

Management
Course Number: 22:620:590
Course Title: Introduction to Corporate Social Innovation

COURSE DESCRIPTION

As an ever increasing number of businesses step up to address the great challenges of our time, significant opportunities for social innovation are rising to the fore. More and more businesses are discovering new ways to thrive and prosper, at the same time as they address some of the world's most intractable social and ecological problems. The ability to innovate is now seen as a key driver of business success, and is an essential capacity for companies to sustain their competitive advantage. And many leading corporations are beginning to bring social innovation into the heart of their economic, social and environmental strategic priorities, plans, and goals.

This course serves as an introduction to and overview of *Corporate Social Innovation* (CSI). It provides a foundation to begin to prepare the next generation of business leaders to integrate social innovation, sustainability, and shared value creation into the core of the operations, culture, and ventures of their firms. The course is designed to help students develop a greater awareness and understanding of the global challenges facing society, and how CSI strategies and initiatives can address those challenges while simultaneously being good for the businesses undertaking them. The course addresses both the challenges and the opportunities of CSI, while focusing on the private sector's current and future roles in addressing these challenges in innovative ways. The course culminates in a team project at a focal company to design and develop a business opportunity for CSI in the context of one or more of these challenges.

Through this course and follow on courses, we seek to prepare the leaders of tomorrow to create profitable and sustainable business opportunities in a business world undergoing massive and transformational change. We hope to contribute to the development of the next generation of business leaders who will be motivated and equipped to innovate, disrupt, and reinvent their businesses to serve all their stakeholders, and society at large. To do so, this course provides an overview of "mission-driven" and responsibility-centered businesses and business practices, benefit corporations, and impact investment organizations. Using case studies, guest speakers, group projects, and course readings, students will gain a broad understanding of the many ways they can pursue positive, innovative and sustainable change in a business environment. Students will begin to develop the skills, knowledge, and practice for building innovative organizations that contribute to solving complex social, ecological, and economic problems.

COURSE MATERIALS

Course Materials consist of three sets of items as described below:

1. Harvard Coursepack:

Materials for the course including required cases and readings, as well as optional readings, are available through a **Harvard Coursepack** at this link: <https://hbsp.harvard.edu/import/656520>

The required readings in the Harvard Coursepack cost **\$38.25**, and the optional articles total \$17.00 should you choose to purchase all four of them. You can also choose the optional articles you wish to purchase at \$4.25 each.

2. Canvas Course Materials

Many additional required and optional readings will be posted under Course Materials on Canvas as listed on pp. 8-18 of this Syllabus.

3. The Sustainable Enterprise Fieldbook: Building New Bridges, 2nd Ed.

Two required readings for Weeks 5: Chapter 6, pp. 253-320; and Week 10: Chapter 7, pp. 323-388 are in this book:

J.Wirtenberg (ed), L.M. Kelley, D. Lipsky, and W.G. Russell (2019). *The Sustainable Enterprise Fieldbook: Building New Bridges 2nd ed.* UK: Routledge.

The book can be purchased in paperback for \$39.95 (or less) from any of the sources listed on this page including Routledge, Amazon, B&N, ebook-google play, and Kindle.

<https://www.thesustainableenterprisefieldbook.com/book-purchase-options.html>

LEARNING GOALS AND OBJECTIVES

Course Objectives:

- Define corporate social innovation: what it is and why it matters
- Learn different approaches to Corporate Social Innovation, i.e., how to define and distinguish shared value creation, sustainability, corporate social responsibility, corporate social innovation, social entrepreneurship, intrapreneurship, and philanthropy
- Learn how to put Corporate Social Innovation into practice; how to develop the corporate social innovation business case and business plan
- Develop an integrated and strategic awareness of the economics, marketing, innovation, finance, leadership, and operational components that contribute to effective corporate social innovation
- Discover how corporate social innovation relates to a wide variety of roles, functions, and jobs, and enhances your career opportunities

By the end of the course, you will be able to:

