



## Managing & Leading for Sustainable Innovation

MBA 303.02

Professor David A. Jones

Module 3, Spring 2016, 2 Credits

Office: 311 Kalkin Hall

Office Hours: 1:30 to 3:30 pm each Wednesday of Module 3

E-mail: [dajones@uvm.edu](mailto:dajones@uvm.edu)

Phone: 802-363-9000

### Class Meeting Times

Session 1	January 19	Tuesday	1:30 pm – 4:30 pm
Session 2	January 21	Thursday	1:30 pm – 4:30 pm
Session 3	January 26	Tuesday	1:30 pm – 4:30 pm
Session 4	January 28	Thursday	1:30 pm – 4:30 pm
Session 5	February 2	Tuesday	1:30 pm – 4:30 pm
Session 6	February 9	Tuesday	1:30 pm – 4:30 pm
Session 7	February 16	Tuesday	1:30 pm – 4:30 pm
Session 8	February 19	Friday	1:30 pm – 4:30 pm
Session 9	February 23	Tuesday	1:30 pm – 4:30 pm
Session 10	February 25	Thursday	1:30 pm – 4:30 pm

### Course Description

In today's increasingly globalized, competitive, and rapidly evolving business environments, an organization's people can be a valuable source of innovation and sustained competitive advantage. The overarching purpose of this course is to help students develop leadership skills to realize these ends in the contexts of an early-stage *entrepreneurial* "startup" and an *intrapreneurial* enterprise embedded within an established corporate structure and culture.

Course material and activities are designed to accomplish three broader objectives that are reflected in the course title. Students will learn to apply evidenced-based practices to:

1. **Manage and lead** people by applying different leadership styles to meet the demands of each situation and creating an environment that motivates people to perform well.
2. Create **sustainable** competitive advantage by establishing fulfilling employment relationships built on trust to foster employee commitment and retain key people.
3. Foster **innovation** by managing organizational change, and creating an adaptive organizational culture that encourages employee creativity and innovation.

4.

## Required Reading

### Posted to Blackboard:

Chapters 3, 6, & 14: Colquitt, J., Lepine, J., & Wesson, M. (2013). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (3<sup>rd</sup> Edition). McGraw-Hill.

### Textbook used in 301.05 (Teamwork and Collaboration for Sustained Innovation)

Selected pages from Robbins, S. P., & Hunsaker, P. L. (2012). *Training in Interpersonal Skills: TIPS for Managing People at Work* (6<sup>th</sup> Edition). Prentice Hall. ISBN-13: 978-0132551748; ISBN-10: 0132551748.

## Course Deliverables and Grade Assessment

Performance expectations and grading criteria for all graded deliverables will be described in class and/or posted to Blackboard (Bb).

### Grade Breakdown

#### *Knowing:* Course Material

Exam 1	25%
Exam 2	20%

#### *Doing:* Novelis Cases A & E

Team Presentation	20%
Team Report	10%

#### *Being:* Personal Reflection & Growth

Short Assignments	20%
Team Member Evaluations	5%

### Final Course Grades

Course percentage grades are converted to final course letter grades as follows:

96.5-100 = A+	92.5-96.4 = A	89.5-92.4 = A-
86.5-89.4 = B+	82.5-86.4 = B	79.5-82.4 = B-
76.5-79.4 = C+	72.5-76.4 = C	69.5-72.4 = C-
66.5-69.4 = D+	62.5-66.4 = D	59.5-62.4 = D-

### Short Assignments

As shown on the course schedule, each of five short assignments are due by 7:00 pm of the day before Sessions 2, 3, 6 and 7, plus one other due Friday, Feb. 4. Complete each assignment in MS Word and upload the document to the submission portal located in the associated Session's Blackboard space. Late assignments will receive a 50% grade penalty if submitted within 24 hours of the deadline, and no assignments will be accepted after that period. Students who have a reasonable need for a deadline extension are invited to request one via email *before* the listed due date and time.

DATE	SESSION TOPICS, READINGS, & MAJOR COURSE DELIVERABLES
Tuesday, Jan. 19	<b>Session 1: Employee Satisfaction &amp; Commitment</b> <u>Associated Reading</u> : Colquitt et al., Chapter 3 pp. 62-70, 76-79; S1 Supplement (“Turnover & Performance”)
Thursday, Jan. 21	<b>Session 2: Psychological Needs &amp; Organizational Justice</b> <u>Pre-Class Reading</u> : Colquitt et al., Chapter 6 pp. 180-184 <i>S2 ASSIGNMENT: Due by 7:00 pm Wed., Jan. 20</i>
Tuesday, Jan. 26	<b>Session 3: Sustained Employment Relationships</b> <u>Pre-Class Reading</u> : Colquitt et al., Chapter 3 pp. 80-83; S3 Supplement (“Employee Withdrawal”) <i>S3 ASSIGNMENT: Due by 7:00 pm Mon., Jan. 25</i>
Thursday, Jan. 28	<b>Session 4: Managing &amp; Motivating</b> <u>Pre-Class Reading</u> : Colquitt et al., Chapter 6; Robbins & Hunsaker, pp. 137-141
Tuesday, Feb. 2	<i>EXAM 1</i> <b>Session 5: Leader Traits, Characteristics, &amp; Behaviors</b> <u>Associated Reading</u> : Colquitt et al., Chapter 14 pp. 466-467, 471-472
Friday, Feb. 4	<i>Ted Castle Workshop ASSIGNMENT: Due by 7:00 pm Fri., Feb. 4</i>
Tuesday, Feb. 9	<b>Session 6: DSPA Leadership Styles, Stereotypes, &amp; Gender</b> <u>Pre-Class Reading</u> : Colquitt et al., Chapter 14; Robbins & Hunsaker, pp. 167-171 & 220-224; S6 Supplement (“Other Leadership Styles”) <i>S6 ASSIGNMENT: Due by 7:00 pm Mon., Feb. 8</i>
Tuesday, Feb. 16	<b>Session 7: Managing Change</b> <u>Class Speaker</u> : Anna Grady, HR Director, Renewable NRG Systems <u>Pre-Class Reading</u> : Robbins & Hunsaker, pp. 236-242 <i>S7 ASSIGNMENT: Due by 7:00 pm Thurs., Feb. 15</i>
Friday, Feb. 19	<b>Session 8: Creating a Culture to Support Creativity &amp; Innovation</b> <u>Associated Reading</u> : S8 Supplement (“Organizational Culture”)
Tuesday, Feb. 23	<i>EXAM 2</i> <b>Session 9: Presentation Discussion &amp; Preparation</b>
Thursday, Feb. 25	<b>Session 10: NOVELIS TEAM PRESENTATION</b>
Friday, Feb. 26	<i>NOVELIS TEAM REPORT &amp; TEAM MEMBER EVALUATIONS</i> <i>Due by 10:00 pm</i>
Tuesday, Mar. 15	<i>TEAM MEMBER FEEDBACK FOR MODULE 3</i> <i>Due by 5:00 pm</i>



