

Page Prize 2012 Submission Darden School of Business, University of Virginia

The Darden School of Business is pleased to present the attached materials for consideration for the 2012 *Page Prize*.

Introduction

The Darden School of Business MBA Program teaches that the role of business is to create value for all stakeholders. Integrated throughout our curriculum is the theme that while business has one true bottom line, profitability, it must be achieved in an ethical, and socially- and environmentally-responsible manner. Through the case-method, students learn decision-making frameworks applicable to complex situations involving many stakeholders.

Darden is a general management program without formal majors. However students may choose from among ten concentrations during their second year, one of which is *Innovation for Sustainability*. Below please find information about the concentration, including:

- Concentration learning objectives
- Concentration course descriptions and syllabi/assignment sheets for most courses
- Please note that Darden-authored cases referenced herein are available from [Darden Business Publishing](#) **FREE to faculty member.**

Faculty Contact: Prof. Richard Brownlee
Chair, Accounting Area
brownleer@arden.virginia.edu

Page Prize Submission Contact: Erika Herz
Manager of Sustainability Programs
herze@arden.virginia.edu

Thank you for your consideration.

Warm regards,

Erika

Erika Herz
herze@arden.virginia.edu
Ph 434-982-2656

Innovation for Sustainability Concentration Learning Objectives

By adding an informed sustainability perspective to their managerial and decision-making capabilities, Darden students will become better leaders as they deliver on the School's mission to improve society through the world of practical affairs. The following objectives provided the basis for the overall design and content of the second-year sustainability concentration.

1. Instill awareness and knowledge about the global and systemic impacts on natural systems and human prosperity from important societal trends such as population growth, expanding industrialization, and rising energy and material consumption patterns. Examples include climate change, drinking water and other vital resource scarcities, soil and air pollution, acid rain, energy shortages, ecosystem services, human health problems, and related increases in poverty and political instability.
2. Inform students of established and newly emerging regional and global institutions and policy instruments that influence business operations and strategy. Examples include: the UN Framework on Climate Change (Kyoto and Copenhagen) and the European Union Emission Trading Scheme; the Montreal Protocol (ozone layer protection); the Convention on Biological Diversity (ecosystem protection); regional agreements such as the European legislation on hazardous chemicals (REACH), and New England's Regional Greenhouse Gas Initiative (carbon market for 6 New England states); as well as non-regulatory, government- and third-party-sponsored certification programs, such as the Marine Stewardship Council and the Forest Stewardship Council.
3. Enable students to design and understand fundamentals of executing sustainability strategies. This requires that they be exposed to the decision making approaches and tools presently available, including systems analysis, industrial ecology, cradle to cradle design, The Natural Step framework, green supply chain management, reverse logistics, green chemistry, green engineering principles and eco-efficiency tactics, and sustainable innovation strategies.
4. Provide students with guidance on how sustainability strategies and operating practices can be designed and implemented across functional domains and across business units to increase revenues through innovative products and services, to lower costs through efficiencies and cost avoidance strategies, and to create and enhance sustainable brands.

Innovation for Sustainability Concentration Eligible Courses

A minimum of 9 credit hours are required. Students are encouraged but not required to take a non-Darden, for credit course toward their concentration. Possibilities include courses taught at U.Va.'s Law, Architecture and Engineering Schools. Course descriptions are attached to the e-mailed submission.

Required Course (1.5 credit hours):

GBUS 8060 Sustainable Innovation and Entrepreneurship (1.5)

Core Courses (Minimum of 6 credit hours):

GBUS 8463 Business and Sustainability (1.5)

GBUS 8430 Systems Design and Business Dynamics (1.5)

GBUS 8330 Business-Government Relations (1.5)

GBUS 8306 Social Responsibility and Entrepreneurship (1.5)

GBUS 8704 Leadership, Values and Ethics (1.5)

GBUS 8705 Leadership and Diversity through Literature (1.5)

GBUS 8203 Business Ethics through Literature (1.5)

GBUS 7610 Creative Capitalism (1.5)

NON GBUS (With Approval) (3.0 Maximum)

Experiential Courses (Minimum of 1.5 credit hours):

GBUS 8520 Darden Business Projects (With Approval) (1.5)

GBUS 8520 Darden Business Projects (Rotunda Fund) (1.5)

GBUS 8510 Global Business Experience (With Approval) (1.5)

GBUS 8427 Entrepreneur as Change Agent (1.5)

GBUS 8459 Corporate Innovation and Design Experience (With Approval) (3.0)

For Author bios, please click on their faculty web pages:

[Richard Brownlee](#)

[Mark White](#)

[Alan Beckenstein](#)

[Andrea Larson](#)

[Robert Landel](#)

[Mary Ann Leeper](#)

[Ed Freeman](#)

[Alec Horniman](#)

[Greg Fairchild](#)

RELEASE FORM Page Prize for
Environmental Sustainability Curriculum

Please complete this fillable form and e-mail it along with submission documents to pageprize@moore.sc.edu.

Date 2/10/12

Submission title Darden School Submission for Page Prize

Author's full name Please see attached (below)

Institutional affiliation Darden School of Business

Mailing address P.O. Box 6550 Charlottesville, VA 22906-6550

Email address herze@darden.virginia.edu

Author's full name _____

Institutional affiliation _____

Mailing address _____

Email address _____

Author's full name _____

Institutional affiliation _____

Mailing address _____

Email address _____

The above named author(s) of the above cited submission for consideration for the Page Prize hereby certify that this submission represents original, unpublished work for which he/she/they is/are the sole author(s) and through this submission the Darla Moore School of Business at the University of South Carolina is hereby authorized to publish and promote the submitted materials for use in business education throughout the world. Authors will retain copyright of all submitted materials.

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Printed name Date

The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status.

To the Page Prize Evaluation Committee:

The faculty members below have given e-mail permission for their work to be published and promoted through the Page Prize Submission.

Richard Brownlee

Mark White

Alan Beckenstein

Andrea Larson

Robert Landel

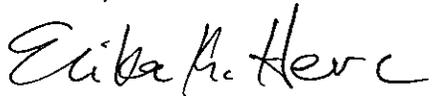
Mary Ann Leeper

Ed Freeman

Alec Horniman

Greg Fairchild

Thank you.

A handwritten signature in black ink that reads "Erika K. Herz". The signature is written in a cursive style with a large initial "E".

Erika K. Herz

Manager of Sustainability Programs

Darden School of Business

GBUS 8060: Sustainability, Innovation and Entrepreneurship (SIE)

Late Week, Quarter 2 Fall 2011
10:00 a.m. to 11:25 a.m.
Professor Andrea Larson

COURSE DESCRIPTION:

This course provides students with practical information on the expanding frontier of innovation and entrepreneurial activity where ventures combine profitability with environmental performance, environmental health improvements, and expanded community prosperity. Sustainability in business refers to competitively advantageous strategies and practices firms adopt to grow revenues, cut costs, improve market share, enhance brands, and redesign products and processes that simultaneously reduce or eliminate adverse ecological, human health, and community impacts. Students will examine key trends and new science driving the rapidly expanding demand for clean technology/energy and safe product designs. Examples of entrepreneurial process, innovation, and strategic shifts will be analyzed to gain insight into market opportunity identification and the application of tools, concepts, and frameworks used by individuals and companies currently pursuing sustainable business innovation market opportunities. Through books, internet links, videos, articles, background notes, cases, and guests the course demonstrates company strategies and practices while providing historical perspective and frameworks to guide comprehension. Students learn about innovative ventures across a variety of industries and are encouraged throughout the course to explore their personal interest in this distinctive wave of entrepreneurial innovation that has become a major force shaping commerce.

ACADEMIC COURSE OBJECTIVES:

- Provide information, frameworks, and tools for identifying, analyzing, and pursuing sustainable business opportunities
- Explore key drivers of new markets and the rapidly changing dynamics between industrial activity and ecological and social stability
- Examine examples of innovators implementing successful sustainability strategies
- Investigate new markets and technologies in clean commerce products and services

ELEMENTS OF COURSE GRADE:

Class contribution: 40%
Group project: 40%
Periodic short written assignments: 20%

SUSTAINABILITY, INNOVATION AND ENTREPRENEURSHIP (SIE)

Late Week – Fall 2011

(10:00 - 11:25 a.m. * Classroom 190)

Andrea Larson - FOB Room 133

Cell: 434.989.7039

larsona@arden.virginia.edu

Revised by Larson October 14, 2011

Week 1

Date	Topic	Assignments	Teleconference/Guest/Other
Class #1 Wed – Oct 19	New Conditions, New Opportunities	<p>Mini-Case: Nike: Moving Down the Sustainability Track through Chemical Substitution and Waste Reduction (UVA-ENT-0098)</p> <p>Readings: The New Strategic Frontier (UVA-ENT-0041) and “Human Domination of Earth’s Ecosystems” by P. Vitousek, H. Mooney, J. Lubchenco, & J. Melillo, in <i>Science</i>, vol. 277 (25 July 1997) - available online at http://www.nau.edu/~envsci/ENV330website/ENV330/downloads/VitousekHumanDomination.pdf)</p> <p>Books (on reserve in library or for purchase in bookstore): <i>Innovation and Entrepreneurship</i> by Peter Drucker; <i>The Ecology of Commerce</i> by Paul Hawken; <i>Cradle to Cradle</i> by McDonough & Braungart.</p>	
Class #2 Thu – Oct 20	Challenges of an Anthropogenic Earth	<p>Mini-Case: Coastwide Labs: Product and Strategy Redesign in Commercial Cleaning Products (UVA-ENT-0096)</p> <p>Readings: In Paul Hawken’s <i>Ecology of Commerce</i>, Preface, & chapters 1-4; and “Tragedy of the Commons” by Garrett Hardin, <i>Science</i>, 1968. (http://www.sciencemag.org/cgi/reprint/162/3859/1243.pdf)</p>	
Class #3 Fri – Oct 21	Entrepreneurship & the Innovation Process	<p>Case: Walden Paddlers (UVA-ENT-0027)</p> <p>Readings: An Overview of the Historical Context for Sustainable Business in the U.S. 1960-2000 (UVA-ENT-0034) and skim Greentech: http://www.kpcb.com/initiatives/greentech/index.html</p>	

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

The first distribution (weeks 1 & 2) will contain hardcopies of cases, readings, & assignments. You will have to go to the course website for additional assignments and online reading links. All materials will be available online under [GBUS 8060](#) or can be found on the [Second Year Course Site](#).

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(10:00 - 11:25 a.m. * Classroom 190)

Week 2

Date	Topic	Assignments	Teleconference/Guest/Other
Class #4 Wed – Oct 26	Frameworks, Tools, Supply Chain Management	<p>Readings: Background notes “Green Supply Chains” (UVA-ENT-0136); The Path to Sustainable Business: Environmental Frameworks, Practices, and Related Tools (UVA-ENT-0033); and The Natural Step (UVA-ENT-0039)</p> <p>Optional:</p> <p>Chapter 1: “Humanity & Environment,” <i>Industrial Ecology</i> by Thomas E. Graedel and Braden R. Allenby, AT&T/Pearson Education, 2002.</p> <p>Chapter 2: “Industrial Ecology,” <i>Industrial Ecology & the Automobile</i> by Thomas E. Graedel and Braden R. Allenby. Englewood Cliffs, NJ: Prentice Hall, 1995.</p>	
Class #5 Thu – Oct 27	Off-Grid Facilities; Integrated Strategy, Operations, & Products	<p>Case: Frito-Lay North America: The Making of a Net-Zero Snack Chip (UVA-ENT-0112)</p> <p>Reading: Corporate Greenhouse Gas Accounting: Carbon Footprint Analysis (UVA-ENT-0113)</p>	

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

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Week 3

Date	Topic	Assignments	Teleconference/Guest/Other
Class #6 Wed – Nov 2	Carbon Sequestration	<p>Case: Calera: Entrepreneurship, Innovation & Sustainability (UVA-ENT-0160)</p> <p>Background Notes: Biomimicry: Using Nature’s Models as Sustainability Design Inspiration for Company Strategy and Products (UVA-ENT-0154) and Climate Change (UVA-ENT-0157)</p> <p>Reading: Read critique & Vinod Khosla reply: http://www.grist.org/article/2010-03-08-vinod-khosla-tom-friedman-no-amount-sequestration-coal-clean/; Peabody coal investment in Calera, 3/10: http://www.prnewswire.com/news-releases/peabody-energy-acquires-equity-interest-in-calera-corporation-88811457.html; Thomas L. Friedman, NYT 3/6/10 editorial “Dreaming the Possible Dream”: http://www.nytimes.com/2010/03/07/opinion/07friedman.html; and “Concrete Is Remixed With Environment in Mind”: http://www.nytimes.com/2009/03/31/science/earth/31conc.html?pagewanted=2</p>	
Class #7 Thu – Nov 3	Green Building	<p>Case: Project FROG: Sustainability and Innovation in Building Design (UVA-ENT-0158)</p> <p>Background Note: Rating Environmental Performance in the Building Industry: Leadership in Energy and Environmental Design (LEED) (UVA-ENT-0053, Rev. 9/10)</p> <p>Reading: Be sure to have read Chapter 2: “Purposeful Innovation and the Seven Sources for Opportunity” in <i>Innovation and Entrepreneurship: Practice and Principles</i>.</p>	Guest: Mark Miller, Founder, Project FROG

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

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Week 4

Date	Topic	Assignments	Teleconference/guest
Class #8 Wed – Nov 9	Affordable, Efficient Urban Housing / Buildings	Case: Zeta Communities –Part A (Stanford Case E404, Part A – 5/20/11) Background Note: Be sure you have read Rating Environmental Performance in the Building Industry: Leadership in Energy and Environmental Design (LEED) (UVA-ENT-0053, Rev. 9/10) – it was assigned for last Thursday’s class (Nov 3).	
Class #9 Thu – Nov 10	Affordable, Efficient, Urban Housing / Buildings	Case: Zeta Communities –Part B (Stanford Case E404, Part B – 5/20/11)	

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

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SUSTAINABILITY, INNOVATION AND ENTREPRENEURSHIP
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Week 5