- Describe corporate social innovation as it relates to sectoral, industry, and organizational challenges and opportunities
- Examine how organizations utilize corporate social innovation strategies, environments, and processes to create shared value across multiple sectors, industries, and functions.
- Create a business proposal or a project plan within their organization or another organization to address a complex social or environmental challenge.
- Identify the essential elements of a culture for social innovation and sustainability

General learning goals and objectives for MBA courses:

1. Business knowledge. MBA graduates will have a command of business theory and practice. Students will demonstrate: a. Mastery of fundamental business concepts and ability to integrate and apply these concepts to resolve practical business problems. b. Proficiency at analyzing and interpreting numerical data to resolve practical business problems.
2. Ethical judgment. MBA graduates will use reasoned and ethical judgment when analyzing problems and making decisions. Students will demonstrate: a. Recognition of ethical dilemmas in decision-making scenarios. b. To critically evaluate business decision-making scenarios and develop innovative and ethical solutions
3. Global perspective. MBA graduates will have the breadth of perspective necessary to lead effectively function in a global and diverse business environment. Students will demonstrate: a. An understanding of how to conduct business internationally. b. Ability to lead and/or participate in culturally and demographically diverse teams.
4. Persuasive communication. Students graduating with an MBA degree will be effective communicators. Students will demonstrate: a. Ability to construct clear, concise, and convincing written business communication. b. Ability to construct and deliver clear, concise, and convincing oral business communication.

Learning Methods:

We will rely on a combination of four key learning methods, including analysis and synthesis of readings, case analyses, group discussions, and guest speakers.

PREREQUISITES

There are no prerequisites for this course.

ACADEMIC INTEGRITY

I do NOT *tolerate cheating*. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

Class discussion is a major element of the learning that goes on in this class. Consequently, student preparation, attendance, and insightful participation are crucial. If you miss class, it is your responsibility to obtain missed lecture materials. Attending class but not participating in class discussions will result in a lower participation grade, as will missing more than two classes. Do not assume that by attending all classes you will automatically receive an A for this grading component; thoughtful and meaningful participation is necessary.

Please consider the following criteria for high quality class participation:

1. **Relevance:** Are your comments clearly related to the discussion and to the comments of others?
2. **Advancement:** Does your comment move the class discussion forward? Does it take the discussion farther or deeper than the previous comments? Comments that challenge the ideas that are being expressed are also valued.
3. **Fact-based:** Have you used specific data from the case, readings, or personal experience to support your assertions?
4. **Logical:** Is your reasoning consistent and logical? Do you use OB concepts correctly? Are you able to refer to concepts covered in previous classes?

Students should complete all the required readings and assigned cases prior to each class. For cases, required preparation questions appear below. Students should also be prepared to discuss their own work-related insights and experiences with the class to illustrate points. Also, to help foster meaningful discussions, students are encouraged to read current materials that contain articles relevant corporate social innovation and sustainability. For example, students may want to read current popular newspapers (e.g., Wall Street Journal) and journals/magazines (e.g., Business Week, Fortune, Forbes, and others).

ASSIGNMENTS & EXAMS

Attendance and Class Participation (15%) and Case Questions (15%). You are expected to prepare in advance for each class session by reading and analyzing the assigned materials. For **five out of the seven assigned cases**, you will hand in your written response to AT LEAST ONE of the case questions (posted on canvas) in a short memo—this should be between one and two pages in length. You may address more than one question, or your answer to one may bleed into another. These analyses are graded as **pass**

or fail, based on whether you provided some thoughtful commentary on the topic at hand, but not based on what you chose to express. o These assignments are designed to provide you with incentive to give serious thought to the case before the class discussion.

- ✓ All handed-in analyses should be in 12 pt. font, double-spaced, 1” margins
- ✓ Analyses are limited to two pages, maximum o Pass-fail assignments are not returned unless there is a problem.

CASE QUESTIONS (15%)

Case questions will be posted on Canvas and sent in a Canvas Announcement a week before the class when they are due to be discussed. You are required to read and prepare for **all the assigned cases**. However, you only are **required to turn in written responses on the day they are due to 5 of the cases over the course of the semester**.

