MGMT 322-01 Managing for Sustainability

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Xavier University  
Williams College of Business

MGMT-322-01: Managing For Sustainability  
Spring 2017

Adj. Prof. Scott H. Burns

Class Meeting Times:  6:00 – 8:30 pm   Thursdays   Smith Hall Rm 250


Text:  individual reading assignments, assigned in Canvas, no text book purchases required.

Additional Reading:  Other material as assigned in the syllabus or during the semester via Canvas

Office, Phone No. & Email:  105 Smith Hall Suite 102   513-745-3973  
The best way to reach me is via my email (Burnss7@xavier.edu). In case of an emergency or requiring urgent response, I can be reached via text (fastest) or phone at my cell phone 513-300-3211.

Office Hours:  Thursdays:  4:00 pm – 6:00 pm and after class  
…or by appointment. I will do my best to meet your timing needs.

Williams College of Business Mission Statement:
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Williams College of Business (UG) Learning Goals:
• Critical Thinking  
  Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions. 
  Corresponding Objectives: 
  (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making. 
  (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

• Ethics and Social Responsibility  
  Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society. 
  Corresponding Objectives: 
  (1) WCB students will recognize ethical issues and their implications on personal and business decisions. 
  (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

• Effective Written and Oral Communication  
  Learning Goal: WCB graduates will be able to organize, support and communicate
ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

**Corresponding Objectives:**
(1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
(2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

- **Global Perspective and Cultural Diversity**
  **Learning Goal:** WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.
  **Corresponding Objectives:**
  (1) WCB students will identify and contrast key attributes of countries’ business environments.
  (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
  (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

- **Understanding and Application of Knowledge Across Business Disciplines**
  **Learning Goal:** WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.
  **Corresponding Objectives:**
  (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
  (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
  (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

- **Personal and Professional Development**
  **Learning Goal:** WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.
  **Corresponding Objective:**
  (1) WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

**Course Description:**
“MGMT-322-01: Managing For Sustainability” is a survey course covering the strategic role sustainability plays in our communities, countries and corporations, examining the triple bottom line and how its utilization can impact the strategic choices made by communities, countries and companies.

MGMT-322 will explore the three pillars of sustainability (social, economic and environmental), the challenges of addressing Global Climate Change, and how communities, countries and corporations are developing strategies to meet the emerging challenges and the skills required to manage those diverse concerns.
Course Objective:
“MGMT-322-01: Managing For Sustainability” will focus on the evolving challenges facing communities, countries and corporations in managing the social, environmental and economic aspects of sustainability, with a strong focus on how they develop strategies to deliver the needs of their constituents. The goal is to energize students to view the field of sustainability as a growth industry, with a broad range of opportunities to grow and develop their skills. External experts will join the students to share real life examples, allowing students to experience what it might be like to be a Chief Sustainability Officer in a local community, state or country role, or a non-profit or for-profit company or organization.

By the end of the course, you should be:

- knowledgeable in the current conversation on global climate change and how countries, communities and companies are addressing the need to shift to a low carbon economy;
- knowledgeable of emerging social, environmental and economic sustainability challenges;
- skilled in recognizing strategic choices organizations are making and how to craft strategies to address emerging needs;
- aware of an organization’s strategic choices and how it affects quality of life;
- recommend improvements to an organization’s sustainability plans;
- understand how to develop a financially viable sustainability program.

Inclusivity Statement
I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community;
- we will be discussing topics which have political undertones and implications, it is critical to respect each other’s opinions, as there are no right or wrong answers, just differences of viewpoints. We learn by having open dialogue and understanding.

If you feel uncomfortable or not valued in a discussion, please review with the professor.

Communication with Students regarding Class:
I will use Canvas to post documents regarding class assignments and notes, including articles to read for class, etc. Course material will be organized in clearly labeled weekly study units. I will also email class members using the email list in Canvas with important information regarding class. It is your responsibility to regularly check both sources on a timely basis to keep abreast of class information. If you have any trouble accessing class information, please inform me immediately.

Preparation and Attendance
You will be training to be a Chief Sustainability Officer in this class. Just as showing up for work is expected, so is attendance in this class. This course is based on the content of the material assigned as pre-work, and discussed in class, as opposed to a text book. As such, students are
expected to be prepared and in attendance. If you have a conflict with a class, you are expected to inform me in advance and to makeup the work and course content.

There are three components in your grade pertaining to attendance and participation. Full attendance in a class is worth 1 point per class (deducted from quiz grade). There will be a Pre-Work/Discussion/Quiz (PWDQ) topic (in Canvas) per class, which is worth 9 points per class. Failure to complete PWDQ results in loss of 9 points. If PWDQ is completed late, but within 1 week of class, only 2 points will be deducted from PWDQ grade.

Attendance and participation have an effect on your overall grade, as detailed below.