Date	Topic	Assignments	Teleconference/guest
Class #10 Wed - Nov 16	Corporate Strategy and Implementation in Two Industries	Additional Materials: <u>To Be Determined</u> Reading: “The Sustainable Economy,” by Yvon Chouinard, Jib Ellison, Rick Ridgeway, <i>Harvard Business Review</i> , October 2011 (HBR# R1110B)	Will Teichman (Darden MBA)
Class #11 Thu– Nov 17	Real Estate, Resorts; Ecosystem services markets	Case: East West Partners: Sustainable Business Strategy in Real Estate and Ski Resorts (UVA-ENT-0093) Readings: Aspen Skiing Company’s Testimony in the US House of Representatives, Committee on Natural Resources, Subcommittee on Energy and Mineral Resources, Oversight Hearing: “Towards and Climate Change on Public Lands” comments on March 15, 2007 by Auden Schendler, Aspen Skiing Company; http://www.aspensnowmass.com/environment/images/ASC_House_Climate_Testimony.pdf and “Greening the Piste,” by D.C. Smith, <i>Refocus</i> (Nov-Dec 2004): 28-30. http://www.aspensnowmass.com/environment/images/Refocus_greening_ND04.pdf Readings for Falling Springs: Visit these websites to obtain a basic understanding of markets for ecosystem services <ul style="list-style-type: none"> • http://www.ecosystemmarketplace.com/pages/dynamic/resources.library.page.php?page_id=7491&section=our_publications&eod=1 (scan 2011 update in menu, other info as your interests guide you) • http://www.ecosystemmarketplace.com/pages/dynamic/web.page.php?page_name=e_markets_intro&section=about_us • http://www.ducks.org/Conservation/EcoAssets/1311/EcologicalServices.html; • http://en.wikipedia.org/wiki/Ecological_goods_and_services; and • http://en.wikipedia.org/wiki/Market-based_instruments 	Guest: Aaron Revere, Darden MBA, former Director EWP Sustainability Program. Currently, Director of Real Estate, Tredegar Corporation/ Falling Springs, Richmond, VA

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

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SUSTAINABILITY, INNOVATION AND ENTREPRENEURSHIP
Late Week – Fall 2011
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Week 6

<p>Class #12 Wed – Nov 30</p>	<p>Green Chemistry & Materials Innovation</p>	<p>Case: Method: Entrepreneurial Innovation, Health, Environment, and Sustainable Business Design (UVA-ENT-0099)</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Meeting the Challenges to Sustainability through Green Chemistry,” by P. Anastas, <i>Green Chemistry</i>, (April 2003), http://www.rsc.org/ej/GC/2003/b211620k.pdf; • Introduction, Chapters 1-4 in <i>Green Chemistry: Theory and Practice</i>: 1-55; by P. Anastas & J. Warner (on reserve in the library); • “Green Engineering and Sustainability,” by P. Anastas, <i>Environmental Science & Technology</i> (Dec. 1, 2003) http://pubs.acs.org/doi/abs/10.1021/es032633u ; and • “Life-Cycle Approaches for Assessing Green Chemistry Technologies,” by R. Lankey and P. Anastas, http://pubs.acs.org/doi/abs/10.1021/ie0108191, <i>Industrial Engineering & Chemical Research</i>, vol. 41 (2002); <p>Visit WarnerBabcock Institute website: www.warnerbabcock.com</p>	
<p>Class #13 Thu – Dec 1</p>	<p>Clean Products for the Home</p>	<p>Case: Method Products Sustainability Innovation as Entrepreneurial Strategy (UVA-ENT-0159)</p> <p>Background Readings: B-Corporation: A New Sustainable Business Model (UVA-M-0155); Environmental Health: Chemicals in Breast Milk (UVA-ENT-0078) and Toxic Chemicals: Responding to Challenges and Opportunities (UVA-ENT-0043)</p> <p>Task: Complete Course Evaluation</p>	<p>Drummond Lawson – to be teleconferenced in from San Francisco, California, Method Corporate Headquarters</p>

Note: Please check the course website (or the assignment pages) for links to the articles not provided in your packets.

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SUSTAINABILITY, INNOVATION AND ENTREPRENEURSHIP
Late Week – Fall 2011
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Week 7

Date	Topic	Assignments	Teleconference/guest
Class #14 Tue – Dec 6	Final Papers	Work on Final Papers	
Class #15 Wed – Dec 7	Final Papers	Work on Final Papers	
Last Exam Day Tue, Dec 13	Papers Due	<p>Upload an <u>electronic copy</u> to the course (GBUS 8060) <u>Final Project Dropbox</u> AND GIVE A PAPER COPY to Debbie Quarles, Room 135 Faculty Office Building.</p> <p>Note: When you open the GBUS 8060 course folder the <u>Final Project Dropbox</u> is located on left-hand side of your screen – under the “Documents” heading.</p>	

Note: Please check the course website (or the assignment pages) for links to the articles not provided and/or the web pages.

GBUS 8463 BUSINESS AND SUSTAINABILITY

This course is intended to provide students with a comprehensive conceptual and applied understanding of the sustainability challenges and opportunities facing corporations on a global scale, with primary emphasis on environmental sustainability. Students will be exposed to a variety of pressing sustainability issues and to frameworks, techniques and approaches for successfully dealing with them. This will occur through readings, case studies, lecture-discussions, and presentations by guest faculty members, corporate executives and sustainability professionals. Because business cannot succeed in a world that fails, this course will examine some of the major factors that are contributing to the adoption of sustainability strategies as a means of gaining future competitive advantage by a number of global industry leaders. These include the inability of the public sector to meet the growing demands of a global society, the emergence of legislation and market mechanisms that are attaching a price to environmental and social impacts, and society's rising expectations of business in terms of health, safety, human rights, and the environment. The role of corporations in society has changed from one of creating shareholder value to one where performance is measured in terms of social, environmental and economic value added. Topics to be covered in the course include: sustainability concepts and frameworks, sustainable design, energy needs and climate change, water demands, waste, population growth, new collaborations, and strategic sustainability implementation.

Note: This course is also intended for all graduate students at the University of Virginia and a limited number of fourth-year students. To make this feasible and to allow participation by faculty from other schools within the University, the course will be offered one night a week for seven weeks with each class session lasting three hours.

Academic course objectives:

- To examine the sustainability challenges and opportunities facing corporations on a global scale
- To offer structured decision-making frameworks for addressing sustainability challenges and opportunities in ways that create value for business and society
- To equip students with an informed sustainability lens through which to make better business decisions
- To expose students to leading-edge thinking provided by faculty from a variety of academic disciplines, by corporate executives, and by sustainability professionals.

Elements of the course grade:

Class participation	30%
Sustainability project	40%
Individual written assignments	30%

BUSINESS AND SUSTAINABILITY
Fall – 2011

Professor Richard Brownlee
Darden School of Business

Professor Mark White
McIntire School of Commerce

Quarter 2, Wednesday Evenings, 6:00-9:00PM
Darden Classroom 170

Course Outline

<u>Class No.</u>	<u>Date</u>	<u>Topic</u>	<u>Guest Faculty/Speaker</u>
1	October 19	Introduction: Concepts, Frameworks and Applications	
2	October 26	Sustainable Companies and Socially Responsible Investing	
3	November 2	Measurement and Reporting	Prof. Lisa Colosi School of Engineering
4	November 9	Pricing the Planet: True Cost Accounting	Prof. Leon Szeptycki School of Law Aaron Revere GM – Falling Springs LLC
5	November 16	Corporate Leadership: Brownfield Mitigation	Prof. June West Darden School of Business
6	November 30	Sustainable Design and Eliminating the Concept of Waste	William McDonough Co-Founder, MBDC Founder, William McDonough+Partners Peter van der Linde Owner - van der Linde Recycling
7	December 7	Strategic Sustainability	

Note: The required book for this course is:

Embedded Sustainability: The Next Big Competitive Advantage
Chris Laszlo and Nadya Zhexembayeva, Stanford Business Books, 2011

BUSINESS AND SUSTAINABILITY
Fall – 2011

Professor Richard Brownlee
Darden Business School

Professor Mark White
McIntire School of Commerce

Course Project

Your course project is intended to provide you with an opportunity to enhance your learning with respect to some aspect of sustainability that has relevance to business, to Darden, or to the University of Virginia. It may be in the form of a research paper, a written description and analysis of a particular sustainability initiative, the creation of a mini sustainability case, or any other innovative idea that results in a written document that enhances your (and hopefully our) learning. You may work individually or in groups of two or three. If you are in need of ideas, feel free to contact Erika Herz, Darden's Manager of Sustainability Programs, as she has a number of sustainability issues and opportunities that could benefit from a student project.

Our expectation is that you will each need to spend about 12-15 hours on this assignment, with about equal time spent on research and analysis, and on writing and editing. We will evaluate your submission on both content and presentation. **Please limit your project to a maximum of 15 pages, double-spaced, excluding exhibits.** Footnotes and references may be shown at the end of your paper and are not part of the 15 page maximum. Once you have decided on a topic, please send us a brief description and, if applicable, the names of the group members.

Please attach a cover page that includes your name(s) and U.Va. Student ID Number(s). The remaining pages should include Student ID Numbers only. This assignment is due no later than **4:00 pm on Tuesday, December 13, 2011**. It should be submitted in the form of a PDF file and placed in the drop box which you will find in the course folder. Please don't hesitate to contact us if you have any questions. Be thoughtful, creative and have fun.

Richard Brownlee (Mr. B)
Mark White

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 1

Day and Date: Wednesday, October 19, 2011

Topic: Introduction: Concepts, Frameworks and Applications

Guest Faculty/Speaker: None

Reading: Embedded Sustainability, Chapter 1

Chouinard, Y., Ellison, J., and Ridgeway, R.
“The Sustainable Economy,” *Harvard Business Review*,
October 2011, pp. 52-62.

<http://cb.hbsp.harvard.edu/cb/pl/11092864/11092872/4cd24d4db9a70c62249c87ae61d9a8d4>

Case: *The Clorox Company: Leveraging Green for Growth*, HBS 512009

: <http://cb.hbsp.harvard.edu/cb/pl/11092864/11092875/80daef3f416955c5a05ed792c61d8486>

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 2

Day and Date: Wednesday, October 26, 2011

Topic: Sustainable Companies and
Socially Responsible Investing

Guest Faculty/Speaker: None

Reading: Embedded Sustainability, Chapter 2

Baue, B. 2008. "Investing for Sustainability," in Worldwatch Institute (Ed.), *2008 State of the World: Innovations for a Sustainable Economy*. New York: W. W. Norton, pp. 180-195. Available:
<http://www.worldwatch.org/node/5561#toc>

A Note on Socially Responsible Investing (UVA-DRAFT)

Case: THE ROTUNDA FUND (UVA-DRAFT)

Other: Short Written Assignment #1: Sustainable Company Vignette

ASSIGNMENT Sustainable Company Vignette

This assignment asks you to identify a company well-known for its efforts to achieve sustainability in its business operations and briefly summarize a) the motivation for engaging in these efforts, b) major accomplishments, and c) controversies/criticisms/bumps in the road.

Of course you'll need to introduce your company and establish its place within its industry. The "Five Ws" (who, when, why, where, and how – OK, that last one's not a W) may provide a helpful jumping-off place for thinking about how to structure your vignette.

We're looking forward to some sparkling prose, amusing anecdotes, wonderful new insights, and most of all, a great, engaging story. Think *New York Times* style and quality. We really hope you'll put some effort into this piece, because we're very interested in how you look at business firms engaged in these efforts, and because it's one of only two individual short written assignments we will receive from you prior to the written end-of-course project.

You're limited to two pages of single-spaced text. That's not very much space, so you'd best make the most of it. Sparkling, amusing, insightful, engaging – it *can* be done, and we know you can do it!

There are lots of sources for good company ideas. The following is a list of firms we've run across over the past semesters that would make for great papers, but there are certainly more. If you don't already have some ideas, then google "top sustainability companies" or something like that and you're sure to find some excellent candidates to review.

Patagonia	GE	First Solar
Nau	Goldman Sachs	Google
Interface Carpet	Better Place	Timberland
New Belgian Brewery	SC Johnson	Vestas Wind Systems
Herman Miller	P&G	Tesla Motors
RecycleBank	Apple Computer	DuPont
Stonyfield Farm	Dell	
Coca Cola (or Pepsi)	Westpac Banking Corp	

This assignment is due at the beginning of class on **October 26, 2011**. Please send it in PDF format to each of us (BrownleeR@darden.virginia.edu and WhiteM@darden.virginia.edu) prior to class.

PS – To enhance all of our learning, we are planning to post your vignettes on the course website. Ideally, each of you would select a unique company. However, we will allow a maximum of two students to write on the same company. Please email your selections to Prof. Brownlee; he will get back with you if your selection is already over the two-student limit. Signup is first come, first serve.

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 3

Day and Date: Wednesday, November 2, 2011

Topic: Measurement and Reporting

Guest Faculty/Speaker: Professor Lisa Colosi
School of Engineering

Reading: Deloitte Development LLC. 2009. *Lifecycle Assessment: Where Is It on Your Sustainability Agenda?* Available: http://www.deloitte.com/assets/Dcom-UnitedStates/Local%20Assets/Documents/us_es_LifecycleAssessment.pdf

Ernst & Young Faculty Connection, May 2011, “Responding to Climate Change and Environmental Sustainability Issues is Good for Business and Good for Our People,” Steve Starbuck

Ernst & Young Faculty Connection, May2011, “Corporate Sustainability Reporting: Becoming Mainstream,” E. Richard Brownlee, II

“Ernst & Young LLP Launches Academic Case Study on Sustainability Reporting,” Deanna White, Accounting WEB, September 7, 2011
<http://www.accountingweb.com/topic/ernst-young-llp-launches-academic-case-study-sustainability-reporting>

Case: Dilley, M. 2010. *Max Hamburger and The Natural Step*. Available: http://www.naturalstep.org/sites/all/files/Max-TNS-CaseStudy-FINAL_0.pdf

Ernst & Young. 2011. *CASE TBL Technology Considers Sustainability Reporting*. Available: [http://www.ey.com/Publication/vwLUAssets/CCaSS_case_study_first_time_sustainability_reporting/\\$FILE/CCaSS_case_study_first_time_sustainability_reporting.pdf](http://www.ey.com/Publication/vwLUAssets/CCaSS_case_study_first_time_sustainability_reporting/$FILE/CCaSS_case_study_first_time_sustainability_reporting.pdf)

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 4

Day and Date: Wednesday, November 9, 2011

Topic: Pricing the Planet: True Cost Accounting

Guest Faculty/Speaker: Professor Leon Szeptycki
School of Law

Reading: Millennium Ecosystem Assessment. 2005. *Ecosystems and Human Well-Being: Opportunities and Challenges for Business and Industry*. Washington: Island Press. Available:
<http://www.millenniumassessment.org/documents/document.353.aspx.pdf>

A Note on Wetlands Mitigation Banking: Ecosystem Services You Can Take to the Bank (UVA – DRAFT)

Case: MIDDLE PENINSULA ENVIRONMENTAL BANK (A) (UVA – DRAFT)

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 5

Day and Date: Wednesday, November 16, 2011

Topic: Corporate Leadership: Brownfield Mitigation

Guest Faculty/Speaker: Professor June West
Darden School of Business

Reading: Embedded Sustainability, Chapters 3 - 5

Case: REPURPOSING AMERICAN HISTORY: STEEL PRODUCTION
ENDS IN BETHLEHEM, PENNSYLVANIA (A) (UVA-BC-0226)

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 6

Day and Date: Wednesday, November 30, 2011

Topic: Sustainable Design and
Eliminating the Concept of Waste

Guest Faculty/Speaker: William McDonough
Co-Founder MBDC
Founder, William McDonough + Partners

Peter van der Linde
Owner – van der Linde Recycling

Reading: Embedded Sustainability, Chapter 6

“[Industrial Revolution, Take Two](#),” Matt Tyrnauer, *Vanity Fair*,
May 2008

Case: VAN DER LINDE RECYCLING AND
CONTAINER RENTALS (UVA – DRAFT)

Other: Short Written Assignment #2: Sustainability Challenge Response

ASSIGNMENT Sustainability Challenge Response

The journey to sustainability is not without its challenges. Unwelcome scrutiny of company activities, unfortunate accidents, incompatible business models – the path forward is rife with roadblocks. For this assignment, we're asking you to:

- 1) Identify and describe a **sustainability challenge** encountered by a company of your choice that impeded its sustainability journey
- 2) Briefly summarize **management's response** to that challenge
- 3) Evaluate the **appropriateness** and **effectiveness** of management's response using information gleaned from our class discussions, readings, other educational experiences, your own managerial experience or whatever source of information you find useful.

