



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COLLEGE of BUSINESS ADMINISTRATION

Seminar on Leadership Formation and Development
MGMT 5310
Fall 2020
Online

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Jody Fry
Office: 217M Founders Hall
Email: Please use Canvas email. Use my TAMUCT email only when Canvas is not available: 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: By appointment Only

Mode of instruction and course commitment:

This online 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.

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. 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, Zoom) 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.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description. This course examines both mainstream and emerging theories and approaches to leadership development and formation, with an emphasis on case study and experiential methods of examining the application of leadership development and formation principles and models. It provides each student the opportunity to focus on developing their personal and organizational abilities and skills to become triple bottom line leaders who can better resolve the economic, social and environmental issues of the global, Internet age.

In addition, this seminar explores the relationship between sustainable effectiveness and leadership formation based on a model of spiritual leadership. Questions from this perspective our course will explore include:

- What is spirituality and how is it different from religion?
- How is spiritual leadership related to the ideas of a calling and membership and, ultimately, personal and organizational effectiveness?
- Why do successful leaders often derail if they lack personal integration due to dysfunctional personality characteristics?
- How is spirituality related to the achievement of personal leadership?
- How do turbulent business environments affect leadership spirituality?
- What special challenges are posed for spirituality by power and wealth that accompany successful business leadership?
- How can spiritual disciplines and meditation practices be tailored for the time-pressured life of business professionals and leaders?
- What are the benefits of a more intense spiritual journey for leadership formation and organizational leadership?
- What is the role of leadership formation for cultivating a sustainability mindset as essential for success of sustainability initiatives?
- What issues must leaders address in order to create learning organizations committed to the triple bottom line, and sustainable development in diverse economic, social, and ecological global environments?

Course Student Learning Outcomes (SLO): At the conclusion of the course the student will be able to:

1. Identify the fundamental differences between leadership development and leadership formation.
2. Explain, apply, and discuss the model of personal spiritual leadership.
3. Explain, apply, and discuss the model of organizational spiritual leadership.
4. Explain, apply, and discuss The Leadership Challenge's five practices and ten commitments.
5. Choose a mindful practice and explore the power of presence and being in the now for leadership effectiveness.
6. Develop a personal mission statement that identifies your life's vision, purpose, mission, core values and key personal stakeholders' expectations.
7. Examine the relevance of the Enneagram personality type to your leadership development and formation.
8. Explain the importance of spiritual formation and spiritual leadership for co-creating a conscious sustainable world that works for everyone.
9. Examine the problems managers and leaders face in leading learning organizations committed to the triple bottom line and sustainable development in diverse economic, social, and ecological global environments.

Required Reading and Textbook(s):

TEXTS: Kouzes, J. & Pozner, B. (2012). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-470651728

Fry, L. & Nisiewicz, M (2013). *Maximizing the Triple Bottom Line through Spiritual Leadership*. Palo Alto, CA; Stanford University Press.

ISBN: 978-0-8047-8508-2

Tolle, Eckhart. (1999). *Practicing the Power of Now*. Novato, CA: New World Library.
ISBN-13: 978-1577311959

Kabat-Zinn, J. (2012). *Mindfulness for Beginners: Reclaiming the Present Moment – and Your Life*. Boulder, CO: Sounds True. **ISBN-13:** 978-162-203-66Berghoef77

Riso, D. & Hudson, R. (1999). *The Wisdom of the Enneagram*. New York, NY: bantam Books. **ISBN:** 978-0-553-37820-7

Berghoef, K. & Bell, M. (2017). *The Modern Enneagram*. Berkeley, CA: Althea Press.

The Enneagram The RHETI: *Independently validated full test (version 2.5)* (\$12.00)

<https://tests.enneagraminstitute.com/test/1/code>

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 (6th ed.). Washington, D.C

COURSE REQUIREMENTS

Official exam and assignment due dates are given in the Course Schedule link.

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 ahead of time.

Syllabus Changes: Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name. Students will be advised of syllabus changes via a Course Message and Announcements.

