly through Canvas messaging, which I check several times a day during the week and usually at least once on weekends. I will get back to you within 24 hours during the week and within 36 hours on the weekend.

#### **Online Office Hours:**

During the online office hours listed above I will be at my computer and available for rapid messaging response. I also encourage students to interact with me during office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to speak by phone, please email me with your phone number and best times to call. If you wish to access the course web conferencing room (WebEx) during office hours, please send me a message and we can interact that way (includes video,

voice and chat).

**Course Q&A, and Case Analysis Outline Discussion Forums:**

As an additional interaction tool, I have set up discussion boards within the course web site for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix A. Please use these forums to ask questions which other students would also benefit from the Professor's response. For questions of a personal or individual nature, use Canvas messaging.

**911 Cellular: Emergency Warning System for Texas A&M University-Central Texas**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**Course Overview and Description.**

This course is the integrating capstone course for the MS One Planet Leadership program. Examines and both mainstream and emerging theories and approaches to leadership, including models of leadership for sustainability and developing the global mindset necessary for flourishing enterprises to maximize the triple bottom line. Applies leadership principles and models to varied organizational situations with a primary focus on developing leaders who can effectively deal with the economic, social, and environmental challenges global leaders face in today's volatile and chaotic business climate. Prerequisite(s): Students must have completed or be currently enrolled in the core courses for the program, MGTK 501, MGTK 508, & MGTK 568, or instructor approval.

**Course Learning Outcomes (CLOs):**

At the conclusion of the course the student will be able to:

1. Understand historical and mainstream perspectives of leadership and leadership for sustainability.
2. Apply currently accepted leadership principles and theoretical models.
3. Understand the importance of stakeholder engagement for effective leadership for sustainability.
4. Formulate and evaluate courses of action to address complex leadership issues from a triple bottom line, sustainability perspective.
5. Discuss the role of spirituality and individual, team, organizational and system level reflective practices for leadership for sustainability.
6. Develop, lead, and implement an enterprise-wide sustainability initiative.

**Required Reading and Textbook(s):**

TEXTS: Richard L. Daft (2014). *The Leadership Experience* (6th edition). Mason, OH: Cengage South-Western  
**ISBN: 978-1-4354-6285-4**

Lazo, C. & Brown, J. (2014). *Flourishing Enterprise: The New Spirit of Business*. Stanford, CA: Stanford University Press  
**ISBN: 978-0-8047-8913-4**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

REFERENCE: American Psychological Association. (2009). Publication Manual of American Psychological Association (6<sup>th</sup> ed.). Washington, D.C

### III. COURSE REQUIREMENTS

*Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days from the due date unless arrangements are made before the assignment due date.*

#### **Course Profile/Agreement: (5 Points):**

This form, which is **found in the Assignments course link**, outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of an online graduate student. Be sure to read the Syllabus fully and tour the course web site prior to signing and submitting this form. Should you have questions post it to the "Course Q&A" Discussion Board and Dr. Fry will respond. This Profile/Course Agreement is due at the end of the first week of class. *See the Syllabus link in the course menu for the due date.*

#### **Introductory Discussion Forum (20 Points):**

Your first post to this Forum should include: 1) What degree you are pursuing, 2) what point are in your studies, 3) your current and past work experience, 4) what you hope to learn in this class, 5) what you are looking for in a team, 5) what you would bring to a team, and 6) a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 10 points of your grade is based on this initial posting of at least 2 full paragraphs containing all the information listed above.

The additional 10 points is based on responses to at least 2 of your colleagues (5 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class and expectations of a team.

*Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile (due by 1/2) and one for the responses to your colleagues (due by 1/28).*

#### **Course Q&A, and Case Analysis Out line Discussion Forums:**

I have also set up discussion boards for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix A.

