

## Sonoma State University EMBA Cohort-8

### BUS-554E-101-17-SU: Leading Sustainable Enterprises Summer 2017

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**Office hours:** *By appointment.*

**Classes:** Fridays and Saturdays from 8 AM to 12 PM on: May 5 and 6; May 19 and 20, June 9 and 10, and June 23 and 24.

#### Required Readings

- a) Readings assigned for each meeting (Electronic version on Moodle)
- b) Other Materials posted on Moodle (slideshows, website links, movies, etc.)

#### Course Description and Objectives:

This course provides a foundation—experiential and conceptual—for the practical application of sustainability principles to the leading of organizations. It uses a systemic perspective and accounts for the interdependence among economic, ecological, and social systems. Three levels of analysis are taken into consideration: individual, organizational, and societal (global/planetary). The course prepares students to analyze, plan, and restructure organizations for sustainability. Pillars of the program include organizational purpose, the interrelatedness of organizations and the biophysical world, the networked and multi-stakeholder nature of organizational performance, and the creation of shared value.. The course objective is to enable students to:

- A. Enhance comprehension of the interconnection among Economy, Nature, and Society and of possible ways to achieve a state of balance
- B. Assess the sustainability of an organization, design a new sustainability strategy and implement the recommended course of action in practice
- C. Develop a specific plan to support the transition of the organization into a higher level of sustainable operation
- D. Develop unique skills to act as agents of change, in organizations and society generally.

|    | Evaluation Items                                   | % Grade | Due Date   |
|----|--|---------|------------|
| 1  | Ecofootprint Quiz                                  | 2%      | May 5      |
| 2  | Personal Resource Consumption and Waste Generation | 13%     | May 14     |
| 3  | My Ideal World Assignment                          | 5%      | May 14     |
| 4a | Project Plan and Update                            | 10%     | May 20     |
| 4b | Project Presentation                               | 15%     | June 23-24 |
| 4c | Project Final Report                               | 30%     | July 2     |
| 5  | Reflection Assignment                              | 10%     | June 24    |
| 6  | Constructive participation in class and in teams   | 15%     |            |
|    | Total  | 100%    |            |

**1. Ecofootprint Quiz (2%)**

Assess your personal "Ecofootprint" (environmental impact) using the "Ecological Footprint Quiz" at (<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>). You will need your electricity and gas bills. Allow 15 minutes to take the quiz.

Bring a hard copy of your Ecofootprint results to our first day of class (in "number of acres" and in "number of planets").

Due: Friday, May 5th, in class.

**2. Personal Resource Consumption and Waste Generation (13%)**

A. Use your utility bills, size of garbage and recycling containers, water bills, flow meters and any other data you have to estimate your household's resource consumption/ production and fill in the table and list sources as given here:

My Household's:

- Electricity Consumption per Person (Per year, Per Month, Per Day)
- Water Consumption per person (Per year, Per Month, Per Day)
- Trash Production per person (Per year, Per Month, Per Day)

Sources: \_\_\_\_\_

Energy calculation—Electricity: Average kWh per person /("per year", "per month" and "per day")

If you live in Sonoma County, calculate your energy consumption at My Energy at [pge.com](http://pge.com). You will need to set-up an account to access your energy data. Take a screenshot of how your energy usage compares to similar homes and efficient homes. If you don't get your electricity from PG&E, use the tools available through your electricity provider to gather the necessary data. Calculate your home's average annual usage in kWh and then divide by the number of people in the home to get the average amount of kWh used per person annually. Divide this by 12 to get the average per person per month. Divide that number by 30 to get average per person daily usage.

Water Calculation—Water: Average gallons of water per person /("per year", "per month" and "per day")

Using the same formula as for electricity, use your water bill to determine total water use per year and the average amount of water consumed per person per year, per month and per day.

Solid Waste Calculation—Trash: Average pounds of garbage generated/recycled per person /("per year", "per month" and "per day")

Use your garbage bill to determine what size containers you use for garbage, recycling and green waste (if available). Use the conversion table to determine how much garbage you generate per month and how much recycling you produce per month. Pay attention to what you discard, what you recycle and if you have the opportunity to compost your green waste.

