

Corporations & Society
BUS 4550 – Sustainability in Action
Course Outline
Winter 2012

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Course Objectives

Sustainability in Action (BUS 4550) is as an action-oriented course for future leaders of for-profit, non-profit and governmental organizations interested in championing and implementing positive social change. It provides a comprehensive foundation to the practical challenges to and opportunities of doing sustainability work. Students try on and refine different frameworks, hone new individual and interpersonal skills, and work closely with practitioners and mentors to develop their own leadership agenda and style as they transition towards leadership careers that involve the active doing of sustainability work.

The course is designed to create a rich, highly interactive, and often intense learning environment that reclaims the connection between who one is becoming as a leader and the sustainability issues one cares about. The key objectives of this course are to enable the students to:

1. dive deeply into the human and societal principles that constrain or enable sustainability work;
2. explore the necessity, complexity and variety of sustainability actions within and beyond firms;
3. articulate and apply frameworks of sustainability in traditional and non-traditional organizations;
4. learn-by-doing and by-combining immersion in community service with critical reflection.

The overarching goal of the course is to help students develop, through hands-on practice, individual and collective mastery of environmental issues. We seek to nurture and network sustainability-minded leaders – both by enhancing their topic-specific knowledge (with a focus on more sustainable strategy-making and implementation) and by equipping them with key skills needed to begin designing and executing sustainability initiatives in traditional and/or non-traditional organizations. We accomplish this in several different ways: by providing varying levels of depth for each topic, addressing real-time issues in the voice of those directly affected, and enabling the students to go beyond the classroom case by working directly with executives in residence that offer strong role-models of sustainable leadership in action.

The course is premised on service learning. Students actively learn by actively engaging with, and by giving back to, their community. All registered students have to complete a minimum of 40 hours of community service before the end of the course. The main purpose of service learning is to embed one's journey in the chosen field and facilitate the transition to one's chosen career – bettering oneself as a leader while making a positive impact for society.

Sustainability in Action (BUS 4550) is a required course for students enrolled in the Sustainability Certificate Program. All HBA2 students, including non-certificate students are welcome if space permits.

Course Overview

The course has two interdependent halves (please see the course framework on page 9 and the summary of sessions and takeaways on page 10):

The first half of the course encourages a reflective approach to the self. This promotes an active (and self-guided) understanding of one's own position and responsibility in society. In the first five sessions we use a variety of historical and real-time exercises to discover and better everyone's potential to add value to society. Because each of us works in a multi-layered and deeply social context, the course approaches the self as a lever of action that is embedded within collectives and interdependent with the established structure, stakeholder relations, as well as the broader society and system that interconnects the economy, the society and the environment.

The second half of the course introduces students to frameworks of action in five critical domains: assessment, accountability, awareness, authenticity and agency. We will use a combination of mini-lectures, hands-on applications (exercises, thought experiments) and guest experts to first explore what frameworks one can choose from and then critically examine the causes and consequences of those choices, for one self, one's organization, and one's broader society. Because knowledge evolves rapidly, the emphasis in the second half of the course is not on the frameworks themselves but rather on their hidden premises that may trap well-intentioned leaders into suboptimal action paths.

The ten elements of the framework (conveniently alliterated as five S's followed by five A's) also offer a practical guideline beyond the course: each sustainability-related decision requires at least a progressive, often an iterative, and hopefully a reflective cycling through ourselves and the range of actions we can take.

Schedule

We meet Tuesdays from 6 pm to 9 pm in 1B08. Table 1 summarizes the dates and topics for our 10 sessions. The materials, reading assignments and discussion questions appear on eZone. Please check e-Zone regularly for this information and other course news as changes may be made throughout the term.

Materials

The Custom Course Pack includes only the assigned readings that could not be made available electronically on eZone. The required readings generally consist of one case for each class session and one assigned reading accessible through weblinks posted in ezone. Using these links saves both money and the environment (depending on your printing habits), but must be accessed on the UWO campus to bypass security logins. We also have an online library for the course; as back-up, a full set of readings is on reserve at the Business Library. Should you have difficulties accessing the required materials, please be in touch with Debbie Zoccano at dzoccano@ivey.uwo.ca.

There is no textbook required for this course because the landscape of knowledge on sustainability is changing rapidly and often radically, and thus in as much as possible I prefer to use timely debates and live cases instead of dated wisdom; the required readings provide good coverage of existing frameworks along with thoughtful critiques and anticipatory views.

For anyone wishing to go deeper, I have recommended several optional resources for each session that can provoke further reflection. I will also be glad to suggest additional readings, depending on your specific goals. There are also self-assessments, exercises, documentaries or talks for those who prefer more self-reflective or interactive formats to traditional course materials. If you'd like to pursue any topic further, please contact me so we can set up a meeting and explore your own interests.

Expectations

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, including team meetings, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method. Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced a case is a clear violation of Ivey norms.

As a professional school, we place great emphasis on keeping regular commitments such as arriving to class and other events on time, attendance at every class, appropriate preparation for class, and submission of assignments on time. Our experiential learning process is premised on an expectation that a student will attend all scheduled classes and other assigned events that are part of the program. Missing a class cannot be fully compensated by an individual student, even if we ensure that the student has done the relevant individual and learning team preparation. As a professional courtesy, if you cannot be in class, please let me know in advance. Under University regulations, I may determine at what point absenteeism has become excessive and thus can prevent you from passing the course.

Using your computer during class for personal activities such as reading/writing email, writing letters, surfing the Web, playing games, etc. is distracting, counter productive and violates Ivey norms. Please refrain from such activities.

Attendance

Attendance in all sessions of this course is mandatory.

If you miss a class, you will not receive any contribution credit for that class; there is no way to “make up” for a missed day. A grade of zero will be assigned to those classes (notifications requirements must be met – see below). If absenteeism has reached 25 percent (i.e., more than 5 classes), you are not eligible to write the final exam/report and you will fail the course. This UWO policy is outlined at www.uwo.ca/univsec/handbook/exam/attend.pdf.

Missed classes with the exception of religious holidays with advance notice or extended absences approved by the program office, will be included in the overall calculation for contribution.

Plagiarism

You are reminded that plagiarism (representing another person’s ideas, writings, etc., as one’s own) is a serious academic offence; the penalty can be as severe as expulsion.

Students must write their essays and assignments (at Ivey this includes case exams and reports) in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offense Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Course Evaluation

The evaluation is based on multiple components, which include: class contribution (3% for each of the 10 sessions, 30% total), a group workshop (20%), and a sequence of three individual assignments – self-reflection (10%) and story-telling (10%) book-end the in-class learning experience; an individual report, worth 30% of the grade leverages the individual strengths of each student and explores the transition from the course to the chosen job and/or organization.

Each component of your grade in this course will be assigned a percentage grade. Your final grade will be a weighted average of each of the components adjusted to meet the overall class average specified by the HBA2 program. The grade for this course will be computed from the following components (each component is described in more detail below):

Class Contribution (10 Sessions x 3%)	30%
Self-reflection (Session 1, January 10th)	10% - self--graded
Story-telling (by 8 am on March 25th)	10% - peer-graded
Group Workshop (Live on February 28th)	20%
Individual Report (by 8 am on April 10th)	30%

All components welcome, indeed encourage, reflection on the service learning experience each student has acquired (a minimum of 40 hours of community service have to be completed at any point before the end of the course). This may however be central or peripheral in your own self-discovery and strength-building.