We intend for this to be an enjoyable and satisfying assignment, and we ask that you limit your paper to a maximum of two pages, single-spaced. This assignment is due prior to the beginning of class on **Wednesday, November 30, 2011**. Please submit this assignment in the form of a PDF file and place it in the drop box which you will find in our course folder.

BUSINESS AND SUSTAINABILITY

Fall – 2011

Assignment

Class Number: 7

Day and Date: Wednesday, December 7, 2011

Topic: Strategic Sustainability

Guest Faculty/Speaker: None

Reading: Embedded Sustainability, Chapters 7 and 9

Sabeti, H. 2009. *The Emerging Fourth Sector [Executive Summary]*.
Washington: The Aspen Institute. Available:
http://www.fourthsector.net/attachments/39/original/The_Emerging_Fourth_Sector_-_Exec_Summary.pdf?1253667714

Case: SUSTAINABILITY AT MILLIPORE
<http://cb.hbsp.harvard.edu/cb/pl/11092864/11092866/531521b15c29dc6eab81011acc097410>

Assignment:

1. Assess the success of Millipore's sustainability initiatives to date and recommend how the company should prioritize projects going forward.
2. Millipore initially set a greenhouse gas reduction target of 20% by 2011. What do you recommend the company select for its **next** reduction targets? (Recall that key parameters include choosing between absolute and relative reduction, a percentage reduction level, its duration, and the scope of emissions covered).

Professor Robert D. Landel

University of Virginia

The Darden School

landelr@darden.virginia.edu

Systems Design and Business Dynamics

Course Description:

This course will introduce fundamental skill sets that can accelerate your ability to diagnose and manage complex business issues. Find out how to use systems analysis techniques and simulations to isolate and describe the often intangible factors that affect the performance dynamics of a business. An entity's own operating structures and information flows, in addition to those of its customers, competitors and suppliers are all part of the competitive structure that you will explore. Delays in the impact of past decisions, consequences outside of the direct sphere of influence, and the interactions of intangible variables all give rise to business complexity. Learn to assess and quantify the behavior of a complete system by identifying the critical variables, constraints and policy decisions that reinforce business growth or performance decline. Utilize archetypes to identify common business mode failures and explore the applications of strategic mapping techniques across many industries and job functions. Discover how to create desirable business dynamics by acting upon the system at specific points of leverage.

Who Should Take the Course?

Students who are interested in adding a dimension to their critical thinking and business design skills will be interested in this course. General managers and strategy consultants use systems thinking skills to examine the interconnectedness of business processes and policy structures and to judge how a change in any one area might affect the performance of an entire system over time. Students who are interested in learning a new approach to communicating with others will benefit from learning to utilize a systems design approach for facilitating discussions aimed at developing new mental models of complex business systems.

Course Structure and Principal Modes of Instruction

This course is highly participatory, relying on workshops, simulations and interaction with classmates to complement readings, cases and exercises. Students practice analyzing business performance patterns and hypothesizing which business system structures, information flows and delays could have created the patterns of interest. Students develop proficiency in applying systems archetypes and systems mapping tools to represent the narrative behind a particular business dynamic. Finally, students utilize several business simulations to design and test new managerial systems policies aimed at improving performance. Throughout the course, special emphasis is placed on the ability to communicate with others to build a shared understanding of business processes, system design decisions and business performance insights.

Grade Components:

Class Contribution and Selected Preparation Exercises: 50%

Final Systems Design Project Assignment Case: 50%

Class Materials:

The Course Packet (Part I and Part II) will be distributed via Darden. The book "Thinking in Systems" by Donella H. Meadows can be purchased at the Darden Exchange Bookstore.

Class Assignments:

The class assignments will be posted on the course web site and are not in the Course Packet; we do this in order to permit some class assignment flexibility as the course progresses. Please note that some assignments will also contain items to be downloaded.

Link to the Fall 2011 course web site

Software Requirement:

We will use the itthink v9.1 mapping and modeling/simulation software developed by isee systems, inc.

You will need the itthink v9.1 software installed on your laptop for preparations, Class #3, Friday, October 21. I recommend that purchase and download the software prior to until Class #2 preparation time.

Attendance and Class Contribution:

I expect students to inform me before class via email if they will be absent or late. More than two non illness-related absences will result in a participation grade no higher than a low performance. With respect to class contribution, quantity counts, but quality is what really matters. I will be looking for ways that students raise the learning level of the group as a whole. Students' ability to explain their approach and insights, synthesize concepts, and demonstrate their thinking is recognized.

Additional Resources:

Although we will read cases and have discussions about many different systems and business settings (manufacturing and services) and problem situations, we may not have the opportunity to address issues and related to the setting in which you are most interested. We will take time in most classes to address applications observations. Also, I will be available outside of class or by e-mail to discuss supplemental applications with students and point them to the appropriate references, including case studies, books, and practitioner and academic articles. I would be delighted to pursue those interests with students and encourage making an appointment to see me.

Systems Design and Business Dynamics

GBUS 8430 Fall Q2 2011

Course Syllabus (rev. November 7, 2011)

Class #1, Wednesday, October 19, 2011

Topic Systems Thinking: Links, Loops and Causality
Business Issue Visualizing Systems and Communicating with Causal Loop Diagrams
Materials Chapter One, "The Basics", *Thinking in Systems*, pp. 11 - 17
Chapter 5, A Shift of Mind, *The Fifth Discipline: The Art and Practice of The Learning Organization*, Peter M. Senge, pp. 68 - 91
Chapter 5, "Tools for Systems Thinking: Causal Loop Diagrams" "*Business Dynamics*" by Professor John Sterman, MIT

Class #2, Thursday, October 20, 2011

Topic Systems Thinking: Archetypes
Business Issue Formulating and Communicating Your Mental Model
Materials Chapter 17, "The Language of Systems Thinking: Links and Loops", *The Fifth Discipline Fieldbook*; Read pages 113-140 and 145-148
Appendix 2, "Systems Archetypes," *The Fifth Discipline, The Art and Practice of the Learning Organization*
Practice Problems (Course Folder and Assignment Sheet hyperlink)
Signet Banking—Partnership Dynamics (UVA G 0546)
Additional Practice Problems After Class
Airline Security (UVA OM 1216)
Rise and Demise of the Innovative Entrant (UVA OM 1217)
Citigroup Asset Management (UVA OM 1218)

Class #3, Friday, October 21, 2011

Topic Visualizing and Rehearsing Strategy
Business Issue Systems: Operational Thinking
Software *ithink* 9.1.4 software
Materials "Visualizing and Rehearsing Strategy," *Business Strategy Review*, 1999, Vol. 10, Issue 3, pp.17 -25
Chapter One, "The Basics", *Thinking in Systems*, pp. 17 - 25

Class #4, Wednesday, October 26, 2011

- Topic** The Operational Basics of Stocks, Flows and Feedback
- Business** How Systems Create Their Own Behavior
- Issue**
- Materials** Operational Systems Thinking (UVA OM 1430) pp. 1 - 10
Model Building Tutorial: via Access Link to isee systems
Mapping and Modeling Exercises
Colby General Hospital (A) (UVA-OM-1042)
- Reply Request** E-mail Self-Selected Group Information or a Request for Assignment from a Pool: Please respond to Professor Landel's email request ASAP or at the latest, by 6:00 p.m., Wednesday, October 26.

Class #5, Thursday, October 27, 2011

- Topic** Decomposition of a Managerial Problem into a Stock-Flow Map
- Business** System Modeling and Improving Performance
- Issue**
- Materials** Mayo Medical Transport (MMT) (UVA OM 1214)

Class #6, Wednesday, November 2, 2011

- Topic** Understanding Oscillations
- Business** Deepening Systems Understanding through Simulation Analyses
- Issue**
- Material** Colby General Hospital (A) (UVA-OM-1042)
Premier Professional Services, Inc. (UVA OM 0967)
Premier Professional Services, Inc.: Building a Systems Simulation Model (UVA OM 1373)

Class #7, Thursday, November 3, 2011

- Topic** Putting the Systems Thinking Tools to Work: An Individual Assignment
- Business** Address a Chronic Addiction Problem: Spiraling Credit Card Debt
- Issue**
- Material** Jason Credit Card Debt (UVA OM 0909)
- Special** Individual Mapping Assignment
Group Workshops During Class
Full Group Attendance "Expected"

Class #8, Wednesday, November 9, 2011

- Topic** Systems Thinking and Re-Design: A Group Assignment
- Business** Systems Design Considerations: Spiraling Credit Card Debt
- Issue**
- Materials** Jason Credit Card Debt (UVA OM 0909)

Class #9, Thursday, November 10, 2011

- Topic** Deeper Dives in Systems Behavior: Linking Behavior Patterns to Map Structures and Parameters

Business Issue Structural Considerations in the Design of Feedback Systems
Materials Reengineering a Supply Chain Model (Course Folder Class 9)
Premier Professional Services Model (Course Folder Class 6)

Class #10 Wednesday, November 16, 2011

Topic Sustainability and Thinking in Systems
Business Issue Understand how renewable commodity systems structure cause resource depletion and environment pollution
Materials Sustainability Challenges in the Shrimp Industry (A) UVA-OM-1388
Chapter Five, "Systems Traps...and Opportunities", *Thinking in Systems*, pp. 116 - 121
Shrimp Commodity Systems Learning Lab UVA OM 1405 (*Forio Simulate*)
Shrimp Commodity Systems Learning Lab UVA OM 1405S (Simulation) (*to be distributed*)
Shrimp Commodity Systems Learning Lab: Guidance Notes UVA OM 1428(*to be distributed*)

Class #11, Thursday, November 17, 2011

Topic Sustainability and Thinking in Systems
Business Issue Understand how renewable commodity systems structure cause resource depletion and environment pollution
Materials Shrimp Commodity Systems Learning Lab UVA OM 1405S (Simulation) (*Forio Simulate*)
Shrimp Commodity Systems Learning Lab: Guidance Notes UVA OM 1428 (*to be distributed*)

Class #12 Wednesday, November 30, 2011

Topic Building Collaboration Using Systems Thinking and Modeling
Business Issue Systems Thinking Application: Youth Violence Systems Project
Guest Steve Peterson, Principle Consultant at Lexidyne, LLC
Materials Practices to Connections
YVSP Model in GBUS8430 Course Folder

Class #13, Thursday, December 1, 2011

Topic Systems Design and Leverage Points
Business Issue Multiple Stakeholders System Thinking and Design Challenges
Materials The Northern Forest (A) UVA-OM-1107

Class #14 and #15, Tuesday, December 6 and Wednesday, December 7, 2011

Topic Putting Your Systems Thinking and Design Skills to Work
Business Issue A Systems Design Project Challenge
Materials Opportunity Consultants, Inc. (Darden Case)
Chapter Six, "Leverage Points - Places to Intervene in a System", *Thinking in Systems*

Special Request Final Project Group Workshop During Class on 12/06/11 and 12/07/11
Individual Assignment due by Class 12/06/11
Full Group Attendance "Expected" on 12/06/11 and 12/07/11

Special Notes:

1. An individual preparation will be assigned and expected to be turned into Professor Landel before the start of Class #7. This assignment will be constructed for you to apply the tools and thinking processes of the course to a chronic problem. Workshop-Class time will be devoted to helping you judge your own preparations and capabilities developed to date. This assignment is part of your "Contribution" component in the course. It is an opportunity for you to calibrate your development in systems thinking.
- 2.. Students will form into self-selected groups (size = 4 students per group) for in-class workshop activities to be conducted during Class 7 and for preparation activities for Class 8, and also for the activities associated with the systems design course project that begins with Class 14.
3. Preparations for the Systems Design course project will begin with an individual student preparation activity required as a submission at the start of Class 14. This assignment is part of your "Contribution" component in the course. Preparations for the system design project will continue during workshop time during Classes 14 and 15 in the student groups formed for classes #7 and #8.
4. The systems design report will be due by the end of the Q2 exam period (12/13/11). No additional paper will be assigned for the exam period.



BUSINESS-GOVERNMENT RELATIONS
GBUS 8330
Spring 2011
Syllabus

Instructors: Alan R. Beckenstein, Professor of Business Administration
Peter Prowitt, Visiting Lecturer of Business Administration
and Manager, Government Relations, General Electric

Schedule: The course will follow the spring, First Half, Early-Week calendar. It will meet from 4:30- 5:55 p.m. (It would occasionally be useful if the class could meet in a longer session in lieu of other class time. At our first meeting, we will discuss whether this is acceptable to all enrolled; if it is not, we will maintain the current schedule.)

Course

Description: The purpose of this course is to equip students to be the type of managers who understand government processes, are politically aware, are mindful of the interaction between media, government, and business and appreciate how business can gain strategic advantage by monitoring and working with government at all levels. The course will prepare students to meet these managerial requirements and to participate in complex decisions when changing laws, regulations, and other governmental factors that have major long-term implications. In addition to case situations and readings on current issues, selected speakers from business and government will add their expertise.