## Sustainable Operations & Green Supply Chains

MBA 303.03

Dr. Jie Zhang

Module 3, Spring 2016, 2 credit

Office: Kalkin 205

Office Hours: Mondays and Wednesdays 1:30 – 3:00 pm

E-mail: [Jie.Zhang@uvm.edu](mailto:Jie.Zhang@uvm.edu)

### Class Meeting Times

Session 1	January 20	Wednesday	9:00 am – 12:00 pm
Session 2	January 25	Monday	9:00 am – 12:00 pm
Session 3	January 27	Wednesday	9:00 am – 12:00 pm
Session 4	February 1	Monday	9:00 am – 12:00 pm
Session 5	February 3	Wednesday	9:00 am – 12:00 pm
Session 6	February 8	Monday	9:00 am – 12:00 pm
Session 7	February 10	Wednesday	9:00 am – 12:00 pm
Session 8	February 17	Wednesday	9:00 am – 12:00 pm
Session 9	February 24	Wednesday	9:00 am – 12:00 pm
Session 10	March 2	Wednesday	9:00 am – 12:00 pm

Managing sustainable operations and supply chain focuses on the conceptual and technical tools that help firms smoothly deliver high quality goods and services while meeting environmental and social responsibilities.

### Career Focus

Several megatrends, such as high volatility in the price of natural resources, potential threat of disruptions (e.g. effluent spills or new regulations), and rising consumer awareness of the environmental consequences of existing business systems, have increased the demand for more sustainable offerings. Sustainable operations and supply chains are the backbones for providing these new goods and services. This course investigates two intertwined questions: 1) What are the real-time challenges to integrating sustainability into as many business activities as possible? 2) What does it take to understand and undertake transformational changes in businesses today?

### Educational Objectives

This course explores how to transform our conventional businesses into learning organizations that reshape business operations into a means of creating wealth that fits our finite planet. We take the perspective that sustainability strives to attain a condition where all life on the Spaceship Earth can flourish. Because operations and supply chain function is primarily responsible for converting natural, social and human resource inputs to goods and services, the best possible long-term business results rest on operations that are compatible with natural system conditions and social conditions.

This course takes the position that there is enormous potential in improving the triple bottom line of operations and supply chain management. The primary goal of the course therefore is to equip students with the concepts and tools to do so. Main topics include:

1. Core operations management concepts and frameworks that enable the creation and delivery of quality goods and services efficiently in a wide range of industries. Topics covered include capability analysis, quality management inventory and supply chain management, etc.
2. Sustainability-focused tools and methods, such as life cycle assessment (LCA), closed-loop supply chain (CLSC) analysis, and sustainability standards and reporting. We explore how they can be applied to assessing and altering business operations.
3. Assessment of the risks and the opportunities associated with major forces of change, and corresponding operations and supply chain innovations, while identifying system boundaries, stakeholder responses and allied societal macro-trends.

### **Required Course Texts and Suggested Readings**

Harvard coursepack and additional readings posted on course blackboard.

Suggested sustainable ops textbook:

- *Sustainable Operations and Closed-Loop Supply Chains*, by Gilvan C. Souza, Business Expert Press (July 2, 2012);
- *Sustainability Delivered: Designing Socially and Environmentally Responsible Supply Chains*, by Madeleine Pullman and Margaret Sauter (2012) (Business Expert Press)

### **Course Expectations**

- **I expect that all readings have been read before class.** In-class discussions are better and more meaningful when everyone comes in prepared. If you don't understand a reading (or part of it), bring in a list of questions – we can use them to begin our discussions. The list of readings is just a place to start. It represents a minimum set of readings. Explore and research other sources.
- **I expect professional standards of behavior in the classroom.** You are expected to come to every session as listed in the detailed schedule. Chronic tardiness is not acceptable. Cell phones and pagers should be silenced. No online social networking, chatting, or texting is allowed.
- **I expect participation from every student.** The class is organized to promote dialogue and interaction. You are expected to speak up, ask questions, debate, and, above all, think. You will be rewarded for *quality* contributions to the class discussion.
- **All assignments need to satisfy the standards of academic integrity.** *Plagiarism* (not attributing other people's ideas, arguments or phrases properly) and *cheating* will result in a failing grade.
- **I do not accept late assignments.** Assignments have a deadline for a reason. Please deliver when due.

## Performance Evaluation

<b>Item</b>	<b>Weight</b>	<b>Due date</b>
Class participation (individual)	25%	
Case discussion exercise and lead	25%	Exercises due before class
Fishbanks reflection essay	15%	2/15/2016
Final project presentation	25%	3/2/2016
Final project deliverable	10%	3/5/2016

Note: Items that are graded individually are specified. The default is team-based.