#### **Chapter Exams (150 Points): CLO 1**

There will be four examinations on the textbook material during the semester. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exams will be open-book and open-notes. However, given the time limitations you will only have time to consult notes for a few questions so you must study and be familiar with the material. You only get one attempt at each exam. Due dates for your exams are given in the Weekly Schedule and Due Dates course link. Make ups are only for those people who missed the exam with legitimate and documentable excuses (e.g., not

being prepared due to work requirements is not a legitimate excuse for not taking an exam during its regularly scheduled time). **Make ups will be give the weekend following the scheduled exam. If you miss that exam there will be one last chance to take it the last week of the semester.**

For help in how to prepare for objective exams see:

<http://people.uwec.edu/ivogeler/multiple.htm>

<http://www.houghton.edu/academics/academic-resources/center-for-academic-success-and-advising/study-advisement/test-taking/multiple-choice-and-truefalse-tests/>

Most exams will be available over a 72 hour period (e.g., Friday 8:00 AM – Sunday, 11:59 PM). Exams will be timed and, once started, must be completed.

*See the Syllabus link in the course menu for the due date.*

### **Individual Case Exam (150 Points) SLOs 2-4**

There will be one **open-book, open-notes individual case examination**. The Individual Case Exam will require you to analyze an organizational leader facing a significant sustainability challenge based on a case study or an article from a business periodical (e.g., Business Week, Fortune, Forbes, etc.). **This exam requires a case analysis that follows the Case Analysis Outline (see Appendix A).**

**This exam will serve as the comprehensive examination for students in the MS Management & Leadership Program**

You will turn in your exams as an attachment through the Exams Link in the course menu. **You must organize your exam using headings and subheadings that reflect the Case Analysis Outline. It's not a good idea to make me hunt for your answers.**

### **Written Assignments:**

*Official assignment due dates are given in Syllabus course link in Canvas.*

### **Sustainability Leader Interview (200 Points Total): CLOs 2,3,5**

You will be responsible for interviewing someone who has demonstrated exemplary leadership for sustainability. Leadership for sustainability embraces the triple bottom line. Such leaders demonstrate mindful actions and behaviors, embrace a global world-view, recognize the connection between the planet and humanity, and through personal and organizational choices effect positive environmental and social change. In terms of action, Leaders committed to sustainability and sustainable development:

- **Build the organization** – Develop the organization's capacity to support other organizations as well as become more sustainable itself.
- **Build leadership** – Support the development of leader knowledge, skills, and competencies and the organization's capacity for embedding sustainability into the triple bottom line.
- **Build partnership** – Actively contribute to policy and stakeholder development and practice in sustainable development at the industry, national and global levels.
- **Build practice** – Lead, support, and contribute to debate, discussion, and improvement of leader competencies for effective leadership for sustainability.

The basic assumption underlying these commitments is that, although building the organization is desirable in itself, its main purpose for sustainable development is to make it better equipped to meet the

other three objectives. Building leadership requires the development of core competencies to be able to understand and demonstrate leadership for sustainability, which is often described as sustainability literacy. By building practice, leaders committed to sustainability build leadership for sustainability with spiritual leadership as its foundation. Building partnerships then improve the quality and impact of a sustainable development within the organization's stakeholder ecosystem. Leaders, organizations, and their partners can then work to implement sustainable strategies that influence learning, learners, leaders, organizations, and the communities they serve to nurture sustainable development.

See Appendix B in Your syllabus for example organizations with sustainability leaders. After you identify a sustainability leader through the links, you may have to find additional information concerning this leader from other sources (e.g., library resources; Google).

The interviewee should be someone who you believe has developed into an effective leader for sustainability and who has demonstrated positive leadership skills and behaviors; someone you consider a role model in terms of leadership for sustainability. Your interview can be with a local sustainability leader or someone who is more widely recognized.

#### **A. Sustainability Leader Interview Proposal (25 Points):**

You must submit a proposal in which you identify who you will be using for your Leader Interview Project that includes why you choose them, general background information, and proof that they have agreed to participate.

