MGT 4192 TSA
Impact Forum
Spring 2014

Instructor: Gregory Marr
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Telephone: (404) 894-9786
E-Mail: Gregory.Marr@scheller.gatech.edu
Class Room: 102 Class Time: 16:35-17:55 M, W
Office Hours: Wednesday 15:00 - 16:00 and by appointment.

TEXTBOOK

version so you have the code, which will allow you to complete the Strengths Finder on-line
assessment. Available through Amazon, Barnes & Noble.

Course packet from Harvard Business Publishing.

COURSE OBJECTIVES

Each individual has a unique capacity to contribute his or her expertise, talents, insights, and
experiences to create a significant Impact in his or her life and in the lives of others. The
objectives of this course are to:

1. Investigate, discuss, and develop key knowledge and skills for creating personal Impact.
   Examples of these competencies include:
   a. Self-Awareness – the knowledge of self; also, knowledge of a broad range of
      perspectives, points of view, and possibilities.
   b. Critical-thinking – the ability to investigate and assess situations, opinions, and
      actions.
   c. Communication – the ability to write and speak in a way that ensures one’s
      message is received with the intended content and emotion; the ability to listen in
      a way that stimulates open and frank exploration of ideas and feelings.
   d. Leadership – the ability to attain the voluntary participation of others in an effort
      to reach goals.
   e. Teamwork – the ability to work with others to accomplish goals.
   f. Change – the knowledge and ability to identify and execute change.

2. Explore the concept of Impact across a range of environments, the world we live in, and
   the world we want to live in.

3. Leverage and expand the content of the speaker series and other class activities to
determine the why, when, where, and how of making an Impact.

COURSE DESCRIPTION

The course is organized into two conceptual sections:
Personal Competence. The purpose of this section is to create awareness of the personal attributes we bring to our lives and to the lives of others. Readings, class exercises, and discussions focus on personal and interpersonal concepts and skills.

Impact Examples. The purpose of this section is to present organizations and individuals that have had an Impact. The Impact series, readings, class exercises, and discussions focus on exploring the range, attributes, and effect of the examples.

The purpose of the Speaker Series is to expose students to individuals and organizations that have had an Impact. Through their personal views, the speakers address the concepts of innovation, leadership, sustainability, change and Impact. Through the presentations and question/answer periods that follow, students have a first-hand opportunity to hear and understand a broad range of environments, concepts, approaches, styles, and results. The Impact Speaker Series is a key component of the class. It is generally held on Wednesday.

The premise of this course is that Impact is both a noun (what we create) and a verb (how we create). As a result, the course requires that students participate fully with themselves, with other students in small groups, with the full class, and with the speakers. The class incorporates a range of learning environments to support the students. The conceptual sections listed above are not always linear or sequential. Opportunities for learning that arise will be seized and incorporated into class dialogue.

CLASS FORMAT

Classes consist primarily of discussions and speaker sessions. The primary focus is on personal growth and development. The speakers and classes will expose you to a variety of topics and ideas. The assignments encourage introspection and application. This is one of the classes that requires your participation; you’ll get out what you put in. Short videos, small-group discussions, music, and journal articles will also be included. In order to use class time effectively, it is critical that you complete readings prior to the date it will be covered in class.

When an Impact speaker is scheduled, you are expected to attend the series from 16:30 – 18:00 in the LeCraw Auditorium on the first floor of Tech Square. On days when no speaker is scheduled, the class will meet in the classroom. You are dismissed from the speaker session when the question & answer period is finished. Changes will be announced on T-Square. If a speaker’s schedule changes, we will adjust our class schedule with class still being held.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Papers</td>
<td>50%</td>
</tr>
<tr>
<td>Initial Reflection Paper</td>
<td>2%</td>
</tr>
<tr>
<td>Reading &amp; Speaker IAGs (10)</td>
<td>33%</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>15%</td>
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<tr>
<td>Group Project 1: Book presentation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Group Project 2: Making an impact</td>
<td>12.5%</td>
</tr>
<tr>
<td>Media Submission</td>
<td>5%</td>
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Class participation 20%
Class attendance Deduction 10%
Total 100%

Papers:
John Dewey said that we learn by experience. Malcolm Knowles took John Dewey’s premise and developed it into adult learning theory. Knowles maintained that adults learn best through reflecting on, and making sense out of their experiences. We learn from experience that has been looked at, analyzed, and projected into a future situation. So, the purpose of the papers is to provide students with the opportunity to communicate what they have learned and integrate the concepts into their lives.