B. Write a report, 2 to 3 pages long, single spaced, discussing both your Ecofootprint and your Personal Resource Consumption, including an analysis of a) data availability (do data exist?), b) data accessibility (if data exist, can I access this data?), and c) your interpretation of the data collected. The report needs to include screenshots of your Ecofootprint and all quantitative and qualitative results, in addition to your careful analysis of the data and what you have learned. Finally, and maybe most importantly, if you could change one behavior in your household to reduce the overall footprint, what would it be? Why?

Due on Moodle by Sunday, May 14

**3. My Ideal World assignment (5%)**

Write three paragraphs describing the ideal world you would like yourself, your kids, and your grandkids to live in. Be specific about the values, ways of living, ways of producing, consuming and fulfilling needs, and ways of relating to one another and natural systems in your ideal world. Be both idealistic and realistic.

Describe the ideal role you would play in this world.

Note #1: By "world" we mean the world you personally occupy as discussed in class, not the entire planet.

Note #2: There are, of course, no right or wrong answers to this assignment; there are, however, more or less thoughtful and realistic answers.

Copy and paste your text onto the assignment window.

Due on Moodle by Sunday, May 14.

#### 4. Project

Objective: To create an opportunity for students to build skills to act as agents of change by designing and implementing a sustainability strategy intervention as a consultant for an organization.

Definition: Each team finds an organization (for-profit, nonprofit, governmental or hybrid) that needs assistance producing and implementing a sustainability plan.

The team's plan draws on key concepts developed in course readings, lectures, and discussions.

The plan follows the strategic management process guidelines and uses the assessment tools discussed in class.

Steps: Acting as pro bono consultants to the organization, the team

- a) Conducts a strategic assessment of the organization, looking in particular at its sustainability measures, or lack thereof;
- b) Develops and compares alternative sustainability strategies;
- c) Makes a detailed sustainability strategy recommendation for the organization; and
- d) Helps the organization implement the recommended sustainability strategy.

##### 4a. Plan and Update

(10%)

A. Length: about 1 page, single-spaced, uploaded to Moodle

Include the following sections:

- The Plan: After selecting an organization as a client and agreeing with your contact person on an intervention, summarize your team's plan
- Update: Describe how far along you are in your planning, research, analysis, and writing.
- Barriers: Obstacles you are encountering in completing the project, and how you plan to get past them.

B. A two-minute presentation of the update in class.

Due on Moodle by Saturday, May 20.

##### 4b. Presentation

(15%)

Each group presents a summary of the project, emphasizing findings of assessment, diagnosis, and recommendation.

Presentation form is open to the discretion of each group but should be clear and concise and cover the main steps in the consulting process. Lots of words or data on each slide is generally not effective. Following each presentation there will be a discussion and question-and-answer session.

Presentations will take place on Friday and/or Saturday during our last weekend of meetings. Schedule will be defined in class.

The presentation file should be uploaded to Moodle by the presentation date.

##### 4c. Final Report

(30%)

Length: 8 – 15 pages, single or 1.5 spaced, (including cover page and table of contents).

The Report, uploaded to Moodle, should be a professional business report with clear writing and format, logical structure and flow, and a clear message and recommendations. It should be something you can imagine presenting to your boss or board. Reasonable effort should be made to determine cost and benefit of the solution alternatives and final recommendation, whether quantitative or qualitative, or both. The report should use visuals such as charts, graphs, photos, etc. as relevant.

The report should include:

- Cover Page
- Table of Contents
- Executive Summary: This needs to summarize all key findings of the report. This may be the only thing a busy executive or CFO reads so it needs to be clear, succinct, potent and informative.

Consider using the following headings but determine for yourselves the best structure and format to effectively communicate your report content. Also consider relevant sub-sections underneath major headings.

- Introduction
  - Scope of the sustainability intervention (the whole company, a department, a supplier, an energy issue, or waste or water or soil, etc.)
  - Methodology (that you used to do your assessment and recommend solutions)
  - Findings and Conclusions of the analysis of internal and external environments of the company and strategic sustainability issues
  - Sustainable Strategic Alternatives (Including trade-offs and challenges of the various solutions. Consider inserting photos or diagrams of equipment, material or processes)
  - Recommendation and justification, following the strategic management process guidelines, and the assessment tools discussed in class.
  - Limitations (in doing your assessment, analysis, and/or recommendations)
  - Next Steps (For example what's needed to implement the solution, or what additional information would be needed to take this analysis or recommendation further?)
  - Final Conclusions/Comments
  - Annex – “Letter to the instructors” (a place to describe “ideal” versus “possible” or “realized” sustainability strategy)
- Due: July 2nd

**5. Reflection Assignment (10%)**

Length: 300– 450 words uploaded to Moodle

Write clear, thoughtful answers, with specific examples, about the following:

- 1) Three points (or insights, or concepts, or themes, or take-ways) you have gotten from this course;
- 2) How these points have affected your view of organizations, including their place in the biophysical world and the larger society; and
- 3) How managers and other leaders can help create a more sustainable world and what specifically you intend to do to make such a contribution.