*Your proposal should be 2-4 pages, single-spaced with 8 pt spacing between paragraphs. In addition, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. Include at least five references in APA format.*

#### **B. Sustainability Leader Interview Paper (175 Points)**

Week 10 of the semester you are required to submit a fully developed paper that outlines your interview (s) with this individual and what you have learned, *applying at least three relevant course concepts/models.*

#### **Required questions include (these will comprise the grading criteria for this assignment):**

- What is their definition of sustainability?
- Why they consider sustainability and sustainable development an important aspect of their approach to leadership?
- What specific skills, experiences and training opportunities have helped them along their leadership journey? What traits do they value the most?
- Their advice to you as you continues to develop as a leader (things to become involved with, experiences to have, etc.).
- What mistakes do they see most leaders make?
- *Most importantly:* Have them describe/recount in as much detail as possible what they consider to be the greatest leadership challenge of their career. This will become the major set of data that you will use to apply course concepts/models to explain why they are an effective leader. *This is the most important question as, without this detail, your application of course models lacks the specificity necessary to adequately illustrate its use by this leader, which is the major task in this assignment.*

#### **Grading Criteria (equally weighted):**

- Including enough biographical information to support your analysis
- Application of at least three relevant course leadership concepts/models for assessment of this person's overall leadership for sustainability effectiveness (could be highly effective or not so good);

- Clarifying what you consider your leaders most significant leadership strengths and how these help make them an effective leader and why others should follow or admire this leader;
- Your thoughts and conclusions about what you heard/feedback you received, and how you can incorporate this into your future leadership development to make YOU a more effective leader.

*The proposal should be 7+ pages, single-spaced with 8 pt spacing between paragraphs. In addition, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format.*

**Leadership for Sustainability Literature Review (150 points Total): CLOs 1-3,5 :**

For this team assignment you will need to research, write, and present a literature review in which you document the academic research to date on area of leadership for sustainability. See Canvas syllabus links for the due dates for these assignments. Dr. Fry will assign the topic area for the teams to research. These may include, sustainable and sustainability leadership, conscious leadership, responsible leadership, leadership for sustainability in Texas (especially Central Texas), Sustainability mindset, etc.

For a good reference for conducting and writing a literature review, see:

<https://libguides.uwf.edu/c.php?g=215199&p=1420828>

**A. Article Summaries (50 Points):** You are required to submit 20 article summaries in preparation for your literature review submission and presentation (see below). Include a short introduction. Each article summary should be one page using the following outline:

1. Title
2. Citation (APA format)
3. Purpose
4. Constructs / Variables Investigated
5. Methodology
6. Results
7. Implications
8. Suggestions for Further Research

Since the academic research in this area is limited, you may also include, with permission of Dr. Fry, other definitional resources that help to define and explain the domain of the subject area. One example of this relates to GRLI's (Globally Responsible Leadership Initiative) 50+20 Agenda:

<https://grli.org/resources/5020-agenda/>

<http://grli.org/wp-content/uploads/2017/12/5020-Agenda-English.pdf>

**B. Literature Review paper (100 Points):** Your literature review should be 10+ pages, single-spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format.

A useful tool for finding and formatting book and journal articles in APA format is Citefast.

<https://www.citefast.com/?s=APA>

### **Leadership for Sustainability Initiative Simulation (150 Points): CLOs 2-4, 6**

In this single-player simulation, students play one of two roles at a sunglass-manufacturing firm and face the challenges associated with implementing an organization-wide environmental sustainability initiative. The initiative seeks to change raw material inputs in order to make the company's products more "green," and also to address environmental waste issues. The simulation includes up to four scenarios with different combinations of two important factors for creating change: the relative power of the leader as a change agent for sustainability and the relative urgency associated with the change initiative. In each scenario, students choose among different change levers in an attempt to persuade key members of the organization to adopt the change initiative. Students are assessed on their ability to achieve the greatest percentage of adopters within the company while simultaneously using the fewest resources.

