

Leading Responsible Organizations EXLR 5220A

Course Description and Objectives:

This module of the program provides a forum to discuss business issues and challenges facing leaders and the executive team in an organization. Implicit in this context is the relationship between decisions made by leaders and the environment in which they are made, including stakeholders, industries/competitors, and the natural environment. We will start from the perspective of corporate social responsibility and sustainability, move to creating and leading change in organizations, and eventually work our way through innovation, strategy, and global issues. The concept of leading and influencing change will be a constant companion.

Linking and connecting with previous program content and modules—now with a particular emphasis on strategic and organizational issues—is another objective of this module. Overlaying a business/organizational context over ELP concepts provides a unique lens through which effective leadership roles and styles can be analyzed.

We will primarily use the case method to highlight general management issues and challenges. Cases and readings serve as vehicles to introduce complex business issues and provide general frameworks for discussion. In-class discussions are the major learning component in this module. Therefore, students must be prepared for case and reading discussions.

This course addresses the following program learning outcomes:

1. Students will demonstrate strategic decision-making capability.
2. Students are capable of rigorous analysis of data and stakeholder concerns.
3. Students will demonstrate the ability to articulate a vision that will have significant and positive leadership impact (i.e., leading change).
4. In business and in personal lives, students will act to preserve or enhance the well-being of the commons (global, health, and social justice).
5. Demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately.

Class Schedule & Assignments - **Discussion questions to consider with readings/cases forthcoming*

Date & Time	Pre- Class Reading	Discussion topics	Deliverable(s)
Module 1 Sept. 14 (Sa) 12:00 – 1:30	Leader Interview Instructions Former Interviewees list***	Leader Interview	Leader Interview Teams/Prospects
Module 2 January 4 (Sa) 8:30 – 12:00	Responsibility / Sustainability Report “The Collaboration Imperative” Case: Cargill and RAN	Strategy & Responsible Leadership	*Case Analysis if you are submitting
Module 3 Complete by January 19 (Su)	Carbon/Water Footprint On-Line Discussion	Personal Responsibility	Personal Carbon/Water Footprint Statement
Module 4 Complete by January 26 (Su)	“Thought Leader Interview: Paul Polman” “How to Become a Sustainable Company”	Responsible Organizations	Responsible Organization Post/Discussion
Module 5 February 7 (F) 10:00 – 11:30	“Creating Shared Value” Case: Patagonia	Leadership Challenges	*Case Analysis if you are submitting
Module 6 February 7 (F) 1:45 – 5:30	“Discovering Your Authentic Leader” Case: Marilyn Carlson Nelson and Carlson Companies’ Renaissance	Leadership Challenges	*Case Analysis if you are submitting
Module 7 February 8 (Sa) 8:30 – 12:00	“How to Have Influence” Case: Alan Kendricks	Leading Change	*Case Analysis if you are submitting
Module 8 February 8 (Sa) 1:45 – 5:30	“How Managers Become Leaders”	Leadership Journey	Leader Interview Presentations

***A general description and a list of leaders interviewed in the past several years is in your course pack. Please review the list and begin thinking of leaders you would like to interview.

Course Requirements:

A straight grading scale will be used to evaluate participants (A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, etc.). We will use the following weights for course materials:

1. Case analysis (25%)
2. Participation (35%)
3. Leader Interview (25%)
4. Carbon/Water Footprint Statement (15%)

1. **Case Analyses (25%):**

You are required to turn in a minimum of **ONE** written case analysis (if more, then highest score used for grading). They must be no longer than **three** pages and structured using the format appearing below. **Case analyses are due the day the case is to be discussed.** Outside of class, you are allowed to discuss cases with others, but submissions (i.e., written work) must be completed individually. Please review the scoring rubric on Canvas before submitting.

Required Format:

Please analyze and write-up cases using the format outlined below. **Please respond as if you are an outside consultant to the case principals.** Since you only have three pages, limit the restating of case facts to those that are important to your analysis. **Section headings** are a must in your analysis (use those in **bold** below).

- a. **Executive Summary:** One/two paragraph summary of key issues *and* recommendations. This should be a one or two (maximum) paragraph summary that can “stand apart” from the rest of the analysis. Write this section last.