Academic course objectives:

- Appreciate how government policies and decision makers can affect strategic choices and the performance of companies
- Understand the interplay between policy, process, and politics in business and government relations
- Understand the modes of participation in the political process and the differences between individual company action and collective action
- Examine various methods of advocacy and the role of the media

- Explore the political and public policy agendas and mechanisms in developed countries and look at the similarities and differences across countries and regions
- Apply analytical tools to selected business and government relations topics

Grading: The course grade will be determined by the following:

Classroom Contribution*	40%
Two Written Assignments**	60%

*Students will be asked to “publish” several “insight memos” on guest speakers. These memos will be counted as part of the classroom participation grade.

**The specific written assignments will be defined in a handout on the first day of class in January.

Attendance: Attendance at all classes is expected. We shall use the usual Darden School definition of excused absences. Unavoidable absences should be reported prior to class (other than sudden illness) to the instructor. More than two unexcused absences will affect the student's class participation grade.

Class Preparation

Expectations: It is expected that most classes will require 2 – 2.5 hours of preparation. You will benefit more from the course if you commit to that level of preparation.

Topics:

- I. The Changing Business-Government Relationship
- II. "The System"
 - Legislative Branch
 - Executive Branch
 - Politics and the Media
- III. Business-Government Relations in Practice
 - Modes of Participation
 - Individual Action
 - Collective Action
 - Advocacy Techniques
 - Business-Government Relations Abroad

IV. Specific Issues: Applying the Tools

- Climate Change
- Financial Services Re-regulation
- Health Care Policy
- Crisis Management
- Regulation of Transportation Industries
- Review current Economic Stabilization efforts and Government Responses to current global economic challenges
- Regulation and Nationalization

Books:

I. Required Text (available at Darden Exchange in early December)

Robert Rubin and Jacob Weisbert, In an Uncertain World, Random House, 2004, Paperback edition.

II. Books on Reserve in the Darden Library

Two books are on Reserve in the Darden Library:

1. Hedrick Smith, The Power Game, 1996
2. Richard Lehne, Government and Business: American Political Economy in Comparative Perspective, Chatham House/Seven Bridges Press, 2001, paperback.

We shall most likely suggest a few chapters of these books for optional reading. Foreign students will find the background in the Smith book helpful and could benefit from reading a few chapters prior to the beginning of the course. Students with little previous education or experience with government will find both the Lehne and Smith books useful optional background reading. There are 15-20 copies of each on Reserve.

The Smith book is a classic study of how government institutions interact with each other, and external stakeholders. The Lehne book has details on comparative systems across countries. For those who wish to supplement their knowledge on the topics of the course, these resources can provide additional insights on business and government relations.

Speakers:

The course will have speakers with experience in the legislative and executive branches of government, as well as business people experienced with international business-government relations.

**Draft
Outline for BGR 2012**

<u>Class</u>	<u>Day</u>	<u>Date</u>	<u>Topic</u>
			<u>Class Leader</u>
0 PP	M	1/16	Civics Optional Session
1 PP/AB	T	1/17	All You Need is Love: Southwest Airlines (A) Rubin, Ch. 1

2 PP	M	1/23	BGR at GE (Postponed due to Peter's Travel Problems) Rubin, Ch. 4
3 AB	T	1/24	All You Need is Love: Southwest Airlines (B) Rubin, Ch. 7

4 AB	M	1/30	Dodd-Frank/Financial Re-Regulation
5 Branch	T	1/31	GUEST SPEAKER: Robert Kyle: Trade and The Executive RDK (2 hr. class) Rubin, Ch. 5

6 LFP	M	2/6	GUEST SPEAKER: LF Payne—Fiscal Politics I Rubin, Ch. 6
7 PP	T	2/7	BGR at GE Rubin, Ch. 4

8 AB	M	2/13	Unilateral Economic Sanctions (Three Gorges Dam) Rubin, Ch. 12 & optional suppl. reading: from Lehne
9 AB	T	2/14	Railroad Regulation I

10 PP	M	2/20	Legislative Branch Issues/Sarbanes Oxley/Budget, Authorization, Appropriations Processes (2 hr. class) Rubin, Ch. 13

(First Paper Due at 4:30 p.m.)

11 T 2/21 GUEST SPEAKER: Bruno Maestri: BGR at
BM
Norfolk Southern/Railroad Regulation II

12 M 2/27 GUEST SPEAKERS: Marc Short/Jonny Hiler—Fiscal Politics II
MS/JH
(2 hr. class)

13 T 2/28 Comparative BGR Presentations
PP/AB

14 M 3/5 Comparative BGR Presentations
PP/AB

15 T 3/6 No Class (to compensate for 2 hr. classes)
Second Paper Due (last day of the exam period)

BUSINESS-GOVERNMENT RELATIONS
Assignments—Classes 1 through 4

Class 1 – Monday, January 24

- Readings:**
1. BGR Course Outline (in Course Book)
 2. All You Need is Love: Southwest Airlines and the Wright Amendment (A) (UVA DRAFT) (In Course Book)
 3. Rubin and Weisman, In an Uncertain World, Note from the Author (5 pp) and Chapter 1 (“The First Crisis of the Twenty-first Century”) Hereafter we will refer to this required book as “Rubin.” You should have already bought your copy from the Darden Exchange, as indicated in your course outline.

Assignment Questions:

1. What are the strategic issues facing Southwest in early 2005 regarding the Wright Amendment? What has changed since 9/11/01 that makes the situation ripe for reconsideration?
2. Explain the stakeholders and their interest in the Wright Amendment. How did the coalitions form to produce the legislation in the first place? How have the “stakes” changed since 9/11/2001 for the former stakeholders and what new stakeholders have emerged?
3. What has been the business-government relations strategy for Southwest and how might it change moving forward?

Class 2 – Tuesday, January 25

Topic: “Business-Government Relations at GE”

Reading: General Electric Annual Report (to be handed out in class on Monday, Jan. 24)

Website: <http://www.ge.com>
http://www.ge.com/investors/financial_reporting/index.html)

Assignment:

1. Given their business interests, as stated by the annual report and the website, how might GE choose to deal with government, both in the U.S. and globally? What policy issues would be of greatest interest to GE in the U.S.?
2. Peter Prowitt will lead the discussion about GE and its business-government relations strategies, focusing more on the U.S. Please be prepared in depth on the questions posed.
3. Rubin, Chapter 4 (“A Political Education”)

Class 3 – Monday, January 31

Topic: “A Case Study in Business-Government Relations”

Case: All You Need is Love: Southwest Airlines and the Wright Amendment (B) (UVA DRAFT)
 See also “Wright Editorials”
 (Both materials will be posted after we discuss SW (A) in Class 1)

Assignment:

1. Review the lessons from the Southwest Airlines (A) case that we studied last week.
2. For the (B) case, what would have been the best policy outcome in this case? How did the process affect the outcome? What was the role of politics?
3. Consider the strategies and arguments employed by: 1) Senator Hutchison, 2) Southwest Airlines, 3) American Airlines, and 4) DFW Airport.
4. Be prepared to explain how you would have dealt with these issues for one of the stakeholder positions above.

Class 4—Tuesday, February 1

Speaker: Robert Kyle, Esq.

Mr. Kyle is currently a partner at Hogan & Hartson, Washington D.C. He served as Associate Director for National Security and International Affairs, Office of Management and Budget (OMB) during the Clinton administration and as Special Assistant to the President for International Trade and Finance Policy (National Security Council/National Economic Council). He also served as Chief Trade Counsel to the U.S. Senate Finance Committee, and was an investment banker at Lehman Brothers, Washington D.C. He is a graduate of Cornell University, Oxford University (Marshall Scholar) and Harvard Law School.

Assignment:

Please review/watch the January 25, 2011 State of the Union Address and the GOP and Tea Party response (links below) and consider the following questions:

1. What were President Obama's objectives in writing and delivering the State of the Union? Who are the President's audiences?
2. What were the principal themes of interest to the US business community? To the global business community?
3. What were the objectives of the Republican spokesman, Congressman Paul Ryan? What policies did he emphasize?
4. Why was the 'Tea Party Response' different in character from President Obama's and Congressman Ryan's addresses? What were her objectives?
5. How should the business community respond to the policies discussed in the State of the Union, the Republican, and Tea Party addresses?

http://www.whitehouse.gov/state-of-the-union-2011?utm_source=site&utm_medium=banner&utm_campaign=sotu

This is the "enhanced" version of the State of the Union Address, January 25, 2011.

<http://www.whitehouse.gov/the-press-office/2011/01/25/remarks-president-state-union-address>

Written Copy of the President's State of the Union Address, January 25, 2011 (in case you prefer to read the address instead of watching it)

<http://politicalticker.blogs.cnn.com/2011/01/25/official-gop-state-of-the-union-response-by-rep-paul-ryan/>

GOP Response – House Budget Committee Chairman Paul Ryan

http://www.youtube.com/watch?v=1fRxO_Yx99I

Bachmann Tea Party Response

Reading: Rubin, Chapter 7

BUSINESS-GOVERNMENT RELATIONS
Assignments—Classes 5 through 6

Class 5 – Monday, February 7

Topic: “Financial Deregulation Policy/Dodd-Frank Act

Reading:

Please read the following three pieces:

1. Financial Services Reform in the Wake of the GFC (Darden Draft)
(in Course Folder)
2. “Brief Summary of the Dodd-Frank Wall Street Reform and Consumer Protection Act,” U.S. Senate, 7/1/2010.
http://banking.senate.gov/public/files/070110_Dodd_Frank_Wall_Street_Reform_comprehensive_summary_Final.pdf
3. “Reinventing Financial Regulation,” The Washington Post, May 21, 2010.
(<http://www.washingtonpost.com/wp-dyn/content/graphic/2010/05/20/GR2010052004992.html>)

Skim the following pieces for more details and perspectives as needed:

4. Douglas Elliott, “Passage of Financial Reform Will Make Us Safer, at a Reasonable Cost,” Brookings Institution Blog, 9/13/2010
http://www.brookings.edu/opinions/2010/0716_financial_reform_elliott.aspx
5. The Shadow Financial Regulatory Committee, American Enterprise Institute, “Missed Opportunities in the Dodd-Frank Act,” September 13, 2010
<http://www.aei.org/paper/100139>

Assignment Questions:

1. Evaluate the most important policy issues in the Dodd-Frank Act. How likely are the policies to be effective in solving the problems they are meant to address?
2. What are the process and politics factors that led to this huge bill?
3. Evaluate the issues of systemic risk, moral hazard, and the Volcker Rule described briefly in the text and the Appendix.

Class 6—Tuesday, February 8

Topic: “Governance of Climate Change Policy”

Speaker: Kevin Fay, Partner, Alcalde and Fay, and Director, International Climate Change Partnership (ICCP)
http://www.alcalde-fay.com/meet_the_firm/BiosDetail.cfm?id=26

The Climate Change debate affects the global business community. Many companies participate as stakeholders in scientific and governmental policy debates -- sometimes in their capacity as individual advocates, and sometimes through collective vehicles such as coalitions or trade associations. There are advantages and disadvantages to each modality. Mr. Fay is an experienced leader of an important collective business voice in the climate change debate. He is expert in US and international governmental processes surrounding climate change issues, and will offer insights concerning the role of business in formulating governmental policy.

Readings:

1. Climate Policy Blueprint: Report of the National Conference on Climate Governance (prepared by UVA’s Miller Center of Public Affairs after a Dec 11-12 2008 conference), pp. 14-57. (pdf file in course folder.)
2. “As The World Burns: How the Senate and the White House missed their best chance to deal with climate change” by Ryan Lizza, *New Yorker*, October 11, 2010. Please access this article through the following link:
http://www.newyorker.com/reporting/2010/10/11/101011fa_fact_lizza?printable=true

Assignment Questions:

1. In light of the uncertain political future, what posture do you advise a company to take on climate regulatory issues? Also, what are the advantages of collective action vs. single company action in this arena?
2. How do you identify a path forward to address greenhouse gas emissions in light of the current political climate?
3. If you still think that market-based mechanisms including cap-and-trade are valid policy measures, how do you resurrect them?
4. How do you position yourself to deal with the impacts of the international policy process in this area?

BUSINESS-GOVERNMENT RELATIONS
Assignments--Classes 7 and 8

Class 7—Monday, February 14

Topic: “Business-Government Relations during a Time of Major Regulatory Reform: an Industry Perspective”

Speakers from Bank of America: (Bios attached)

1. Marie LaQuerre, Senior Vice President (pronounced “La Care”)
2. Ray Hernandez (Darden 2008), Vice President

Reading:

1. Introduction to the Regulatory Process for Dodd-Frank
 - CRS Report on Rulemaking Requirements and Authorities...Dodd Frank
http://assets.opencrs.com/rpts/R41472_20101103.pdf (skim the first 27 pages)
2. Industry Agenda for Dodd-Frank
 - The footnote on all communications by the American Bankers Association (ABA) reveals the mission of this collective industry group:
 “ABA brings together banks of all sizes and charters into one association. ABA works to enhance the competitiveness of the nation's banking industry and strengthen America's economy and communities. Its members – the majority of which are banks with less than \$125 million in assets – represent over 95 percent of the industry's \$13.6 trillion in assets and employ over 2 million men and women.”
 - <http://www.aba.com/Industry+Issues/RecentCommentLetters.htm>
 This is an interesting list of issues upon which the industry association has chosen to comment. It gives an overview to the scope of collective action (industry wide) upon which ABA members presumably agree. Skim the list to gain an appreciation of the range of issues involved.
3. Two Specific Issues with Both Government and Industry Positions Offered
 - Debate on Overdraft Protection
http://www.aba.com/NR/rdonlyres/DC65CE12-B1C7-11D4-AB4A-00508B95258D/67758/cl_OTSOverdraft2010June28.pdf
<http://www.ots.treas.gov/files/482132.pdf>
 - Credit Card /Truth in Lending issues/Reg Z
http://www.federalreserve.gov/consumerinfo/wyntk_creditcardrules2.htm
<http://www.aba.com/NR/rdonlyres/DC65CE12-B1C7-11D4-AB4A-00508B95258D/64081/112009finalRegZ.pdf>

Assignment:

1. What are the key elements of the regulatory environment for implementing Dodd-Frank? Use our material from Class 5 and the CRS document to gain an appreciation of the process and politics.
2. Consider the position of a large financial institution attempting to develop its BGR strategy on these issues. How should they proceed? What are the many types of relationships that a large bank would have with the various government stakeholders?
3. Prepare a policy analysis of *one of the two* specific issues offered in the assignment and familiarize yourself with the other one broadly. Be prepared to offer your analysis in class.
4. Consider the capabilities required of a senior executive leading the organization through this set of issues.