Please note that you are expected to do your OWN original thinking on these questions. **Materials from any other source (internet searches, youtube videos, CourseHero, other students) are strictly disallowed.**

Individual Written Analyses (15%)

- Once during the semester, at time of your choosing (**but no later than ()**), you will need to write an “experience essay” about one of the topics in the class. In it, you will need to identify and explain the course topic IN YOUR OWN WORDS, and then describe how you see that idea unfolding in your own experience. **These will be due in class within two weeks after the topic has been discussed.**
- For example, if you were to choose “financing CSI” as your topic, you would first discuss strategic philanthropy, impact investing, and cost models for Corporate Social Innovation. You would then describe a situation in which you have seen one or more of these topics play out in either your company or another company, and would finally share your thoughts on how things could / should have been handled differently, based on the course learnings.
- This essay is worth 15%. The essay should be between two and five pages in length. It will be graded based on the precision of your understanding of the concept and the appropriateness of the real-life example.
- **The paper should be turned in hard copy in class and posted on canvas.**

Midterm Exam (25%)

- The midterm will be a combination of multiple-choice and short answer/essay halfway through the course. The exam is designed to assess your internalization and comprehension of the readings, lectures, discussions and exercises, and will require your application of class concepts to different situations.

Team Final Analysis Project (30%): Paper and Presentation

Team Final Analysis Project - Paper (20%)

The final assignment consists of a team project in which you work with your assigned team to: □ Design and Develop Corporate Social Innovation for a Focal Fortune 500 company □ Build the business case, define/propose the strategy, financing, marketing and branding.

- Identify risks and potential unintended consequences. □ Address all the system components of Innovation.

You may analyze a company one of the members of your team works in, or another company that you choose for whatever reason. Here, you will need to do some research to get a broader sense of the situation than only capturing any one person's perspective. You may use public documents about any Fortune 500 organization of your choosing or address current or historical events as it relates to the organization you select. You may even use a fictional movie narrative as the basis of your analysis. Thus, the company and situation you choose to analyze is up to you.

- Remember to interpret and analyze the facts with respect to the course topics, readings, cases and learning.
- Then, you will describe how your team, acting as a group of consultants, would recommend designing and developing Corporate Social Innovation for the company with respect to building the business case, defining and proposing the strategy, financing, marketing, and branding. Be sure to identify and discuss the risks and unintended consequences of your recommendations, and to address all the system components of innovation.
- You may include appendices with the original texts if you choose to, or transcripts of your interview notes, but these are not required. Do cite any material you use in your research, including names and titles of all people with whom you spoke, in a separate "References" section.
- You will be graded on the depth of your understanding of the course concepts, the value of your recommendations, and the appropriateness with which you identify these factors in the context(s) you choose.

NOTE: ALL written assignments (i.e., the team final analysis project, individual written analysis, and case analyses) will be graded against the general criteria, below:

- **Organization and Structure.** The paper should employ a logical framework and identify a critical issue for analysis.
- **Depth of Analysis.** The paper should demonstrate thorough research, based upon information gathered from appropriate sources. Additionally, your arguments should be presented in a persuasive (i.e., coherent and logical) manner, along with evidence that you have considered alternative explanations.
- **Creativity and Insight.** The material should be presented in an original, engaging, and interesting manner. Integration with Course Readings, Lectures, and Discussions. The paper should draw upon, accurately apply, and seek to extend OB concepts covered in class and in the readings.
- **Style.** The paper should be smoothly and professionally written, using appropriate grammar, spelling, and punctuation.