<table>
<thead>
<tr>
<th>Initial Reflection Paper (1)</th>
<th>3-5 pages</th>
<th>Due: Friday, January 10, 5:00pm</th>
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</thead>
<tbody>
<tr>
<td>Identify, Analyze, Generalize Papers (10)</td>
<td>1 page</td>
<td>There are 13 IAGs identified in the Schedule of Activities. The 10 highest-scoring submissions will be counted toward your grade. Due: Most Fridays by 5:00pm</td>
</tr>
<tr>
<td>Final Reflection Paper (1)</td>
<td>3-5 pages</td>
<td>Review of the semester. Due: April 30 by 5:00pm</td>
</tr>
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More detailed instructions for the papers are available on the Assignments tab in T-Square. Submit your papers through it. If you encounter T-Square submission problems, e-mail me the paper. Papers should be submitted in 12-point, Times New Roman font, double-spaced, with 1 inch margins. Traditional rules for writing apply, e.g., standard English rules of prose, punctuation, capitalization. I encourage you to write in the first person (e.g., I think, I learned).

Late papers will only be accepted for up to 24 hours after the time due. They will be penalized a grade level.

Group Project 1: Book Presentation
Each student will be assigned a group with which to prepare a presentation on a book. The group will select the book from a short list about the Impact of different people. More information will be provided and teams assigned on January 27.

Group Project 2: Making an Impact
Each student will be assigned a small group with a budget of $5. The group task is to design and implement a project that has maximum impact. The group can spend as much time as it would like planning. But, once you open the envelope, the group has 24 hours to complete its “Impact.” You need not spend any or all the money but you cannot add any of your own to it. The
deliverable is a 10-minute presentation of what the group did and the impact it had. Project begins with team assignment on March 24th.

Media Submissions
Once this semester (see below for due date) you will need to submit a piece of media (e.g., newspaper article, film clip, song, etc.) that pertains to Impact. The media submission must be accompanied by a short (6-10 sentences), well-written discussion of how the submission is related to the material we are currently covering in class. One of the primary goals of this exercise is to recognize the pervasiveness of Impact, so you are encouraged to look beyond the business section of Google News to locate your submission. The media will need to be accessible to everyone via a hyperlink (i.e., not attached downloads). Submissions using subscription-based articles, movies/music that must be purchased, and other media with restrictive access will not be accepted. Since the media submission can be submitted anytime over several weeks, a make-up will NOT be allowed.

Of these submissions, I will choose 6 of the most interesting, topical, novel, and inventive to discuss in class. These links will be disseminated two days prior to the scheduled discussion day. While other submissions might also be discussed, these pre-selected 6 will be required to have been viewed prior to class. EXTRA CREDIT of 1% of the final grade will be given to those 6 that were pre-selected. While I will accept submissions that have some explicit content, in order to be eligible for extra credit your submission will have to be appropriate for the classroom (e.g., PG-13, radio-edits, etc.).

Class Participation
Each student is expected to participate (speak and listen) in class and small group discussions. Students are encouraged to ask questions during the Impact speaker series.

Participation requires preparation. Students are to come to class having read and thoughtfully considered the materials assigned. Also, students are required to complete research on each speaker and his/her organization. What is interesting or unique about the individual or organization? What would you like him/her to address? Develop two or three questions that you would like to have the speaker answer. The purpose of the speaker research is to enhance students’ analytical and critical thinking skills as well as to prepare a context within which the student can listen to the speaker.

Each student’s participation will be graded after every class period: 0 = no participation; 1= okay contribution; 2 = nice job; 3 = WOW. The scores will be posted on a regular basis and show your total participation points as well as the class average to give you some sense of your relative status. The cut-off numbers (75% participation approximate cut-off, 80% participation approximate cut-off, etc.) change throughout the term as you and your classmates participate in class and ask questions of our speakers.