Posting of Grades: All grades will be posted in Canvas Grade book so that you can monitor your course status.

Grading Policy: All graded assignments will be graded and returned within one week of submission.

Late Submissions: 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 unless arrangements are made before the due date.

Important University Dates/Academic Calendar:

<https://www.tamuct.edu/registrar/academic-calendar.html>

Discussion Forums:

1. Course Profile/Agreement: (10 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 this form. Should you have questions after reading the Syllabus and touring the web site, 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.**

2. Introductory Discussion Forum (40 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, and 4) a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 20 points of your grade is based on this initial posting of at least 2 full paragraphs containing all the information listed above.

The additional 20 points is based on responses to at least 2 of your colleagues (10 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class.

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. **See the course Syllabus link for due dates.**

3. Course Q&A Discussion Forum: I have set up a Q&A Discussion Forum for questions concerning this course in general. Post any questions here about the Syllabus, Course Assignments or other course related-issues. Dr. Fry will respond within 24 hours to each posting during the week and within 36 hours on weekends. If your question is specific to just you, send Dr. Fry a Canvas message and he will respond individually.

4. Mindfulness Discussion Forum (75 Points): SLOs 2 & 8

I have created a discussion forum in which you can share your impressions and approach to The Power of Now and mindfulness from both Echart Tolle's and John Kabatit-Zinn's perspective.

Each of your posts to the forum should be 1-2 well-written and proofread paragraphs. Do not use any attachments. Be sure to restate the question you are answering.

This will be a "Point-Reaction-Response" Forum.

In this type of forum you must make your points sufficiently provocative to elicit counterpoints from others. You want what you write to impact people enough so they will consider and engage it actively with counterpoints. If what you write does not provoke reactions from others you will lack opportunities to further and refine your position. Therefore, if you do not elicit counterpoints from you classmates, you will not receive full credit for this part of the assignment. Additionally, respond to a reaction only if you are the author of the original point.

Be sure and open the message you want to reply to so the flow of threaded messages is easy for everyone to understand.

For full credit students should expect to post five messages per forum of this type: one opening point of 150 to 200 words, two responses of 100 to 150 words to other student's opening points, and two responses of 100 to 150 words each. Be succinct, and not repetitive with what others have written. Brevity and originality improve dialogue.

Example Forum Format:

Paul's Point:

Lydia's Reaction to Paul

Paul's Response to Lydia
John's Reaction to Paul
Paul's Response to John

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. See the course Syllabus link for due dates.

5. Enneagram Discussion Forum (75 Points): SLO 7

A significant part of this course will focus on the Enneagram Personality Types as a tool for leadership formation. This entails several activities including an assessment of your Enneagram personality type and how this affects your daily life. The enneagram incorporates three essential qualities that are necessary for leadership formation:

- 1) Presence (self-awareness, mindfulness),
- 2) the practice of self-observation (gained from self-knowledge), and
- 3) understanding what ones experiences mean (an accurate interpretation provided by a larger context such as a community or spiritual system).

Being, in the Jon Kabat-Zinn and Eckhart Tolle sense, supplies the first, you supply the second, and the Enneagram supplies the third.

In this forum you are required to make two sets of posts in this forum, one set for each week. Each week you will post at least 2 paragraphs of an observation or insight you gained from your exploration of the Enneagram. 50 points of your grade is based on these 2 posts. You are also required to post thoughtful responses of at least 2 paragraphs to at least 2 of your classmates each week (4 posts total). In doing so you should draw from the Enneagram material and/or your experience from that perspective. Do not use any attachments. 50 points of your grade is based on these four posts.

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues. See the course Syllabus link for due dates.

For the first week focus your post on what you've discovered concerning your Enneagram personality type as revealed through the Enneagram test.

For the second week I'd like you to reflect on the Enneagram levels of development and how you see them unfolding in your daily life.

IMPORTANT!!! *In your initial post be sure and give it a unique message heading.* The first person to post should hit "reply" to Dr. Fry's. "Forum Thread" post for that week.