Team Final Analysis Project - Presentation (10%)

- Teams will be given a chance to present their findings to the class on either () or (). This can be a PPT presentation, a Poster presentation, or another format. The presentation should follow the general format of your paper. Each team member is required to speak. Strive to make your presentation interactive and engaging, as well as informative. Each team will have **one hour and 15 minutes to present including at least 15 minutes for q and a and audience participation.**

- Your presentation will be evaluated on the following criteria:
- **Content** – Adequately address the important aspects of your analysis and key recommendations
- **Organization** – Presentation is well-structured, the message flows naturally, transitions between speakers are smooth, and each member participates equally.
- **Level of engagement** – Presentation is creative and draws the audience in; slides are interesting and “easy” to read; team members speak clearly and professionally and are well-paced; team members maintain appropriate level of eye contact with class, holding audience’s attention and effectively responding to any questions
- **Timing** – Team completes presentation within the 1 hour 15 minute time limit

Note: I will seek input from all team members to ensure that everyone contributed to efforts for the Paper and Presentation through a feedback device to be handed out in class after the presentations. All students will submit the form anonymously after the completion of the team assignment. Negative feedback can result in up to 20 points (out of 30) deducted from the team grades for an individual member depending on its severity and consistency of team member feedback.

Both the paper and the presentation should be turned in hard copy in class and posted on Canvas by one member of the team.

GRADING POLICY

Course grades are determined by the criteria below.

Graded Element	Percentage
Participation	15
Case Analyses (prep. plus five written papers)	15
Individual Written Analysis	15
Midterm Exam	25
Final Team Analysis Project - Paper	20
Final Team Analysis Project - Presentation	10

Course grades will be determined according to the scales below. Periodically, grades for completed assignments will be posted to Canvas throughout the term so you may track your progress.

Grading Issues:

1. Grades are earned not given. Grades are not curved for assignments and final grades are not rounded up.
2. I do not pre-grade or re-grade assignments so please do not ask me to do so.
3. I do not award extra credit or bonus points to boost a grade after the fact. Most of the points in the course are under your control.
4. Please do not request make-ups. There are no provisions for make-up exams.
5. Your final grade is not subject to negotiation

If you have any questions about your grades during the semester, please contact me. **It is your responsibility to do so throughout the semester rather than waiting until final course grades are submitted. There will be no changes to grades once they are submitted as final grades.**

PERCENT	GRADE		PERCENT	GRADE
92-100%	A		77-79%	C+
90-91%	A-		73-76%	C
87-89%	B+		70-72%	C-
83-86%	B		60-69%	D
80-82%	B-		0-59%	F

COURSE SCHEDULE

CLASS	MODULES	READ AND PREPARE
<i>Overview</i>		
Week 1:	<p>Intro to Corporate Social Innovation</p> <ul style="list-style-type: none"> • Introduction and Overview • What is CSI and why do we need it? • Course overview, syllabus and grade components 	<p><u>Reading:</u> P. Mirvis & B. Googins (2017). “The New Business of Business: Innovating for a Better World,” <i>Conference Board</i>. A. Hoffman (2018). “The Next Phase of Business Sustainability.” <i>Stanford Social Innovation Review</i>.)</p> <p>Guest Speaker: ()</p>