Class 8—Tuesday, February 15

Topic: “Unilateral Economic Sanctions”

Case: Amalgamated Turbines and Three Gorges Dam (*In course book*)

Reading: Rubin, Chapters 4 & 5

Assignment:

Using the questions on page 5 of the case as a guide, develop a strategy for Jack Montgomery in dealing with the issues at Three Gorges.

BUSINESS-GOVERNMENT RELATIONS
Assignments--Classes 9 and 10

Class 9—Monday, February 21

Topic: “Fiscal Challenges and Politics: A Current Look at Federal and State Budgets”

Speaker: The Honorable L.F. Payne (Darden ‘73)

Mr. Payne is President of McGuire Woods Consulting. His background can be found at <http://www.mwcllc.com/people/l.-payne> . The background on his firm can be found at <http://www.mwcllc.com> .

Reading:

1. President Obama’s Budget Message.
http://www.whitehouse.gov/sites/default/files/omb/assets/budget/03_Presidents_Message.pdf
2. Conrad Statement. http://budget.senate.gov/democratic/index.cfm/pressreleases---statements?ContentRecord_id=58787b2e-0a7c-4491-bb43-

[1f24dcd891bc&ContentType_id=40fa0d81-5955-4941-88e6-75ce8cfd67b4&98533c0c-fb7f-4c08-9a85-cdcbe5fc6c8&Group_id=2ae1491e-2251-4893-9fae-fdfc42](http://www.budget.house.gov/News/DocumentSingle.aspx?DocumentID=224881)

3. Ryan Statement.
<http://budget.house.gov/News/DocumentSingle.aspx?DocumentID=224881>
4. Concord Coalition Statement. <http://www.concordcoalition.org/press-releases/2011/0214/concord-coalition-says-presidents-proposed-budget-falls-short-entitlement-a>
5. Cato Institute. http://www.cato.org/pub_display.php?pub_id=12752
6. Concord Coalition Budget Exercise.
http://www.federalbudgetchallenge.org/budget_challenge/sim/budget_master.html
7. State Budget Issues:
http://www.newamerica.net/publications/policy/the_fiscal_crisis_in_state_government_and_what_should_be_done_about_it

Assignment:

Consider the various aspects of the budget debate and be prepared to discuss these with LF Payne. Consider the challenges at both the federal level and the state level.

More specifically:

1. Read the various articles in the links.
2. Spend 20 minutes doing the Budget Exercise (number 6 above) to get a feel for the magnitudes.

(continued on next page)

BGR Assignments—Classes 9 and 10 (continued)—Page Two

(Assignment for Class 9 Continued)

3. How does the US balance the short-term macro impact of a budget cut with the effects intermediate-to-long-term of improving growth rates? (Think of the different effects predicted from an IS-LM approach and a Solow Growth Model approach from GEM last year.)
4. How do the states solve their budget problems? Is there a connection between federal and state issues?
5. What are the dominant process and politics opportunities and challenges in the budget debate?

Class 10—Tuesday, February 22

******Note: This class is a long class; it will run 4:30 – 6:30 p.m.******

Topic: “The Legislative Branch”

- Reading:
1. Sarbanes-Oxley Act (9-304-079) (*in course book*)
 2. U.S. Congressional Authorization and Appropriations Process -- UVA-OM-1212 (*in course book*)
 3. Rubin, Chapter 12

Assignment:

1. Read the Sarbanes-Oxley case with an eye toward understanding: 1) the policies; 2) the legislative processes involved in its creation; and 3) the roles played by stakeholders inside and outside government.
2. Read the U.S. Congressional Authorization and Appropriations Process note. What are the objectives of the authorization process? The appropriations process? Why is this understanding important to companies with an interest in government spending in a particular program?
3. Supplemental Reading (*optional*, but useful.) For those who are not well-informed on the U.S. Government; you could read/skim some of this over the next few weeks): Richard Lehne, Government and Business, on BGR Reserve in the Library. Suggested sections: 1) origins of government and business-pp.3-22; 2) the stakes in governmental systems-pp. 57-74 and comparative institutions-pp. 66-74; 3) lobbying the Executive Branch-pp.152-168; and 4) lobbying connections (legislative branch)-pp. 134-151.

BUSINESS-GOVERNMENT RELATIONS
Assignments--Classes 11, 12 and 13

Class 11—Monday, February 28

Topic: “Economic and Public Policy Analysis in the Rail Freight Industry”

Reading:

1. Joseph Kalt and Lexecon, “Briefing: The State of U.S. Railroads and The Challenges Ahead,” Association of American Railroads, September 28, 2009 (PowerPoint Presentation)
2. Book of AAR documents on Rail Freight Issues and the State of the Industry
3. Committee on Commerce, Science and Transportation, “The Current Financial State of the Class I Freight Rail Industry,” Staff Report for Chairman Rockefeller, Sept. 15, 2010

Assignment:

1. Read the Kalt, AAR and Rockefeller Committee reports on the economics of rail freight and the state of competition in the industry.
2. What is unique about the economics of competition in freight rail?
3. How do you judge the adequacy of competition and performance in a network industry?
4. Compare and contrast the characterizations of the adequacy of competition and performance in the freight rail industry in the AAR and Kalt documents vs. that of the Committee on C, S, & T.
5. Suppose you are an executive of a large railroad. Be prepared to state in class an effective argument as to why differential demand-based pricing is a necessity for the health of the industry.

Class 12—Tuesday, March 1

****Note: This class is a long class; it will run 4:30 – 6:15 p.m.****

Topic: “Legislative Agenda and GOP Policy Considerations”

Speakers: Marc Short (D ’04) and Jonny Hiler (D’10)

Marc Short’s bio is in the course folder.

Jonny Hiler (D’10) is a Policy Advisor with the House Republican Conference, currently led by Chairman Jeb Hensarling (TX-05), handling a portfolio of policy issues including national security/foreign affairs, financial services, and trade. Prior to working on Capitol Hill, Jonny served as a naval officer, including two tours at sea in support of the U.S. Navy’s missions in the northern Arabian Gulf and western Indian Ocean and a tour as a Political-Military Affairs Officer in Bahrain. Jonny graduated from the U.S. Naval Academy in 2003 with a B.S. in Economics.

Reading:

1. Republican Study Committee—(a caucus of approx. 180 GOP Members)
 - http://rsc.jordan.house.gov/UploadedFiles/Spending_Reduction_Act--TWOPAGER.pdf
 - http://rsc.jordan.house.gov/UploadedFiles/SRA-Extended_SummaryFINAL.pdf
2. NYT Op-ed, Paul Krugman: “Eat the Future,” 13 February, 2011
3. House Republican Conference, “An Overview of CBO’s January Budget and Economic Outlook” — <http://www.gop.gov/policy-news/11/01/26/an-overview-of-cbos-january>
4. Mercatus Center— <http://reason.com/archives/2011/02/03/the-truth-about-the-debt-ceiling>
5. Treasury Secretary Letter to Congressional leadership, 06 January, 2011
6. “What’s REALLY in the Dodd-Frank Financial Reform Bill?” — <http://financialservices.house.gov/singlepages.aspx?NewsID=1730>
7. “What’s NOT in the Dodd-Frank Bill?” — <http://financialservices.house.gov/FinancialSvcsRepMedia/file/112th%20Congress/thebalancesheet.pdf>
8. House Republican Conference, “Sinking on QE2” — <http://www.gop.gov/policy-news/10/11/16/sinking-on-qe2>
9. Federal Reserve Bank of New York, “The Founding of the Fed” — http://www.newyorkfed.org/aboutthefed/history_article.html
10. Rubin, Chapter 13

Assignment Questions:

- 1) What are some of the stakeholder interests that GOP leadership must consider in driving the budget debate? What are the short- and long-term tradeoffs both in terms of policy and politics?
- 2) What might be the business impacts of a policy decision such as raising (or not) the debt ceiling? From a process perspective, how does the public element affect negotiating

tactics? Who has more leverage? How can that be countered? Is there a ZOPA (zone of possible agreement)?

Consider the GOP's options with control of the House, specifically the options of oversight vs. obstruction. Also, consider how various entities can influence the implementation and/or removal of certain provisions.

3) What are the political considerations of the GOP as Dodd-Frank continues to roll out? How would policy choices of repeal/replace affect market uncertainty? What responsibilities do business leaders have (in finance, as well as other industries) to stay abreast of the implementation and rule making process?

4) What does the conduct of "independent" monetary policy really mean? Is it time to modify the Fed's mandate? How should political actors undertake a process of reforming the central bank?

Class 13—Wednesday, March 2

Topic: "Policy, Process and Politics in Rail Freight"

Speaker: Bruno Maestri (UVA '76), Vice President—Government Relations,
Norfolk Southern Corporation (bio in course folder)

Reading: (all in course folder)

1. Rockefeller Statement on STB Announcement, 1/11/11
2. House Committee "Big Four" Letter to STB, 1/24/11
3. Alliance for Rail Competition Memo, 2/1/11 (these are "the opposition" for NS)
4. WSJ article, 2/23/11
5. Legislative information (long, so lightly skim through it to get a sense of it):
 - Rockefeller Rail Bill
 - Kohl Railroad Antitrust Bill

Assignment Questions:

1. Analyze the process and politics of public policy issues facing the rail freight industry. Note the changes that occurred after the Rockefeller Committee Report (assigned for Class 11) was issued once the GOP took over the House of Representatives. How do these align from a public policy point of view (which we analyzed in Class 11 on Monday)? Will the best policy outcomes be achieved?
2. What might happen in the faceoff among the Senate and House committees and the STB?
3. What government relations strategies might NS employ to deal with these issues, short-term and long-term? Be prepared to discuss that with Bruno Maestri.

Classes 14 and 15 were comparative BGR presentations by foreign students.

SOCIAL RESPONSIBILITY AND ENTREPRENEURSHIP – GBUS 8306

4th Quarter – Spring 2012 (early week: 11:45am)

Mary Ann Leeper, Ph.D.
Senior Strategic Advisor – The Female Health Company
and
Adjunct Professor – The Darden School, University of Virginia

INTRODUCTION TO THE COURSE

This course looks at three aspects of involvement in doing ‘social good’: Social Entrepreneurship/Collective Impact, Corporate Social Responsibility, and Not-for Profits relative to Global Public Health and the Environment. I designed this course to give students the opportunity to think about these topics and to have direct interaction with consultants, entrepreneurs, corporations and public sector organizations actively and successfully participating in these arenas. The course materials and discussions will demonstrate that given the impact of current global economic issues these three sectors are learning to interact with each other in order to achieve goals addressing ‘social good’. We will note how creativity and leadership are vital to that success.

Our case studies are ‘live’. I’ve invited a diverse list of guest speakers each of whom is daily living and addressing issues related to some aspect of social entrepreneurship, corporate responsibility and social impact. (See class/guest schedule later in this document.) The class will explore the concept and the practical realities of active participation in these three areas with the guests. We will look at each case with the backdrop of a model reviewing each from the perspective of a ‘strategic’ process.

It’s a very interactive course, which is why the class is limited to 35 students. I want the students to have the opportunity to take full advantage of one-on-one with the guests. In the social entrepreneur/shared value section you’ll meet a representative from Ashoka, a prominent organization devoted to developing Social Entrepreneurs. You’ll meet a leader in the concept of Shared Values/Collective Impact and you’ll hear how one company got started, the issues and hurdles they faced, each with the goal of addressing a specific social or environmental issue/need. In the category of CSR, guests from several major corporations, a utility cooperative and a company here in Charlottesville will tell how CSR is practiced in their companies and the issues in balancing social good with managing the bottom line. In the public sector arena we’ll see the real integration of the three approaches to ‘doing good’ – looking at a not-for-profit’s work to help marginalized people to have healthy, productive lives; the impact of global social marketing; looking at conservation strategies addressing global environmental issues. In all we will see the interactive process between the private and public sectors to achieve common goals.

Students work in small groups (there is opportunity to sign-up ahead of time to be sure to get the area of their choice) to host guests which allows for one-on-one interaction in areas of personal interest. Through direct dialogue and interaction with guests, students will query, discuss and argue answers to questions such as:

- What is a social entrepreneur?
- Are social entrepreneurs finding the resources to accomplish their mission?
- What hurdles and issues do social entrepreneurs have to best in order to survive and thrive?
- What do the concepts “Shared Values” and “Collective Impact” mean and how can it work?
- How has the concept and practice of corporate responsibility evolved in recent years?
- Can you do ‘good’ in your business and still make money?
- How to get a ‘responsible’ program up and running inside a major corporation. Does upper management listen?
- How do international NGOs impact social change? How do they function? What is social marketing?
- What are public/private partnerships? How do they work? What is an example of the role of public/private partnerships in impacting the environment?

And the penultimate question: Is there a connection? Can there be integration of strategies and shared values such that these different approaches to ‘doing good’ working together results in greater achievement of social goals and increased income to the bottom line? If so, how would it work?

Academic Course Objectives

- To provide students the opportunity to discuss a different perspective to business practice beyond issues related to the bottom line.
- To provide students direct interaction with Entrepreneurs, Corporations, Not-for-Profits actively doing social good and impacting social change.
- To provide students a model which brings together various components considered relative to bringing about change by public and private organizations working together.
- To give students the opportunity to think about Social Responsibility in the context of incorporating it into their own lives perhaps not immediately but sometime in the future.
- To give students the opportunity to exchange and probe among themselves, their thoughts and ideas regarding the class examples of social responsibility and entrepreneurship.

Approach to preparing for the ‘live’ case study

The learning experience is divided into one-on-one discussions at dinner and/or at lunch with the guest as well as during the class presentation.

- **Hosting:** Three weeks before the first session of the class, students who have signed up for the class will receive instructions on how they can sign-up electronically for the category of guests (entrepreneurs, corporations or not-for-profits) and specifically the guest with whom they would like to spend extra time within that category. The sign-up

process will be completed the first day of class. There will be approximately 12 students per category and 3-4 students/guest. (See guest list which follows.)

- At least two weeks prior to guest arrival the host group (the group of 3-4 students) will contact the guest to finalize guest arrival and to share with the guest ideas about what they'd like the guest to cover while at Darden and in the class.
- The night before, together with me, the host group of 3-4 students will have dinner with the guest giving them the opportunity to learn more in-depth information about the guest and the topic of interest.
- In addition up to eight students from the total class can sign up to have lunch after class with a specific guest, broadening the opportunity for the students to learn from the guest. The lunch signup process is electronic and open throughout the 8 weeks of class.
- A Discussion Class is scheduled between each category of guests, e.g., Social Impact, CSR, Not-4-Profit). The host students (~12) for guests within a category will lead the Discussion Class. The objective of the Discussion Class is for the class to probe/debate/discuss what was learned, approaches presented and analysis of thoughts and ideas of the presentations within the specific category of guests. Host Students leading the class discussion will base the discussion on the reading/assignments and presentations made by the guests in whatever format they wish. However in each session the questions below should be addressed:

Did any of the speakers address the integration of strategies and shared values of public and private sectors coming together to achieve the overall social good/impact? If so how and did it work? Could the goal been achieved without partnerships? Or did working together result in greater achievement of social goals and increased income to the bottom line? Do you agree with the guests approaches? Did you gain new perspectives from the guests presentations? Was having each of the guests contributive to the learnings and experience of the class?