For replies after that, click on the "reply" button to the message to which you want to respond. This will allow all to follow the entire "Thread" of the discussion for each unique heading. If you post using a "create thread" button, it will break the thread and make it impossible for all to follow what has been said previously!! If you do this and break the chain I will delete your post and you will need to start over.

Written Assignments: Each student will complete the following written assignments:

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 ahead of time.

1. Leadership Development Action Plan (100 Points): SLO 4, 9

This assignment requires you to use Kouzes and Posner's Leadership Development Worksheet

(pages 1-6) to:

- a. Identify your leadership strengths and opportunities (page 4). **Only select one practice for a strength and one practice for an opportunity.**
- b. Fill out the Leadership Development Worksheet Semester Action Plan (pages 5-6). Use as much space as needed. You may find pages 1-3 to be useful here.

You are to focus on activities and goals that you can achieve THIS semester. The best way to do this is to start out with your overall goal, which might take many months or even years. Then break it down into manageable, concrete, and measurable actions within the time frame of this course.

In setting your goals be sure and follow practices for setting SMART goals. See the video on the Leadership Development Action Plan and the Power Point Presentation on effective goal setting for examples.

Examples of Business Smart Goals

- Reduce overtime in the department from 150 hours per month to 50 hours per month by the end of the fiscal year with no increase in incident reports.
- Identify, execute and run 5 customer education webinars this quarter with 10+ attendees and 80%+ satisfied/very satisfied rate
- Prepare for product launch by developing launch checklist of activity, tasks, due-dates and drive approval by all stakeholders by April 1
- Conduct at least 10 phone screens and 3 on-site interviews to achieve the goal of hiring new finance manager by end of quarter

Also for your reference is a Sample "A" Leadership Development Action Plan.

Note: The End of the Semester Progress Report (page 7) is NOT required for this assignment. It will be submitted later as part of your Leadership Formation Journal assignment. See your syllabus for further details.

See the syllabus link in the course menu for the due date.

2. Personal mission Statement (150 Points): SLOs 1, 6

You are required to develop your personal mission statement **as a Power Point presentation with notes**. A personal mission statement focuses on what you want to be (character), to do (contributions and achievements), and the values or principles on which your attitudes and actions are based. It is a personal North Star that provides direction and the self-confident ability to crystallize your thinking and establish an exact direction for your life, to commit yourself to move in that direction and then to take determined action to acquire, accomplish or become whatever you identify as the ultimate goal for your life.

A personal Mission Statement is fundamentally changeless much like the United States Constitution.

“It becomes a personal constitution, the basis for making major, life-directional decisions in the midst of the circumstances and emotions that affect our lives. It empowers individuals with the same timeless strength in the midst of change (Covey, S. R. (1991). *Principle-centered leadership*. New York: Fireside/Simon & Schuster. p.108).”

Your personal mission statement should draw on the personal leadership material covered in the course. Part of your presentation should be on how these materials/concepts/models influenced your thinking as you developed your personal mission statement

Write your personal mission statement as a first-person positive affirmation (5 point penalty if you fail to do this). Also, identify and describe what you believe to be the **6-8 values that** are most important to your personal leadership and **rank each in order of importance.** Write a brief but clear defense of why you ranked them in the order you did. A sample personal mission statement has been provided for your reference.

See the syllabus link in the course menu for the due date.

3. Leadership for Sustainability Proposal (50 points) SLOs 1, 2-4, 9

This proposal and the following Leadership for Sustainability Analysis assignment require you to assess **a contemporary leader of a sustainability-focused organization who is dedicated to sustainability and sustainable development.** You must choose a person who has enough biographical or autobiographical information available for you to do the analyses required for this assignment. In doing so, use Appendix A or library resources to find a credible sustainability leader and information on their company. Be sure there is enough publicly published information about both the leader and their company to pull together a well-written in-depth case analysis. In other words, be sure that you have enough detail (approximately half of your paper) on this person's personal life as well as their organization so that you can adequately address the five leadership areas required in this assignment.