## Detailed Schedule

Please acquire the CoursePack from HBSP. Link is provided on blackboard.  
 The readings are either posted on course blackboard (BB) or part of the coursepack (HBSP-CP).  
 All classes are held in the morning from 9 to noon.

DATE	CONTENT
1/20/16 Wed.	Course introduction (content, materials, format, and expectations)
1/25/16 Mon.	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• ARTICLE: <i>Sustainable operations management</i> by Kleindorfer, Paul R., Kalyan Singhal, and Luk N. Wassenhove. <i>Production and operations management</i> 14.4 (2005): 482-492. — BB</li> <li>• Core Curriculum Reading <i>Operations Management Reading: Managing Quality</i> by Roger E. Bohn — HBSP-CP           <ul style="list-style-type: none"> <li>• CASE: <i>Roasting Company</i> by Madeleine Pullman, et. al. — BB</li> </ul> </li> </ul> <p style="text-align: center;"><u>Application</u>: Evercan certificate</p>
1/27/16 Wed.	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• MODULE NOTE: <i>Assessing Your Organization's Capabilities: Resources, Processes, and Priorities</i> by Clayton M. Christensen; Stephen P. Kaufman — HBSP-CP</li> <li>• CASE: <i>Patagonia</i> by Forest Reinhardt; Ramon Casadesus-Masanell; Hyun Jin Kim — HBSP-CP</li> </ul>
2/1/16 Mon.	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• LCA whitepapers — BB</li> <li>• Guest lecturers: Lisa Borre (Corry Institute), Lori Fisher (Lake Champlain Committee)           <ul style="list-style-type: none"> <li>• Final project kickoff</li> </ul> </li> </ul> <p style="text-align: center;"><u>Application</u>: LCA Workshop (Personal care products with plastic microbeads)</p>

<p>2/3/16 Wed.</p>	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• Core Curriculum Reading <i>Operations Management Reading: Managing Inventory</i> by Janice H. Hammond — HBSP-CP</li> <li>• CASE: <i>Walmart's Sustainability Strategy (C): Inventory Management in the Seafood Supply Chain</i> by Erica Plambeck; Lyn Denend — HBSP-CP</li> </ul>
<p>2/8/16 Mon.</p>	<p style="text-align: center;"><u>Application</u>: Fishbanks Simulation Game</p>
<p>2/10/16 Wed.</p>	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• ARTICLE: <i>Supply loops and their constraints: the industrial ecology of recycling and reuse</i> by Geyer, Roland, and Tim Jackson. <i>California Management Review</i> 46.2 (2004): 55-73. — HBSP-CP</li> <li>• CASE: <i>Applied Sustainability LLC: Making a Business Case for By-product Synergy</i> by Anderson and Mackenzie — HBSP-CP</li> </ul>
<p style="text-align: center;">2/12/16, 1:30-4:30, LCA workshop with Shelly Martin (Earth Shift Sustainability)</p>	
<p>2/17/16 Wed.</p>	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• ARTICLE: <i>Sustainable supply chains: an introduction</i> by Linton, Jonathan D., Robert Klassen, and Vaidyanathan Jayaraman. <i>Journal of Operations Management</i> 25.6 (2007): 1075-1082. — BB</li> <li>• Core Curriculum Reading <i>Operations Management Reading: Supply Chain Management</i> by Vishal Gaur — HBSP-CP</li> <li>• CASE: <i>Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability</i> by Lee &amp; Bony (2009) — HBSP-CP</li> </ul> <p style="text-align: center;"><u>Application</u>: Novelis take-back system</p>
<p>2/24/16 Wed.</p>	<p style="text-align: center;"><u>Pre-lecture readings</u></p> <ul style="list-style-type: none"> <li>• Core Curriculum Reading <i>Operations Management Reading: Operations Strategy</i> by Marco Iansiti; Alain Serels — HBSP-CP</li> <li>• CASE: <i>Wal-Mart China: Sustainable Operations Strategy</i> by Robb, Hopwood, Wang and Cheng (2009) — HBSP-CP</li> </ul>
<p>3/2/16 Wed.</p>	<ul style="list-style-type: none"> <li>• <i>Final project presentation 9-11</i> <ul style="list-style-type: none"> <li>• <i>Final Exam: 11-noon</i></li> </ul> </li> </ul>



## Business, Community Development, and Sustainability

MBA 303.04

Dr. Prem Timsina

Module 3, Spring 2016, 1 credit

Office: 539 Waterman Hall  
Office Hours: 4-5pm by appointment  
E-mail: ptimsina@uvm.edu  
Skype: p.timalsena  
Phone: 802-656-0960

### Class Meeting Times

Session 1	February 4	Thursday	9:00 am – 12:00 pm
Session 2	February 11	Thursday	9:00 am – 12:00 pm
Session 3	February 18	Thursday	9:00 am – 12:00 pm
Session 4	February 25	Thursday	9:00 am – 12:00 pm
Session 5	March 3	Thursday	9:00 am – 12:00 pm

### Course Description

The purpose of the course is to provide basic understanding of sustainability in the community development practice and explore how this approach can facilitate improving the quality of life. The course will foster recognizing the role of business in the sustainable community development process. It will further explore how business innovation and entrepreneurship are the most effective tools to lead a community towards sustainability in both rural and urban settings. The course participants will have an excellent opportunity to learn different theoretical approaches to sustainability, gain real life experiences in community development, and design suitable business models for sustainability by working in groups and engaging with team members, faculty and community members. This course combines lectures, field trips, group works and discussion formats.

### Learning objectives

At the completion of this course participants will be able to:

- Describe the basic concept of community development and justify the need for sustainability
- Apply some participatory approaches to discover indigenous knowledge, skills, trading, and entrepreneurship practices.
- Explain the challenges and opportunities of sustainable economic development
- Express the role of business in sustainable community development process
- Reflect on different strategies for community innovation and entrepreneurship development
- Express how small businesses and entrepreneurship activities are able to empower and deliver their services effectively to poor and low-income families.