The assignments are short but deep; they are also designed to be shared with the class in real time so they lift everyone's learning to a higher ground, both professionally and personally. We take a positive deviance approach and seek to learn how to be/become *better* leaders by actively looking for *better* practices.

The individual assignments – the self-reflection and the story of/for positive change which book-end the classroom experience – are person-centric. They are opportunities to discover your strengths and to help yourself and others to build moral fiber while honing your own passions. There are no length limits to either assignment; however, keeping in mind that all your peers look forward to reading these, let me suggest that shorter is better (e.g. my suggestion is 1000 words for the self-reflection, 10 minutes for the story).

Please note that the self-reflection assignment is self-graded. This is consistent with the philosophy that you are the best you can be at each point in time and you are in the best position to reflect on your strengths. Your self-reflection is the beginning point of our journey and an opportunity for me to calibrate my own feedback for your maximum benefit in the course.

Building on your self-reflection, we will then do a reflected best self exercise that will have you rely on others' reflection of your strengths (friends, family, mentors) so they can provide positive feedback along this journey – I will introduce the exercise in our first session on January 10th. You can complete this in your own time. My recommendation is that you invest some time during the course of the term as this self-knowledge will be valuable for your story-telling as well as for the final individual report. I will be in the best position to give each of you personal feedback half-way through the term – please drop me a note to make an appointment after February 28th (we will need at least one hour).

Please note that the story of positive change is peer-graded. This is motivated by two reasons. First, as a group we value each and every story in the class, and we want to give everyone equal opportunity to motivate the rest of us. This means that we will all take a listen to everyone's story. Second, the power of the story stems for moving others to action. The group will thus grade their response to the story, rather than the story itself. This means that your focus shifts from your own strengths to inspiring others to become the best selves, a role you will hopefully play for many years to come.

If you are a novice story-teller, I highly recommend Stephen Denning's book. It is a good investment of time and money, and the sooner you start the better the results. Another useful resources for effective stories is [Remember who you are: Life Stories that Inspire the Heart and Mind](#), by Daisy Wademan. An alternative approach is to pay attention to others' stories – your mentor's, some of the guest speakers you have in prior classes and in this course. After each story, reflect on what moved you to action and how you think the story-teller achieved this effect.

The group workshop is issue centric – some groups may grapple with the frames we brings to bear in how we analyze and act on sustainability issues and expose underlying biases, factions and frictions, and motivate us to collectively grapple with and learn from these dilemmas. Other groups may unpack models of sustainability and help us internalize best practices. The choice of workshop topics is your groups'. Please focus on something you collectively care about. My only requirement is that it teaches something new and valuable to an audience that includes your classmates, other students at Ivey and Western interested in sustainability, and members of our community more broadly. If you need feedback on your group's topic, resources, or feedback on the most effective approach, please do not hesitate the contact me.

NOTE: For the group workshop, each member of the team will receive the same grade unless a majority of the members of the group inform me, in writing, that one or more members of the team have not contributed a reasonably proportionate share of the work. If a request is made for members of a group to receive anything other than the same grade, I will use a 360-degree peer-review process that allows every group member to evaluate every other group member. I will then consider everyone's input and incorporate the results of the 360-peer review process in my evaluation of each team members' contribution.

The final individual report is both person- and issue-centric (an issue you care deeply about). This final report is intended to merge your own individual becoming taking place throughout the course and the Ivey HBA program with a specific sustainability issue you care deeply about and are prepared to engage moving forward (either immediately or after some time). Your report will speak about your readiness and willingness to tackle the chosen issue, explain why this issue is central to you and/or the job or the organization you will join (or hope to), and develop a personal action plan that will help you be effective in mobilizing action towards this issue. You are welcome to adopt different styles and approaches as long as you address these central themes. Please choose a style and approach that you feel can best help you take one step forward towards doing sustainability work (if you choose an unconventional form, please send me a short memo so that I fully get what you are trying to do).

NOTE: Developing the self-knowledge and the self-confidence to undertake such individual becoming is not easy, nor quick: these abilities will build gradually over the term. Please keep this goal in mind, not just as an assignment, but as a guidepost that you have come to know yourself:

“There are three things extremely hard: steel, a diamond, and to know one's self”
Benjamin Franklin, *Poor Richard's Almanack* (1750).

Class Contribution (30%)

Class contribution is a key factor in the success of the course. This portion of the grade recognizes your *contribution* to the learning of your classmates. Having to articulate your own views and critically listening to the views of others will enhance the learning process.

You will note that I allocate 3% to each of the sessions. This is consistent with Ivey's norms about attendance in every class and the grading approach for class contribution in all courses. More importantly for me, this break-down emphasizes the intensely engaged approach we will take in this course. The personal and professional development focus compel us to pay close attention to each other in each and every class, and the small size of the group enables us to hear from everyone in each session. While you may miss classes for legitimate reasons, your absence will be felt by everyone in the class: they will miss

out on your insight. So unless you have compelling reasons to miss a class, please give your peers the chance to hear from you in each of the ten sessions. Physical presence may not always be possible and in the exceptional cases when you are sick or have a family emergency or a professional opportunity that has priority over the class, we can use skype to make up for your legitimate absence.

Your contribution to the learning of others, through the experience and insights you have, is a key part of this learning process. We will follow the usual Ivey norms: class attendance is mandatory; you are expected to come to each class, with the case and/or readings prepared and to contribute to the class discussion, either by starting the class session or by building on the contributions of others to move it ahead. People will be called upon to contribute, but it is safe to assume that waiting to be “cold-called” will not earn you a satisfactory contribution grade. You will need to contribute voluntarily.

Because much of the learning will be delivered through case studies, films, simulations, guest speakers, and lectures, in-class contribution is not merely about repeating facts, prior points of discussion, or simply agreeing with your classmates. A meaningful contribution is when you explain why you think the way you do, so that others can access and assess your argument. Focus on providing thoughtful and convincing arguments, which involve and integrate others’ viewpoint towards a higher collective learning ground.

I consider meaningful contributions to class discussion to include any comments, questions, or analyses which advance the general class understanding of the case, concept or issue, the major problems, key factors to consider, and appropriate decisions or plans of action that could be undertaken.

Come in with an open mind and a willingness to share your learning and participate in the learning of others, and you’ll find the classroom experience enriching. While it is not possible for all students to contribute to every class, in grading class contribution, I will be assessing the extent to which you have established a meaningful presence in the classroom, over the course of the semester, by making solid contributions on a regular basis.

Evaluation Process

In grading class contribution, I will be assessing the extent to which you have established a meaningful presence in the class, over the entire course, not just a single class. The **quality, quantity** and **consistency** of your comments all count. Quantity matters, but quality and consistency are important to establish your presence in the class. Keep in mind, however, that I cannot judge quality without some quantity; greater consistency typically enables a better evaluation of your contributions as well.

I reward contributions that start us off productively, shape our discussion usefully, help change direction when needed, provoke useful debate, and summarize the comments of others. To build on the comments of others requires you to listen and to consider the timing of your contribution. Your goal should be to provide insights that pass the “so-what” test. This can range from helping to sort out the key facts in a complex case to developing an analysis that builds on prior comments, thereby moving the class discussion forward. Repeating comments without adding additional value is not positively assessed.