Contact me to obtain my approval concerning your leader before starting your proposal.

This proposal assignment is about writing, as much as possible at this stage, the introduction for the final paper. Be sure that you write enough detail on this person's personal life and leadership as well as their organization so that you can adequately address the last four leadership areas. Also be sure and speak to the Sustainable Development Goals (SDGs) your leader and their organization are addressing.

After deciding on your sustainability leader and their company, submit proposal for approval. Your proposal should include at least 5 credible references, **be no more than 3 single-spaced pages** with 8 pt spacing between paragraphs (exclusive of cover page, table of contents, references and attachments), APA style, 1 inch margins, 12 pitch, times new roman font. **Submit your proposal through the course Syllabus link, which will also give its due date.**

After the proposals are graded, if you feel the need, you may schedule a web conferencing meeting with Dr. Fry to receive feedback and discuss the subsequent Leadership For Sustainability Analysis paper. It is up to you to decide the meeting format (e.g., Skype, Zoom, Canvas WebEx), and offer Dr. Fry an invitation to the meeting.

See Appendix A for example leaders and the organizations they lead. For example, Forbes' Impact 30 give a list of the world's leading social entrepreneurs. Forbes' defines "social entrepreneur" as a person who uses business to solve social issues.

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

Also see (There are many others in Appendix A):

<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/>

4. Leadership for Sustainability Analysis (200 Points): SLOs 1, 2-4, 9

Be sure that you write enough detail (approximately half of your paper) on this person and their organization so that you can adequately address the following leadership areas.

Your Leadership for Sustainability Analysis submission should focus on five equally weighted areas.

1. **Introduction:** Overview of your leader's background, career experience, and leadership role in their current organization. This section should be comprehensive and of significant length in terms of offering information concerning your leader and the organization they lead, as it provides the equivalent of the case detail needed to conduct the following analyses.
2. **The Leadership Challenge:** Describe your leader in terms of each of the Leadership Challenge five practices and 10 commitments.
 - Model the Way:
 1. Clarify values by finding your voice and affirming shared ideas
 2. Set the example by aligning actions and shared values
 - Inspired a Shared Vision:
 1. Envision the future by imaging exciting possibilities
 2. Enlist others in a common vision by appealing to shared aspirations
 - Challenge the Process:
 1. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
 2. Experiment and take risks by constantly generating small wins and learning from experience
 - Enable Others to Act:
 1. Foster collaboration by building trust and facilitating relationships
 2. Strengthen others by increasing self-determination and developing competence
 - Encouraging the Heart:
 1. Recognize contributions by showing appreciation for individual excellence.
 2. Celebrate the values and victories by creating a spirit of community.
3. **Organizational Spiritual Leadership:** Describe your leader using the components of the Organizational Spiritual Leadership Model.
4. **Personal Spiritual Leadership:** Use your description of your leader and analyze your leader's personal leadership using the components of the Personal Spiritual Leadership model.
5. **Current State of Leadership Formation:** Based on the insights gained from the above three areas, analyze their current state of leadership formation using the leadership formation components for teamwork, decision making, and organizational culture from the Delbecq reading, *The Relationship Between Leadership Development and Leadership Formation*.

The final product **should be at least 8+ single-spaced pages with 8 pt spacing between paragraphs (exclusive of cover page, table of contents, references and attachments), APA style, 1 inch margins, 12 pitch, times new roman font.**

Use at least 15 references with citations, 5 of which must be references other than web pages. **Also make sure that every citation in your references should be cited in the body of your paper.** Multiple citations from the same web site only count as one citation toward

5. Leadership Development End of the Semester Progress Report (100 Points): SLOs 4, 9

Here you draw on your initial Leadership Development Action Plan assignment. Make sure and note the frame of reference should be where you are in this regard at the end of this semester. Be sure and answer each question of the End of the Semester Progress Report Worksheet (questions 1-9).

If you were instructed to do so in the feedback you received on your Leadership Development Action Plan, be sure and use your revised SMART goals in answering the questions for this assignment.