## Course Deliverables and Grade Assessment

### Course Evaluation

Grades will be based on course materials readings, attendance, class participation, research project, and pre-course and post-course assessments.

Assignments	Due Dates	Percentage
1. Pre-Course and post-course assessment	Feb 4 & March 3	5 %
2. Course materials readings, participation on discussion board, attendance, and class contribution	On going	45 %
3. Group project – Business model for sustainable development (Report and presentation to the class)	Last Day (March 3)	50 %

### **Student Requirements and Responsibilities**

- To attend class and to be on time for each class.
- To be attentive and participate in class.
- To read and respond to assigned materials in a timely manner.
- To complete the required assignments in a timely manner.
- To devote at least 6-7 hours per week on average on course work outside of class work, with additional time for assignments.

### **Attendance**

- Full attendance is required and will be taken at each class. Each absence will affect your class participation grade. You and your program coordinator/ adviser will be notified for absences.
- Each unexcused absence will result in a deduction of 9 points from your class participation grade. If you have more than 1 unexcused absences you will fail the course.
- If absent, you are responsible for all information and content from classes missed. Consult peers and Bb for each class.
- Excused absences are those validated by Student Services.
  - o You are responsible for contacting the Office of Student Services.

o Student Services excuses absences when students are absent due to important appointments for a serious illness (ie flu) or family emergency. Once Student Services notifies me that an absence is due to significant extenuating circumstances then it is “excused”. Absences due to minor illness, e.g., upset stomach, cold or minor flu, are not excused absences.

- Due Dates for assignments do not change with unexcused absences. After a due date if an assignment hasn’t been handed in a ‘0’ is recorded.
- To negotiate an extension for an assignment, contact me one full day in advance of the due date. It is possible to negotiate an extension, but it shouldn’t become a pattern

### **Writing works**

- All of your written work will be held to high standards and should conform to proper rules of grammar, usage, punctuation, and spelling
- Use a 12pt font (preferably Times or Arial) and double space for research project and other papers
- When referencing books or articles, follow APA referencing style as listed for the text books and reference materials
- It may be helpful for you to have a friend proofread your paper before you turn it in

### **Classroom Code of Conduct**

- Be polite and respectful to others opinions. Each and every individual sees things differently and that is natural.
- Please be supportive with others’ ability to learn. Avoid disruptive activities (telephone, surfing, texting, side talking) while another student is speaking or others are in the learning process. Bring all necessary things in the class and minimize walkout or walk in the class while teaching.
- I would encourage you to use laptops or notepads or I-pads or mobile devices in the class, however, please make sure all things that ring, beep or make other noises are turn off. Please also sign out from all the social media or means of communication such as face book, e-mails, twitter, skype and other web based media while you are in the class so that you are not distracted in your class activities.

- Please note that the instructor reserves the right to request a student to leave the class if his or her behavior seems inappropriate, disruptive and/or disrespectful.
- I would be happy to meet my students and support each of them in their learning process. I hope to see you at least once during this course and discuss about the learning progress. Please set up an appointment time in advance if you need help and make sure to keep it.

### **Academic Integrity Honesty Policy**

Students are referred to the web at

<http://www.uvm.edu/~cses/?Page=ah.html&SM=menuprograms.html> for specific information concerning the Academic Honesty Policy. Offenses, sanctions and procedures are therein defined for all students and faculty. Violations of academic integrity may include, but are not limited to:

- Use others' notes or materials or paper without approval
- Receive others' help in any assignment or exam or quiz
- Provide help to others in any assignment or exam or quiz
- Use or copy someone's idea as your ideas without citation

**Plagiarism** is unacceptable (and detectable) and will result in disciplinary action based on departmental recommendations. Please avoid plagiarism adapting following norms:

- Do not share your works/assignments in any form with another student
- Do not cut and pest or directly copy from books while writing assignments
- Make sure to always give proper citation if you present other's ideas in your paper

### **Religious Holiday Policy Statement**

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed upon time.

### **Academic Accommodations**

UVM provides accommodations for any student with documented disabilities. If you have a disability and believe you require accommodations, please contact one of the offices listed

below. Please also see me early in the semester (by the end of 1st week) so we can make any necessary arrangements.

<p><b>Student Support</b>  <b>Susan Denton</b>  <b>336 Kalkin Hall</b>  Call: 802 656 4611  ***Need support or will be missing class for extended time, medical emergency***</p>	<p><b>Counseling Center of the Center for Health &amp; Wellbeing</b>  146 S. Williams St.  Call: 802 656-3340  ***Would like to talk with someone. 1:1 counseling time. ***</p>
<p><b>Campus Advocacy Program</b>  The Women’s Center  34 S. Williams St.  Call: 802 656-7892  ***Free and confidential information and support to those who have experienced sexual violence, relationship violence, and stalking and to the people who care about them. ***</p>	<p><b>The Learning Co-Op</b>  Academic Support Programs  244 Commons, L/L  Call: 802 656-4075  ***Free subject-area tutoring, learning skills program, writing center and supplemental instruction sessions. ***</p>

**Numerical Grade and Letter Grade**

Numerical Grade	Letter Grade	Numerical Grade	Letter Grade
98 or above	A+	80 – 82.9	B-
94 - 97.9	A	78 – 79.9	C+
90 - 93.9	A-	73 – 77.9	C
88 – 89.9	B+	70 – 72.9	C-
83 – 87.9	B	68 – 69.9	D

**Grading Policies**

For information on grading and GPA calculation, go to <http://www.uvm.edu/academics/catalogue> and click on Policies for an A-Z listing.