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Effect on Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st absence (excused)</td>
<td>Prior notification expected. 1 point deducted from quiz, assuming PWDQ completed on time</td>
</tr>
<tr>
<td>2nd absence (or first if unexcused)</td>
<td>5 points reduction from PWDQ</td>
</tr>
<tr>
<td>3rd absence (or 2nd if unexcused)</td>
<td>10 points reduction from PWDQ</td>
</tr>
<tr>
<td>4th absence (or 3rd if unexcused)</td>
<td>Withdrawal from class.</td>
</tr>
</tbody>
</table>

One excused absence (in advance) is understood, as would illness keep you from work. You are expected to contact me in advance (text message best for quick notice). If you cannot reach me quickly, relaying information via your team leader is acceptable.

Should an extended illness (or otherwise) be an issue, please contact me and we will develop a means for you to continue in the class. If you miss a class, I expect us to get together and review the content you need to understand. It will be your responsibility to reach out to me and set up that time. Unexcused absences will have a negative effect on your grade, as noted above.

**Grade Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td>150</td>
</tr>
<tr>
<td>Attendance</td>
<td>15</td>
</tr>
<tr>
<td>- Unexcused absences (as detailed above)</td>
<td></td>
</tr>
<tr>
<td>Pre-Work/Quiz/Discussion prep</td>
<td>135</td>
</tr>
<tr>
<td><strong>Individual Paper/Team Poster</strong></td>
<td>75</td>
</tr>
<tr>
<td>1 paper on Social/Econ pillars</td>
<td>15</td>
</tr>
<tr>
<td>1 paper on Environmental pillar</td>
<td>15</td>
</tr>
<tr>
<td>3 team posters on sust. Pillars</td>
<td>15 x 3</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>125</td>
</tr>
<tr>
<td>#1 Global Climate Change</td>
<td>50</td>
</tr>
<tr>
<td>#2 Final Exam</td>
<td>75</td>
</tr>
<tr>
<td><strong>Project/Paper</strong></td>
<td>50</td>
</tr>
<tr>
<td>Poster on Kenya project</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>400</td>
</tr>
</tbody>
</table>

All assignments will be submitted via Canvas.

**Brief Description of Grade Components**
I will provide more information regarding each of the aspects of the course on which you will be evaluated at an appropriate time in the semester, but below is a brief overview of each. Extra
credit is possible from attending a local sustainability events or outstanding participation in class discussions. Any questions or concerns on grades should be raised with the instructor, as early as possible. Status will be regularly updated in Canvas. Timely completion of Pre-Work, Quiz and Discussion topics are important, and is the single largest component of your grade.

**Class Preparation**
Each student is expected to complete weekly study preparation, including reading/video, discussion topic and quiz. It is estimated this could require 1-2 hours of work. Pre-Work, Discussion and Quiz will be listed in Canvas. This weekly study prep will be key to class discussion being of value, building on the study undertaken. Assignments to prepare for the topic will be posted at least a week in advance in Canvas. Larger readings will be given more time. Participation is a major portion of the class grade, but more importantly, learning is based on the foundation of knowledge the student comes prepared to share. Involvement in the class discussion is expected/required. While this is a large class, we will break into smaller groups to facilitate broader discussions. Lack of preparation will be obvious.

**Three Pillar Projects**
Each team will present three presentations (15 points each), pertaining to the selected country and company they choose, detailing the programs addressing the various sustainability pillars. The presentation will cover both assigned country and company, and detail the Social, Economic and Environmental programs analyzed by the project team. Presentation will be 15-20 minutes in length (approximately 6-8 slides). Professor will share an example of a successful presentation in first class.

**Exams (Climate Change and Final)**
Both exams will consist of two parts, a short answer (multiple choice, true-false, fill-in-blank) component worth about 1/3 of grade, and a second component, essay questions testing your ability to transfer your learnings to real problems. Exams are open book, open notes, but must consist only of your work. Collaboration with other students or plagiarism will result in a failing grade. Exams will usually be due in 4-5 days, allowing sufficient time to answer essays in depth.

**Team Final Project**
Our class will work on a project over the course of the semester. Teams of 5-6 students will work collaboratively on analysis and preparation of presentations. More information will be provided in the first weeks of class and the project will kick off after the first month. Student teams will deliver a presentation on the final project material.

**Incomplete Policy**
Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of “I” (Undergraduate Incomplete) will be assigned and calculated as an “F” in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the “I” will be permanently changed to an “F” (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.

**Honesty**
Any dishonesty will result in a grade of F for the assignment, or, depending on the nature of the dishonesty, an F for the course. Primarily, although not exclusively, dishonesty involves the representation of another’s work as your own. This includes plagiarism of any material contained in any course assignment or exam.
What is plagiarism?
Plagiarism is using the work of another as if it were your own, without enclosing the words of others in quotations.
Plagiarism is copying from the Internet, from a web page, or from another person without giving credit. This includes copying and pasting content from a source into the text of your paper.
Plagiarism is using ideas which are not your own without giving credit to the source of those ideas. Citing the source of an idea is required even if you have paraphrased the author’s words.
Plagiarism can be applied to ideas, research, art, music, graphs, diagrams, websites, data, books, newspapers, magazines, plays, movies, photos, and speeches.