6. Sample Leadership Formation Journal entries (50 Points): SLOs 1-5, 7

Submit the first three weeks of LFJ entries for my review and comments. The beginning date for your entries is 9/7. **Be sure and date each journal entry, as you are to post two per week.**

Entry length will vary but is usually at least 175 words in length. The entries in your journal should be based on your personal reflections of how the unit course material for each week applies to your organizational life. By organizational life we primarily mean any work experience, **past or present**, that you feel relevant.

Be sure and date each journal entry, as you are to post two per week.

See the Syllabus link in the course menu for the assignment instructions and due date.

7. Leadership Formation Journal (150 Points): SLOs 1-5, 7

Beginning the third week of class you should start a journal or diary based on your personal reflections of how the unit course material for each week applies to your organizational life. By organizational life we primarily mean any work experience, **past or present**, that you feel relevant. What you record should focus on observations made through the lens of the leadership practices, spiritual leadership models, the Enneagram, and other personally relevant course concepts/models that are covered during that week's journal entries.

You should record at least two journal entries per week **from 9/7 through 11/21**. **Be sure and date each entry**. Entry length will vary but is usually 1-2 paragraphs in length. **Note that some weeks I will offer nonbinding suggestions of aspects of the course for you to focus on for that week.**

The LFJ should draw from your LFJ entries and the results from your Leadership Development Semester Action Plan. Journal Entries should be in chronological order and placed at the end of your paper as an appendix. It should be organized and focus on **5 equally weighted areas**.

a. Thoroughness of Your Leadership Journal Entries.

b. The Leadership Challenge five practices: For this section assess your organizational leadership using the Kouzes and Posner's 5 Practices and 10 Commitments of Leadership and the material on this from the Leadership Development Worksheet as a guide. Remember that you do not have to be in a formal leadership position. Everyone has a sphere of influence within which they can practice or be a leader.

c. Organizational Spiritual Leadership Model. Address how you, as a leader of others, do or do not currently follow the organizational spiritual leadership model. This does not mean that to practice spiritual leadership you have to be in a formal leadership role since our definition of leadership is "The art of mobilizing others to want to struggle for shared aspirations." Everyone has a sphere of influence within which they can be a leader.

d. Personal Spiritual Leadership Model. Treating your journal entries as a case study that gives the details of your life during this semester, discuss any insights you've gained from the Personal Spiritual Leadership model, Enneagram, Eckhart Tolle's Practicing the Power of Now, Byron Katie's Loving What Is through The Work, and other relevant course concepts/models. Your personal mission statement should also be relevant here.

e. Current State of Leadership Formation. Drawing from the Delbecq article, "The Relationship Between Leadership Development and Leadership Formation," and your analysis above, assess your current state of leadership formation and offer a program of practices/activities for furthering your formation as a leader and to enhance your personal and organizational leadership effectiveness.

The main body of your Leadership Formation Journal should be approximately 10 single spaced pages with **8 pt spacing between paragraphs (exclusive of cover page, table of contents, references and Appendix), APA style, 1 inch margins, 12 pitch, times new roman font.**

You will turn in your Leadership Formation project, including your journal notes as an appendix as an attachment, through the assignments link on the Course Menu. (DO NOT email any assignments to me unless specifically instructed to do so). The cover sheet will contain the following information: 1) "My Leadership Formation Journal," 2) student's name, 3) course title and designator, 4) instructor's title and name, university name, and due date.

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

No late submissions are allowed for this assignment.