**Grading Appeals**

For information about grading appeals, go to

<http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>

## Course Plan

Week	Day	Class topics and activities	Readings, Activities, and assignments due
Feb 4	1 <sup>st</sup> Class	Welcome  Introduction to the course  Introduction to Sustainable community development	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Sachs, J.D. (2015) • SDSN (2012). Global Poverty • UN (2012). The future we want</li> <li>• UN (2013). Millennium Dev Goals</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=kR-YRC5D-QY">https://www.youtube.com/watch?v=kR-YRC5D-QY</a></li> </ul> <b>Optional readings:</b> <ul style="list-style-type: none"> <li>• Elliott, J. (2012)</li> <li>• Sachs (2012) From-MDGs-to-SDGs</li> <li>• SDSN (2014) Indicators for sustainable dev</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Pre-course assessment</li> <li>• Research project group formation and guidelines</li> </ul>
Feb 11	2 <sup>nd</sup> Class	Approaches and cases of sustainable community development  Participatory research approaches for sustainable development (PO, RRA, PRA, PAR)	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Elliott, J. (2012)</li> <li>• UN (2012) Report- UN conference on Sus Dev</li> <li>• SDSN (2014) Agenda for sustainable development</li> <li>• NACFP (2011) Participatory techniques</li> <li>• IDS (n.d.) Participatory Methods <a href="http://www.participatorymethods.org/">http://www.participatorymethods.org/</a></li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Your comments about the reading (one paragraph) and post 3 questions for class discussion on blackboard</li> <li>• Group research project-one page outline due</li> </ul>
Feb 18	3 <sup>rd</sup> Class	Role of business in sustainable	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Young, S. T. &amp; Dhanda, K.K. (2013)</li> </ul>

		community development  Investment for sustainability	<ul style="list-style-type: none"> <li>• Case studies: BP, Coco Cola, GM &amp; Nike</li> <li>• Watch: <a href="https://www.youtube.com/watch?v=4sJ-uixn7Jg">https://www.youtube.com/watch?v=4sJ-uixn7Jg</a></li> <li>• Webinar participation (WBCSD, 2015) <a href="https://youtu.be/GV4tJxyaxig">https://youtu.be/GV4tJxyaxig</a></li> <li>• Field visits</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Your comments about the reading (one paragraph) and post 3 questions for class discussion on blackboard</li> </ul>
<b>Feb 25</b>	<b>4<sup>th</sup> Class</b>	Innovation and entrepreneurship for sustainable development	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Caneque, F. C. &amp; Hart, S. L. (Eds.) (2015)</li> <li>• Iyigun, N.O. (2015).</li> <li>• Lyigun (2015) What could entrepreneurship do</li> <li>• Stowe &amp; Grider (2014) Strategies for Innovation</li> <li>• Wagner (2012) Entrepreneurship, innovation &amp;</li> <li>• Kardos (2012) The relationship between</li> <li>• Watch: Entrepreneurship for Sustainable Dev <a href="https://www.youtube.com/watch?v=SpIxZiBpGU0">https://www.youtube.com/watch?v=SpIxZiBpGU0</a></li> <li>• Field visits</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Your comments about the reading (one paragraph) and post 3 questions for class discussion on blackboard</li> </ul>
<b>Mar 3</b>	<b>5<sup>th</sup> Class</b>	Business model for sustainable development	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rainey, D.L. (2010).</li> <li>• SARE ( 2013) Building a sustainable business</li> <li>• CDC (2011) Sustainability planning guide</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Your comments about the reading (one paragraph) and post 3 questions for class discussion on blackboard</li> <li>• Research project- group presentations</li> <li>• Research project- group report</li> <li>• Post-course assessment</li> </ul>

## Assessment Guidelines and Evaluation Rubrics

### **1. Pre-Course and post-course assessment**

- Participate in pre-course and post-course surveys
- Offer valuable inputs about your experiences, knowledge and learning needs
- Participate in an online course completion survey, explain what you have achieved and provide your feedback for further improvements

### **2. Class participation/ contribution**

- Read all assigned materials, post your comments and questions on blackboard and come to class as an active and self-motivated learner
- Full participation in the class: eye contact to the speaker, listen attentively and write class notes/ exist cards
- Significant contribution of ideas in the class discussions and group activities
- Inquiry of at least two class topics and present to the class collaborating with other classmate
- Respect diversity of ideas
- No use of your computer/ i-phone to check emails, Facebook or any other social network or text during lecture, demonstration or presentation time; participation points will be deducted.
- You will receive no cell phone incentive grade if I do not see your mobile phone in the class.

### **3. Group Research Project**

Business model for sustainable development Suppose that you are hired as a sustainable business consultant by the State of Vermont. Your job is to assess the suitability aspects of existing businesses in Vermont and submit a business model for sustainable development based on your research findings.

You participate in various group conferences with your research team and share your interests of the specific business area/ organizations you would like to choose. This is the process that ensures all members of your team are in the same page and have active roles to play. At the due you as a group submit a one page proposal with specific sustainability goals/ objectives, and outlines of the research, and its presentation and reporting format.

You work in a 3-4 member team in this project. You will find one (or two) business organizations with some level of sustainability practices, experiences and knowledge. You will visit the organizations, participate with them in their working process and explore their business practices, policies and procedures that may lead their business towards sustainability. You will have also have opportunity to investigate what is not happening and how the organization could be directed toward more sustainable business practices based on your theoretical understanding from the readings and class discussions. You may interview one or two people of the organization as a group.

Before going for interview, you need to prepare interview questions based on the readings you had in the class and other relevant literature available online. After your field observations, and conducting the in-depth interviews with the interviewees, you will write 4-5 pages, double spaced, typed summary of your a business model for sustainable development and present the outcomes to the class. You may also chose to present a part of the interview video if the interviewee gives permission. Each member of your team needs to contribute equally in the literature review, questionnaire design, field observation, interview, report writing and presentation process, and record the works each of you perform in the given format. At the end, each member writes his/her personal experience about the group dynamics and about the learning process.