Learning Assistance Center (LAC)
Location: Conaton Learning Commons Room 514
Phone: 513-745-3280
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. http://www.xavier.edu/lac/

Writing Center
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students can contact the Center at 745-2875 to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400. I deduct for typos, spelling and grammar errors on papers you turn in during the semester. Link to Writing Center: http://www.xavier.edu/writing_center.

Students with Disabilities
It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Mental Health Resources
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) helps students cope with difficult emotions and life stressors. McGrath Counseling Services is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at http://www.xavier.edu/health-wellness/counseling/index.cfm or by calling (513) 745-3022.
University Policy Regarding Gender-based Discrimination and Violence
Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s confidential Advocacy & Prevention Coordinator and to report to Xavier’s Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf.

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Final Grade Calculation
When I calculate grades at the end of the semester, I will use the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
<td>77 - 80</td>
<td>C+</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
<td>73 – 77</td>
<td>C</td>
</tr>
<tr>
<td>87 - 90</td>
<td>B+</td>
<td>70 - 73</td>
<td>C-</td>
</tr>
<tr>
<td>83 - 87</td>
<td>B</td>
<td>60 – 70</td>
<td>D</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
SCHEDULE OF CLASSES

Below is a description of the planned content for each class period of the semester. It is subject to change, although every effort will be made to follow this plan as outlined.

Unless otherwise communicated, all assignments will be detailed in CANVAS and at end of the prior week’s class. Students are expected to attend all classes, as noted above in syllabus.

<table>
<thead>
<tr>
<th>Class #/Tm #</th>
<th>Class Date</th>
<th>Topic</th>
<th>Key Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/0</td>
<td>1/12/17</td>
<td>Introduction to Course, Climate Change</td>
<td>Syllabus review, &quot;Inconvenient Truth&quot; 10 yrs later</td>
<td>PWDQ #01</td>
</tr>
<tr>
<td>02/1</td>
<td>1/19/17</td>
<td>Global Climate Change update</td>
<td>Stern, Obama/Clean Power Plan, Laudato Si</td>
<td>PWDQ #02</td>
</tr>
<tr>
<td>03/2</td>
<td>1/26/17</td>
<td>Global Climate change debate</td>
<td>Climate Change Denial</td>
<td>PWDQ #03</td>
</tr>
<tr>
<td>04/3</td>
<td>2/2/17</td>
<td>Climate Change Debate, EXAM</td>
<td>Denial, Exam</td>
<td>EXAM, PWDQ #04</td>
</tr>
<tr>
<td>05/4</td>
<td>2/9/17</td>
<td>Sustainability overview, 3 Pillars</td>
<td>TBL, Hart &amp; Milstein, Werbach</td>
<td>PWDQ #05</td>
</tr>
<tr>
<td>06/5</td>
<td>2/16/17</td>
<td>Social Sustainability</td>
<td>Friedman, McKenzie, WSI 2050</td>
<td>PWDQ #06</td>
</tr>
<tr>
<td>07/6</td>
<td>2/23/17</td>
<td>Social Sustainability (Poster)</td>
<td>Country/Company poster review</td>
<td>Poster, PWDQ #07</td>
</tr>
<tr>
<td>08/1</td>
<td>3/2/17</td>
<td>Kenya Project preparation</td>
<td>Kenya project prep work</td>
<td>PWDQ #08</td>
</tr>
<tr>
<td>09/-</td>
<td>3/9/17</td>
<td>SPRING BREAK</td>
<td></td>
<td>PWDQ #09</td>
</tr>
<tr>
<td>10/2</td>
<td>3/16/17</td>
<td>Economic Sustainability</td>
<td>Circular Economy, UBI, Bob Willard</td>
<td>PWDQ #10</td>
</tr>
<tr>
<td>12/4</td>
<td>3/30/17</td>
<td>Environmental Sustainability (Energy)</td>
<td>Fossil fuel review, Renewables</td>
<td>PWDQ #12</td>
</tr>
<tr>
<td>13/5</td>
<td>4/6/17</td>
<td>Environmental Sustainability (Waste, Water)</td>
<td>Solid waste, Water Conservation, Construction</td>
<td>PWDQ #13</td>
</tr>
<tr>
<td>14/-</td>
<td>4/13/17</td>
<td>HOLIDAY</td>
<td>Happy Easter</td>
<td>PWDQ #14</td>
</tr>
<tr>
<td>15/6</td>
<td>4/20/17</td>
<td>Environmental Sustainability (Food, Poster)</td>
<td>Food waste, Country/Company poster review</td>
<td>Poster/Paper, PWDQ #15</td>
</tr>
<tr>
<td>16/0</td>
<td>4/27/17</td>
<td>FINAL EXAM</td>
<td>Panel, Exam</td>
<td>FINAL EXAM, PWDQ #16</td>
</tr>
<tr>
<td>17/0</td>
<td>5/4/17</td>
<td>Project Presentations/Top 10</td>
<td>Project reviews</td>
<td>Project Review, PWDQ #17</td>
</tr>
</tbody>
</table>

There are so many topics to cover, we will adjust the schedule as possible to add more content. The Project will kick off in Week #8, and there will be project time in each week.