Transforming Organizations into a Force for Good

Summer Term 2026 -- 4 Credits
Location: London UK
This syllabus assumes 4 week schedule/4 days per week, 1 hr 50 min/class (~7.5 hours/week)

NOTE: Visits with 2-3 representative companies are anticipated and, if confirmed, then the class schedule shown in this syllabus will be adjusted to accommodate these important learning visits.

Instructor: Davis
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Office Hours. Contact me to arrange.

COURSE OVERVIEW AND OBJECTIVES

We are in the era of polycrisis "where disparate crises interact such that the overall impact far exceeds the sum of each part"(World Economic Forum). In this course we will explore how businesses and their leaders can adapt and transform into a demonstrable force for good that addresses today's multiple challenges.

BACKGROUND

We know business activity the past 100+ years has had an important impact on the world. Simultaneously, unprecedented population growth, mass consumerism, and continued social and economic inequality are placing enormous burdens on societal institutions in the public and private sectors, each of which depend on limited, dwindling planetary resources. Market forces, business models, and business ecosystems are in the throes of significant, sweeping change that can transform (or even disrupt) incumbent market economies. Technology is developing at an accelerating pace while the natural environment is deteriorating at an alarming pace.

With its huge global footprint, business has the capability and potential to address the sustainability challenge. The opportunity is finding the intersection where new innovations (products, services, business models) can be harnessed to significantly and permanently reduce the negative impact of our activities on the environment and society. That is the central theme of this course.

Business leaders must learn to understand, listen, influence, and shape their organizations toward more responsible practices that contribute positively to society while reducing their negative impact on the environment. Students will learn how we got to this point and the opportunities and challenges required of businesses and their leaders.

COURSE LEARNING JOURNEY

We will explore business transformation into a force for good through 4 lenses:
- Context
- Enterprise
- Relationships
- Individual
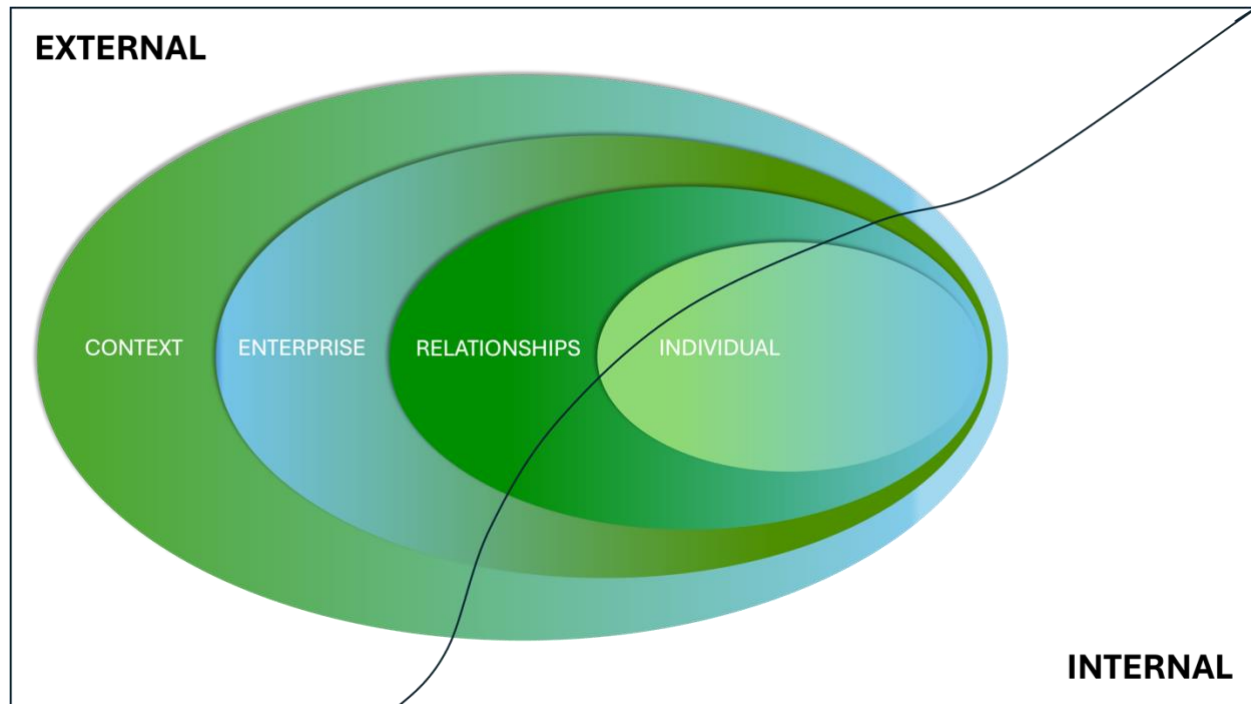
Context explores the leader's role in understanding the larger, primarily external forces that impact strategy decision making in business transformation. Paying attention to external forces can pay dividends to leaders as they shape their business's direction.