Grading Criteria Rubric and Conversion:

Grades will be calculated as follows:

| LETTERGRADE | EQUALS | FROM | TO |
|-------------|--------|-------|------|
| "A" | == | 900 | 1000 |
| "B" | == | 800 | 899 |
| "C" | == | 700 | 799 |
| "D" | == | 600 | 699 |
| "F" | == | Below | 600 |

| Activity | Possible Points |
|--|-----------------|
| Course Profile Agreement | 10 |
| Introductory Discussion Forum | 40 |
| Leadership Development Action Plan | 100 |
| Sample Leadership Formation Journal Entries | 50 |
| Leadership for Sustainability Proposal | 50 |
| Mindfulness Discussion Forum | 75 |
| Enneagram Discussion Forum | 75 |
| Personal Mission Statement | 150 |
| Leadership for Sustainability Analysis | 200 |
| Leadership Development End of Semester Progress Report | 100 |
| Leadership Formation Journal | 150 |
| T O T A L | 1000 |

NOTE #1: 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. Requests should be submitted in writing and must include an email address and 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.

| Dates | Unit | Subject/Readings | Assignments |
|-----------|------|--|---|
| | | | See Canvas Assignments Link for Due Dates |
| 8/24-8/30 | 1 | Course Introduction | Read Syllabus View Videos for this Unit Course Profile/Agreement Due |
| 8/31-9/6 | 2 | Leadership Development Versus Leadership Formation Situation Analysis and Case Analysis Outline | Review Delbecq Materials on Leadership Formation View Video on Leadership Development Versus Leadership Formation View Video on Leadership, Spirituality, and Religion First Intro Discussion Forum posts due |

| | | | |
|-----------|---|--|--|
| 9/7-9/13 | 3 | Introduction and Application of The Leadership Challenge Practices and Commitments | <p>Read: Leadership Challenge (TLC) chapters 1,2 and 13 Review Leadership Development Action Plan Assignment View Videos for this Unit</p> <p>Begin Entries for Leadership Formation Journal (LFJ). Suggestion: For this week apply concepts from The Leadership Challenge</p> <p>Second Intro Discussion Forum Posts Due</p> |
| 9/14-9/20 | 4 | Introduction to Spiritual Leadership | <p>Read SL Book Chs 1 & 2; Ch 6 Pps. 154-156. Read TLC Book Chapters 3 & 4 View Videos for this Unit Review IISL web site Review video "Why Good Leaders Make You Feel Safe" and Apply to the SL Model</p> <p>LFJ – Suggestion: For This Week Apply concepts from the SL book Chs 1 & 2</p> <p>Leadership Development Action Plan Due</p> |
| 9/21-9/27 | 5 | <p>Inner Life and Levels of Being in Spiritual Leadership</p> <p>Introduction to Personal Spiritual Leadership</p> | <p>Read SL Book Ch 3 Read Tolle Ch 1 View Videos for this Unit</p> <p>LFJ – Suggestion: Begin to Explore the Benefits of Mindfulness</p> |
| 9/28-10/4 | 6 | Altruistic Love & Encouraging the Heart | <p>Read SL Book Ch 4 Read TLC Chs 9-12 Read Tolle Chs 2 & 3 View Videos for this Unit Take the Encourage the Heart Survey</p> <p>Begin Reviewing the Sustainability Resources in Preparation for Your Leadership for Sustainability Proposal</p> <p>LFJ – Suggestion: Through Mindfulness To What Extent Do You Observe Encouraging the Heart</p> <p>Sample LFC Entries Due</p> |

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| 10/5-10/11 | 7 | Inspiring A Shared Vision & Calling | <p>Read SL Book Ch 5 Read TLC chs 5-8 Read Brother John Read Tolle Chs 4, 5 & 6 Review Maxwell, Locke & Ritter Case in Chs 4 & 5 of SL Book View Videos for this Unit</p> <p>Begin Reviewing the Sustainability Resources Module in Preparation for Your Leadership for Sustainability Proposal</p> <p>LFJ – Suggestion: To What Extent Do You Observe the Power of Vision and Calling in your life?</p> |
| 10/12-10/18 | 8 | Implementing the Organizational Spiritual Leadership Model | <p>Read SL Book Chs 7-9 Read TLC Chs 7 & 8 Read Tolle Chs 7, 8 & 9 View Videos for this Unit</p> <p>LFJ – Suggestion: Consider the Degree to Which You Have Experienced or Are Experiencing the Organizational Spiritual Leadership Model in Your Current or a Past Job (Or Not)</p> <p>Leadership for Sustainability Proposal Due</p> |
| 10/19-10/25 | 9 | Personal Spiritual Leadership & Personal Mission Statements | <p>Read SL Book Ch 6 Review SL Book Ch 3 on Levels of Being Review the 12 Step Program as an example for Personal transformation View Videos for this Unit Overview of Personal Mission Statements</p> <p>Complete PSL Survey</p> <p>LFJ – Suggestion: Through Mindfulness Reflect on Your Sense of Acting from a Sense of Personal Mission or PSL.</p> |