<p>Week 2:</p>	<p>Business Sustainability: Understanding where we are and a Path Forward</p> <ul style="list-style-type: none"> World challenges (reference World Economic Forum 2018): social & environmental problems we now face The 17 UN SDGs: Introduction and Overview: a Path Forward Role of corporations in resolving world challenges and meeting SDGs 	<p><u>Reading:</u></p> <p>World Economic Forum, Global Risks Report, 2018. (Assigned sections and page numbers to be noted on Canvas.)</p> <p><u>Review SDG Website Resources:</u> http://17Goals.org; https://www.globalgoals.org/; https://unstats.un.org/sdgs/report/2018</p> <p><u>Prepare Case:</u> Unilever’s New Global Strategy: Competing through Sustainability (HBR Coursepack). Case questions to be posted on Canvas.</p> <p>Guest Speaker: ()</p>
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<p>Week 3:</p>	<p>The business case: how can we create shared value?</p> <ul style="list-style-type: none"> • What is Creating Shared Value (CSV)? • Distinguish CSV from Corporate Social Responsibility (CSR) and from Sustainability and Triple Bottom Line. • Debate: Pros and Cons of CSV, CSR, Sustainability/TBL • Building the Business Case • Balancing Sustaining and Disruptive Corporate Social Innovation 	<p>Required Reading:</p> <p>M. E. Porter & M. R. Kramer (2011). “Creating Shared Value.” <i>Harvard Business Review</i>, Jan.-Feb. 2011. (HBR Coursepack)</p> <p>M. R. Kramer & M. W. Pfitzer (2016). “The Ecosystem of Shared Value.” <i>Harvard Business Review</i>. October 2016. (HBR Coursepack)</p> <p>Additional Optional Reading: Student teams will be assigned one of these 4 articles to present and debate in class. Guidelines will be posted on Canvas.</p> <p>T. Whelan & C. Fink (2016). “The Comprehensive Business Case for Sustainability.” <i>Harvard Business Review</i>. (HBR Coursepack)</p> <p>O. Rodriguez & S. Bharadwaj (2017). “Competing on Social Purpose.” <i>Harvard Business Review</i>. October 2017. (HBR Coursepack)</p> <p>A. Crane, G. Palazzo, L. Spence, and D. Matten (2014). “Contesting the Value of “Creating Shared Value.” <i>California Management Review</i>, 56(2), 130-153. (HBR Coursepack)</p> <p>C. M. Christensen, H. Baumann, R. Ruggles, & T. M. Sadtler (2006). “Disruptive Innovation for Social Change.” <i>Harvard Business Review</i>, December 2006. (HBR Coursepack)</p>
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Part 2. Functional Perspectives

<p>Week 4:</p>	<p>Accounting for CSI: formally measuring and reporting progress</p> <ul style="list-style-type: none"> • Enterprise Measurement & Metrics related to social and environmental accounting and disclosure • What’s not included in traditional accounting practices, e.g., natural and human resource value and use; ecological and carbon footprints; and social activity • Emerging sustainability accounting and reporting initiatives such as ESG (environmental, social, governance), The Sustainability Accounting Standards Board (SASB), The Global Reporting Initiative (GRI), and the Carbon Disclosure Project (CDP), and the strengths and weaknesses of each. • How financial and non-financial accounting data and sustainability performance metrics influence shareholder and corporate management investment decisions, strategic priorities, budget allocations and capital investments. • Tragedy of the Commons 	<p><u>Reading/Cases:</u></p> <p>William G. Russell & Gil Friend. Enterprise sustainability metrics and reporting: performance measurements for resilient strategic progress. In Jeana Wirtenberg (ed), Linda M. Kelley, David Lipsky, and William G. Russell (2019). <i>The Sustainable Enterprise Fieldbook: Building New Bridges 2nd ed.</i> UK: Routledge, pp.253-319. (Chapter Posted on Canvas or order book at www.TSEFB.com)</p> <p>Guest Speaker: ()</p>
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<p>Week 5:</p>	<p>Financing CSI: investing in society</p> <ul style="list-style-type: none"> • Strategic Philanthropy • Impact Investing; private capital seeking social impact and positive returns for investors • Cost Models for Corporate Social Innovation • Sources of private capital (private equity, family foundations, impact funds) • ‘Blended Finance’; combining public and private funding for impact <p>Socially responsible asset management; performance versus traditional funds</p>	<p>Reading:</p> <p>C. Gartenberg, A. Prat, & G. Serafeim (2016). “Corporate Purpose and Financial Performance,.” Harvard Business School Working Paper, No 17-023, September 2016. (Posted on Canvas)</p> <p>R. Martin & R. Lohin (2017).”Impact Investing: Tracking the Adoption of a Financial (and Social) Innovation.” Rotman Magazine, Winter 2017. (HBR Coursepack)</p> <p>Case: What Does it Take to Get Projects Off the Ground? Johnson & Johnson’s Capital Relief Funding for CO2 Reduction Projects. (Posted on Canvas)</p> <p>Guest Speaker: ()</p>
<p>Week 6:</p>	<p>Greening the Supply Chain: building responsible B2B relationships</p> <ul style="list-style-type: none"> • Why sustainability is a cornerstone reason for supply chain change • Sustainable sourcing and sustainable supply chains • How supply chains are key to empowering women and increasing GDP 	<p>Reading:</p> <p>R. Weissman (2017). Sustainable sourcing is more cost effective than you think. (Posted on Canvas)</p> <p>C. Manuel (2018). Why supply chains are key to empowering women – and increasing GDP, Ethical Corporation. (Posted on Canvas)</p> <p>S. Nivison (2018). “Why sustainability is a cornerstone reason for supply chain change.” (Posted on Canvas)</p> <p>Case: The Global Health Supply Chain (HBR Coursepack).</p> <p>Guest Speaker: ()</p> <p>()</p>
<p>Week 7:</p>	<p>**MIDTERM EXAM**</p> <p>Plus: Team Project Workshop</p>	