In-class contribution, worth 40% of your final mark, will be evaluated on the following scale:

- 90-100: applies, analyzes, synthesizes course material
 - is willing to take risks in attempting to answer difficult questions
 - offers relevant, succinct input to class that advances the discussion
- 80-89: provides constructive feedback to group discussion
 - demonstrates ability to analyze/apply course material
- 70-79: offers clear, concise information relevant to class assignments
- 60-69: occasionally offers topical information of limited relevance

- 0-59: is not regularly in class (misses 25% or more classes)
 - provides little or no contribution to discussions
 - is disruptive or distracting to class
 - fails to follow flow of conversation
 - input is irrelevant, unrelated to topic or non-existent

Each day after class I review each student's contribution to that class. In keeping with Ivey best practice, evaluations by your classroom peers will be one input to my grading. At the end of the course, I sum the daily points and rank the class by these totals. I use these scores as the first cut to assign grades based on my judgment of how good the top-scoring student is, how bad the lowest-scoring student is, where I should make grade breaks between the extremes, and individual strengths, weaknesses, and trends.

Peer Evaluators

Appointment of peer evaluators to classes is done by random assignment, and each of you will have one opportunity to evaluate your peers' performance in a class over the course of the term.

When your turn comes, you will receive a seating chart at the beginning of the class. Please keep track of everyone contributions and, at the end of the class, take 5 minutes to assign each participant a score according to the grading chart below (for your convenience, this grading chart will be copied on the back of the seating chart you receive). For the class in which you take this evaluator role, you will automatically receive a contribution mark of 2 (Significant) – over and above the points you have earned that day. *You are encouraged, to try and contribute in every class – including the class when you are a peer evaluator.*

Please return your marked contribution sheet to me at the end of the class or if it takes you longer to complete, please drop it off at my office right after classes end that same day. Please clearly write down who was absent that day; please also make note of any contributions that stand out for you (good or bad).

	Category	Components of in-class contribution
4	Outstanding	Several times a term, a student may make a truly grounded and ground-breaking contribution that lifts the learning experience to a new level of personal and professional meaning for all the participants. These are memorable, one-of-a-kind, in-the-moment “aha”-s that truly punctuate how a class gets to experience strategy. These contributions are rare and extremely valuable beyond the teaching point at hand.
3	Excellent	Comments add substantial value to the discussion. Student demonstrates willingness to take risks in attempting to answer difficult or unpopular questions. Student breaks new ground and raises the flow of discussion to a higher level, often by synthesizing material and applying multiple lenses/techniques. Adds energy and enthusiasm.
2	Significant	Comments add value to the discussion, beyond case facts. There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even necessary at times). Comments are linked to those of others, facilitating the flow of the discussion. Student demonstrates knowledge of readings and other relevant course material. Student incorporates relevant insights from other courses or current affairs.
1	Good	Comments advance the flow of the discussion (including responses to questions from the instructor). Student demonstrates clear grasp of case material. Information presented is relevant to the discussion.
0	Neutral	Statement of case facts; relevance not made clear. Present, listening, but silent. Absent from class.
-1	Unsatisfactory	Lack of preparation for class discussion; failure to listen. Criticisms are directed at others versus towards their ideas. Defensive or disruptive behaviour (e.g., aggression or withdrawal) is exhibited Drains energy from class goals. Inappropriate use of laptop, cell phone, iPod, Blackberry or other devices.

Peer scores. Please be fair in your assessments; the scores you assign as a peer evaluator remain confidential to your peers; I rely only on the average of all peer evaluators' scores and my own evaluation of your performance that day. Because correlations between these two scores usually exceed 90%, each student always receives the *highest* one of the two, for each session.

Privileged information. Prior experience with the industry/firm puts you in a privileged position. This information can be used to assist in the learning of your classmates, but can also compromise the collective reasoning and discovery process that are so critical to the success of the case method. For situations in which you have privileged information about a company, please let the instructor know by email in advance of class. This will give us the opportunity to draw on your experiences appropriately. If you do have privileged information because of your previous experiences, please take the learning process into consideration before you offer a comment. If you happen to know 'what happened' based on your own insights/experience of the firm, please refrain from sharing this information.

Group Workshops (20%)

On February 28th, each group will present a workshop to an audience including your peers as well as members of the Ivey, UWO and London community. The only requirement is that you address something new and interesting to this audience. The issue you choose can deal with sustainability – that is something timely or topical in sustainability, e.g. the Network for Business Sustainability provides regular updates about issues that matter to practitioners and is a terrific resource to get you started. It can feature a best practice, either through the example of a person or an organization, or

To keep the audience engaged and add value to each person in attendance consider a Ted-talk format. The workshops should not take more than 15 minutes. The slides you use should be visual – pictures, graphs, displays (rather than textual). The stories you use should be meaningful – try to relate the examples you choose to the necessities and especially the priorities of your audience. The takeaways should be actionable: what can those in attendance put to good use the very next day? We will have a short-buffer for Q&A as we transition from one workshop to the next. The Q&A will be informal and are best approached personally – i.e., how can you help the person asking the question get the most from your group and your workshop.

Individual Report (30%)

For the individual report, due by *8 am on Tuesday, April 10th*, please develop a short write-up (2000 word maximum plus any exhibits and references) that identifies one issue you are willing and ready to act upon. I am mindful that you may not yet have the dream job or may not be in a position to implement an ambitious program of social change right after you graduate. Please take me into the future and tell me when and how you will put yourself in the position to make the difference you want to see in the world. The goal of this assignment is to have you practice a personal action plan for a sustainability issue that is important to you. There are at least two facets of being effective as a sustainability leader (you may learn a few more during the course): first, you need to know your strengths; second, you have to mobilize others to action. Everything we would have done together in the course will familiarize you with these two facets, as well as equip you with the warnings and the tools you may need to do both. However, there may remain a disconnect between the one issue what you feel matters most to you (personally and/or professionally) and what others can or would do. This assignment provides you with the opportunity to merge the two – the S's and the A's, so that you are prepared to inspire others to lend you their hand in solving that one issue you find pivotal.

Questions or Issues

My office is Room 1N54, and you can reach me by phone, 519 661 4114, or e-mail, obranzei@ivey.uwo.ca. If you have any questions or concerns, please make an appointment so we have the time and resources we need to make the interaction most meaningful and useful to you.