Enterprise focuses on the leader's role in operationalizing business transformation that addresses both external and internal actions. The leader's ability to influence enterprise-level operations and investments, and reduce risk to the business, is improved when they have a more complete understanding of the larger context in which the company operates.

Relationships examines how leaders inspire and influence others to pursue transformation. The work of any business depends on its people. To effectively implement the business's strategy requires a clear understanding of how people are expected to work toward a common set of goals, and this often depends on how effectively they work with others inside and outside the organization.

Individual emphasizes the internal capabilities and behaviors of leaders seeking to facilitate business transformation. Being a leader is not a title; it is a responsibility. One can lead a small project or a large global business unit. What each person does and how they behave affects those around them, and those examples can have enormous consequences for the success of the business.

KEY FOCUS: TERM PROJECT

Student teams of 4 to 5 will be formed and will choose a company from the region where this course is held and is recognized for its sustainability credentials to follow throughout the duration of this course. They will examine the company through each of the four course lenses (Context, Enterprise, Relationships, Individuals) by researching the data, sustainability reports, and other market reports of their chosen company. Teams will be expected to evaluate the reports, explain major transformation initiatives and corresponding performance data, identify any areas of reporting or disclosure that merit attention (including gaps in reporting or even data inaccuracies), and by the end of the course describe the transformation progress of their chosen company, highlighting noteworthy areas that serve as lessons for other companies.

The following sources are recommended for selecting each team's company:

- Time and Statista
- Sustainability Magazine
- Corporate Knights
- Barron's
- Morningstar and Sustainalytics

NOTE: Teams will present their final projects to a panel of outside experts on the last day of class.

REQUIRED MATERIALS

Most of the course materials are free at the links provided, but the cases must be paid by students at the following Harvard Business Publishing URL: (Link to be provided).

ASSESSMENT

Assignment	Type	Points
Team Case Study Analyses (1) 100 points	Team	100
Team Company Project Progress Updates (2) 25 points each	Team	50
Team Company Project Final Presentation	Team	100
Individual Case Study Analysis (1) 100 points	Individual	100
Individual Participation	Individual	100
Individual Reflection Journal and Commitments Statement	Individual	50
TOTAL		**500**

Each of you must create an individual learning journal and submit it at the end of the term, along with a written commitment with classmate accountability partner. The best journals are created in

real time, not weeks later, so do it each week, or even after each session. The entries do not have to be voluminous. But a bunch of disconnected bullets won't help your grade either. Journal recommendations—answer these questions:

- *What are the big AHAs! from this week and/or this session?*
- *What lessons from the course can help businesses transform into a force-for-good?*
- *What will you do more, better, differently because of what you learned?*

NOTE: All written assignments (team and individual) are to be submitted in <mark>word format, NOT PDF</mark>. For team assignments, please include all team members names and your team's name.