### **Group presentation guidelines**

- Presentation date:
- Prepare a power point as a group based on your research and present together to the class
- Each group spends 25 minutes time to present to the class
- Each person speaks about 5-7 minutes

- Divide their roles and responsibilities

### Research project responsibility template

Name of the team:

Name of the member	Description of work performed

### Group presentation Rubric

Team Name:

Subject area/grade	Needs improvement=3	Good=4	Excellent =5
Presentation style/body language	Poor presentation style. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.	Good presentation. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	Excellent presentation styles. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.
Organization and clarity	Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.	Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated	Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated
Level of research and subject knowledge	Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth	Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good	Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent

	of research. No references listed.	research depth. Minimum 3 references listed.	research depth. Minimum 5 references listed
Innovative and creativity	Lacked innovation and creativity. Very ordinary and mundane.	Exhibited some innovative, originality and creativity	Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods
Learner participation	No learner's engagement in the presentation process. Passive participation from learners.	Learners engaged to some extent in the learning process. Participants able to contribute some ideas.	Learners fully engaged in the active learning process. Participants were excited and able to contribute their ideas.
Reporting	Poorly organized, no connections with literature.	Some challenges in organization and clarity of the paper. Very little connections with readings	Well organized, written in proper research format with clear purpose and objectives. Ideas are connected with literature providing proper text citations and list of references as per APA style.
GUM	Multiple errors in spelling & GUM Not clearly written paper.	Some errors in spelling & GUM (grammar, usage, mechanics)	Spelling & GUM (grammar, usage, mechanics) Clear, coherent with consistent use of developing professional vocabulary in the paper

### **Suggested Texts and Materials**

- Sachs, J.D. (2015). The Age of Sustainable Development. New York, Columbia University Press.
- Young, S. T. & Dhanda, K.K. (2013). Sustainability: Essentials for Business. Washington DC: Sage Publications

- Caneque, F. C. & Hart, S. L. (Eds.) (2015). *Base of the Pyramid 3.0: Sustainable Development through Innovation and Entrepreneurship*. UK: Greenleaf Publishing Limited.
- Regular access to Blackboard online for additional reading materials

### **Optional Texts and Materials**

- Elliott, J. (2012). *An Introduction to Sustainable Development*. New York: Routledge.
- Rainey, D.L. (2010). *Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership*. New York: Cambridge University Press.

### **References**

- Bogan, V. & Darity, W. (2008). Culture and Entrepreneurship? African American Immigrant self-employment in the United States. *The Journal of Socio-Economics*, 37, 1999-2019
- Caneque, F. C. & Hart, S. L. (Eds.) (2015). *Base of the Pyramid 3.0: Sustainable Development through Innovation and Entrepreneurship*. UK: Greenleaf Publishing Limited.
- Elliott, J. (2012). *An Introduction to Sustainable Development*. New York: Routledge.
- Iyigun, N.O. (2015). What could Entrepreneurship do for Sustainable Development? A Corporate Social Responsibility-Based Approach. *Procedia- Social and Behavioral Science*, 195, 1226-1231
- Rainey, D.L. (2010). *Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership*. New York: Cambridge University Press.
- Sachs, J.D. (2015). *The Age of Sustainable Development*. New York, Columbia University Press.
- Young, S. T. & Dhanda, K.K. (2013). *Sustainability: Essentials for Business*. Washington DC: Sage Publications.



## Law as a Framework for Entrepreneurial Business

MBA 303.05

Professor Oliver R. Goodenough

Module 3, Spring 2016, 1 credit

E-mail: [ogoodenough@vermontlaw.edu](mailto:ogoodenough@vermontlaw.edu)

### Class Meeting Times

Session 1	January 19	Tuesday	9:30 am – 12:30 pm
Session 2	January 26	Tuesday	9:30 am – 12:30 pm
Session 3	February 2	Tuesday	9:30 am – 12:30 pm
Session 4	February 9	Tuesday	9:30 am – 12:30 pm
Session 5	February 23	Tuesday	9:30 am – 12:30 pm

### Course Description

#### A. Session One: January 19

##### Reading and Other Preparation

Institutions excerpt (Posting)

Atari Cases (Posting)

Copyright and Patent Law Excerpts (Posting)

Visit these sites and read the background information on Copyright, Patent and Trademark Law

<http://www.copyright.gov/> ; <http://www.uspto.gov/main/patents.htm> ;

<http://www.uspto.gov/trademarks/process/index.jsp> ; <http://www.nolo.com/legal-encyclopedia/trade-secret-basics-faq-29099.html>

See generally: <http://www.nolo.com/legal-encyclopedia/patent-copyright-trademark>

##### Coverage

Institutions and the Challenges of Productive Sociality

    Law as a structuring device

US Legal System

    Players and structure

    Private Legal Ordering

Intellectual Property 1

    Patent, Copyright

## **B. Session Two: January 26**

### Reading and Other Preparation

Contract Examples (Posting)

Contract Elements (Posting)

Peruse the forms at

[http://www.uvm.edu/uvminnovations/?Page=resources/default.php&SM=\\_resmenu.html](http://www.uvm.edu/uvminnovations/?Page=resources/default.php&SM=_resmenu.html)

See generally: <http://www.nolo.com/legal-encyclopedia/contracts>

Negotiability Excerpts (Posting)

### Coverage

Intellectual Property 2

Trademark, Trade Secret, Open Source

Contract

Elements and forms

Licensing

Employment

Debt Finance (Introduction)

Project One: Contract and IP Drafting Project – Due February 9 (NOTE: A group project)

## **C. Session Three: February 2**

### Reading and Other Preparation

Debt Documentation Examples (Posting)

Reed the material on this page and its links: <http://www.nolo.com/legal-encyclopedia/llc-corporations-partnerships>

Consult: <http://www.legalzoom.com/>, <https://www.sec.state.vt.us/corporationsbusiness-services.aspx>;  
<https://www.cscglobal.com/global/web/csc/home>