Oana Branzei, January 3, 2012

**Course Framework
4550 Sustainability in Action**

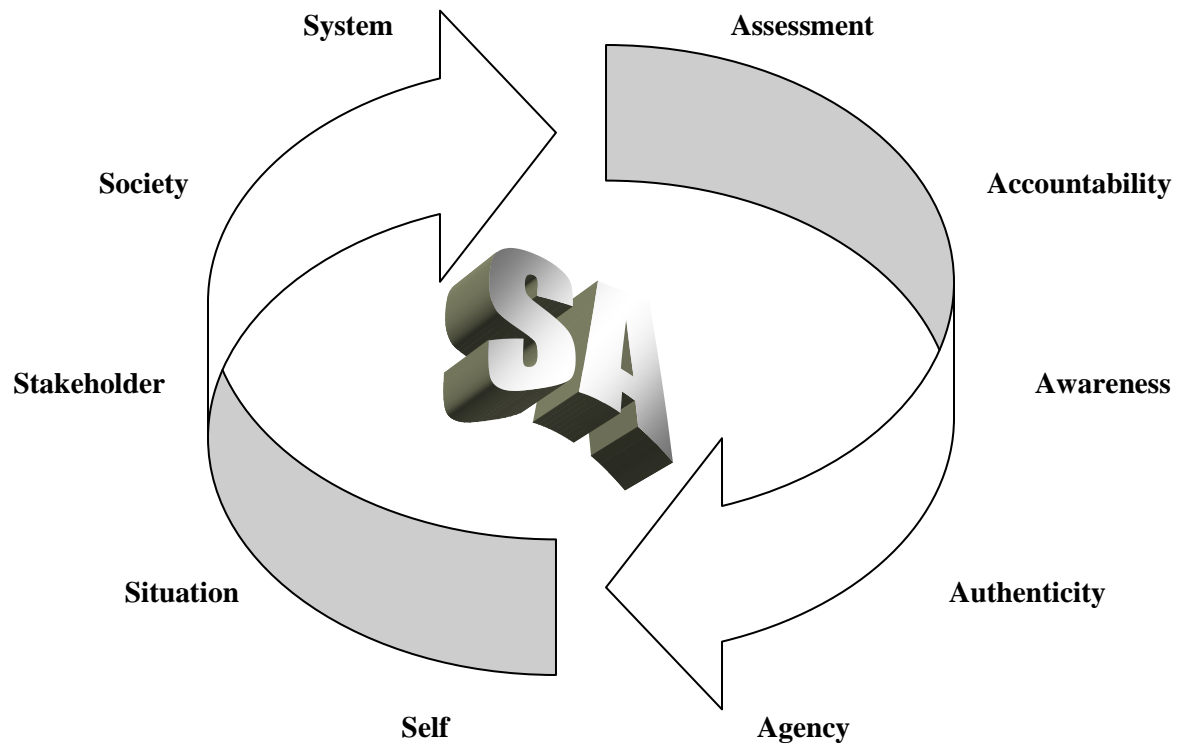


TABLE 1: Session Summary

	Session	Date	Topic	Part 1	Part 2	Takeaways	Assignments
Module 1 Overcoming Negative Deviance	1	January 10	Self	Historical, Interactive Steve Jobs	Thought Experiment	Callings & Crafts	Self-reflection (10%) <i>Please upload it on e-zone and hand out your <u>graded hardcopy</u> to me before the end of our first Session (9 pm on January 10th).</i>
	2	January 17	Situation	Historical, Movie The Experiment	Contrast Cases The Hero Project	Moral Courage	
	3	January 24	Stakeholder	Historical, Simulation Shell Nigeria	Stakeholder Simulation	Predictable Surprises	
	4	January 31	Society	Historical, Debate Climate Change	Live Case Inuit Nanisiniq 2011	Competition & Cooperation	
	5	February 7	System	Historical, Multimedia The Function of Business	Case Sampler, Rwanda	Vicious/Virtuous Cycles	
Module 2 Creating Positive Deviance	6	February 28	Assessment	Group Workshops	Exercises (in-class)	Measurement Frameworks	Group Workshop (20%)
	7	March 6	Accountability	Case Bloomberg + Live	Guest Speaker Jason Steinberg	Reporting Frameworks	
	8	March 13	Awareness	Case InterfaceRAISE + Live	Guest Speakers	Consulting Frameworks	
	9	March 20	Authenticity	Case Tata: Leadership with Trust	Guest Speaker Anant G. Nadkarni	Leadership Frameworks	
	10	March 27	Agency	Story-telling	Lessons for Future Leaders	Agency Frameworks	Story-telling (10%) <i>Upload <u>your narration and transcript</u> on e-zone by 8 am on Sunday, March 25.</i>

Reminder: Individual report (30%) is due by April 10th. Please upload it on e-zone no later than 8 am.

Session 1: Self

January 10, 2012

Objective: To explore how sustainability pressures or goals may influence who you are/become as a leader.

Preparation: Please review the two assigned Harvard Business Review readings before our first session and come prepared to share your own views on what leadership is and what it could/should be as sustainability becomes a strategic priority across sectors. In class, we will first use excerpts from recent reports to engage in a thought experiment about what makes or breaks today's leaders. Then we will discuss Steve Job's legacy using a provocative multi-media case format.

Assigned Readings

[How Great Companies Think Differently](#), Harvard Business Review, Spotlight on the Good Company, November 2011: *Instead of being mere money generating machines, they combine financial and social logic to build enduring success.*

[The CEO's Role in Business Model Reinvention](#), Harvard Business Review, January 2011, HBS 2011 - R1101H: *A forward-looking CEO must do three things: Manage the present, selectively forget the past, and create the future.*

Assignment (10%): Please note that your first individual assignment, a self-guided and self-graded exercise on seeking/finding your own calling and crafting your own job/career path, is due before our first class ends.

Please upload it on e-zone no later than 9 pm on January 10, 2012.

Each of you will be choosing your own path through the learning landscape co-created in this course and this first assignment is designed to both encourage and reward your proactiveness in shaping your learning. In addition to the two assigned readings, the questions posted on e-zone may help surface and/or articulate some of the sustainability-related callings you may have missed, met, or added.

This self-reflection exercise is self-graded. My feedback on this first assignment will be non-evaluative and appreciative of the honest work each of you will have done in order to figure out what matters most to you at this point in time. In addition to your own evaluation of your work and my non-evaluative feedback, I encourage each of you to share some of the key insights gleaned through this first assignment with your mentor and trusted peers and to continue to proactively shape your own path throughout the entire course.

Let your own voice shine through. The suggested length of your written submission is 1000 words. In addition to the written submission, you are welcome to employ any graphical displays (lists, photos, figures, charts), set quantitative landmarks that may be meaningful to you in tracking your own progress, or list any triggers (music, poetry, sayings, documentaries) that bring alive your own inspiration and/or sharpen your personal resolve for doing sustainability work. There are no restrictions in format or length for the written submission or for any of these supportive materials.

Please remember to upload your electronic version on e-zone before the end of our first session (9 pm on January 10th), and please hand me your self-graded hard-copy as you leave.

Thought Experiment (in-class)

[A New Era of Sustainability](#), UN Global Compact-Accenture CEO Study 2010

Every three years, the United Nations Global Compact—a strategic policy initiative for businesses that are committed to aligning their operations and strategies with advanced sustainability principles and practices—surveys its member CEOs around the world. [...] the results tell us CEOs are more committed than ever to creating a sustainable business. Yet the motivator is no longer just social responsibility; it's now equally about achieving high performance measured in terms such as lower costs, stronger customer relationships and increased revenues

[Growth Reimagined](#), Price Waterhouse Cooper 2011

Nearly half of the CEOs surveyed in 2011 said they would alter their companies' strategies and products—and be prepared to highlight their corporate responsibility practices, including those of their suppliers—within the next three years to address society's changing sentiments. [The Sustainability Yearbook 2011](#), a separate annual report issued by Price Waterhouse Cooper, recognizes companies across 58 sector that have achieved the most significant year-to-year improvement in sustainability.

