

Triple Bottom Line Leadership
MGT7010
Marshall Goldsmith School of Management
Spring 2008 Session I Tuesday 6-10:20 PM

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Prof. on-line hours: Wednesday 3-5 PM or e-mail or call for appointment - evening and
Saturday appt. possible. Grading: letter grade A-F

I. Rationale

The challenge for all companies today is defining a sustainable vision; setting measurable goals; and designing and implementing strategies that will improve operations during a time of increasing resource shortages, intense competition, turbulence and global climate change. This revolution will create many opportunities for companies that offer services and products that enhance sustainability and improve people's lives.

The challenge is getting there from here. Change requires leadership that is passionate, articulate, strong, and based on sound analysis. Innovative and inspirational leadership for the triple bottom line (people, profit, planet) is the key. It includes the challenges of transforming existing organizations and creating new organizations to meet these challenges. It will also reward graduates who are familiar with these concepts and can apply them to real world problems.

II. Course Description, Purpose, Student Learning Outcome and Assessment:

A. Course description:

This course reviews the principles of leadership focused on the triple bottom line. This requires careful and thoughtful use of people, information, financial resources and the environment. The goal of this course is to help students develop a better understanding of the keys to leading organizations (from any level within an organization), inspiring change and transformation, using resources sustainably, and creating new business applications and opportunities.

B. Purpose of the course:

Students will better understand the core concepts and competencies required for effective leadership.

Students will practice leadership skills and review strengths and competencies needed for leaders.

Students will demonstrate a global outlook and understanding of the meaning of sustainability.

Students will understand the importance of our culture on other cultures, the economy, the environment, and historical and future development patterns.

Students will develop increased respect and understanding of "others" and the skill, intelligence, persistence and hard work needed to prosper in difficult and changing environments.

Students will apply critical analysis skills to interpreting current world challenges and explore leadership opportunities to meet them.

C. Specific learning outcomes:

- Students will learn the essential tasks of leaders for transactional and transformational leadership.
- Students will practice leadership skills in teams in research, analyzing information, and presenting discussions and displays of important concepts and papers.
- Students will improve their leadership skills in interpersonal communication.
- Students will improve their skill in critical thinking to assess the quality of information and its importance.
- Students will better understand the complexity involved in triple bottom line decision-making and improve their use of systems thinking to analyze complex problems and develop sustainable leadership solutions.

D. Instructional strategies:

Class activities will include lecture and discussion, individual and group projects, research, video, on-line assignments, role playing, and simulations of meetings involving complex management problems. Skill development in research, analysis, and communication are key elements of this course.

E. Description of course requirements:

MGMT 7010 Assignments

	Percent	Due
Course requirements and grade percent		
1. Cv or targeted resume	10%	1/29
2. In class assignments - leadership	10%	each week
3. Research profile of company in need of a leadership 3BL makeover	10%	2/5
4. Midterm – multiple choice, definitions, mini-essays (in class)	10%	2/12
5. Leadership opportunity action plan for company selected	10%	2/19
6. Leadership training goals and plan—must be on time	10%	2/26
7. Revised action plan after grading	10%	3/4
8. Job search	10%	3/4
9. Powerpoint on your paper or a topic in sustainable business	10%	3/11
10. Final exam—essays, problems, and definitions	10%	3/11

Assignments – brief description. See blackboard for details.

1. Cv	10%	1/29
A detailed and perfect cv. See blackboard for format. This also helps me understand who you are and shapes lectures and assignments.		
3. Research profile of company in need of a 3BL leadership makeover	10%	2/5
Pick a company whose product you use that needs help. Develop a two page description of the ecoadvantages of a TBL overhaul. Reduced risk, increased market, etc.		

5. Leadership opportunity action plan Pick a company whose product you use that needs help. Develop a two page plan for an ecoadvantage overhaul if you were the CEO. What steps would you take.	10%	2/19
6. Leadership training goals and plan Develop a one page plan to increase your leadership skills. What courses, opportunities or activities can you use to improve your leadership ability? When could you do them? Cost?	10%	2/26
7. Revised opportunity action plan Incorporate changes suggested by my review and from new information.	10%	3/4
8. Job search Identify a job that is a 3BL leadership opportunity that interests you. Draft a letter of application. If you are not yet quite qualified, explain what you could do to make yourself ready.	10%	3/4
9. Powerpoint on your paper or a topic on 3BL leadership 12+ slides on a 3BL leadership opportunity or skill.	10%	3/11

III. Course readings and Materials:

The required reading is the following book, blackboard notes, linked papers and web sites (see below and week to week announcements).