On equity documentation, see the agreements and bylaws posted

### Coverage

Debt

Documentation

Secured/Unsecured

Negotiability

Equity 1

Private – Organization options, statutes and agreements

Public – Organization option, statutes, stock structures

#### **D. Session Four: February 9**

##### Reading and Other Preparation

On equity documentation, see the agreements and bylaws posted

On the SEC, peruse: <http://www.sec.gov/info/smallbus.shtml>, with particular attention to <http://www.sec.gov/info/smallbus/qasbsec.htm> and the SEC links on that page

And <http://www.irs.gov/businesses/small/article/0,,id=99336,00.html> and the links on that page to info on tax and starting a business

On private placements read:

<http://www.nolo.com/legal-encyclopedia/what-is-private-placement-memorandum.html> ;

[http://www.ecfr.gov/cgi-bin/text-idx?SID=465dc4251925603a672a767b7916fc49&node=sg17.3.230\\_1498.sg11&rgn=div7](http://www.ecfr.gov/cgi-bin/text-idx?SID=465dc4251925603a672a767b7916fc49&node=sg17.3.230_1498.sg11&rgn=div7) ; and <http://www.sec.gov/answers/regd.htm>

and peruse: <http://www.seclaw.com/docs/ref/sampleprivateplacementmemorandum.pdf> and a posted model Private Placement Memo.

##### Coverage

Equity 2

Defaults vs. Customization

Documentation

Regulatory Constraints: SEC, Tax

Private Placements

Offering Documentation

Reg. D revisited

#### **Session Five: February 23**

##### Reading and Other Preparation

On VC finance, review NVCA Term Sheet available at <http://nvca.org/resources/model-legal-documents/>

Also consult:

<http://www.bothsidesofthetable.com/pitching-a-vc/> ; <http://www.thefunded.com/> ;  
<http://www.wmgr.com/wmgr/Display.aspx?SectionName=practice/termsheet.htm> ;  
<http://www.slideshare.net/pricew/introduction-to-venture-capital> ;  
[http://www.morebusiness.com/running\\_your\\_business/financing/vent-cap.brc](http://www.morebusiness.com/running_your_business/financing/vent-cap.brc)

### Coverage

Venture Capital

Deal Structure

Standard Term Sheet

Wrap Up

Objective Quiz

Project Two: Business Structure and VC Project - Due February 29 (NOTE: An individual project)



## **Sustainability Toolkit I**

MBA 303.06

Professors Stuart Hart & David A. Jones

Modules 1-2, Fall 2015, 1 credit

Professor Stuart Hart

Office: 300B Kalkin Hall

Office Hours: By appointment

E-mail: [shart4@uvm.edu](mailto:shart4@uvm.edu)

Phone: 802-656-8298

Professor David A. Jones

Office: 311 Kalkin Hall

Office Hours: Wednesdays, 3:30 to 5:30 pm

E-mail: [dajones@uvm.edu](mailto:dajones@uvm.edu)

Phone: 802-363-9000

### **Workshops**

Collaboration

Social Media

Resumes and Cover Letters

Ethics

Structures & Financing for Mission-Driven Businesses

Informational Interviews

Pitching

Integrated, Triple-Bottom Line Performance & Impact

Gender Equity

Mission Critical: Deconstructing the Nonprofit

### **Course Description**

This course is compiled of a series of workshops and is designed to give you exposure to a wide variety of topics that expand upon or supplement the core SEMBA curriculum.

### **Course Deliverables and Grade Assessment**

Students must complete the Workshop Feedback Survey found here:

<http://goo.gl/forms/JLVZov7tQe> after every workshop. Students will be graded based on their attendance and participation at the workshops, the completion of the feedback survey, and a reflection paper that must be submitted by the end of Module 3.

20% Attendance and engagement

20% Post-workshop feedback and reflections

60% Toolkit reflection paper

**Attendance**

Students are required to attend at least 15 hours of scheduled workshops to complete this course. If you are unable to attend a workshop, please email Susan Denton at [susan.denton@uvm.edu](mailto:susan.denton@uvm.edu) in advance of your absence.

**Required Textbook and Course Materials**

There is no required textbook for this course, but required readings will be assigned by workshop topic and posted on the Blackboard course site. Students must read and be prepared to discuss all readings prior to each workshop.



## SEMBA Financing a Sustainable Venture

MBA 303.07

Cairn G. Cross

Module 3, Spring 2015, 1 credit

Office: NA

Office Hours: By appointment

E-mail: cgcross@uvm.edu or ccross@freshtrackscap.com

Phone: 802-923-1504

### Class Meeting Times

Session 1	February 1	Monday	1:30 pm – 4:30 pm
Session 2	February 8	Monday	1:30 pm – 4:30 pm
Session 3	February 22	Monday	1:30 pm – 4:30 pm
Session 4	February 29	Monday	1:30 pm – 4:30 pm
Session 5	March 14	Monday	1:30 pm – 4:30 pm

### Course Overview

This course will explore methods for financing innovative sustainable entrepreneurial ventures including angel investment, venture capital investment, as well as bank and alternative lender financing. Emerging topics in entrepreneurial finance such as crowdfunding, Vermont Small Business Offering Exemption and business plan competitions and acceleration programs will be discussed. The importance of aligning the interests of capital providers with the interests of the founding team and management will be stressed.

The course is meant to be a helpful primer for students interested in financing an innovative start-up or early stage venture as well as for students who are planning to work for an early stage entrepreneurial company. We will discuss how sustainable entrepreneurs, investors and lenders create value and we will discuss how the interests among the three groups do not always coincide or align. We will discuss why it is important for sustainable entrepreneurial ventures to choose their sources of capital well.

### Course Description

Students undertake an extensive study of the various methods of financing a business venture including loans, SBA guarantees, angel financing and venture capital. Study will focus on the fund-raising cycles of a business, the process of raising money for entrepreneurial ventures and emerging enterprises.