The reading assignments for preparing for each class are attached (as of February 2012). The assignments will be finalized by the guests. You will receive any changes to the readings at least two weeks prior to the respective class.

Grades will be determined as follows:

The final grade is made up of 3 components:

Class Contribution	40%
Guest Hosting/Leading Group Discussion Class	50%
Class project participation	10%

I want the students to actively participate in the class, to learn from each other as much as from the guests and me. I believe that students hear differently when listening to their peers. However, over the past years I've found that some students while fully attentive aren't comfortable asking questions and openly participate in the class. I will monitor daily

participation in class and will determine contribution. Students can monitor their class participation just by asking me as we go through the 7 weeks. I will also arrange a way that students can add to their participation grade if they are uncomfortable speaking out in class. I will detail how class participation/contribution will be monitored in a separate memo to be sent in March to those signed up for the class at that time.

Discussion Groups will be held between each section as outlined above. The discussions will be lead by the host groups of the section (e.g., Social Impact, CSR and Not-for-Profits. The richness and effective outcomes of each of the Discussion Groups will make up the majority of the grade. I am available to meet with the discussion group ahead of time if wished to organize for the class discussion.

In addition there will be a class project for the last day of class. I will finalize the project mid-through the course.

Other Comments:

I will allow only two unexcused absences including add/drop missed classes in the first week.

Note: Please see the following pages for schedule of guests/subject and reading assignments.

2.02.12

GUESTS: 8306
 SOCIAL RESPONSIBILITY AND ENTREPRENEURSHIP
 4th Qtr, Spring 2012 – Early Week
 M A LEEPER

02/2/2012

SESSION/DATE	TITLE	GUEST	CONTACT INFO
1. 3/26	Social Responsibility/Leadership/Models	Mary Ann Leeper	Adjunct Professor; Senior Strategic Advisor, The Female Health Company leeperm@arden.virginia.edu (434) 982-4558; (434) 964-1488
2. 3/27	Ashoka	Fabricio Soares**	CFO fsoares@ashoka.org (703) 600-8235
3. 3/28	FSG	Kyle Peterson	Managing Director Kyle.Peterson@fsg.org (617) 502-6117
4. 4/2	The Female Health Company	Mary Ann Leeper	As above
5. 4/3	Discussion Group – Social Impact		Social Impact Host Groups
6. 4/4	The Neenah Paper Company – environmental paper	Gerry Rector*	Senior Brand Manager grector@neenahpaper.com (678) 518-3231
7. 4/9	Johnson & Johnson	Coleman Bigelow**	Product Director Sustainable Brand Marketing cbigelow@its.jnj.com (732) 524-6367
8. 4/10	Rappahannock Electric Cooperative	Rhonda Curtis Ann Lewis	Ann Lewis for Rhonda Curtis MGR Cust Service & Pub Relations RCurtis@myre.coop Alewis@myrec.coop (contact person) (540) 891-5921
9. 4/16	Home Instead/C'ville non-profits	Jeanne McCusker	President Jeanne.mccusker@homeinstead.com (434) 979-4663
10. 4/17	Discussion Group - CSR		CSR Host Group
11. 4/23	PACT Worldwide	Will Warshauer	Chief Operating Officer PACT wwarshauer@pactworld.org 202-466-5666
12. 4/24	Population Services Inc. (PSI) – Social Marketing	Chastain Fitzgerald*	Vice President New Business & Advocacy Population Services Inc cfitzgerald@psi.org (202) 785-0072
13. 4/30	The Nature Conservancy/Investing for Sustainability	Andrew Soles* Kevin Schuyler** Michelle DeKoven	Senior Business Advisor TNC asoles@tnc.org (703) 841-4503 Director Cornerstone Partners LLC kschuyler@cstonellc.com (434) 295-4572 Director of Finance & Operations, Global Strategies TNC mdekoven@tnc.org (703) 841-5354
14. 5/1	Discussion Group – Not-4-Profits		Not-4-Profit Host Group
15. 5/2	Class project	Mary Ann Leeper	Class

* Previous Guest
 ** Darden Graduate

SOCIAL RESPONSIBILITY AND ENTREPRENEURSHIP – GBUS 8306

4th Quarter - Spring 2012

Mary Ann Leeper, Ph.D.
Senior Strategic Advisor – The Female Health Company
and
Adjunct Professor – The Darden School, University of Virginia

Sessions, Guests and Assignments

(subject to change; February 2012)

Session One – 26 March

Mary Ann Leeper

Introduction to the Course

- Corporate Social Responsibility, Entrepreneurship and Leadership
- A model for consideration.

Assignments

1. “The Social Responsibility of Business Is to Increase Its Profits,” by Milton Friedman, *New York Times Magazine* (September 13, 1970): 87-91
2. “Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility,” by Michael E. Porter and Mark R. Kramer [HBR R0612D]
3. “Creating Shared Value,” by Michael E. Porter and Mark R. Kramer [HBR R1101C]
4. CSR Model

Session Two – 27 March

Fabricio Soares

Ashoka

Assignments:

1. www.ashoka.org
2. “The Meaning of ‘Social Entrepreneurship’,” by J. Gregory Dees, Stanford University (May 30, 2001); <http://www.fuqua.duke.edu/centers/case/documents/deesSE.pdf>
3. “What is a Social Entrepreneur?” and “Social Entrepreneurship?,” (United Kingdom: Saïd Business School)
4. “Part I: Defining Social Entrepreneurship,” in *Social Entrepreneurship: What Everyone Needs to Know* by David Bornstein and Susan Davis (Oxford Univ Press, 2010): 1-30

Session Three – 28 March

Kyle Peterson

FSG

Assignments:

1. www.FSG.org
2. “Collective Impact: Large scale social change requires broad cross-sector coordination...” by John Kania & Mark Kramer, *Stanford Social Innovation Review*, Winter 2011
3. “Channeling Change: Making Collective Impact Work,” by Fay Hanleybrown, John Kania & Mark Kramer, *Stanford Social Innovation Review*, Jan 26, 2012

Session Four – 2 April

Mary Ann Leeper

The Female Health Company

Assignments:

1. “Creating Trading Zones across Continents and Economies: The Female Health Company,” by M A Leeper, E Powell & P W Werhane in *Trading Zones and Interactional Expertise* edited by Michael E. Gorman (The MIT Press, 2010): 281-288
2. The Female Health Company Annual Reports, 2005, 2006, 2007, 2008, 2009 – see website www.femalehealth.com
3. The Female Health Company in the News – www.femalehealth.com

Session Five – 3 April

Discussion Group – *Social Entrepreneurship*

Assignments:

1. Review notes and thoughts on learning from the previous three sessions. Discussions on Social Entrepreneurship to be lead by host groups.

Session Six – 4 April

Gerry Rector

Neenah Paper and the Environment

Assignments:

1. “Defining Our Future”, A brighter Shade of Green
2. Additional Readings to Come
3. www.environmentalpaper.org
4. www.neenahpaper.com

Session Seven – 9 April

Coleman Bigelow

Johnson & Johnson and CSR

Assignments:

1. Johnson & Johnson “Our Commitment to Sustainability”
2. “Earthwards: Moving Towards an Eco-Healthy Future”
3. www.jnj.com/connect/caring
4. www.fenton.com/resources/csr-webcast
5. www.huffingtonpost.com/aron-cramer/the-great-csr-debate-2010_G_721419.html

Session Eight – 10 April

Rhonda Curtis

Rappahannock Electric Company: A Utility and CSR

Assignments:

1. www.myrec.coop
2. Reading Assignments to Come

Session Nine – 16 April

Jeanne McCusker

Home Instead/C’ville Not-for-Profits

1. Reading Assignments to come
2. www.homeinstead.com

Session Ten – 17 April

Discussion Group – CSR

Assignments:

1. Review your notes and thoughts on the three CSR sessions. The discussions will be lead by the host groups.

Session Eleven – 23 April

Will Warshauer

PACT Worldwide

Assignments:

1. Readings to come
2. www.pactworld.org

Session Twelve – 24 April

Chastain Fitzgerald

Population Services International (Social Marketing)

Assignments:

1. “What is Social Marketing?,” *Population Services International* (Washington, DC: PSI, Winter/Spring 2003).
2. PSI India – Will Balbir Pasha Help Fight AIDS? (A) [9-507-032]
3. PSI: Social Marketing Clean Water [9-507-052]

Session Thirteen– 30 April

Kevin Schuyler, Andrew Soles, & Michelle DeKoven

The Nature Conservancy – Funding Aspects from the View of an Environmental Not-For-Profit and the Funder

Assignments:

1. “Chapter 7: Expanding the Frontiers of Conservation Finance,” by Kevin W. Schuyler in *From Walden to Wall Street*, James N. Levitt and Lydia K. Bergen (eds.); (Washington, DC: Island Press, 2005): 109-123
2. “Chapter 2: Debt for Nature: The Story of the Katahdin Forest,” in *Investing in Nature* by William J. Ginn (Washington, DC: Island Press, 2005): 42-52
3. Reading Assignments to Come

Session Fourteen – 1 May

Discussion Group – *Not-for-Profits*

Assignments:

1. Review your notes and thoughts on the three previous NGO/PPP sessions. The discussions will be lead by the host groups.

Session Fifteen – 2 May

Mary Ann Leeper

Class Project

02/2/2012

Leadership and Diversity Through Literature 8705 – Spring 2012 (Q4, Late Week)

Overview: Each week we will consider two or more stories. Some of those will be familiar to you and others will not. Please read these stories and think about what it would be like if the story you are reading was the only or at least major story you heard while growing up. One of the underlying assumptions of the course is that people see and make sense of their world through their dominant stories. The more stories you have the more robustly you are able to see and hopefully respond. Just imagine having only one story.

Course Output: At the end of the course I would like you to create a paper that describes a story that has been important to you. It may be a favorite as a youngster or one that even though not a favorite had an impact on your seeing of the world.

The paper should replicate some significant parts or if possible the entire story. There should also be a page or two describing the significant impact it had on you. Then a page or two on the leadership and/or diversity implications.

The paper is your version of the “Hartwick Series.” I would like you to create the paper with the intention of sharing it with friends and or family.

The course grade will be based on “in class contributions” (50%) and the story-paper (50%). The paper is due the last day of second year exams.

Final Note: Each of us has a story and we are the central character. Our stories have plots, themes, supporting characters. Our personal stories are influenced by the stories we have been exposed to during our lives. The more we understand the relationship between our story and the stories that have helped shape our story the more insight, hence choice we have. This is the underlying assumption of the course. Good reading.

LEADERSHIP AND DIVERSITY THROUGH LITERATURE

SYLLABUS

Professor: Alec Horniman

Time: 11:45 p.m. - 1:10 p.m.

<u>Class Date</u>	<u>Case</u>
Thursday, March 29	Chief Joseph (4-446)
Friday, March 30	Don Quixote (3-667)
Thursday, April 5	King David (4-158)
Friday, April 6	Jesus and the Gospels (6-317)
Wednesday, April 11	Muhammad (9-222)
Thursday, April 12	The Autobiography of Malcolm X (4-321)
Friday, April 13	Antigone: A Woman Challenges Authority (1-647)
Wednesday, April 18	The Mayor of Casterbridge (3-432)
Thursday, April 19	Arthur Miller's All My Sons (5-283)
Friday, April 20	A Jury of Her Peers (2-936)
Wednesday, April 25	Saint Joan (1-309)
Thursday, April 26	Confucius, Machiavelli & Rousseau—Studies in Contrast (2-639)
Friday, April 27	Abraham Lincoln (5-321)
Thursday, May 3	"Letter from Birmingham Jail" (8-361)
Friday, May 4	Mahatma Gandhi (9-432)
Thursday, May 9	Final Papers Due

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BUSINESS ETHICS THROUGH LITERATURE - GBUS 8203

4th Quarter – Spring 2011

The purpose of this course is to broaden and deepen our understanding of management and leadership, and in particular the role of values and ethics in understanding how human beings create value and trade with each other. It addresses several key themes for today's business leader. Among the issues which the course discusses are: (1) The Definition of Success in Business; (2) Relationships among People; (3) The Role of Class, Economic Position, and Nationality. Throughout the course we will endeavor to deepen our understanding of what makes human beings tick.

The course has fiction, both novels and short stories as its texts. The affective power of fiction is well known. Fiction works especially well in the Darden environment in part because it is very different from cases. However, the course will be taught via the Socratic method, with novels and stories as the cases. Fiction allows us to see particularity and complexity. Characters are multi-faceted and plots are multi-layered, especially in great fiction. Learning to read, or relearning to read, for such detail can help you understand people in much greater depth in the factual real world.

Part of the process of learning to read for depth involves creative writing. Each class where we do not discuss a novel, will include a discussion of a short story and a writing workshop. We will do a variety of creative writing exercises in class to prepare for the final writing project. The final writing project will be an original short story, at least some of which will be presented in the final week of class.

Perhaps more so than other courses, the success of this course rests on our joint ability to manage the quality of our conversation. To enhance that quality and to provide a rather different learning environment, we shall adopt the following format:

1. The class will be randomly divided into small groups. Individuals may switch groups via one for one voluntary trades. Each group will be responsible for assigning 30% of the final grade to group members, using whatever device you choose.
2. Large class participation will account for an additional 30% of the final grade and will be assigned in the usual way.
3. A final writing assignment will complete the grading mechanism, and will be due on the last day of class or before 5:00 p.m. on the last day of exams.
4. You are absolutely required to have a good time in this course. It is serious, rigorous, and a great deal of work, but its also going to be fun. We intend to learn a great deal from our conversations.

BUSINESS ETHICS THROUGH LITERATURE - GBUS 8203

READING LIST

4th Quarter – Spring 2011

This is a partial list of the readings for the course and the daily schedule on the following page. In addition to these novels, there will be short stories. All the below books and short stories on the next page can be purchased at The Darden Exchange. All materials are also on reserve in the Library.