Multimedia Exercise (in-class)

Losing My Religion? Steve's Jobs Legacy

Optional Resources

[Timberland's Jeff Swartz on Corporate Responsibility](#), Fast Company, September 1, 2008

[The Conscience of a Capitalist](#), Wall Street Journal, October 3, 2009

Advanced Resources

[Vision 2050](#), World Business Council for Sustainable Development

The WBCSD's cornerstone *Vision 2050* report calls for a new agenda for business laying out a pathway to a world in which nine billion people can live well, and within the planet's resources, by mid-century. The report is a consensus piece that was compiled by 29 leading global companies from 14 industries and is the result of an 18 month long combined effort between CEOs and experts, and dialogues with more than 200 companies and external stakeholders in some 20 countries. [...] *Vision 2050*, with its best-case scenario for sustainability and pathways for reaching it, is a tool for thought leadership and a platform for beginning the dialogue that must take place to navigate the challenging years to come.

Session 2: Situation

January 17, 2012

Objective: To explore how social structures (strong situations) shape the way individuals (choose to) behave.

Preparation: Please read the assigned reading (The Banality of Heroism) before coming to class. You do NOT need to prepare/review any of the other materials in advance. Many of you may already be familiar with some of the materials we will engage in this session. If you have not yet seen/heard about the Stanford's Prison Experiment (SPE) or its rendering into the 2010 movie *The Experiment*, please be forewarned that the footage is graphic and can be profoundly disturbing. The same disclaimer applies to the Ted Talk.

Historical Case (in-class)

[Stanford's Prison Experiment](#) (29 min)

Exercise (in-class)

[The Experiment, 2010](#) (96 min – selected clips)

26 men are chosen to participate in the roles of guards and prisoners in a psychological study that ultimately spirals out of control. Please watch the following episode of *The Experiment* from the role assigned to you at the beginning of the class. At the end of every episode please complete the short survey, as if they were a member of the group to which they have been assigned.

1. Compute the average scores for each measure and for each group.
2. Examine the differences (a) between the groups and (b) over time.
3. How do the results compare with the quantitative data from the actual study?

Mini-case (in-class)

[Flight 1549: A Routine Takeoff Turns Ugly](#), CBS – February 8, 2009, updated July 4, 2009

“When US Airways flight 1549 landed in New York's Hudson River on Jan. 15, what seemed destined to be a tragedy became an extraordinary tale of success and survival. By the time all 155 people were pulled from the icy waters by a flotilla of rescue boats, a story began to emerge of a highly trained pro with a cool demeanor who had deftly guided his doomed aircraft to safety. In an instant, Captain Chesley "Sully" Sullenberger found himself at the heart of an uplifting news story people all over the world wanted to celebrate.”

Debrief (in-class)

[CBS 60 minutes](#), Captain Sullenberger interviewed by Katie Couric, February 10, 2009.

Assigned Readings

[The Banality of Heroism](#), Greater Good, Fall-Winter 2006-07

Optional Resources

[Ted Talk, February 2008: Philip Zimbardo shows how people become monsters ... or heroes](#) (23 min)

Philip Zimbardo knows how easy it is for nice people to turn bad. In this talk, he shares insights and graphic unseen photos from the Abu Ghraib trials. Then he talks about the flip side: how easy it is to be a hero, and how we can rise to the challenge.

Advanced Resources

The Lucifer Effect: How Good People Turn Evil, London: Random House, 2007 by Philip Zimbardo.

[Related Links](#)

Session 3: Stakeholder

January 24, 2012

Objective: To explore the emergence and evolution of stakeholder engagement practices by applying dynamic stakeholder mapping tools. To grasp the broader notion of predictable surprises and discuss what it may take to anticipate and avoid them.

Preparation: Please read the Royal Dutch/Shell in Nigeria (A) case before class and come prepared with brief but well-motivated answers to the four discussion questions below. You need not prepare the Primer on Stakeholder Engagement before class, but you will want to review it carefully shortly after. I recommend reading the short chapter (12 pages) outlining the six characteristics of that make surprises predictable both before and after our session. When you arrive, please sit with your team (seating charts are posted on e-zone).

Case

Royal Dutch/Shell in Nigeria (A), HBS 9-399-126, February 5, 2009.

Preparation Questions:

1. What should Shell do?
2. Who are the key stakeholders involved?
3. Whom should you address first?
4. What would you do?

Simulation

The Role Play pre-assigned to your team, Ivey 9B08M075A-Fw

Separate Distribution: your team's role will await you in the break-out rooms.

The tasks and timing of your teamwork will be debriefed in class.

Debrief (in-class)

[Primer on Stakeholder Engagement](#), Network for Business Sustainability.

Assigned Reading

What is a Predictable Surprise? A Preview, Max H. Bazerman & Michael D. Watkins, [Predictable Surprises: The Disasters You Should Have Seen Coming and How to Prevent Them](#), Harvard Business School Press, Ch. 1, pages 1-12.

Optional Resources

[Shell Accepts Liability for Nigeria Oil Spills](#), August 5, 2011 (video 1:55 minutes)

[SPDC Managing Director Mutiu Sunmonu](#) (video 3:15 minutes)

Advanced Resources

[Far From Gulf, a Spill Scourge 5 Decades Old](#), New York Times, June 16, 2010

[As It Happens: Nigeria in Crude Terms](#) (mp3, 7:09 minutes, Part 2-00:49), June 1, 2010

[UNEP Report](#), released in 2011 (requested by Nigeria)

Session 4: Society

January 31, 2012

Objective: To understand the causes and consequences of the disproportionate vulnerability experienced by some communities/societies and explore approaches to anticipate, mitigate or adapt to climate change. In approaching the case preparation and case discussion, you may find it helpful to think through the example of a community you are deeply familiar with. Ask yourself, what makes this specific community healthy (or not)? What indicators and processes would a community need to have in place to anticipate/correct vulnerabilities or create/sustain positive change? We will then engage a broader debate on the need, cost, and benefit of commerce by recasting the broader history of society from a game-theoretical (Robert Wright) perspective.

Preparation: Before you come to class, please review the [Arctic Timeline](#) and take the short [audio-visual tour of the Museum of Inuit Art](#) (Traditional Life and Contemporary Life). Then read and contrast the short Globe & Mail article with the Economist's synopsis of the Durban deal and the Guardian's account of scientists' disappointment with the deal reached. We will use an interactive format, going back and forth between video cases that document the firsthand Inuit experience of climate change and the macro-discourses on the economics and politics to problematize the societal, spatial and temporal tensions brought about by the ongoing debate on climate change in Canada and globally.

Assigned Reading

[Inuit Hunter Takes Climate-change Message to Durban Conference](#), Globe & Mail, December 4, 2011.

[A Deal in Durban](#), The Economist, December 17, 2011.

[Durban Deal Will Not Avert Catastrophic Climate Change, Say Scientists](#), the Guardian, December 11, 2011.

Multi-part Video Case (in-class)

[Nanisivik: Arviat History Project](#)

In about 10 years the Inuit of Arviat went from tents and igloos, land-based camps and a predominantly hunting culture, to living together in the settlement originally known as 'Eskimo Point' and now called Arviat. This is possibly the fastest rate of change for any group of Indigenous people, anywhere in the world, in all of recorded history. The impacts on culture, physical and mental health, social relations and well-being have been dramatic.