Part 3: Integration

<p>Week 8:</p>	<p>Marketing CSI: communicating and branding</p> <ul style="list-style-type: none"> • Sustainable brand management • The power of purpose • Greenwashing 	<p>Reading: S. Sen, S. Du, and CB Bhattacharya (2016). “Corporate Social Responsibility: a consumer psychology perspective.” Science Direct.(Posted on Canvas) H. Lovins & C. Crouse (2012). “Don’t buy this jacket.” Sustainable Brands. (Posted on Canvas) EY (2017). “How can purpose reveal a path through uncertainty: Mapping the journey from rhetoric to reality.” (Posted on Canvas)</p> <p>Case: Danone North America: The World’s Largest B Corporation (HBR Coursepack)</p> <p>Guest Speaker: ()</p>
<p>Week 9:</p>	<p>Collaborating across sectors to create a healthier world.</p> <ul style="list-style-type: none"> • Cross-sector collaboration and Public Private Partnerships (PPPs) • The relationship of businesses to the political, social, and cultural environments • Public and private policy options for improving the global ecosystem • Combining capabilities from different sectors to achieve global change • Linking PPPs to business strategy and performance 	<p>Reading: Rob Cross, Chris Ernst, Dimitris Assimakopoulo, & Dan Ranta (2015). “Investing in Boundary-Spanning Collaboration to drive efficiency and innovation.” (University of Virginia). [Posted on Canvas with permission]</p> <p>Case: M. Kramer & S. Mehta Case (2017): “Becton Dickinson: Creating Shared Value by Advancing Global Health.” <i>Harvard Business School</i>. (HBR Coursepack).</p> <p>Guest Speaker: ()</p>

	<ul style="list-style-type: none"> • Examples of successful PPPs • Tools for stakeholder mapping 	
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Week 10:	<p>Global perspectives: CSI around the world Discuss mini-cases from <i>Sustainable Globalization</i> chapter.</p> <ul style="list-style-type: none"> • The Reinventing of Rwanda <ul style="list-style-type: none"> □ Charity Water • Technology as a driving force: IBM's Watson goes to Work • Eileen Fisher on Embodied Purpose • Driving innovation from the Base of the Pyramid: Indigenous business development 	<p>Reading: Linda M. Kelley, Victoria Axelrod, William G. Russell, & Jeana Wirtenberg (2019). Sustainable globalization: the challenge and the opportunity. In In Jeana Wirtenberg (ed), Linda M. Kelley, David Lipsky, and William G. Russell. <i>The Sustainable Enterprise Fieldbook: Building New Bridges 2nd ed.</i> UK: Routledge, pp.323-388. (Chapter posted on Canvas or purchase book from www.TSEFB.com)</p> <p>Case Questions posted on Canvas. Read chapter and prepare for class discussion.</p> <p>Guest Speaker: ()</p> <p>Guest Speaker: ()</p>
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Part 4. Implementation

