MSOM 612: Strategies for Managerial Sustainability

Prerequisite(s): None

Credits: 3

I. Course Description

The focus of this course is the role of the leader/manager as a strategist for developing effective, sustainable, and responsible organizational practices. Students will examine organizational sustainability from the perspective of three seminal books on the topic. These sources will provide multiple perspectives to inform responsible strategies of growth, innovation, and change. Emphasis will be placed on how strategic decisions impact organizational sustainability and the lives of the leaders and individuals who work within organizations. The course utilizes *Idea Sharing* Discussion Forums, *Concept Application* Short Answer Questions, and *Personal Application* Journals Conversations with the Professor.

II. Course Objectives

1. Define and conceptualize how companies can create sustainable organizations.
2. Define and conceptualize how leaders influence organizational outcomes.
3. Define and conceptualize how strategic thinking will impact organizational practices, policies and outcomes.
4. Develop a conceptual framework for addressing an applied understanding about how sustainability will determine organizational and personal outcomes.
5. Identify and analyze practices that can lead to organizational success and failure.

III. Course Textbooks and Readings

No traditional textbooks are used for this course. Concept discovery will be accomplished through by reading and applying three seminal books related to organizational development and sustainability.

Good to Great, Jim Collins. ISBN 978-0066620992

Great by Choice, Jim Collins & Morten Hansen. ISBN 978-0062120991

How the Mighty Fall, Jim Collins. ISBN 978-0977326419

Module One – Week 1
Good to Great – Level 5 Leadership

Objectives
At the end of this lesson, you should be able to:
1. Define the characteristics of a "Level 5 Leader"
2. Explain the importance of having the right people in the right positions
3. Apply the "who then what" strategy
4. Explain why Good to Great Leaders are more rigorous than ruthless

Reading
Good to Great, *Chapters 1 – 3, Pages 1 – 64*

Video
Jim Collins: From Good to Great, Part 1
Jim Collins: From Good to Great, Part 2
Jim Collins: From Good to Great, Part 3
Andy Stanley and Jim Collins, Catalyst Atlanta

Lecture
Chapter 1 – 3 Lecture

Deliverables
Discussion, Personal Introduction: Video Introduction
Discussion, Idea Sharing: First Who . . . Then What
Short Answer, Concept Application: Level 5 Leadership
Journal, Personal Application: Level 5 Leader Characteristics

Lesson Two – Week 2
Good to Great – Facts, Simplicity, and Discipline

Objectives
At the end of this lesson, you should be able to:
1. Describe the four basic practices that create a climate of truth
2. Explain the three circles of the "Hedgehog Concept"
3. Describe how self-disciplined people can lead to sustainable results
4. Explain how a culture of discipline involves duality

Reading
Good to Great, *Chapters 4 - 6, Pages 65 – 143*

Videos
Jim Collins, Hedgehog Concept
Jim Collins, Not What, But Who
Jim Collins, 6 Core Competencies for Hiring a Great Team

Lecture
Chapter 4 – 6 Lecture

Deliverables
Discussion, Idea Sharing: Hedgehog Concept
Short Answer, Concept Application: Organizational and Personal Discipline
Journal, Personal Application: Confront the Brutal Facts

Lesson Three – Week 3
Good to Great – Technology to Sustainability

Objectives
At the end of this lesson, you should be able to:
1. Describe the importance of technology and the connection to the "Hedgehog Concept"
2. Share how "Good to Great" companies adapt to technological advances
3. Explain how sustainable organizational transformations follow a pattern of buildup and breakthrough
4. Share how dramatic company transformations happen, and do not happen

Reading
Good to Great, *Chapters 7 – 9, Pages 144 – 210*

Videos
Jim Collins, The Flywheel
Jim Collins, Don't Be a Tech Trendsetter

Lecture
Chapter 7 – 9 Lecture

Deliverables
Discussion, Idea Sharing: Technology
Short Answer, Concept Application: Flywheel and the Doom Loop
Journal, Personal Application: Personal BHAG

Lesson Four – Week 4
Great by Choice – Thriving in Uncertainty

Objectives
At the end of this lesson, you should be able to:
1. Define "10Xers"
2. Explain the three key behaviors that set 10Xers apart
3. Share the characteristics of a good "20 Mile March"
4. Explain why it may be effective to "fire bullets then cannonballs"
5. Describe the three key dimensions of productive paranoia

Reading
Great by Choice, *Chapters 1 – 5, Pages 1 – 124*

Videos
Jim Collins, Great by Choice, Uncertainty, Chaos, and Luck
Jim Collins, Secrets to Surviving and Thriving in Tough Times
Jim Collins, Firing Bullets Then Cannonballs
Jim Collins, 20 Mile March via Web Link

Lecture
Chapter 1 – 5 Lecture

Deliverables
Discussion, Idea Sharing: Bullets vs. Cannonballs
Short Answer, Concept Application: 10X Companies and People
Journal, Personal Application: 10X Leadership

<u>**Lesson Five – Week 5**</u>
Great by Choice – Specific, Methodical, and Consistent (SMaC)

Objectives
At the end of this lesson, you should be able to:
1. Explain how a SMaC recipe can create a sustainable organizational formula
2. Analyze the two healthy approaches to amending the SMaC recipe
3. Describe how luck can influence sustainable organizations and how to not ignore it