'The Nanisivik Arviat History Project is a joint venture involving youth and Elders in the Inuit community of Arviat, located on the southwest side of Hudson Bay, Nunavut. The project is coordinated in Arviat by Tamar Mukyunik and by Professor Frank Tester of the School of Social Work, University of British Columbia.

[Climate Change from Inuit Elder Experience](#) (9 minutes)

Listening to what Inuit elders have to say about climate change is important. Mr. Jordan Konek, the 23 year-old from Arviat, Nunavut, who made this film, states: "There are a lot of reasons why we should use Inuit Elders as our leaders to make changes, they know a lot." Mr. Konek's work was recently highlighted at a multi-geographic film festival which connected the Arviat community, York University, the University of British Columbia and viewers from across Canada to watch films on Inuit climate change perspectives.

Inuit Knowledge and Climate Change (54 minutes)

The impact of climate change in Canada is discussed by those at its front lines. In this historic documentary by the legendary Isuma Productions, Inuit people speak first-hand about how their landscape is changing, how the sky has turned colour and if the polar bear really is endangered. Their insight – borne from centuries of shared knowledge – reveals a deep intimacy with their environment and convincingly challenges mainstream media accounts of climate change. Unsettling accounts of new flora, thawing permafrost and dwindling ice point directly to the truth that climate change has become a human rights issue for many Indigenous people. This new documentary, the world's first Inuktitut language film on the topic, takes the viewer “on the land” with elders and hunters to explore the social and ecological impacts of a warming Arctic.

Zacharias Kunuk (Inuk) is a renowned filmmaker whose dramatic feature films include *Atanarjuat (The Fast Runner)*, which won the Camera d'Or at the Cannes in 2001, and *The Journals of Knud Rasmussen*, co-directed with Norman Cohn, which opened the Toronto International Film Festival in 2006. Kunuk is the winner of a National Arts Award, National Aboriginal Achievement Award and was awarded the Order of Canada in 2005.

Optional Resources

[Primer on Climate Change](#), NBS

[Climate Change Vulnerability Index](#) (CCVI)

Advanced Resources

[Robert Wright: The Evolution of Compassion](#), Ted Talks, October 2009

Or [Nonzero: The Logic of Human Destiny](#), Vintage, 2001, by [Robert Wright](#)

Session 5: System

February 7, 2012

Objective: To grapple with current crises of humanity from an empathy-based perspective (James Rivkin) and envision a pro-social roles commerce could or should play as societies cope with or overcome persistent constraints like recurrent conflict and persistent poverty. To grasp the complex system dynamics associated with the break down and/or the restoration of society and grapple with the social function of business, especially in the aftermath of trauma.

Please be forewarned that the resources and the in-class discussion may invoke strong emotions; the cases offer examples of extreme resilience and positive stories of systematic rebuilding, from the inside-out.

Preparation: Before coming to class, please review the assigned reading – Chapter 10 from Jared Diamond’s Community Collapse book -- before coming to class, using it as a springboard to develop your own appreciation of complex system dynamics.

Assigned Reading

Malthus in Africa: Rwanda’s Genocide, p. 311-229 in Part III: Modern Societies, Collapse: How Societies Choose to Fail or Succeed, Penguin Books, 2005, by Jared Diamond.

Preparation Questions

1. Thinking through the self, structure, stakeholder, society and system lenses, how do you explain genocide?
2. How can societies rebound from the trauma associated with genocide?
3. Can business play a role in systematically restoring the human fabric of society?

Multimedia Cases

[The Gisimba Miracle](#), BBC News, April 7, 2011, with [Jean-Francois Gisimba](#) (9 minutes)

[Mayange: Rwanda’s Millenium Development Village](#), Earth Institute Colombia, introduction by [Matt Damon](#) and [18-month retrospective with director Josh Ruxin](#) (5 minutes)

Inzoi Nziza (“Sweet Dreams”), Ivey Publishing (Draft) and [Al Jazeera documentary](#) (23 minutes)

Inzoi Nzisa was Rwanda’s first ever local ice cream shop, epitomising what Blue Marble Dreams is all about: the power of ice cream, and entrepreneurship, to bring happiness and prosperity to people around the world. Can ice cream really do all that? To understand why, let’s go back to the beginning of our story, when Blue Marble’s founders, Jennie and Alexis, met a Rwandan, Odile Gakire Katese (better known as Kiki), at the Sundance Institute. Hearing about their work, Kiki approached Jennie and Alexis with an idea. She explained that while conventional development initiatives are vital to Rwanda’s physical wellbeing, there remains a need for efforts that boost the spirit of its people. Just as much as they need nutritious food and clean water, Kiki asserted, Rwandans need fun, joy, pleasure and laughter, as these are the ingredients of a life truly lived. And what better way to meet this need than through the sweet, symbolic magic of ice cream? Here, in her own words, is why Kiki believes in Blue Marble:

“Because we struggle most of the time, we also find ourselves aggressive against happiness, love, joy, life. When we have children, we teach them that happiness doesn’t exist, that there is no pure love and, as legacy, we give them our despair, our debts, our doubts, our tears, our failures. Rwandan women ... want to reshape life in its simple and sweetest form. We want to share moments that are not embossed by despair and death... We want to create a space where poverty, disease, illiteracy... are not obstacles to happiness and barriers between human beings... We have to, for the sake of the health of our soul. The ice cream will have the power to reconcile people with life by providing privileged moments when life reminds them that it is also sweet.”

Optional Resources

[Dambisa Moyo](#), Ted x Brussels 2010 (18 min)

or

[Dead Aid, Why Aid Is Not Working and How There Is a Better Way for Africa](#), Farrar, Straus and Giroux; First American Edition, 2009, by Dambisa Moyo

“In the past fifty years, more than \$1 trillion in development-related aid has been transferred from rich countries to Africa. Has this assistance improved the lives of Africans? No. In fact, across the continent, the recipients of this aid are not better off as a result of it, but worse—much worse. [...] poverty levels continue to escalate and growth rates have steadily declined—and millions continue to suffer. Provocatively drawing a sharp contrast between African countries that have rejected the aid route and prospered and others that have become aid-dependent and seen poverty increase, Moyo illuminates the way in which overreliance on aid has trapped developing nations in a vicious circle of aid dependency, corruption, market distortion, and further poverty, leaving them with nothing but the “need” for more aid. [...] Dead Aid is an unsettling yet optimistic work, a powerful challenge to the assumptions and arguments that support a profoundly misguided development policy in Africa. And it is a clarion call to a new, more hopeful vision of how to address the desperate poverty that plagues millions.”

Advanced Resources

[The Empathetic Civilization](#), RSA Animate (10 min)

or [The Empathetic Civilization: The Race to Global Consciousness in a World in Crisis](#), Polity Press, 2010, by [Jeremy Rivkin](#)

Reminder: we will start our first class after the Spring Break with the Group Workshops.

Session 6: Assessment

February 28, 2012

Reminder: We will start the class with the team workshops. Please expect an unfamiliar audience – this is an open format session and Ivey, UWO and community members are welcome to join us for the team workshops. Please plan for a 15 minutes presentation. Try a TED-talk format to keep everyone engaged.