Class Attendance (Deduction)
Attendance and participation are integral to the class and are considered separate for grading purposes.
Students have one personal day to use as they see fit. Illness, weddings, vacations, mental health days, Greek functions, midterm or Thanksgiving plans, high school reunions, camping trips, and job interviews all fall into the personal day category.

Absences are cumulative and will affect your final grade as follows:
1 absence = Personal Day - no deduction
2 absences = 2 point deduction
3 absences = 5 point deduction
4 absences = 9 point deduction
5 absences = 14 point deduction, and so on.

I will take attendance every class period and at the Impact speaker series. Besides being integral to the course, the speakers are our guests and it is important to Georgia Tech’s College of Business that the lectures be well attended. Check in with me before the speaker or outside the auditorium at the end of the lecture to ensure you receive attendance credit.

EXTRA CREDIT

There are three opportunities for extra credit:

4 points on your final grade. Introduce one of our Impact speakers. Unfortunately, this is limited by the number of speakers we have. I will randomly draw names for this opportunity.

2 points on your final grade. Attend all class sessions. To earn this credit, you must be present for all classes – no late, no absence, no leaving early.

1 point on your final grade. Pre-selected media submission for class discussion (see above for more details).

TARDINESS

It is extremely disruptive to the class when someone arrives late. Showing up late shows disrespect toward me as well as your fellow students. So, please be considerate! I strongly encourage you to come to class on time, preferably a few minutes early to prepare.

In the event that you are late to class, or you decide to leave early from class, you must ensure that that time is not greater than 10 minutes, otherwise, I will consider you not in attendance from class.

SEEKING MY ASSISTANCE

I am more than willing to meet with students to provide assistance with course material and/or other school and career related issues. Please email me (or talk to me in class) to arrange a time to meet. Otherwise, I encourage you to drop by my office if it’s a quick question. I am often in my office during “normal business hours” (when I’m not teaching).
One rule I have regarding “seeking my assistance”: I will NOT answer questions regarding material THE DAY IT IS DUE (or the night before). In other words, do not email me an hour before the scheduled due date asking for clarification of a topic. If you have a specific question or need general assistance, make sure that you discuss it with me (in person or via email) the day before the scheduled due date at the very latest. This also means that you will need to give yourself ample time to complete your work (i.e., do NOT begin writing an assignment the day before it is due).

FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms at Tech Square. We want to maintain the high quality of these classrooms for the students in future years. Thus, keep the consumption of food or drink to a minimum and clean up after yourself. Furthermore, do not consume food or drink in the classroom in such a way that it is disruptive.

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, then please contact Disability Services, visit www.adapts.gatech.edu, call (404) 894-2563, or go to 353 Ferst Drive, Suite 210. No accommodations will be provided to students unless they are registered with ADAPTS-Disability Services Program. Those students that are registered should contact the course instructor prior to the first examination.

SCHOLASTIC DISHONESTY

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic dishonesty will be pursued to the fullest extent allowed by University regulations. Note that obtaining details/help on tests and assignments from students previously enrolled in the course is considered scholastic dishonesty. Please help us help you keep the grading fair and the learning opportunity in MGT 4192 as equitable as possible.