Due: June 24th

**6. Constructive participation in class and in teams (15%)**

Attendance is a necessary condition for learning to occur in this course and, thus, mandatory in all classes, for the whole period from 8 AM to 12 PM. You are expected to actively participate in the class discussions, contributing your conceptual knowledge and practical experiences, as well as your opinions, ideas, and criticisms. Our vision for the classroom is an environment of respect and personal confidentiality, support for the full development of each student’s unique creativity and style, and the honoring of each student’s learning process. We believe that it is your role to take primary responsibility for your own learning and development.

As part of creating a respectful environment it is our policy that cell phones, computers, and other electronics should be used in class for the sole purpose of adding value to the current discussion. In other words, checking messages and perusing the web detracts not only from you own learning but from that of others; and it makes the instructors’ job more difficult.

Class preparation should include the following:

- a) Read the assigned materials well in advance and as a search for useful information and perspectives; bring questions on the readings to class;
- b) Check other course materials on Moodle well before due dates; and
- c) Perform the assigned analyses and assignments before class.

We expect every student to participate actively, offering ideas, experiences and concerns based on the realities of organizational life and/or on the concepts presented in the texts and other sources of reliable information.

**Grading Scale**

| Grade | A+   | A     | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | D-    | F    |
|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
|       | 100– | 96.5– | 94.5– | 89.5– | 87.5– | 84.5– | 79.5– | 77.5– | 74.5– | 69.5– | 67.5– | 64.5– |      |
| %     | 97%  | 95%   | 90%   | 88%   | 85%   | 80%   | 78%   | 75%   | 70%   | 68%   | 65%   | 60%   | <60% |

**SSU Policies:**

All University Policies should be observed in this course.

## Schedule for Summer 2017

| Day                                  | Topics  | Readings:<br>Cases & Articles<br><small>(These required readings are posted on Moodle)</small>  | Assignments   |
|--------------------------------------|---|---|---|
| 1 <sup>st</sup><br><br>Fri<br>May 5  | <p><b>Envisioning</b><br/>                     Envisioning a sustainable world<br/>                     Envisioning a sustainable organization<br/>                     Strategic planning process,<br/>                     Purpose and strategic direction,<br/>                     Creating shared value</p> <p><b>Grounding the sustainability goal</b><br/>                     Biophysical grounding<br/>                     Throughput<br/>                     Resource use at the organizational level</p> | <p>Princen, Pacific Lumber, pages 159 to 198</p> <p>Glennon, Human Reliance on Groundwater, pages 23 to 34</p> <p>Meadows, Envisioning a Sustainable World, pages 1 to 6</p>  | <p><b>1. Ecofootprint Quiz (2%)</b><br/>                     Due: <i>Friday, May 5<sup>th</sup>, in class.</i></p>  |
| 2 <sup>nd</sup><br><br>Sat<br>May 6  | <p><b>Grounding the sustainability goal (cont.)</b><br/>                     Private ownership and the commons;<br/>                     Resource use at the collective level</p> <p><b>Long-term perspective</b><br/>                     Business goals that create shared value<br/>                     Business's core competences and limitations<br/>                     Sustainable value chain<br/>                     Multi-stakeholder perspective and the triple bottom line of performance</p>         | <p>Princen, Monhegan Lobstering, pages 223 to 260</p> <p>Montgomery, Skin of Earth, pages 9 to 25</p>   |   |
| 3 <sup>rd</sup><br><br>Fri<br>May 19 | <p><b>Social Learning</b><br/>                     The learning organization<br/>                     Innovation for long-term sustainable development;<br/>                     Resource use at the community level</p>  | <p>Kolbert, Island in the Wind (read the entire article, that is, both about Samsø Island and the 2000 Watt Society), approx. 6 pages</p> <p>Kay &amp; Schneider, Embracing Complexity, pages 32 to 39</p> <p>McGrane, ... One Repair at a Time, 1 page</p> | <p><b>2. Personal Resource Consumption and Waste Generation (13%)</b><br/>                     Due on Moodle by <i>Sunday, May 14.</i></p> <p><b>3. My Ideal World Assignment (5%)</b><br/>                     Due on Moodle by <i>Sunday, May 14.</i></p> |
| 4 <sup>th</sup><br><br>Sat<br>May 20 | <p><b>Embracing the external environment</b><br/>                     Energy and societal transition<br/>                     Macro-environmental and industry forces, supply and demand<br/>                     Resource use at societal levels</p> <p><b>Creating Structure</b><br/>                     business models<br/>                     archetypes of sustainable companies</p>  | <p>McKibben, The Cuba Diet, pages 1 to 9</p> <p>Heinberg, The View from Oil's Peak, pages 1 to 6</p> <p>Bocken et al., A literature and practice review to develop sustainable business model archetypes, pages 42-56</p>                                   | <p><b>4a. Project Plan and Update (10%)</b><br/>                     Report due on Moodle; presentation in class.<br/>                     Due: <i>Saturday, May 20<sup>th</sup></i></p>  |
| 5 <sup>th</sup><br><br>Fri<br>Jun 9  | <p><b>Systems Perspectives</b><br/>                     Changing complex organizations<br/>                     Complexity vs complicatedness<br/>                     Ecological thinking<br/>                     Intervention<br/>                     Leverage points</p>   | <p>Pollan, The Animals: Practicing Complexity, pages 208 to 225</p> <p>Meadows, Places to Intervene in a System, pages 78 to 84</p> <p>Markevich, The Evolution of Sustainability, pages 13 and 14</p>  |   |