Text: Esty, D.C. & Winston, A.S. 2006. *Green to Gold*. New Haven CT: Yale University Press. ISBN 978-0-30011997-8

Highly recommended: *Organizational Change for Corporate Sustainability*, Dunphy et al. Routledge, NY and *The Sustainable Company*, C. Lazlo, Island Press.

Key Journals:

Greener Management International, J. of Cleaner Production, J. of Industrial Ecology, J. of Ecological Economics. Visit their web sites.

Additional Suggested Reading:

Robert, K.-H., B. Schmidt-Bleek, J. Aloisi de Larderel, G. Basile, J.L. Jansen, R. Kuehr, P. Price Thomas, M. Suzuki, P. Hawken and M. Wackernagel. 2002. Strategic sustainable development – selection, design and synergies of applied tools. *Journal of Cleaner Production*. 10(2002):197-214.

Norris, G.A., F. Della Croce, and O. Jolliet. 2003. Energy burdens of conventional wholesale and retail portions of product life cycles. *Journal of Industrial Ecology* 6(2):59-69.

McDonough, W. & Braungart, M. 2002. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press.

Gordon, P. J. 2001. *Lean and Green*. San Francisco, CA: Berrett and Koehler.

Bennett, M. & James, P. 2000. *The Green Bottom Line*. Sheffield, UK: Greenleaf Publishing.

Graedel, T. E. & B. R. Allenby. 1995. *Industrial Ecology*. Englewood Cliffs, NJ: Prentice Hall

WEB

Global Reporting Initiative	www.globalreporting.org
US Society for Ecological Economics	www.ussee.org
Redefining Progress	www.rprogress.org
International Society for Industrial Ecology	www.is4ie.org

IV. Policies and Procedures:

Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class participation by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy (e-mail preferred) and check blackboard for assignments. See the University Catalog for the complete policy on attendance.

Participation for this class

Participation is expected for all classes—eight weeks is a short time for any. Work should be completed and submitted on time. The challenges of working students are taken into consideration, please let me know of any special problems you face.

Responsibility to Keep Copies

Remember – it is good practice to keep copies of all major assignments and papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog. The University reserves the right to use plagiarism detection software.

Disability Accommodations Request

Week 4. Riding the green wave to reduce risk and costs. Sustainability in industry and manufacturing, maintaining material accounts and balances for businesses, regions, and countries. Compliance and beyond.

Material flow analysis www.unu.edu/zef/publications_e/fujie_and_goto.pdf

Green to Gold Ch 4, 5

Week 5. The ecoadvantage mindset. Understanding the challenge can help you see the opportunities. From small to large organizations the importance of green solutions is increasing. Better interactions with stakeholders can reduce costs and risks. Engaging stakeholders can also facilitate the search for new solutions.

Green to Gold Ch 6, 8

Week 6. Leadership for transformation

Most companies that will participate in the green revolution already exist. They have been making the wrong decisions for years, decades or generations --- but they can be redirected.

Many are already trying to improve their triple bottom line.

Green to Gold Ch 10, 11, 12

Week 7. Leadership for innovation

Little changes are good, but big changes are needed. Energy, water and resources demand much more efficient and sustainable solutions.

Week 8. Leading a triple bottom line startup

Blue ocean strategies for 3BL. Why try to teach an elephant to dance – start with a dancer and teach them to dance better! Ecopreneurship is challenging, but rewarding.

The final week

Will be busy. Be prepared. All corrected assignments are due the final week. Please contact me as soon as possible if you will miss the a test or presentation so we can make arrangements to make it up.

Expect to commit at least 8 hours a week, and preferably more for reading and assignments. Get assignments done on time!

Email

Always Use M7010 in the email subject headings for any emails sent to me. If you send an assignment directly to me expect a reply saying that I received it.

Blackboard

Blackboard access is essential – it is your responsibility to ensure that your e-mail addresses are accurate and updated.

Make sure that the e-mail address you use is the one that is in the university system and will appear on the Blackboard site. I use the blackboard email function and I will email notices as well as posting on Blackboard.

If you cannot access Blackboard or download files email me as soon as possible.

Use the helpdesk@alliant.edu for help with Blackboard issues, if they can't help contact Jessica at JMcKean@alliant.edu. You will also need to access the library data bases so make sure you understand how to do it from home or a remote location if you don't or can't come to campus, see <http://library.alliant.edu>.