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| 10/26-11/1 | 10 | Mindfulness and Developing a Mindful Practice | <p>Read in this order:</p> <ol style="list-style-type: none"> Mindfulness Presentation Read Mindfulness for Beginners: This is an easy read. Should not take more than 3-5 hours. Assigned Articles <p>View Videos for this Unit</p> <p>Pick a meditative practice and practice at least 10 minutes daily through April 28 Make periodic entries in your Leadership Formation Journal to record your thoughts and experiences</p> <p>LFJ suggestion: For these two weeks apply concepts from the Mindfulness for Beginners, Power of Now, and readings on mindfulness in your daily.</p> <p>Point Post: Power of Now and Mindfulness for Beginners Discussion Forum.</p> |
| 11/2-11/8 | 11 | Byron Katie Loving What Is: Doing the Work | <p>Read Loving What Is Reading Read Introduction to the Work View Videos for this Unit</p> <p>Complete Judge Your Neighbor Worksheet</p> <p>LFJ –Assignment: Reflect on the Material on Loving What Is from this Unit and the Results from Your Worksheet.</p> <p>Reaction & Response Posts: Power of Now and Mindfulness for Beginners Discussion Forum.</p> |
| 11/9-11/15 | 12 | Introduction to the Enneagram | <p>Take the Enneagram RHETI Test Review the Enneagram Web Site Subscribe to the EnneaThought for the Day Email</p> <p>Read: Berghoff & Bell Intro, Chs 1 & 2. Read: Wisdom of the Enneagram for your type. Read: Wisdom of the Enneagram Chs 16 & 17. View Videos for this Unit</p> <p>Personal Mission Statement Due</p> <p>LFJ –Assignment: Reflect on The Unit Material and How it Applies to You</p> |

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| 11/16-11/22 | 13 | The Enneagram Levels of Development | <p>Read: Assigned Material on Enneagram Levels of Development Review The Detailed Enneagram Presentation</p> <p>LFJ –Assignment: Reflect on Your Type and Level of Development in your Daily Life</p> <p>1st Enneagram Posts Due</p> |
| 11/23-11/29 | 14 | Application of the Enneagram | <p>Read: Berghoff & Bell Chs 3 & 5 Pps 7-76.</p> <p>For this week, Engage in the Daily Activity Exercise for Your Type</p> <p>LFJ –Assignment: Reflect on What you Learned about yourself based on this exercise.</p> <p>2nd Enneagram Discussion Posts Due</p> <p>Leadership End of the Semester Progress Report</p> |
| 11/30-12/9 | 15 | No Assignments | <p>Leadership for Sustainability Analysis</p> <p>Leadership Formation Journal Due</p> |

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 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/].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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. 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 with your research. Her email is madawson@tamuct.edu; she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 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](#). For a brief introduction to the UWC and its services see: https://www.youtube.com/watch?v=PALb_LyUqTQ&feature=youtu.be.

In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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.

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].

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].

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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/index.html>]. 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.

A Note about Sexual Violence at A&M-Central Texas: Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Appendix A 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



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 a leader of an organization, public or private, that you may or may not have direct contact with.

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

[Network for Business Sustainability \(Good Resource\)](#)

[See SDG Online in A-Z Library Data Base](#)

[Aim2Flourish Businesses](#)

[Central Texas Sustainability Directory](#) 

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>

<https://consciouscompanymedia.com/>

Example sustainability organization cases

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