Reading
Great by Choice, *Chapters 6 – 7, Pages 125 – 180*

Videos
Jim Collins, Great by Choice

Lecture
Chapters 6 – 7 Lecture

Deliverables
Discussion, Idea Sharing: Return on Luck
Short Answer, Concept Application: SMaC
Journal, Personal Application: Return on Luck

<u>**Lesson Six – Week 6**</u>
How the Mighty Fall – Five Stages of Decline (Stages 1 – 3)

Objectives
At the end of this lesson, you should be able to:
1. Detail the first three stages of the five stages of decline
2. Explain the behavioral markers that can impact each of the first three stages
3. Share how an understanding of these stages can apply to personal sustainability

Reading
How the Mighty Fall, *Pages 1 - 82*

Lecture

Deliverables
Discussion, Idea Sharing: Success Can Lead to Decline
Short Answer, Concept Application: Stages 1 – 3 Markers
Journal, Personal Application: Stage 3 Personal Risks

Lesson Seven – Week 7
How the Mighty Fall - Five Stages of Decline (Stages 4 & 5)

Objectives
At the end of this lesson, you should be able to:
1. Detail the final two stages of the five stages of decline
2. Explain the behavioral markers that can impact each of the final two stages
3. Share how an understanding of these stages can apply to personal sustainability

Reading
How the Mighty Fall, *Pages 83 - 124*

Lecture

Deliverables
Discussion, Idea Sharing: Recovery and Renewal
Short Answer, Concept Application: Stages 4 & 5 Markers
Journal, Personal Application: Overview of Personal Application

V. Short Answer and Journal Application

Weekly tasks include Journal Applications and Short Answer as described below:

Short Answer, Concept Application

- All graded assignments must be typewritten in MS Word and uploaded in Blackboard
- Do not submit as a PDF
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included into the course scheduler and calendar of every course.
- All short answer responses must be written with
    - Cover Page
    - Bold headings for each question
    - Reference page if outside sources are used
    - APA formatting is not required
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.

Journal, Personal Application - Overview

Each week, you will be journaling with your professor to look for personal applications of the material in the lessons. A Journal Application gives the student an opportunity to communicate privately with the professor on how the information during the lesson can apply to their professional and personal lives.

- These journals are not open for public viewing.
- Consider them a dialogue directly with your professor.
- Post an initial journal entry by Thursday.
- The professor will respond to your initial post.
- A journal response to the professor's first response is due by Sunday.

VI. Course Information and Grading

Course Requirements (Weekly)

Each lesson will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects/Journals.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
   a. Undergraduate Word Count Requirements:
      i. Initial post must be >200 words
      ii. Responses must be >150 words
   b. Graduate Word Count Requirements:
      i. Initial post must be >250 words
      ii. Responses must be >200 words

2. Participation – <u>Students must meet initial and response post deadlines to be eligible for full points</u>. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date <u>with prior written approval</u> (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.

2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.

4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 6th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

A: 930 - 1,000 points

B+: 900 - 929 points

B: 830 - 899 points

C: 750 - 829 points

F: 0 - 749 points

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 **Response Posts** Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Content	• Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete	• Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects	• Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	• Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas
Support & References	• Does not provide any support for opinions	• Primarily repeats the class assigned reading for the week	• Provides support for opinions	• Provides strong, in-depth support for opinions
Mechanics/ Length	• Post is less than 196 • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday	• Post is 197-221 words • A few writing errors	• Post 222-250 words • Well written	• Post exceeds 250 words • Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Content	• Shows minor comprehension of concepts and viewpoints from peers • Responses are vague and do not show understanding or comprehension	• Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree…" • Source is somewhat relevant and published in last 5 years	• Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years	• Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years
Support & References	• Does not provide any support for opinions	• Primarily repeats the class assigned reading for the week	• Provides support for opinions	• Provides strong, in-depth support for opinions
Mechanics/ Length	• Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday	• Post is 158-178 words • A few writing errors	• Post 178-200 words • Well written	• Post exceeds 200 words. • Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Critical Thinking	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	• Does not cite any peer-reviewed sources • Not appropriate APA format • 0-799 words • Poorly written • 0 points for late assignments	• Sources are outdated or ineffective • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format • 800-899 words	• Student cites some relevant, current peer-reviewed sources • Follows directions • APA formatting demonstrated but not extensive • 900-1000 words	• Professional writing structure • Well-organized response • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 1000 words

Short Answer, Concept Application Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	**0-74%**	**75-82%**	**83-92%**	**93-100%**
Clarity	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
Depth	• Lacked detail that demonstrates active thought • One-sentence answer	• Provided enough detail for marginal requirement • "Textbook" in nature (restatement of what was in textbook)	• Shows some critical thinking and active thought	• Articulates critical thoughts & analysis throughout the answer
Quality	• Unorganized • Poorly written • 0 points for late assignments	• Lacks focus on content • Some writing errors	• Follows assignment instructions • Well-written • Few writing errors	• Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors

Journal Rubric (25 Points)

Criteria	Minimal	Effective
Pts Possible: 0 - 15 **Initial Journal Response**	Pts Possible: 0 – 10 No journal entry or minimal following instructions.	Pts Possible: 11 - 15 Journal followed instructions.
Pts Possible: 0 - 10 **Response Posts**	Pts Possible: 0 - 5 No journal response or minimal following instructions.	Pts Possible: 6 - 10 Journal followed instructions.