Adhere to the Georgia Tech Honor Code

Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
• Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
• False claims of performance or work that has been submitted by the claimant;
• Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
• Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
• Forgery, alteration or misuse of any institute document relating to the academic status of the student.
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>06.01.2014</td>
<td>Course Overview Syllabus Review Exercise</td>
<td>2014</td>
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<td>2</td>
<td>08.01.2014</td>
<td>Quote of the Day (QOTD) <em>Impact</em> Discussion Speaker Preparation</td>
<td>Consider the word <em>Impact</em>, and those who have had an <em>Impact</em> on you. Develop your personal definition of <em>Impact</em>. What characteristics do those who have <em>Impact</em> share?</td>
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<td>10.01.2014</td>
<td><strong>Initial Reflection Paper due</strong> (at 5:00pm)</td>
<td>2014</td>
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<td>3</td>
<td>13.01.2014</td>
<td>QOTD Reading discussion – <em>Core Values</em></td>
<td>Reading: <em>Make your Values Mean Something</em>, Lencioni Reflection Questions: 1) Do corporations need to have Values? If so, why? 2) What are your personal values? What do you think they say about you?</td>
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<td>15.01.2014</td>
<td>QOTD Learnings from DiGiammarino <em>Core Values</em> Speaker Preparation</td>
<td>Reading: <em>The Discipline of Building Character</em>, Badaracco Reflection Questions: 1) Badaracco discusses a defining moment as a choice between right and right. How are defining moments related to <em>Impact</em>?</td>
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<td>17.01.2014</td>
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<td><strong>IAG 1 due</strong> – Week 1 &amp; 2 readings and classes</td>
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<td>5</td>
<td>20.01.2014</td>
<td>No class – Martin Luther King Jr. Day</td>
<td>2014</td>
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<td>22.01.2014</td>
<td>Derek Smith, Founder and Chairman, GivingPoint and The Game of Golf Institute</td>
<td>2014</td>
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<td>24.01.2014</td>
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<td><strong>IAG 2 due</strong> – Derek Smith</td>
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<td>6</td>
<td>27.01.2014</td>
<td>QOTD Learnings from Smith <em>Leadership</em> Speaker Preparation</td>
<td>Reading: <em>The Five Practices of Exemplary Leadership</em>, Kouzes &amp; Posner Reflection Questions: 1) Do you agree with Kouzes &amp; Posner’s premise that anyone can be a leader? Why or why not? 2) A genie will grant you one wish related to Kouzes and Posner’s practices. Her deal - you pick the practice you are most interested in acquiring and she will grant you the ability to fully and completely execute it. Which of the practices would you select? Why?</td>
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<td>29.01.2014</td>
<td>Elisabeth Marchant, Founder, Womenetics</td>
<td><strong>IAG 3 due</strong> – Marchant and the week’s readings</td>
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<td>8</td>
<td>03.02.2014</td>
<td>QOTD Learnings from Marchant</td>
<td>Reading: <em>Creating Shared Value</em>, Porter and Kramer <em>The For-Benefit Enterprise</em>, Sabeti</td>
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<td>Event</td>
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| 9 | 05.02.2014 | Bre DiGiammarino, Education Vertical Director and Vertical Team Operations, Indiegogo | Reading discussion – **Social Entrepreneurship** Speaker Preparation | Reflection Questions:  
1) Porter and Kramer claim that: “… (Capitalism) and society have been pitted against each other for too long.” Do you agree with their assertion of businesses that concentrate on ‘shared value’ can unlock their growth and success?  
2) Do you believe For-Benefit Enterprise will usher the end of the traditional For-Profit model in the future? Has it already? Why or why not? |
| 10| 07.02.2014 |                                                                     | IAG 4 due – DiGiammarino and the week’s readings                      |                                                                                      |
| 10| 10.02.2014 | QOTD Reading discussion - **Sustainability** Speaker Preparation IAGs | Reading: *Why Sustainability is Now the Key Driver of Innovation*, Nidumolu, Prahalad, and Rangaswami | Reflection Questions:  
1) Is sustainability a fad? Does it matter if it is? Why or why not?  
2) Are you persuaded by Nidumolu et al.’s explanation that sustainability is a competitive advantage? Why or why not? |
| 11| 12.02.2014 | Lisa Morden, Senior Director, Global Sustainability, Kimberly-Clark Corporation | IAG 5 due – Morden and the week’s readings                             |                                                                                      |
| 12| 14.02.2014 |                                                                     | IAG 6 due – Langstaff and the week’s class                             |                                                                                      |
| 13| 17.02.2014 | QOTD Learnings from Morden Reading discussion – **Leadership** Speaker Preparation | Reading: *Are Great Leaders in Control of Their Companies?* Pfeffer & Sutton | Reflection Questions:  
1) Consider the fundamental guidelines on page 14. Which is the most controversial, in your opinion? Why?  
2) Describe the relationship between leadership control and Impact? |
| 13| 19.02.2014 | David Langstaff, President and CEO, TASC                          |                                                                                      |                                                                                      |
| 14| 21.02.2014 |                                                                     | IAG 7 due – Harwood and the week’s readings                            |                                                                                      |
| 15| 24.02.2014 | QOTD Learnings from Langstaff Reading discussion – **Innovation** Speaker Preparation | Reading: *Leading Change: Why Transformation Efforts Fail*, Kotter  
*No More Excuses: Making Change Possible*, Pfeffer | Reflection Questions:  
1) What do you think makes change so difficult?  
2) Is it really as easy as Pfeffer suggests? Why or why not? |
| 15| 26.02.2014 | Richard Harwood, Founder, Harwood Institute for Public Innovation |                                                                                      |                                                                                      |
| 16| 03.03.2014 | QOTD Learnings from Harwood | Reading: *Why the Lean Start-Up Changes Everything*, Blank  
*Big-Bang Disruption*, Downes, Nunes |                                                                                      |
| Date       | Reading discussion – **Disruption**  
|           | Speaker Preparation | Reflection Questions:  
|           |                   | 2) Do you believe lean start-ups are capable of disrupting incumbents? Why or why not?  
|           |                   | 3) Do you agree with Downes & Nunes claim that “Big-Bang Disruptions” are unplanned and unintentional? Why or why not?  
| 05.03.2014 | David Kappos, Former Under Secretary of Commerce for Intellectual Property and Director of the US Patent and Trade Office, Partner at Cravath, Swaine & Moore LLP |
| 07.03.2014 | **IAG 8 due** – Kappos and the week’s readings |
| 10.03.2014 | **Group Project 1: Book Presentation – due all groups Presentations** |
| 12.03.2014 | Grace Fricks, CEO, ACE Loans |
| 14.03.2014 | **IAG 9 due** – Fricks and Group presentations |
| 17.03.2014 | Spring Break – No Class |
| 19.03.2014 | Spring Break – No Class |
| 21.03.2014 |  |
| 24.03.2014 | QOTD  
|           | Learnings from Kappos & Fricks  
|           | Reading discussion – **Leadership**  
|           | Group Project 2: Making an Impact – Introduced |
| 26.03.2014 | Carol Godfrey, VP Marketing & Development, Southwire |
| 28.03.2014 | **IAG 10 due** – Godfrey and the week’s readings |
| 31.03.2014 | QOTD  
|           | Learnings from Godfrey  
|           | Reading discussion – **Core Values**  
|           | Speaker Preparation |
| 02.04.2014 | Speaker - TBA |
| 04.04.2014 | **IAG 11 due** – Godfrey & week’s presentations |
| 07.04.2014 | QOTD  
|           | Learnings from Speaker  
|           | Reading: *Moon Shots for Management*, Hamel |