1. ***The Great Gatsby*** by F. Scott Fitzgerald [Scribner Books / ISBN: 0-684-80152-3]
2. ***The Good Doctor*** by Damon Galgut [Grove Press / ISBN-13: 978-0-8021-1764-9]
3. ***The White Tiger*** by Aravind Adiga [Bantam Books / ISBN-13: 978-1-4165-6273-3]
4. ***The Imperfectionists*** by Tom Rachman [Random House/ISBN-978-0-385-34366-1]
5. ***Never Let Me Go*** by Kazuo Ishiguro [Vintage Books/ ISBN: 0676977111]
6. ***Little Bee*** by Chris Cleave [Simon & Schuster/ISBN-13:1-4165-9383-6]

Recommended: ***On Writing: A Memoir of the Craft*** by Stephen King [Simon & Schuster/ISBN-0-743-21153-7]

BUSINESS ETHICS THROUGH LITERATURE - GBUS 8203

Gregory B. Fairchild

SCHEDULE

4th Quarter – Spring 2011

- 28 Mar - *The Great Gatsby* by F. Scott Fitzgerald
- 29 Mar - "Barn Burning" by William Faulkner
<http://www.rajuabju.com/literature/barnburning.htm>
- 30 Mar - "On Writing" by Stephen King in *On Writing: A Memoir of the Craft*
http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf
- 04 Apr - *The Good Doctor* by Damon Galgut
- 05 Apr - "The Killers" by Ernest Hemingway
http://www.geocities.com/cyber_explorer99/hemingwaykillers.html
- 11 Apr - *The White Tiger* by Aravind Adiga
- 12 Apr - "Love is Not a Pie" by Amy Bloom in *Come to Me*
[Harper Perennial/ISBN-13: 978-0060995140]
- 18 Apr - *The Imperfectionists* by Tom Rachman
- 19 Apr - "Robot Dreams: A short story" by Isaac Asimov
<http://www.polvoestelar.com.mx/babilonia/Libros/Isaac%20Asimov/English/Foundation%20Series/1%20-%20Robot%20Stories/Isaac%20Asimov%20-%20Robot%20Dreams.pdf>
- 25 Apr - *Never Let Me Go* by Kazuo Ishiguru
- 26 Apr - "Sonny's Blues" by James Baldwin
<http://www.scribd.com/doc/7086554/Sonnys-Blues-by-James-Baldwin>
- 02 May - *Little Bee* by Chris Cleave
- 03 May - "Prairie Rocket Fire" by Jackie Thomas Kennedy
<http://www.themagazine.com/newyork/prairie-rocket-fire/Content?oid=1140366>
- 09 May - Student Stories
- 10 May - Dinner at Greg's

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Workshop on Creative Capitalism: Starting a Responsible Business – GBUS 7610-A
1st Year Elective
Term 5 – Spring 2012

Course Overview

The purpose of this course is to examine the process of value creation for multiple stakeholders. The course focuses on the creation of business models that are targeted at “making a difference” as well as “making money”. It combines the traditional idea of value creation for financiers with a broader concept of value creation for stakeholders (customers, suppliers, employees, communities and financiers.) We examine a wide range of cases/material such as the Grameen Bank, Whole Foods, and other so-called “social enterprises”. We pay attention to conceptual frames such as “corporate philanthropy”, “corporate social responsibility,” “sustainability”, “triple bottom line”, “social entrepreneurship”, and others. The final output of the course is for the students to build their own integrated framework about business and value creation, and to propose a venture that would realize that framework. Students should complete the course ready to deepen their knowledge by taking a set of 2Y electives where they can further develop the business concepts created in this course.

The first 12 sessions of the course will focus on exemplars of the value creation process and the conceptual frames which are important, as well as workshops so that students can begin to think practically about their own businesses. We will use cases, web-based material, articles from the business press, and academic framework articles. The students will work to create their own framework around a company or set of companies. And, student groups will be charged with making presentations on particular companies that illustrate the frameworks we are examining. The final 3 sessions will consist of voluntary presentations by students who want more feedback on their business ideas. A final project which summarizes the students’ ideas and business plans will be turned in at the end of the course.

Course Materials

There are four main books for the course, in addition to a set of websites which are/will be posted to the portal. The below books can be purchased at The Darden Exchange:

- (1) Michael Strong, *Be the Solution: How Entrepreneurs and Conscious Capitalists Can Solve All the World’s Problems*, (John Wiley & Sons, 2009)

- (2) David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, (Oxford University Press, 2007)
- (3) Muhammed Yunus, *Banker to the Poor*, (Public Affairs Publishing, 2003)
- (4) R. Edward Freeman, Jeffrey Harrison, and Andrew Wicks, *Managing for Stakeholders*, (Yale University Press, 2007).
- (5) In addition there are several assigned articles which are available on line at the course website.

Note: There is a lot of reading for the course. Please get started early.

Course Administration

The course will be discussion oriented. Grades will be assigned in the usual manner with 25% for overall class participation, 25% for in class group presentations and 50% on the final deliverable.

In Class Presentations

The class will be divided into 15 random groups of 4. In sessions 5 through 9, each day three groups will be prepared to present at least one company that illustrates some of the issues around the conceptual model we are discussing that day such as corporate philanthropy, corporate social responsibility, social entrepreneurship, green business and sustainability, and managing for stakeholders. More detailed instructions for each group follow later in this syllabus.

You should think about these presentations as no more than 10 minutes. Everyone on the team doesn't have to present. It will be better if the "telling" is kept to a minimum, but the "asking questions" is kept to a maximum. Please send out any websites that you want the class to review a day ahead, or send them to Freeman who will send out in an e-mail to everyone. Please coordinate briefly with the other groups so you don't duplicate, and please come by and talk with us. We can save you time by pointing you in a fruitful direction.

Final Project (Please Read This Carefully, and Come to Class with any Questions)

Final projects may be done as individuals or as groups. The final project for the course will consist of a paper/presentation which has two parts. First it must explain your own or your team's idea of a model of business that focuses on making a difference (interpreted very broadly) and making money. If you simply select one of the conceptual models which we will study in class, then you will be expected to give an analysis of that model in terms of its strengths and weaknesses. Second, it will propose a particular business or venture which you have some interest in starting that illustrates your model of business and capitalism. You must include at a minimum: (1) a description of the business idea; (2) a description of the underlying particular business model, for instance how it serves stakeholders, or how it realizes the triple bottom line,

etc; (3) functional plans as necessary, such as how the idea can be financed, marketed, and operationalized; (4) steps towards understanding its feasibility; and (5) a list of questions that remain open, that you need to address if you take this project forward.

Some Caveats

Since this is the second year we have offered this course, we ask that you take it with an experimental frame of mind, and in the spirit of helping each other. We see this as a collaborative experience that we will facilitate, but one where we are just as much a student as you are. Fun, good humor, and a willingness to work and explore ideas are the only requirements.

Tentative Schedule

Class #	Date	Topic	Reading
1	4/16	Course Overview	Strong, pp. xi-35
2	4/17	Workshop on Human Problems	See Assignments Section (SAS)
3	4/18	Workshop on New Business Ideas	
4	4/19	Conscious Capitalism: Whole Foods Market--	Strong pp. 73ff.
5	4/23	Corporate Philanthropy	Porter and Kramer, and Carnegie papers
6	4/24	Corporate Social Responsibility	Articles from HBR and JBE
7	4/25	Green Business and Sustainability	Strong, Chpt 8; Freeman, Pearce & Dodd
8	4/26	Social Entrepreneurship	Bornstein Book
9	4/30	Multiple Stakeholder Models	Freeman et al book
10	5/1	Guest Speaker: <i>tba</i>	
11	5/2	Entrepreneurship	Venkat, Saras papers
12	5/3	Mohammed Yunus and Grameen	<i>Banker to the Poor</i>
13	5/7	Project Presentations (Volunteers)	
14	5/8	Project Presentations (Volunteers)	
15	5/9	Project Presentations/Summary (Volunteers)	

The Final Project is due on the last day of the T5 Exam period, in keeping with School Policy – Monday, 14 May, at 5:p.m.

Daily Assignments

4/16 Class # 1: Course Overview

- (1) Please read the Foreword, Preface, and Chapter 1 of the Strong book, *Be the Solution*.
- (2) What is the dominant model of business and capitalism that you have internalized so far in your MBA program? What are the respective roles of profits, ethics, non-financial stakeholders in this model?
- (3) Can business be a force for solving society's problems in the world? If so, what are the necessary ingredients? If not, why not?
- (4) What does it mean to be a successful business leader?

4/17 Class # 2: Workshop on Human Problems

- (1) When you think about global events, and the future that is likely for you and your children and their children, what issues are you worried about?
- (2) Go to the Web, and find at least 3 web sites which you think depict some form of human misery in the world. Be prepared to present your findings to others.
- (3) Find at least 1-2 businesses that have been formed explicitly to deal with some of these problems. What do you see as the strengths and weaknesses of these businesses?

4/18 Class # 3: Workshop on New Business Ideas

- (1) This class will be a workshop to help you think about a business you want to start. Think about some personal "pain points" in your life.

4/19 Class # 4: Conscious Capitalism and Whole Foods Markets

- (1) Please read Chapter 4 in the Strong book.
- (2) Use the resources of the web to see whether you believe that Whole Foods Markets is run along the lines suggested by John Mackey in his article.
- (2) What is John Mackey's underlying model of how capitalism works? What are the strengths and weaknesses of this view?

4/23 Class # 5: Corporate Philanthropy

- (1) Please read Porter and Kramer #1, “Competitive Advantage of Corporate Philosophy” [HBR R0212D – Dec 2002]. Also read Andrew Carnegie’s “Two Principles of Wealth”.
- (2) What is Carnegie’s argument for why businesspeople should engage in philanthropic giving? What are the differences with Porter and Kramer’s argument? What are the strengths and weaknesses of corporate philanthropy? Do you agree or disagree that it should be strategic?
- (3) Please review the websites that have been sent out by groups 1-3, and come prepared to talk about these companies.
- (4) Assignment for Teams #1, #2, and #3: Each team should come prepared to present one interesting company that they have found and how that company does or does not see corporate philanthropy. **(Remember max 2 powerpoint slides...coming with questions raised by a company is better than a bunch of facts. Send websites to Freeman a day ahead, or send them to class as a whole.)**

4/24 Class # 6: Corporate Social Responsibility

- (1) Please read Porter and Kramer, “Strategy and Society” [HBR R0612D - Dec 2006]. Also read Garriga and Mele, “Corporate Social Responsibility Theories: Mapping the Territory, *Journal of Business Ethics* Vol 53. No 1 / 2: 51-71.
- (2) Is there a difference between corporate philanthropy and corporate social responsibility? What are the strengths and weaknesses of the views presented in the articles?
- (3) Please review the websites that have been sent out by Groups 4-6, and come prepared to talk about those companies.
- (4) Assignment for Teams #4, #5, and #6: Each team should come prepared to present one interesting company that they have found and how that company does or does not see corporate social responsibility. **(Remember max 2 powerpoint slides...coming with questions raised by a company is better than a bunch of facts. Send websites to Freeman a day ahead, or send them to class as a whole.)**

4/25 Class # 7: Green Business and Sustainability

- (1) Please read the selection from Freeman, Pearce and Dodd “Chapter Three: Four Shades of Green,” *Environmentalism and the New Logic of Business* (Oxford Univ Press, 2000), and read Strong, chapter 8.

- (2) What do you think about the argument that thinking about the environment offers many business opportunities? What are the strengths and weaknesses of the various shades of green?
- (3) Please review the websites that have been sent out by Groups 7-9, and come prepared to talk about those companies.
- (4) Assignment for Teams #7, #8, and #9: Each team should come prepared to present one interesting company that they have found and how that company does or does not see the role of the environment and sustainability in their business. **(Remember max 2 powerpoint slides...coming with questions raised by a company is better than a bunch of facts. Send websites to Freeman a day ahead, or send them to class as a whole.)**

4/26 Class # 8: Social Entrepreneurship

Teams #5 and #6 Presentations

- (1) Please read the Bornstein book. Read the Yunus article in Strong on social business.
- (2) What is Bornstein's view of social entrepreneurship? Which venture is most interesting to you? Why? What are the strengths and weaknesses of thinking about social entrepreneurship?
- (3) Please review the websites that have been sent out by groups 10-12, and come prepared to talk about these companies.
- (4) Assignment for Teams #10, #11, and #12: Each team should come prepared to present one interesting venture that you would call "social entrepreneurship". **(Remember max 2 powerpoint slides...coming with questions raised by a company is better than a bunch of facts. Send websites to Freeman a day ahead, or send them to class as a whole.)**

4/30 Class # 9: Managing for Stakeholders

- (1) Please read Freeman et al, *Managing for Stakeholders*, Chapters 1-5. Also please read Porter and Kramer #4, "Creating Shared Value" [HBR R1101C – Jan-Feb 2011].
- (2) What do you think about the claim that managing for stakeholders is the very essence of capitalism? How does managing for stakeholders fit (or not) with what you have learned in the 1Y program here at Darden? How does the Porter Kramer article differ, if at all from the book?
- (3) Please review the websites that have been sent out by groups 13-15, and come prepared to talk about these companies.

- (4) Assignment for Teams #13, #14, and #15: Each team should come prepared to present one company that exemplifies managing for stakeholders (or a company that really doesn't seem to manage stakeholder relationships. **(Remember max 2 powerpoint slides...coming with questions raised by a company is better than a bunch of facts. Send websites to Freeman a day ahead, or send them to class as a whole.)**

5/1 Class # 10: Guest Speaker: TBA

5/2 Class # 11: Entrepreneurship

- (1) Read the three papers by Venkat and colleagues.
- (2) What is the difference between social entrepreneurship and entrepreneurship? What are the key arguments in the papers about the method of entrepreneurship? How do these arguments relate to the ideas we have discussed in class so far.

5/3 Class # 12: Mohammed Yunus and Grameen Bank

- (1) Please read *Banker to the Poor*.
- (2) What issues are raised by this book for you? What, if anything, makes Grameen Bank unusual? Is this model replicable? Under what conditions?

5/7-9 Classes # 13-15: Presentations to Class/Course Summary

The purpose of these sessions is to get feedback on final projects before the end of the term. We will use a sign up procedure to allocate time. Not everyone has to present. We will end with a summary of what we have learned.

Last Day of Exam Period: Final Projects are Due – Monday, 14 May, 5:00p.m.

2/9/2012

Entrepreneur as Change Agent – Washington, DC

Professor: Greg Fairchild

Time: January 9-13, 2012

Course Description: Why do some communities foster economic action and grow rapidly while others do not? How are some entrepreneurs able to create value for entire communities, while others appear to act in ways that largely benefit themselves? Our sense is that an answer to these questions lies in the stock of entrepreneurs a community fosters. We believe that entrepreneurship presents the best contemporary outlet for agents of revolutionary change, and our course examines the entrepreneur as change agent within the evolving economy.