Students will get one trial run using the CEO urgent scenario to familiarize themselves with the game rules and mechanics. They will then complete four scenarios (CEO/Urgent; CEO/Not urgent; Middle manager/ Urgent, Middle manager/ Not urgent) with two tries for each scenario. For each scenario, you will write up a 3-4 page summary of:

- 1) the leadership models (e.g., change, spiritual leadership) you relied on to make your choices (e.g., change Ch 15, spiritual leadership Ch 14),
- 2) the tactics you used in the beginning middle and end for each simulation, and
- 3) and the results you achieved in terms of number of adopters.

If you reached the critical mass for adoption give the number of weeks it took to do so. These three criteria will be equally weighted in determining your grade for this assignment.

*No late submissions are allowed for this assignment unless arrangements are made before the due date.*

### **Leadership for Sustainability Team Project (150 points Total) CLOs 2-4:**

For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development.

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with. **For example sustainability organizations you might choose to study see appendix B.:**

**A. Leadership for Sustainability Team Project Proposal (50 points):** As a group brainstorm and decide on a company you want to research extensively for your final case assignment. **Use Appendix B or library resources** to find credible company information. Business Source Complete, ABI Inform, Wall Street Journal, Lexus/Nexus and Regional Business News are good places to start your search. Be sure there is enough publicly published information about the company to pull together a well written in-depth case analysis.

After deciding on your company, and finding at least 8 credible references (not web pages), submit a 3-5 page single-spaced proposal for approval (APA format with 8 pt spacing between

paragraphs). **It should follow as much as possible at this stage an introduction and the first two sections of Case Analysis Outline.** In particular formulate an initial management question and *provide sources in proper APA format (use the library links for sources and APA format)*. Submit your proposal through the assignments link, which will also give its due date. Grading criteria for this proposal will follow the Case Analysis Outline in Appendix A.

After the proposals are graded, each team, **if they feel the need**, may schedule a WebEx meeting with Dr. Fry to receive feedback and discuss the upcoming major case analysis paper. If this is the case, contact Dr. Fry with possible meeting times and Dr. Fry will select one. A majority of the team members must attend. It is up to the team members to decide the meeting format (e.g., Skype, Zoom, Canvas WebEx), and offer all members, including Dr. Fry, invitations to the meeting.

**B. Sustainability Team Project Paper and Presentation (100 points):** The analysis of the company, the format of the report and its grading will follow that of the Case Analysis Outline in Appendix A. For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development. **Be careful to note, though, that the Case Analysis Outline (Appendix A in your syllabus) you are to follow DOES NOT include a SWOT analysis, but DOES include a stakeholder map and application of the Savage et al. framework.**

It is incumbent on you to write up enough detail on the organization so that I can follow the application of course concepts/models to the case situation. *A general rule of thumb is that the case situation write up should comprise about 50% of your paper.*

*The paper will be due the final week of the semester and should be 10+ pages, single-spaced with 8 pt spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format. The analysis of the company, the format of the report, and its grading will follow that of the Case Analysis Outline in Appendix A.*

**Make sure that every citation in your references is cited in the body of your paper.** Multiple citations from the same web site only count as one citation toward the **fifteen-reference requirement**.

**Students in online classes do not need to prepare a PowerPoint Presentation for this assignment.** *Face-to face classes will present their case analysis the last class of the semester and will need to prepare a formal presentation.*

Be sure and take advantage of the library links in the course menu AND the business librarian, who is at your disposal for help on this project. It is not sufficient to use “googling” to find sources for this paper; you must use the library databases to find credible business press sources. Submit your Final Team Project through the assignments link, which will also give its due date (last Wednesday of the semester).