*Participation Criteria

Grade	Description
A (93% an above)	Always is highly engaged in class: listens attentively, takes notes, comments and asks thoughtful questions based on an understanding of the readings or prior discussion. Makes connective points and constructively advances the discussion or the group's work. Takes initiative to move the group along and contribute to learning. Collaborates effectively with others in both large and small groups.
A- (90% to 92%)	Usually is very engaged in class. Fulfills assigned responsibilities at a high level. Participates constructively in discussions, drawing connections between relevant points. Works effectively with others and contributes to their learning. Asks questions that demonstrate understanding of the material and advance others' understanding.
B+ (87% to 89%)	Engages, but unevenly, in class. Makes points and asks questions, but sometimes may divert the discussion. Fulfills most assigned responsibilities. Works cooperatively with others. Responds well when called upon by instructors or peers, but rarely volunteers.
B (83% to 86%)	Contributes mostly if called upon. Appears to pursue other concerns, perhaps without regard for the direction of the discussion or others' needs. Offers few insights into the readings or work. Participates without becoming engaged with others or contributing beyond the minimum.
B- (80% to 82%)	Primarily unengaged in the class discussion, and either does not listen to or respond to others' comments or sits silently. May be seen sometimes spending class time doing other work or email.

AI Policy

As college students, you work is expected to be of the highest quality and integrity. You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm, such as for your term project. However, you should note that the material generated by these programs may be inaccurate, incomplete, provide false information (called 'hallucinations'), perpetuate biases and/or stereotypes, or draw on copyrighted information without proper attribution, and such

problematic information is often presented very convincingly. Therefore, be prepared to fact-check and critically evaluate all AI-generated information, using known, vetted sustainability-related data sets. A helpful site to verify data across multiple environmental and sustainability areas is Yale Library: https://guides.library.yale.edu/c.php?g=296375&p=7352744. If you include material generated by an AI program, then you must cite all AI-generated material and/or explain how you have drawn on AI-generated material in your work using MLA style / APA style / Chicago style formatting [*explain your preferred method of citing content, e.g.,* include a short paragraph with each assignment explaining how you used generative AI tools / attach a copy of the chatbot conversation or other prompting that helped you produce assignment material]. You may not submit any work generated by an AI program as your own. Any plagiarism or other form of cheating will be subject to University of Oregon academic integrity and honest policies.

COURSE OUTLINE

		Transforming Organizations into a Force for Good	
		LENS 1/WEEK 1: CONTEXT	
Sessions	**THEME**	**PREPARATION**	**ACTIVITIES/ASSIGNMENTS**
1	**Prepping** *Observing and understanding the trends animating our world*	**Choose Your Company** • **To Do:** Teams select a highly ranked company in the local region known for sustainability and will track it throughout this course. **It's Noisy Out There** • **Read:** Signals from the Future: Identifying Emerging Trends and Opportunities. Callum Fergie. October 2023.	• Trends sorting exercise (to be discussed in class)
2	**Exploring** *The signal and the noise*	**Signal Detection** • **Read:** A Four Step Framework to Spot Weak Signals of Disruption. Amy Radin. Fast Company July 2021. • **Case:** Banyan Tree Group: Sustainability through Shared Value. H. Wang et al. HBSP. Oct 2023. (you will have to purchase this case at the hyperlink provided). • **Web:** Banyan Tree	CASE STUDY PREPARATION (no written submission for Banyan Tree): *Prior to class*, teams read and discuss your approach to the case questions below (same Qs are on Canvas). Be ready to be called on!). Case Discussion Questions: 1. What was BT's competitive strategy? 2. How did CSV help BT in advocating and implementing sustainability practices? 3. What were BT's sustainable practices over the years and were they financially viable?
3	**Disrupting I** *Warnings*	**Patterns and Futures I** • **Read:** The Five Warning Signals for a Failing Organization – Part V (Loss of Relevance Caused by Inability to Change or Adapt). Talis. August 2023.	• Ascendancy and Demise activity (to be explained in class)
4	**Disrupting II** *Interpreting and refining*	**Patterns and Futures II** • **Read**: The Vigilant Leader: Paying Attention to What Matters Most. Deb Giffen. Knowledge@Wharton. 2019.	• Applying warning signals readings to revisiting Banyan Tree. • TEAM PROJECT UPDATE 1: Teams give 3 minute pitch describing the context for their chosen company.
		LENS 2/WEEK 2: ENTERPRISE	
5	**Transforming I** *Culture eats strategy for breakfast*	**From Orthodoxy to Agility I** • **Read:** Culture by Design. John Davis. Dialogue Review. 2021.	• Impact of culture on decision making for an airplane manufacturer
6	**Transforming II** *Leveraging signals to pursue distinction*	**From Orthodoxy to Agility II** • **Case:** Maison Chloe-Driving Purposeful Transformation for Sustainability. First of two-part discussion. IMD case. 2021. (you will have to purchase this case at the hyperlink provided). • **Web:** Maison Chloe.	• INDIVIDUAL ASSIGNMENT: Individuals read Maison Chloe case, submit answers to below in 2 pages. Case Questions to prep before class. 1. Does Chloe's purpose differentiate it from competitors? 2. Chloe's impact on people & planet?
7	**Innovating I** *Innovating for growth*	**Integrating Innovation to Drive New Opportunities** • **Case:** Maison Chloe continued. Second of two-part discussion. IMD case. 2021.	• Continue Maison Chloe case. Additional Chloe questions to *think through* before class: 1. What are the organizational and operational enablers of Chloe's sustainability efforts? 2. Is Chloe optimizing today's business model or transforming it to prepare for the future?
8	**Innovating II** *Innovating for contribution*	**Encouraging an Innovation Mindset** • **Read:** Marketing Must Help Businesses Become a Force for Good. John Davis. Dialogue Review. 2019. • **Read:** Design Thinking (DT). Interactive Design Institute.	• Apply the *Radical Marketing* framework featured in today's reading to Maison Chloe