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|---|---|---|---|
| <p>6<sup>th</sup><br/><br/>Sat Jun 10</p> | <p><b>Embracing Limits</b><br/>                 Limits of the environment, of people Limits to inequality and to growth;<br/>                 "Satisficing," "enough";<br/>                 Strategic focus, coherence, flow;<br/>                 Cradle to Cradle<br/>                 The financial world and the biophysical<br/>                 The "Special"<br/>                 Local, <i>terroir</i>, the special</p> | <p>Jacobsen, Mother Nature's ... Varietal Honeys ..., pages 84 to 101<br/><br/>                 Fullerton, Limits to Investment, pages 1 to 9<br/><br/>                 Gerzema and D'Antonio, Mindful consumption and the power of the post- recession consumer, 5 pages</p> |   |
| <p>7<sup>th</sup><br/><br/>Fri Jun 23</p> | <p><b>Place-based enterprise</b><br/>                 Businesses on the Island of Inis Meain<br/>                 Green Bay Packers<br/>                 L'Occitane<br/>                 Retail, ownership, succession, work-life balance<br/><br/> <b>Leadership responsibility</b><br/>                 Structure changes behavior<br/>                 The role of strategic leadership for sustainability</p>               | <p>Davidson, Zingermans, pages 1 to 39<br/><br/>                 Brooks, The Great Affluence Fallacy, 1 page<br/><br/>                 De Young, Some psychological aspects of reduced consumer behavior, pages 358 to 409</p>  | <p><b>4b. Project Presentation (15%)</b></p>  |
| <p>8<sup>th</sup><br/><br/>Sat Jun 24</p> | <p><b>Transitioning</b><br/>                 Beyond doom and gloom<br/>                 Reduce, reuse, recycle<br/>                 The "third place"<br/>                 Place vs mobility<br/><br/> <b>Sustainable Business</b><br/>                 Coherence, success<br/>                 The power of story telling<br/>                 A new strategy, a new narrative</p>   | <p>Goodman, Two ways to live, wide or deep, 1 page<br/><br/>                 Greer, Progress vs apocalypse, pages 95 to 101</p>   | <p><b>4b. Project Presentation (15%) continued</b><br/><br/> <b>5. Reflection Assignment (10%)</b><br/>                 Due: <i>Saturday, June 24<sup>th</sup></i><br/><br/> <b>4c. Project Final Report (30%)</b><br/>                 Due: <i>July 2<sup>nd</sup></i></p> |