**Grading Criteria Rubric and Conversion:**

Grades will be calculated as follows:

<b>LETTERGRADE</b>	<b>EQUALS</b>	<b>FROM</b>	<b>TO</b>
"A"	==	900	1000
"B"	==	800	899
"C"	==	700	799
"D"	==	600	699
"F"	==	Below	600

<b>Activity</b>	<b>Possible Points</b>
<b>Course Profile Agreement</b>	<b>5</b>
<b>Introductory Discussion Forum</b>	<b>20</b>
<b>Chapter Exams</b>	<b>150</b>
<b>Leader Interview Proposal</b>	<b>25</b>
<b>Leader Interview Paper and Presentation</b>	<b>175</b>
<b>Leadership for Sustainability Article Summaries</b>	<b>50</b>
<b>Leadership for Sustainability Literature Review</b>	<b>100</b>
<b>Individual Case Exam</b>	<b>150</b>
<b>Leadership Sustainability Initiative Simulation</b>	<b>150</b>
<b>Sustainability Team Project Proposal</b>	<b>25</b>
<b>Sustainability Team Project</b>	<b>150</b>
<b>TOTAL</b>	<b>1000</b>

**NOTE #1: Extra Credit:** There is no extra credit in this course.

**NOTE #2: Requests for Incomplete Grades:** Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

**NOTE#3:** Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

**Note #4 - Peer Evaluation:** All students must fill out one or more peer evaluation forms. I use this as a mechanism to determine an individual's contribution to the group's effort. If you rate a group member significantly higher or lower than the other group members, you must write down the specifics of the situation and justify your rating.

**Note # 5 - Posting of Grades:** Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments will be posted within one week following the due date.

## COURSE SCHEDULE

This is an initial course schedule to give you a basic overview of course exams and assignments. **However, after the first week of class, The Syllabus link in Canvas serves as the official calendar for course activities.**

### Unit 1 Assignments (1/14-1/20)

1. Go over material on the Start Here and Online Learning links in the course menu
2. Read Course Syllabus
3. **Daft:** Read Ch 1 What Does It Mean To Be a Leader
4. Profile Agreement Due

### Unit 2 Assignments (1/21-1/27)

1. **Daft:** Read Ch 2 Traits, Behaviors, and Relationships & Review chapter videos.
2. **Daft:** Read Ch 3 Contingency Approaches to Leadership
3. Review Case Analysis Resources on applying the Case Analysis Outline
4. **Team Assignments Posted**
5. **Introductory Discussion Forum 1<sup>st</sup> Post due.**

### Unit 3 Assignments (1/28-2/3)

1. **Daft:** Read Ch 5 Leadership Mind and Heart.
2. **FE:** Read Forward &  
Read Ch 1 From Sustainability to Flourishing  
Read Ch 2 Why This? Why Now?
3. **Introductory Discussion Forum 2nd Post.**
4. **Exam 1 (Chs 1-3,5) opens Friday at 8 AM and closes Sunday at midnight.**

### Unit 4 Assignments (2/4-2/10)

1. **Daft:** Read Ch 13 Creating Vision and Strategic Direction
2. Review for use in applying the case analysis outline.  
[Mission versus Vision Statements](#)

### Units 5 Assignments (2/11-2/17)

1. **Daft:** Read Ch 14 Shaping Culture and Values
2. More on our work on spiritual leadership. Feel free to apply as a model in your case analyses.  
[International Institute for Spiritual Leadership](#)
3. **FE:** Read Ch 3 The roots of Flourishing

### Unit 6 Assignments (2/18-2/24)

1. **FE:** Read Ch 4 Introduction to Reflective Practices
2. **FE:** Read Ch 5 Foundational, Individual Practices
3. Assigned Reading: Cultivating a Global Mindset through Being-Centered Leadership
4. **Sustainability Leader Interview Proposal Due.**

### Unit 7 Assignments (2/25-3/3 Week)

1. **Daft:** Read Ch 10 Leading Teams
2. **FE:** Ch 6 Team and Organizational Practices

**Unit 8 Assignments (3/4-3/10)**

1. **Daft:** Read Ch 15 Leading Change
2. **FE:** Read Ch 7 System Level Practices
3. **FE:** Conclusion: The Path Forward
4. **Exam 2 (Chs 13,14,10,15) opens Friday at 8 AM and closes Sunday at midnight.**
5. **Literature Review Article Summaries Due.**