We build on the premise that although critical factor inputs -- human capital, natural resources, infrastructure, technology, financial capital markets – foster widespread economic growth, they are insufficient without the interaction of entrepreneurial change agents. We examine how enterprising individuals leverage these factors to create value for themselves and others, across regional, industry and social boundaries. This is a course for those whose long term goals extend beyond creating personal economic gain and involve influencing broadscale economic value.

This course will not guarantee that you will become a change agent, or provide a step-by-step path for executing such change. We will guarantee a deep exposure to the challenges of individuals creating broad economic value, often in their own words and person. Class participants will leave the course with a greater sense of the challenges faced by entrepreneurs operating beyond the traditional boundaries of the firm and a model for developing change agent goals for themselves.

Our belief is that the Washington, DC metropolitan area provides an appropriate laboratory for our study. The intersection of technology, capital providers, small and large firms, government officials, and universities provides a fertile environment to model the elements critical in community development.

This course will appeal to:

- those interested in a focused, immersion learning experience;
- those interested in increasing their understanding of how to evaluate the *economic and social impact* of what have been called social ventures;
- those that are interested in understanding the investor's approach to these ventures;
- those that are considering business ownership as a path to leadership in social contexts.

The course will not appeal to:

- those seeking a leisurely pace to learning and engaged scholarship;
- those wishing to focus deeply on a single aspect of social change, like renewable energy or public educational reform;
- those seeking a readily-employable toolkit for revolutionary change (social change is messy).

Objectives: At the close of the course, students will have:

- Developed an appreciation of the challenges change agents face;
- A deep understanding of the interacting forces that foster social change;
- A better understanding of the personal competencies required to create change across sectors;
- A view of the clash of factors that interact to create social and economic value and will have developed personal understanding of their own opportunities within these spheres.

Instructional Methodology:

We employ the metaphor of immersion to describe our pedagogical approach. While building on a traditional Darden case study structure, our course will employ multiple learning techniques: lectures, case study discussions, guest lectures by leading change agents, and site visits. Each day will be anchored with at least one case study and reading. However, as the day progresses, the depth of discussion will move beyond the theoretical to the real life context.

Group Project:

The group project in this course involves the analysis of an existing social venture with structure and mission to create significant economic and social change. The arenas for this change may be broad, however, the course takes a specific focus on wealth/asset poverty, education, sustainable energy, or affordable housing. Our hope is that ventures will address challenges in these areas. You have significant discretion in your choice, either for-profit or non-profit firms.

Grading

Due to the shortness of duration in the program, attendance and punctuality are required. Any absences or late arrivals will be noted and will result in a deduction from your final grade.

Your final grade will be composed of the following:

Class participation (including preparation, punctuality and attendance)	50%
Group project (due 20 January 2012)	40%
Personal reflections paper	10%

Basic Curriculum Skeleton

We plan a three session structure for each day of the program. These sessions will likely occur consecutively, in a fashion similar to the traditional Darden FY model. However, given scheduling may be spread throughout the day with time for group meetings, travel and free time (some day's events may extend past 5:00 pm).

Given this course's reliance on the participation of practicing professionals, the format may change with each day to accommodate the realities of the workplace schedule. Class participants are responsible for attending to the day's schedule and arriving for class sessions on time. Late arrivals or missed sessions will be deducted from your class participation grades.

Additional costs and expectations due to course offering in the Washington area.

Our course will be offered on-site in Washington in an arranged conference space ((To be Determined). A Darden GATE Loan is available for this course (see Larry Mueller or Amanda Mills for more information).

All program fees to offset course costs are supported by funds provided by Darden's *Taylor Murphy Center*. We will provide a menu of cultural and social events that participants can opt to attend (receptions, dinners, etc.).

ENTREPRENEUR AS CHANGE AGENT**Daily Agenda**

Location: (To be Determined)

9 January 2012 – MONDAY

<u>Time</u>	<u>Session Topic & Speakers</u>
8:00 – 9:25 am	<p>Introductions and Course Expectations</p> <p><u>Interactive Discussion:</u> 3 Pillars of Economic and Social Change and how business institutions can impact them</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • 2009-2010 Assets and Opportunity Scorecard: District of Columbia Profile <ul style="list-style-type: none"> ○ http://scorecard2009.cfed.org/downloads/pdfs/profiles/district_of_columbia.pdf
9:25 – 10:00 am	Break
10:00 – 11:25 am	<p><u>Interactive Discussion:</u> How can entrepreneurship impact poverty? What are the limitations and barriers? What are the risks? How can realistically be done?</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Desktop Study: SMEs and Poverty Reduction <ul style="list-style-type: none"> ○ http://cfed.org/assets/pdfs/SME_Desktop_Study.pdf ○ Read pages 9 – 59.
11:25 – 11:45	Break
11:45 – 1:10	Mark Pinsky, CEO, The Opportunity Finance Network

ENTREPRENEUR AS CHANGE AGENT**Daily Agenda**

Location: (To be Determined)

10 January 2012 – TUESDAY

<u>Time</u>	<u>Session Topic & Speakers</u>
8:00 – 9:25 am	<p><u>Read & Prepare:</u></p> <ul style="list-style-type: none"> • <i>The Dime that Started a Movement: The History and Development of Credit Unions</i> • <i>Credit where credit is due: Latino Community Credit Union</i>
9:25 – 10:00 am	Break
10:00 – 11:25 am	<p><u>Guest Lecture:</u> Kulwant Rai, The Tayloe Murphy Center</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • <i>Perdido En La Traducccion: The Opportunity in Financial Services for Latinos</i> <ul style="list-style-type: none"> ○ http://www.darden.virginia.edu/web/uploadedFiles/Darden/Tayloe_Murphy_Center/Research/LatinoReport.pdf <ul style="list-style-type: none"> ▪ <i>Carefully read pages 22-41.</i>
11:25 – 11:45	Break
11:45 – 1:10	<p><u>Interactive Discussion:</u> Development Facilities Lending</p> <p><u>Read & Prepare:</u></p> <ul style="list-style-type: none"> • <i>Filling a Hole: The Reinvestment Fund and Progress Plaza</i>

ENTREPRENEUR AS CHANGE AGENT**Daily Agenda**

Location: (To be Determined)

11 January 2012 – WEDNESDAY

<u>Time</u>	<u>Session Topic & Speakers</u>
8:00 – 9:25 am	<u>Guest Lecture:</u> Angela Newman, Knock!Out Panties
9:25 – 10:00 am	Depart for CityFirst Bank
10:00 – 11:25 am	Guest Lecture: CityFirst Bank Leadership Team
11:25 – 11:45	Depart for site visit
11:45 – 1:10	Site Visit to Exemplar firm

ENTREPRENEUR AS CHANGE AGENT**Daily Agenda**

Location: (To be Determined)

12 January 2012 – THURSDAY

<u>Time</u>	<u>Session Topic & Speakers</u>
8:00 – 9:25 am	Interactive Discussion: The role of educational investment <ul style="list-style-type: none">• <u>Read: <i>The Harlem Project</i></u><ul style="list-style-type: none">○ http://www.nytimes.com/2004/06/20/magazine/20HARLEM.html?ref=review&pagewanted=all
9:25 – 10:00 am	Break
10:00 – 11:25 am	Guest Lecture: Tierney Fairchild, PhD, Author: <i>The Turnaround Mindset; Aligning Leadership for Student Success</i>
11:25 – 11:45	Break
11:45 – 1:10	Interactive Discussion: Investing in Educational Change <u>Read & Prepare:</u> <ul style="list-style-type: none">• Ascend Ventures into Education

ENTREPRENEUR AS CHANGE AGENT**Daily Agenda**

Location: (To be Determined)

13 JANUARY 2012 – FRIDAY

<u>Time</u>	<u>Session Topic & Speakers</u>
8:00 – 9:25 am	Interactive Discussion: The Critical Role of Equity Capital in Social Venturing <u>Read & Prepare:</u> <ul style="list-style-type: none">• <i>Finding Its Niche: Community Development Venture Capital</i>• <i>Pacific Community Ventures and Galaxy Desserts</i>
9:25 – 10:00 am	Break
10:00 – 11:25 am	<u>Guest Lecture:</u> Matt HoganBruen, <i>Bank of America, Capital Access Funds</i>
11:25 – 11:45	Break
11:45 – 1:10	<u>Guest Lecture:</u> Lisa Hall, Calvert Foundation
3:00	Presentation decks due
4:00 – 7:00	Closing Presentations with Guest Judges

ENTREPRENEUR AS CHANGE AGENT

Daily Agenda

20 JANUARY 2012 – FRIDAY

5:00 **Final consultant's recommendations due.** Mail a single (1) soft copy to Fairchild@virginia.edu.
Final personal reflections due. Mail a single (1) soft copy to Fairchild@virginia.edu

Entrepreneur as Change Agent

Group Project Assignment

This year's group project assignment in *Entrepreneur As Change Agent* is the development of a feasibility study and recommendations for potential new initiatives *that will be undertaken by the Opportunity Finance Network (OFN)* (<http://www.opportunityfinance.net/>). OFN is the leading membership organization for the community development finance industry. OFN has identified two potential market opportunities to build the financial capacity of the CDFI field. Brochures and background readings about OFN and their initiatives are provided to you.

Your group's task is to develop your best work on a feasibility study for fundraising and development in the CDFI field, and present your findings in a competitive judging on Friday evening (13 January 2012).

Your library-based research on this project should at least include the following:

- A review of the unique value proposition of CDFIs to asset development
- A review of the financial services sector's delivery to target underserved populations
- Examples of related funding or philanthropic efforts of companies
 - Review the recently-released report: *Money for Good II*
 - <http://www2.guidestar.org/ViewCmsFile.aspx?ContentID=4038>
- Proposed pitch of OFN to a model funder

Your research outside of the library should include Interviews with SMEs (Subject Matter Experts) on the following topics:

- Any past exemplars of partnerships between nonprofits and business institutions (and their efficacy)
- Any key risks, financial and otherwise
 - Along with risk-mitigation suggestions

In sum, your work would examine: a) what is needed to build financial capacity within CDFIs; b) what efforts with corporations are currently underway; c) what are existing gaps; d) who are potential partners; and e) to proposed a development model going forward. You will be provided internal OFN document to help give you a sense of the organization, the industry, and the form of proposals to partners.

The two project options are as follows:

- Philanthropic support for CDFIs through corporate philanthropy departments
- Investment support for CDFIs through corporate investing departments

The group project will provide an opportunity for students to:

- Examine the risks, benefits and opportunities of a unique development sector, CDFIs
- Critically assess the industry's unique value proposition, if any, to corporations;
- Evaluate the applicability of a specific firm's strategy to serve those needs (*i.e.*, Opportunity Finance Network);
- Develop a pitch presentation for a real world client;

- Receive feedback on their critical analysis from peers, faculty and experts;
- Connect with interested stakeholders working in the field.

Form. The final deliverable includes two elements:

- a presentation to your peers, faculty and a panel of judges on the final day of the course;
- a written feasibility study with executive summary and supporting appendices. Details on what should be included can be found in the accompanying document, *Developing a microfinance greenfield*.

Presentation Judging Criteria. One way about thinking about the project is that your group is presenting a consultant's report to the management committee of OFN on whether and how to approach upcoming fundraising and investment opportunities in the corporate sector. Your analysis presents the culmination of your group's efforts in evaluating your potential development market. You will be required to deliver the highlights of your plan in a high-level PowerPoint presentation of no more than twenty minutes, with a brief Q & A to follow. We strongly recommend no more than fifteen PowerPoint slides summarizing your findings, your proposed strategy, and recommendations.

Your projects will also be evaluated based on the following:

- **Data and Support.** Quality and quantity of data used to support the report's key points.
- **Form.** Assessed quality of presentation and ability to communicate report's key elements.
- **Peer, Faculty, Expert Feedback.** Following each group's final presentations, feedback will be collected from class peers, faculty and expert guests.

Process and key dates.

- Formulation of working groups. Students will be randomly distributed into two working groups.
- Final presentations. Groups should prepare a presentation of the plan for the final day of class (13 January 2012). Presentations will last 20 minutes, excluding a brief Q & A period.
- Final papers. **By 5:00 pm on 20 January 2012** students must turn in final written reports, which will consist of the original presentation, and an executive summary recommendation (which includes responses to the feedback received during their presentations).
- Peer evaluations. I will solicit feedback on the peer-assessed contribution of individual group members after the final projects have been turned in. This will be included in the class participation component of the final grade.

Global Business Experiences: Israel

"Entrepreneurship and Innovation in Israel"

Faculty Leader: Gal Raz

Jerusalem, Haifa, Tel Aviv – Israel

Academic Program

The GBE to Israel will run in May 2012. The course combines experiential learning with academic lectures / cases in class with a special focus on hands-on experience. The focus of the Israel GBE is on entrepreneurship and innovation in Israel centering on the High Tech Sector in Israel and innovation in a variety of areas from information technology, medical and bio-tech to clean technology, water and sustainability. As part of the course the students visit local businesses such as ISCAR (bought in 2006 by Warren Buffett for \$4B in Buffett's first major acquisition of a company outside of the US), Netafim Inc. (The world's largest water drip irrigation manufacturer), Better Place (The global provider of electric vehicles), and many others. The students also visit the Israeli parliament and meet with members of parliament and government officials from the ministry of industry, trade and labor, the chief scientist office, the foreign Ministry, and the ministry of finance. Lastly, the course will include visits to historical sights, and discussion of Israeli society and politics in the middle east. As part of the program the students will conduct a hands-on project where they will be paired with an Israeli start-up company and work with them to help with their strategy to penetrate the US market. The program runs in collaboration with the Israeli Institute of Technology (The Technion).

The change this year from the past few years is that this year the course will be taught as part of a three weeks 3-credit condensed experience in May following the end of the first year curriculum. The 3 credits will consist of a 1.5 credit for the elective course "Global Innovation and Technology Commercialization" that will run co-requisite with the GBE Israel (where the students get the other 1.5 GBE credit) so students will have to take both courses. The first half will be done on grounds in Charlottesville (running in the iLab and communicating with the companies via video conference), while the second one will include the field trip to Israel. The project will commence at the beginning of the course and include three stages: company and market research, analysis, and recommendations and business plan. The first two stages will be conducted during the stay at Darden, while the last stage will be in Israel ending with final presentations to the companies at the end of the course in Israel. The course will be capped at 35 students. During their time in Israel, the students will visit local businesses and incubators and meet with government officials developing an understanding of the lessons that can be learned from the innovation revolution in Israel.