Objective: To critically examine the interplay between the assessment methods used to estimate the environmental impact of business, the perceived costs and benefits of the efforts/methods to mitigate negative impact, and the incentives to play a positive role.

Preparation: Before class, please prepare the assigned readings – go through the overview of Newsweek’s latest green ratings (October 16, 2011) and read the systematic review on environmental impacts published by the Network for Business Sustainability (NBS) -- giving some forethought to the four preparation questions listed below. To consolidate your learning, I recommend you review this review once more right after the class. For anyone interested in the cutting edge debate on ratings and raters, the four optional reports provide an opportunity for critical reflection on the role rating agencies play in setting societal expectations of business. The advanced reading presents a deep-dive into sustainability assessment methodologies and a powerful case for how ratings matter to investors.

Assigned Reading

[The World’s Greenest Companies](#), Newsweek, October 17, 2011
[Environmental Impacts \(Systematic Review\)](#), NBS

Preparation Questions

1. Why should a company consider its environmental impacts?
2. Which tools should one use?
3. How do the tools we use shape the actions an organization might choose to take?
4. What functions do ratings play?
5. Which rater should one trust?

Exercise 1 (in class):

The Newsweek rankings are based on an environmental impact score, which comprises 45 percent of the total, an environmental management score (another 45 percent), and an environmental disclosure score (10 percent) – see [Newsweek Green Rankings Methodology](#). How do the tools we use to assess greenness influence the actions these companies choose to take? (hint: compare the least green and the most green companies).

Exercise 2 (in class):

If you had to choose one rater to assess the organization you lead, which rating agency would you choose? Why? What are the key causes and the key consequences of your choice?

Exercise 3 (in class):

The 10 greenest companies in the US were *IBM, Hewlett-Packard, Sprint Nextel, Baxter, Dell, Johnson & Johnson, Accenture, Office Depot, CA Technologies, & Nvidia*. The top 10 globally included: *Munich Re, IBM, National Australia Bank, Banco Bradesco, Australia & New Zealand Banking Group, BT Group, Tata Consultancy, Infosys, Philips Electronics, & Swisscom*. How do the Newsweek ratings influence your decisions as an 1) individual investor? 2) portfolio manager? 3) institutional investor? 4) pension fund manager? 5) potential business partner (supplier, customer)? 4) a member of one of the communities where these companies operate?

Exercise 4 (in class):

If you were to place your trust as an investor in one rater, which rating agency would you choose?
Why? What are the key causes and the key consequences of your choice?

Mini-lecture

Models of Assessment

Optional Resources

SustainAbility, Rate the Rater

[Phase 1, May 13, 2010: Understanding the Universe of Corporate Sustainability Ratings](#)

[Phase 2, October 5, 2010: Taking Inventory of the Ratings Universe](#)

[Phase 3, February 22, 2011: Uncovering Best Practices](#)

[Phase 4, July 12, 2011: The Necessary Future of Ratings](#)

Advanced Resources

[An Overview of Sustainability Assessment Methodologies](#), 2009, Ecological Indicators, 9:189-212.

[Universal Ownership: Why Environmental Externalities Matter to Institutional Investors](#), Trucost, October 5, 2010

- US\$ 6.6 trillion The estimated annual environmental costs from global human activity equating to 11% of global GDP in 2008.
- US\$ 2.15 trillion The cost of environmental damage caused by the world's 3,000 largest publicly-listed companies in 2008.
- >50% The proportion of company earnings that could be at risk from environmental costs in an equity portfolio weighted according to the MSCI All Country World Index.

Session 7: Accountability

March 6, 2012

Objective: To explore the evolution of accountability, with a focus on how the introduction of social and environmental performance indicators by critical providers (financial and operational) are shaping the extent to which corporations are becoming and are held accountable for their sustainability (in)actions.

Preparation: Please prepare the assigned case, focusing on the preparation questions below.

Case

Driving Sustainability at Bloomberg L.P., HBS 411025-PDF-ENG

This case reviews the organizational and institutional change process taking place in the sustainability domain, and emphasized the importance and economic impact of environmental, social and governance (ESG) metrics for diverse corporate stakeholders. The initiative to add environmental, social and governance (ESG) performance indicators to the Bloomberg terminal grew out of Bloomberg's broader sustainability initiatives and is an example of how committed employees can create positive social change within organizations.

Preparation Questions:

1. How can committed employees implement an innovative sustainability initiative within a large corporation?
2. How can ESG data be more strategic for both Bloomberg and investors?
3. How should the ESG data industry be structured, and what impact does ESG data have on the future institutionalization of sustainability?

Live Case / Guest Speaker

[SAP Solutions for Sustainability](#)

Mini-lecture

Models of Accountability

Optional Resources (listed alphabetically)

[Association of Chartered Certified Accountants \(ACCA\) Sustainability Reporting Guidelines](#)

[European Foundation for Quality Management Business Excellence Model](#)

[European Sustainability Reporting Organization](#)

[Global Reporting Initiative Reporting Framework](#)

[International Federation of Accountants Sustainability Reporting Framework](#)

[International Organization for Standardization: International Standards for Business, Government and Society](#)

[The Natural Step's Four System Conditions](#)

[Organisation for Economic Co-operation and Development: OECD Guidelines for Multinational Enterprises](#)

[System of Environmental and Economic Accounting for Water](#)

Advanced Resources

[The Role of Analogy in the Institutionalization of Sustainability Reporting](#), Organization Science, 2010, 21(5): 1092-1107, by Dror Etzion and Fabrizio Ferraro

This article provides a rigorous academic analysis of the efforts of the Global Reporting Initiative (GRI) to purposefully institutionalize the practice of sustainability reporting. The authors suggest that analogies affect institutionalization processes through two mechanisms. In the early stages of institutionalization, analogy operates primarily as a normative mechanism, and adoption is driven mainly by an instrumental logic. This emphasis on similarity to existing institutions stresses conformity and promotes legitimacy. Yet analogies can also have a cognitive effect on institutional design, especially once initial acceptance from the environment has been secured, by directing attention toward incongruences between the emergent institution and its analogical source. The article helps explain how analogies to existing institutional practices can both provide legitimacy to novel institutions and constitute the basis for a creative process of institutional design.

Session 8: Awareness

March 13, 2012

Objective: To explore the role of sustainability consultants and sustainability consultancy frameworks in overcoming systematic biases in managerial decision making. To sample sustainability consultancy approaches and experiences, by learning from the direct experience of successful sustainability consultants.

Preparation: Before class, please prepare the case thinking carefully about the questions below.

Case

InterfaceRAISE: Sustainability Consulting, HBS 611069-PDF-ENG, October 12, 2011.

InterfaceRAISE is a sustainability management consulting firm created to leverage the capabilities of its parent company Interface Inc., a carpet manufacturer recognized as a global leader in corporate environmental sustainability. This case illustrates the challenges of turning an internal capability into a client facing revenue stream. At the time of the case, InterfaceRAISE was grappling to identify the appropriate business model for the type of consulting firm it wants to be, to determine what its client portfolio should look like, and to set its pricing structure. InterfaceRAISE needed to decide how to accelerate its growth while better achieving its three objectives: improving its clients' sustainability performance, enhancing its parent company's brand image and sales, and increasing operating profits. This case exposes students to the opportunities and challenges of creating a consulting business based on selling a manufacturing company's environmental and operational capabilities developed through years of learning how to improve environmental performance.