**SPRING BREAK!!! (3/11-3/17)****Unit 9 Assignments (3/18-3/24)**

1. **Daft:** Read Ch 4 The Leader as an Individual
3. **Leadership for Sustainability Team Project Proposal Due.**

**Unit 10 Assignments (3/25-3/31)**

1. **Daft:** Read Ch 6 Courage and Moral Leadership
3. **Daft:** Read Ch 12 Leadership Power and Influence
4. **Sustainability Leader Interview Paper Due**

**Unit 11 Assignments (4/1-4/7)**

1. **Daft:** Read Ch 7 Followership
2. **Exam 3 (Chs 4,6,7,12) opens Friday 8 AM and closes Sunday at midnight.**

**Unit 12 Assignments (4/8-4/14)**

1. **Daft:** Read Ch 8 Motivation and Empowerment
2. **Begin Leadership for Sustainability Initiative Simulation**
3. **Individual Case Exam Available**
4. **Team Literature Paper Due. Includes class presentations.**

**Unit 13 Assignments (4/15-4/21)**

1. **Daft:** Read Ch 9 Leadership Communication
2. **Daft:** Read Ch 11 Developing Leadership Diversity
2. **Individual Case Exam due.** See Syllabus course link for due date.
3. **Exam 4 (Chs 8,9,11) opens Friday at 8 AM and closes Sunday at midnight.**

**Unit 14 Assignments (4/22-4-28)**

1. **Work on Leadership for Sustainability Initiative Simulation**
2. **Work on Leadership for Sustainability Team Projects**

**Unit 15 Assignments (4/29-5/8)**

1. **Leadership simulation reflection papers due.** See Weekly Schedule & Due Dates Course link for due date.
2. **Leadership for Sustainability Team Projects Due. Includes class presentations.**

## CLASS POLICIES

### Classroom Policies:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **communications to me, and most importantly, communications to your class and team members.**

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.
- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can't decide you're just "not interested" in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can't just decide you don't feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed).

**Netiquette:** Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.

- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

**Continued enrollment in this course indicates agreement with these policies.**

## **PROFESSIONAL WRITING AND COMMUNICATION STANDARDS**

### **Course Standards:**

Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu. These key links include:

Overview library guide for citing:

<http://tamuct.libguides.com/c.php?g=206634>

Purdue Online Writing Lab for APA:

<https://owl.english.purdue.edu/owl/section/2/10/>

### **University Library:**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

### **University Library Services:**

*Information literacy* focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class in conjunction with the final Team Case Project. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. **Ms. Margaret Dawson** is the lead Business Librarian and she is available to assist you and your team with your research. Her email is [madawson@tamuct.edu](mailto:madawson@tamuct.edu); she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

### Drop Policy:

If you discover that you need to drop this class, you must complete a Drop Request Form

[Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity:** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](#),

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) webpage

[<https://www.tamuct.edu/departments/access-inclusion>].

### Important information for Pregnant and/or Parenting Students:

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring:**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **University Writing Center:**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **A Note about Sexual Violence at A&M-Central Texas:**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to

discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Appendix A**  
**Management 509**  
**Case Analysis Outline**

A significant amount of this course is centered on you learning how to apply the Case Analysis Outline given below. As stated in your syllabus. Being able to apply this case analysis process both individually and as part of a team is what distinguishes graduate from undergraduate work in management. In doing so you are required to not only learn and demonstrate your knowledge of the course basic vocabulary, you must also demonstrate that you can:

1. Take a real world situation and analyze it using three distinct approaches (vision/purpose/mission/values, stakeholder analysis, SWOT analysis) that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the 3-4 most relevant leadership concepts/models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed/implemented (an example would be Southwest Airlines), then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization remains effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these model, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Be able to draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

Be sure and review the videos I've posted in the Case Analysis Resources link that go over how to apply the above in more detail.