Reflection Questions:
1) What did you find most concerning about “The Work of Leadership” article?

Reading: *How Great Companies Think Differently*, Kanter  
*Why Don’t We Try To Be India’s Most Respected Company?* Murthy  
Reflection Questions:  
1) Does Infosys’ C-LIFE value system a source of competitive advantage for the company? Why or why not?  
2) If you were able to start your own business, what would be your core value(s) for the organization? Why?
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Reflection Questions</th>
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| 09.04.2014 | **Innovation**                                                                    | 1) Do you agree with Hamel’s notion that the current paradigm of capitalism is antiquated and needs to be reinvented? Why or why not?  
2) Of the 25 Grand Challenges outlined, which do you think are the most important five? |
| 11.04.2014 | **IAG 12 due** – Readings and Strengths Finder                                     |                                                                                      |
| 14.04.2014 | QOTD                                                                             | Reflection Questions:  
1) How does identifying your top 5 strengths influence your ability to have an *Impact*?  
2) Identify one idea for action from your strengths profile that you are willing to try. |
| 16.04.2014 | **Media Submission Discussion**                                                   |                                                                                      |
| 18.04.2014 | **IAG 13 due** – Readings and Media Submission                                    |                                                                                      |
| 21.04.2014 | **Group Project 2: Making an Impact – Presentations part 1**                     |                                                                                      |
| 23.04.2014 | **Group Project 2: Making an Impact – Presentations part 2**                     |                                                                                      |
| 25.04.2014 | Last day of classes                                                              |                                                                                      |
| 30.04.2014 | **Final Reflection Paper - due**                                                  |                                                                                      |