		LENS 3/WEEK 3: RELATIONSHIPS	
9	**Leading** *Yes, the fish rots from the head, and bottlenecks really do affect decision making*	**Developing the Network** • **Case:** KEMET-Leading Change Across Cultural Boundaries (A). Katherine Xin., et al. Harvard Business Review. 2020. (you will have to purchase this case at the hyperlink provided). • **Web:** Kemet	CASE STUDY PREPARATION (no written submissions for KEMET Parts A, B, or C): *Prior to class,* teams read and discuss your approach to the case questions below (same Qs are on Canvas). Be ready to be called on!). Case Discussion Questions (Part A): 1. On a scale of 1-10 (1 = least 10 = most difficult), how difficult was the task facing Richard Lou? What factors made it more difficult and less difficult? 2. What are your suggestions for Richard Lou if he ultimately decided to go to Indonesia to integrate the Batam Plant?
10	**Supporting** *Creating the conditions for organizational health*	**Leading Others to Achieve Meaningful Progress** • **Video:** Why Good Leaders Make You Feel Safe. TED. Simon Sinek. 2014. • **Case:** KEMET case continued. KEMET (B) to be discussed in this session. (you will have to purchase this case at the hyperlink provided).	• Continue KEMET discussion (Part B). Case Discussion Questions (Part B): 1. Given the physical threat, should Richard lead his team to continue the journey to the Batam Plant?
11	**Collaborating I** *Understanding team dynamics*	**Creating Meaningful and Measurable Value** • **Case:** KEMET case continued. KEMET (C) to be discussed in this session. (you will have to purchase this case at the hyperlink provided).	• TEAM PROJECT UPDATE 2: Teams give 5-minute overview discussing w their chosen company's approach to innovation and how organizes its teams. Case Discussion Questions (Part C): 1. How do you evaluate the integration implemented by KEMET's Chinese integration team at the Batam Plant? 2. If you had taken the job to lead integration at the Batam Plan, would you have taken a different approach?
12	**Collaborating II** *Uncomfortable decisions*	**Getting Comfortable with Perpetual Discomfort** • **Video:** How to Turn a Group of Strangers into a Team. Amy Edmundson. TED. 2017	• How would you apply the Amy Edmundson video about teams to KEMET? To Banyan Tree?
		LENS 4/WEEK 4: INDIVIDUAL	
13	**Behaving** *Golden rule writ large*	**Leading and Developing Others** • **Read:** SHIFT. Anne-Valerie Corbuz., et al. Duke Corporate Education. 2020. (PDF available on Canvas) • **Read:** The Five Ambassadors-Behaviors of Top Performing Leaders. John Davis. 2022. • **Verbal Case:** Natta-High Tech Carbon Software.	• Executive team decision and talent development
14	**Sensing**	**Sensemaking, Converging and Reflecting** • **Video:** Perceiving, Sensemaking, Choreography. Tony O'Driscoll. 2023.	• Sully exercise using Perceiving Sensemaking Choreography framework; apply to Natta verbal case from yesterday.
15	**Prepping**	**Fine Tuning** • Teams show draft of final presentation; making any adjustments.	• Dry-run of final presentations.
16	**Progressing**	**Sharing** • Teams present findings about their chosen companies. 15 minutes per team.	• Teams present findings about their chosen companies, get feedback from panel of outside experts.