The bottom line in all of this is to help you develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness as you define it.

1. **Situation Analysis (25%)**: Describe briefly in summary form the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. Be sure and include a:
  - A. Vision/Purpose/Mission/Values Statement  
**Identify any issues related to:**
    1. The organization not having a stated set of Vision/Purpose/ Mission/ Values.
    2. The organization not living up to its stated set of Vision/Purpose/ Mission/Values.
  - B. Stakeholder analysis:
    1. Identify key stakeholders
    2. Identify expectations for each stakeholder.
    3. **Identify any issues related to** unmet stakeholder expectations.
  - C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis

**Identify any issues related to** your SWOT analysis. These usually have to do with weaknesses and threats

2. **Issue(s) Statement & Management Question (10%):**

A. List and briefly summarize the key issues you identified in your Situation Analysis.

B. Close this section with a *single, concise but comprehensive underlying management question* that must be answered to address the key issues from A.

3. **Leadership Analysis (35%):** Apply in-depth 3 course concepts/models. This means that you should identify a model/concept (e.g., transformational leadership) and use it to analyze/describe what's going on in the case relative to the key issues and the management question to be addressed. If the case differs from what the model suggests or recommends, this provides evidence that the model can be useful in addressing the key issues and answering the management question.

4. **Identification and Evaluation of Alternatives (15%):**

*First restate the management question. Be sure that your chosen alternative(s) will address this question.*

Base on your Leadership Analysis, identify three or more specific, mutually exclusive options/alternatives that should be evaluated to address the issues and the underlying problem. Label each with a brief key word name that identifies the alternative, i.e., Reorganize the Division. Then develop and fully discuss the pro's and con's, and related implications of each alternative.

5. **Recommended Alternative (5%):** Suggest which of your alternatives from Part 4 you recommend be implemented and why.

6. **Implementation and Conclusion (10%):** Describe and discuss the strategic and operational issues related to implementing the recommended alternative. Include a course concept/model to follow along with a timeline for implementing it.

## Appendix B Sustainability Resources

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

The term “sustainability” has an important history. In 1983, the United Nations convened the World Commission on Environment and Development (WCED), known informally by the name of its chair, Gro Harlem Brundtland. The Brundtland Commission’s report, [\*Our Common Future\*](#) (1987), contains one of the most often cited definitions of sustainability:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social and business organizations on the environment’s ability to meet present and future needs.”

The scope of sustainability is frequently described as including three spheres – social, environmental, and economic. To use an accounting metaphor, sustainability projects must be evaluated according to a “triple bottom line” of social, environmental, and economic responsibility. A Venn diagram depicts the interdisciplinarity of sustainability as a field of inquiry:

### *The Three Spheres of Sustainability*



Below are links for of organizations committed to sustainability that you might choose for your Final Team Project.

#### Social Entrepreneurs

<https://www.forbes.com/impact-30/list.html>

<https://www.investopedia.com/articles/investing/092515/10-most-successful-social-entrepreneurs.asp>

<https://consciouscompanymedia.com/social-entrepreneurship/19-social-entrepreneurs-watch-2017-2/>

<https://www.causeartist.com/black-history-month-social-entrepreneurs-of-color-making-history-through-social-innovation/>

#### 2018 Sustainable Champion Award Organizations

<https://sustainableconnections.org/2018-sustainability-champion-awards/>

#### 2018 Most Sustainable Corporations

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/>

#### Change the world Companies – Fortune Magazine (all links are the same topic)

<http://fortune.com/video/2017/09/07/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

<http://fortune.com/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

#### Small Businesses with a Sustainability Focus

<http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>

<https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>

<https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

#### Triple Bottom Line Organizations

<https://earth911.com/business-policy/triple-bottom-line-7-companies/>

<http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>

<https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>

<https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

#### Conscious capitalism Organizations

<https://www.consciouscapitalism.org/heroes>

<https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>

#### Example sustainability organization cases

<http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>