### Required Textbook and Course Materials

Feld/Mendelson *“Be Smarter than your Lawyer and Venture Capitalist”* John Wiley and Sons 2013.

Other readings as assigned

**Course Calendar and Outline**

Week	Topic	Reading/pre class preparation	In-Class	Work Due
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Matching business financing to stage of the business life cycle</li> <li>• Debt versus equity</li> <li>• Art and science of early stage finance</li> <li>• Special challenges in financing sustainable companies</li> <li>• Introduction of group project (to be presented in final class)</li> </ul>	Read Chapters One, Two and Seven in text	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Introduction to capitalization tables (in class exercises)</li> <li>• Introduction to Options/Warrants (in class exercises)</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Equity term sheets Economic, Control and other provisions</li> <li>• Participating Preferred Stock</li> <li>• Basic Federal Securities Law</li> </ul>	Read Chapters Three, Four, Five and Six in textbook and URLs given out in Class 1 Lecture	<ul style="list-style-type: none"> <li>• Homework review</li> <li>• Lecture: Term sheets and their economic and control terms</li> <li>• Introduction to Federal/State “regulated” offerings</li> <li>• Introduction to participating preferred stock(in class exercises)</li> </ul>	Complete problem set handed out in class 1 and hand in at the beginning of class 2

3	<ul style="list-style-type: none"> <li>• Convertible Debt</li> <li>• State Securities Law</li> <li>• Valuing start up and early stage companies</li> </ul>	Read Chapter Eight in textbook and URLs given out in Class 2 Lecture	<ul style="list-style-type: none"> <li>• Homework Review</li> <li>• Lecture Convertible Debt</li> <li>• Basic Federal and State Securities Law</li> <li>• Introduction to valuation calculations with in class exercise</li> </ul>	Complete problem set handed out in class 2 and hand in at the beginning of class 3
4	<ul style="list-style-type: none"> <li>• Approaching angels, venture firms and banks.</li> <li>• Crowdfunding</li> <li>• Negotiating techniques</li> </ul>	Read Chapters Nine, Ten, and Eleven in textbook and URLs given out in Class 3 Lecture	<ul style="list-style-type: none"> <li>• Homework Review</li> <li>• Lecture approaching financing sources</li> <li>• Lecture/Negotiation</li> <li>• Panel discussion of outside experts</li> </ul>	Complete problem set handed out in class 3 and hand in at the beginning of class 4
5	<ul style="list-style-type: none"> <li>• Issues at different financing stages</li> <li>• Putting it all together</li> </ul>	Read Chapters Twelve and Thirteen in textbook	<ul style="list-style-type: none"> <li>• Homework Review</li> <li>• Lecture</li> <li>• In class group presentation</li> </ul>	Complete problem set handed out in class 4 and hand in at the beginning of Class 5

**Note there will be a scheduled “take home” final exam in this course that will take approximately two hours to complete and will be due on March 20<sup>th</sup> at 5:00PM (send to me via email)**

### Reading Assignments and Homework

There will be reading and homework assignments detailed in the weekly power point slide deck. Homework and readings should be completed prior to the beginning of the following week’s class. For those that do not score well on the homework problems there are extra credit problems that will be available for completion to raise your grade.

### Grading

20%: Attendance and class participation (this is only a five week class. Please show up and speak up)

40%: Weekly problem sets and homework must be submitted on time and fully complete. Exceptions must be approved prior to the due date and late work will not be accepted without approval.

40%: Final Exam

100%

## Class Conduct

Professional business conduct is expected from all students. Please show respect for your fellow classmates and their ideas. Debate is encouraged and disagreement is fine but only if it is done so in a respectful manner.

**You need to bring either a calculator or a computer with spreadsheet capabilities to each class (computer strongly suggested). The class will often cover topics and problems where math computations are necessary.**

## Academic Honesty

The principle objective of the policy on academic integrity is to promote an intellectual climate and support the academic integrity of the University of Vermont. Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community.

Offenses against academic honesty are any acts that would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners which includes but is not limited to the faculty and students of the University of Vermont. Academic dishonesty includes knowingly permitting or assisting any person in the committing of an act of academic dishonesty.

The policy distinguishes between minor and major offenses. Offenses purely technical in nature or in which the instructor does not perceive intent to achieve advantage are deemed minor and handled by the instructor. Major offenses are those in which intent to achieve academic advantage is perceived. A full statement of the policy can be found at this link: <http://www.uvm.edu/policies/student/acadintegrity.pdf>. Each student is responsible for knowing and observing this policy.

## Classroom Code of Conduct

At all times, faculty and students will conduct themselves in a manner that serves to maintain, promote and enhance the high quality academic environment befitting the University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:

1. Faculty and students **will attend all regularly scheduled classes**, except for those occasions warranting an excused absence under the policy detailed in the catalogue (eg: religious, athletic, medical).
2. Students and faculty will arrive **prepared for class and on time**, and they will remain in class until the class is dismissed.
3. Faculty and students will **treat all members of the learning community with respect**. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to the comments made by all individuals.
4. Students and faculty will **maintain an appropriate academic climate** by refraining from all actions that disrupt the learning environment (e.g. making noise, ostentatiously not paying attention, and leaving and reentering the classroom inappropriately).

Instructors will inform students of any special/additional expectations.

### **Religious Holidays**

Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of the religious observance to make up their work.

### **Additional Resources for Entrepreneurs**

<http://techcrunch.com/>

<http://www.businessmodelgeneration.com/>

[www.startupvt.org](http://www.startupvt.org)

<http://theleanstartup.com/>

[www.freshtrackscap.com](http://www.freshtrackscap.com)

[www.venturebeat.com](http://www.venturebeat.com)

[www.fi.co](http://www.fi.co)

[www.up.co](http://www.up.co)

<http://www.kauffman.org/>

[www.askthevc.com](http://www.askthevc.com)