Preparation Questions:

1. What is InterfaceRAISE's value proposition?
2. InterfaceRAISE had three objectives. Which appears to be driving its strategy? Can all three be achieved simultaneously?
3. What would you recommend to CEO Dan Hendrix with regard to strategy, service offering, pricing and structure/staffing? What would you request from Interface Inc. in terms of time and/or investment?
4. What should InterfaceRAISE's goals be in the next five years? What metrics should they use to assess progress? What targets should they set?

Live Case / Guest Speaker (in class)

Mini-lecture

Models of Consulting

Optional Resources

[Deloitte: Sustainability & Climate Change](#)

[PWC: Sustainability Solutions](#)

[Accenture: Sustainability Services](#)

[Pembina: Consulting for Corporations](#)

Session 9: Authenticity

March 20, 2012

Objective: To understand the interconnections between self and strategy, and the role of our inner values in shaping profound change in people, organizations and society. To develop an appreciation for the effects of authenticity both within oneself and beyond the self – on one's job and organization, through the exemplary experience of sustainability leaders.

Preparation: Before class, please read the case, going back and forth to the assigned readings – giving careful thought to how the sustainability strategy is experienced and embodied within the Tata group and to the role of leadership in fostering social and environmental mindfulness within the Tata Group. Please listen to the TED talk by Daniel Goldstein in advance and give some forethought to the questions for Exercise 2.

Assigned Readings

Beyond Strategic Thinking: Strategy as Experienced and Embodied, Chapter 9 by Jeanne Liedtka in Alexander Manu's *Disruptive Business: Desire, Innovation and the Redesign of Business*, Gower, 2010, p. 153-169.

[Rebuilding Trust: The Integral Role of Leadership in Fostering Values, Honesty and Vision](#), Ivey *Business Journal*, 2004, Ivey Publishing 9B04TA02

Case

Tata: Leadership with Trust, Ivey Publishing, 2010, 9B10M025.

The case illustrates the opportunities, challenges and trade-offs involved in the design, evolution and institutionalization of corporate social responsibility (CSR) and corporate sustainability (CS) within the Tata Group, an India-based indigenous multinational enterprise (MNE) with a unique 140-year old commitment to the community as the key stakeholder of business. Despite the 2008-2009 global recession, the Tata Group topped the economic value creation charts. In 2008-2009, the Group had grossed US\$70.8 billion in revenues; 64.7 per cent of the Group's revenues were now coming from outside India. Its 96 independent companies spanned seven sectors: information systems and communications, engineering, materials, services, energy, consumer products and chemicals. Economic turbulence had put a break on social and environmental investing for many other companies, but renewed Tata Group's commitment: the Group had recently revised its charitable giving, adopted a group-wide climate change policy, and separated its mandatory and voluntary initiatives. The case deals with the intricate connections between the Group's profitability and competitiveness on the one hand and its long-standing tradition of social responsibility on the other. It explores value-creation, leadership, ethics and sustainable development on the backdrop of rapid internationalizations and shifting stakeholders' expectations for corporate social responsibility.

Preparation questions

1. Summarize Tata Group's approach to sustainability: What makes it all work?
2. What is the role of economic performance in legitimating the group's long-standing social values?
3. Can corporations with different values set/achieve similar levels of sustainability?
4. What are the devices and tools that help the Tata Group voice their values in their strategy?

Exercise 1 (in class)

TED-talk, [Daniel Goldstein: The Battle between Your Present and Future Self](#), December 2011 (15 minutes).

Please reflect on the importance of *commitment devices* and tools to correct *failures of belief*.

1. What commitment devices did you identify in the Tata case?
4. How do these commitment devices work (at different levels of the organization)?
5. How do you imagine your own future as a sustainability leader?
6. What failures of belief may you be prone to?
7. What commitment devices/tools may you need for your future self to win over your present self?

Exercise 2 (in class)

Sensing-Presencing-Realizing / The Theory of the U, based on excerpts from Peter Senge et al.'s [Presence: An Exploration of Profound Change in People, Organizations and Society](#), Double Day, 2004.

Mini-lecture

Models of Authenticity

Optional Resources

[Why Don't We Try to Be India's Most Respected Company?](#), Harvard Business Review, November 2011.

[CEOs Need a New Set of Beliefs: Interaction](#), Harvard Business Review, December 2011.

Reminder: Please remember to post your narration and transcript on e-zone by 8 am on Sunday, March 25th. Set aside at least 3 hours to craft, rehearse and record your story (you can borrow a voice-recorder if you need one). While you are developing your story, please review Stephen Denning's suggestions on how to motivate others to action (an assigned reading included in your course-pack for Session 10). You may also enjoy sampling landmark speeches by sustainability leaders – several are linked below.

Session 10: Agency

March 27, 2012

Reminder: Please be ready to share your short story in class.

Objective: To examine alternative models of agency and bring your own to life through story-telling.

Preparation: Please read the New York Times article below and review the assigned reading on story-telling.

Thought experiment (in-class)

[The Moral Instinct](#), New York Times, January 13, 2008.

Story Sampler

We will randomly select three stories for live presentations. Presenters can use any combination of visuals, artifacts and sound to support their story as long as these do contain/convey text or numbers.

In addition to the random draw, the class can nominate one student; the instructor can select another. Although not every student may have the chance to present their own story live during our last class, all stories will be uploaded on e-zone; access and use will be limited to class participants unless confirmed otherwise.

Assigned Resources

Chapter 3 (pages 59-87), Motivate Others to Action, in [The Leader's Guide to Storytelling: Mastering the Art and Discipline of Business Narrative](#), John Wiley & Sons, 2005, by Stephen Denning.

Good examples of stories include:

[BP's Lord Browne](#), when knitted by Queen Elizabeth II in 1998

Walmart's Lee Scott, "[Sustainability 360: Doing Good, Better, Together](#)", February 1, 2007; for background, see also [The Green Machine](#), Fortune, July 31, 2006

[Canada' CEO of the Year](#) (TD's Ed Clark), Rotman, March 10, 2011

(if you have a favourite story you'd like to share, please link it on e-zone for our last session)

Advanced Resources:

[A Better Today: The Unprecedented Present](#), Chapter 1 in Matt Riley's *The Rational Optimist*, 2010.

Mini-lecture

Models of Agency

Wrap-up Story

Lessons for Sustainability Leaders, Based on Excerpts from [The Art of Learning: An Inner Journey of Optimal Performance](#), by Josh Waitzkin, Free Press, 2007

Afterword

"Human nature will not change. The same old dramas of aggression and addiction, of infatuation and indoctrination, of charm and harm, will play out, but in an ever more prosperous world. [...] History repeats itself as a spiral nor a circle, [...] with an ever-growing capacity for both good and bad, played out through unchanging individual character. So the human race will continue to expand and enrich its culture, despite setbacks and despite individual people having much the same evolved, unchanging nature. The twenty-first century will be a magnificent time to be alive. Dare to be an optimist."

Matt Riley, The Rational Optimist, Chapter 11, The Catallaxy: Rational Optimism about 2100, p. 359