<p>Week 11:</p>	<p>Developing & Selling CSI initiatives: <i>innovation and intrapreneurship</i></p> <ul style="list-style-type: none"> • Creativity & innovation skills (design thinking) • Overcoming the challenges of intrapreneurship • Innovation Strategies, Forces and System Components 	<p>Reading: G. Pisano (2015). “You Need an Innovation Strategy.” Harvard Business Review. (HBR Coursepack.) D. Eich. “15 Practices of Innovation Leaders for Creating Cultures of Innovation.” Retrieved August 23, 2018. (Posted on Canvas). Z. Lindgardt, M. Reeves, G. Stalk, and M. S. Deimler (2009). “Business Model Innovation.” BCG. (Posted on Canvas) “Organizational Innovation.” Retrieved August 24, 2018. (Posted on Canvas).</p> <p>Case: Cascade Engineering: Social Innovation at a Bottom-Line Plastics Manufacturer (WDI Publishing, Center for Positive Organizations) HBR Coursepack.</p> <p>Guest Speaker: ()</p>
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<p>Week 12:</p>	<p>Managing responsible organizations: <i>leadership for a better world</i></p> <ul style="list-style-type: none"> • Leadership for Corporate Social Innovation • Managing Change for Corporate Social Innovation • Employee engagement and volunteerism • Building coalitions, and the roles of senior leaders, middle managers, and front line employees 	<p>Required Reading:</p> <p>S. Coyne (2019). “Sustainable Leadership: Rewire Your Brain for Sustainable Success.” <i>Transpersonal Leadership Series: White Paper Three</i>. Routledge. (Posted on Canvas)</p> <p>I. J. Gordon, K. Bawa, G. Bammer, C. Boone, J. Dunne, D. Hart, J. Hellmann, A. Miller, M. New, J. Ometto, S. Pickett, G. Wendorf, A. Agrawal, P. Bertsch, C.D. Campbell, P. Dodd, A. Janetos, H. Mallee, and K. Taylor (2019) “Forging future organizational leaders for sustainability science.” <i>Nature Sustainability</i>, vol. 2, 647-649. (Posted on Canvas).</p> <p>T. W. Malnight, I. Buche, & C. Dhanaraj (2019). “Put Purpose at the Core of Your Strategy.” <i>Harvard Business Review</i>.</p> <p>Optional Short articles:</p> <ul style="list-style-type: none"> • J. Wirtenberg (2016/2017). “Five Keys to Unlock Human Potential and Solve our Most Intractable Problems.” <i>Huffington Post</i> (2016). Updated in <i>Great Work Cultures</i> (2017). (Posted on Canvas). • J. Wirtenberg (2014). “Three Transformative Business Sustainability Trends.” Stanford Social Innovation Review. July 10, 2014. (Posted on Canvas) • Hurst, A. Pearce, C. Erickson, S. Parish, L. Vesty, A. Schnidman, M. Garlinghouse (2016). 2016 Workforce Purpose Index. “Purpose at Work: The Largest global study on the role of purpose in the workforce.” <i>Linked in and Imperative</i>. (Posted on Canvas) <p>Case: Novartis: Building a Sustainable Business at the Bottom of the Pyramid (HBR Coursepack). Case questions to be posted on Canvas.</p>
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Week 13:	<p>Team project presentations: <i>show us what you've learned</i></p> <ul style="list-style-type: none"> • Design and Develop Corporate Social Innovation for a Focal Fortune 500 company • Build business case, define/propose strategy, financing, marketing and branding. • Identify risks and potential unintended consequences. • Address all the system components of Innovation. 	Two teams present for one hour and 15 minutes each. Includes one hour for presentation and 15 minutes for discussion.
Week 14:	<ul style="list-style-type: none"> • Design and Develop Corporate Social Innovation for a Focal Fortune 500 company • Build business case, define/propose strategy, financing, marketing and branding. • Identify risks and potential unintended consequences. • Address all the system components of Innovation. 	Two teams present for one hour and 15 minutes each. Includes one hour for presentation and 15 minutes for discussion.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]