Plagiarism and Academic Misconduct

The University Student Conduct Code (see http://dos.uoregon.edu/conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students 'obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Lundquist College of Business Code of Conduct

The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our Lundquist College community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional. (See https://business.uoregon.edu/code-of-conduct.)

Integrity

Members of our community act with integrity and honesty. These qualities are essential in providing a basis for trust and go to the core of what is expected from business professionals.

Respect

Our community conveys respect for the dignity of all people. Our relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. We are sensitive to the impacts of both our words and actions on others.

Openness

We encourage all members of our community to exchange ideas freely within the bounds of reasonable behavior. We recognize that learning requires an open environment.

Responsibility

We act publicly and accept responsibility for our actions. We understand that the community will keep us accountable for our dealings. We deliver on the commitments and promises we make to others.

Teamwork

Our community is stronger when we work as a team. We foster attitudes encouraging members of the community to give and receive constructive criticism and develop creative solutions to challenges.

Accessible Education

The University of Oregon is working to create inclusive learning environments (see https://aec.uoregon.edu/) Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Help for Victims and Survivors

If you are a victim or survivor of sexual assault, sexual harassment, dating or domestic violence, gender-based harassment or bullying, and/or stalking and need help, start here: https://safe.uoregon.edu/. There is staff available 24-hours a day for confidential advice and assistance. Even if you are unsure what to do, call 5413467233 (SAFE) and you'll be connected with somebody who will listen to you and help guide you as you figure out what you want to do next. We are here to support you and help provide the assistance and services you need.

Bias Education and Response Team

The University of Oregon Bias Education and Response Team (BERT), http://dos.uoregon.edu/bias, based in the Office of the Dean of Students, works to provide those who have witnessed, or themselves become a target of an act of bias, an opportunity to be heard and supported. The fundamental role of BERT is to respond to situations that affect the larger University of Oregon community through education about current and historical issues surrounding bias. Utilizing best practices in our field, the BERT provides services to witness(es), bystander(s), targeted individual(s), offender(s), or a member(s) of the community in order to create change in a timely, effective, and comprehensive way. It is through our education services and initiatives that we hope to eliminate acts of bias within our community.

If you have witnessed or experienced bias and would like more information or would like to report it, please visit http://dos.uoregon.edu/bias.

Title IX

If you or someone you know (student, faculty, or staff) has experienced gender discrimination, sexual harassment, or sexual violence, the university can offer assistance, support, and resources:

http://titleix.uoregon.edu/how-report

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 (SAFE), or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, https://uoregon.callistocampus.org/, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential of Affirmative Action and Equal Opportunity (AAEO) office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Emergency Response

Active shooter

In the unlikely event of an active shooter on campus, all students should "run – hide – fight." Our first line of defense will be to run from the classroom and away from campus. (You are to get yourself to safety. There will be no class meeting spot in this emergency.) If running is not an option, we will attempt to hide in the classroom by turning off the lights and getting on the ground. If hiding is not an option, we will fight the active shooter by throwing objects at his/her eyes (books, laptops, water bottles, etc.) and then tackling him/her until help arrives.

Earthquake or fire

Students should leave the building by the nearest, safe exit and gather on the north side of Lillis by the wind sculpture.