NOTE: for the sections below, a bullet-point format may help to organize and condense

- b. **Organizational Profile/Overview:** Brief discussion of key elements in case as they relate to your analysis, such as product/services offered, competitive priorities, industry trends, marketing issues, human resource issues, etc.
- c. **Critical Issue(s):** Identification of the major problem(s) and issue(s) present in the case.
- d. **Affected Stakeholders:** Identify stakeholder groups that are affected by the issue or decision.
- e. **Alternatives:** Identify the feasible solutions or alternatives available to the principals. **Include an evaluation of strengths and weaknesses of each alternative** and its impact on stakeholders (bullet format is preferable).
- f. **Recommendation:** Selection of preferred action.
- g. **Action Items:** Short list of *prioritized* action items for principals and, if appropriate, break list into short- and long-term. This is also a good spot to address the mitigation of potential negative consequences of your recommendation.

2. **Participation (35%):**

As discussions are the primary learning vehicle in this module, you are expected to materially contribute to the conversation during case and class discussions. This requires having read the cases and articles **prior** to class and being prepared to participate in the discussions. Contributions that advance the case discussion or build on the work of others will be most rewarded. Included in the course schedule (at the end of this syllabus) are selected discussion questions that can be used to structure your reading. Written responses to these questions are not required. Participation also includes hybrid sessions and web-

based postings and discussions (must be completed by **Sunday, January 19, 2020 and Sunday, January 26, 2020**).

3. Team Interview of Leader / Senior Executive (25%):

Task is to interview a leader/senior executive (e.g., CEO/Managing Director or directly reports to a CEO/MD) outside of your own organization to investigate their leadership style, philosophy and journey. The interview should provide insight into how that style affects their role in the organization, their ability to manage change, informs them on ethical issues, and shapes the culture of the organization. Include in your interview a question to the leader on the company's approach to sustainability/CSR.

Teams of (about) three will be formed earlier in the ELP program (September). Each team is expected to select the executive they wish to interview and manage the entire process. Teams will present the information and insights on the afternoon of our **February 8, 2020** session. Presentations will be limited to **15 minutes**. While a formal presentation is not required, preparation of a few PowerPoint slides is encouraged. While you are encouraged to participate in multiple interviews, the requirement is to do one. Examples of previous presentations will be available on Canvas.

4. Personal Carbon Footprint / Water / Ecological Footprint Analysis (15%)

You are to determine the carbon and water footprint created by your personal assets and activities using the EPA and National Geographic calculators, as well as another of your choice. This postings and reflection must be completed by **Sunday, January 19, 2020**. In your postings, some can be screenshots or output from the calculators. In addition, please identify your take-aways of the exercise and your ideas to reduce your carbon or ecological footprint. Finally, please read through the postings of a few of your peers and post a comment/question to their reflection. Below are a few links to get you started:

- The Nature Conservancy: <https://www.nature.org/en-us/get-involved/how-to-help/consider-your-impact/carbon-calculator/>
- GRACE Foundation: <https://www.watercalculator.org/>
 - Tips for reducing water usage from NatGeo [HERE](#).
- US EPA: <https://www3.epa.gov/carbon-footprint-calculator/>
- Other links:
 - TerraPass: <http://www.terrapass.com/carbon-footprint-calculator/>
 - CarbonTrust : <https://www.carbontrust.com/resources/tools/carbon-footprint-calculator/> [UK-based, focused on organizations rather than individuals]
 - Carbon Footprint Ltd. [UK]: <https://www.carbonfootprint.com/>
 - Conservation International / carbon footprint: <https://www.conservation.org/act/carboncalculator/calculate-your-carbon-footprint.aspx#/>
 - UC Berkeley: <https://coolclimate.berkeley.edu/calculator>
 - World Wildlife Fund (WWF) / ecological footprint: <https://footprint.wwf.org.uk/#/>

Required Readings:

Cases:

- Of Orangutans and Chainsaws: Cargill Confronts the Rainforest Action Network Advocacy
- Patagonia
- Marilyn Carlson Nelson and Carlson Companies' Renaissance
- Alan Kendricks at Cardiology Associates

Articles:

- Nidumolu, et al., "The Collaboration Imperative," *Harvard Business Review*, 2014.
- Eccles, "How to Become a Sustainable Company," *Sloan Management Review*, 2012.
- Christensen, "Thought Leader Interview: Paul Polman," *Rotman Management*, 2015.
- Porter and Kramer, "Creating Shared Value," *Harvard Business Review*, 2011
- George, et al., "Discovering Your Authentic Leader," *Harvard Business Review*, 2007.
- Grenny, et al., "How to Have Influence," *Sloan Management Review*, 2008.
- Watkins, "How Managers Become Leaders," *Harvard Business Review*, 2012.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial *(found on Canvas and SU Online)*

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.