

**Commerce 4SG3
Sustainability: Corporations and Society
Winter 2021 Course Outline**

**Strategic Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

The goal of this course is to familiarize students with a variety of concepts related to the role of corporations in society. Using cases, simulations, guest speakers, a group project and editorials, students will sharpen their ability to critically analyze and debate complex and systemic issues from an informed position. Students will also learn tools to help management address many of the challenging issues facing our society. Students will emerge from this course understanding both the business challenges and opportunities inherent in sustainability.

INSTRUCTOR AND CONTACT INFORMATION

<p>Anjali Chawla Instructor Chawla9@mcmaster.ca Office: NA Office Hours: after class Tel: 289-788-3165</p>	<p>TA's name: TBD</p> <p>TA's email:</p>
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Course Website: Avenue

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

The role of corporations and society has been evolving over the past couple of decades from a fringe business issue, to one of central concern to managers. A recent survey conducted by McKinsey found that for 49% of CEOs, sustainability was a top three priority item. Sustainability has become an increasingly important concern in today's business world. At the core of this course are the relationships that firms build and maintain with society (a so called license to operate) and ecological systems (which provide invaluable inputs and essential services). The importance of these relationships cannot be understated as they significantly impact the long term viability of the firm. This course focuses on those relationships. In the past, environmental and social issues were seen as constraints on business; unwelcome interruptions on the path towards increased profitability. They were peripheral. But no longer. Today firms of all stripes, from mining and forestry, to food and beverage, and even banking are adopting strategies and practices that take into account a broader set of stakeholders including their environment, society, governments and non-governmental Organizations (NGOs). It was inevitable that firms would adopt these strategies and practices. To quote Ray Anderson, CEO of Interface Carpets and a highly regarded environmentalist in his own right:

"the only institution on earth that is large enough, powerful enough, wealthy enough, pervasive enough, and influential to lead humankind out of the mess it's making for itself is the same institution that is doing the most damage -- the institution of business and industry, my institution." - Ray Anderson, CEO Interface Carpets

The issues we raise and discuss in class are among the most critical and exciting challenges confronting business today. Sustainability is the quintessential international problem. In our time together we will explore innovative business models used across the globe in developed and developing countries. In this class, our joint task is to learn how we can think globally and act strategically in ways that also add the most value to the societies within which we operate as business leaders.

LEARNING OUTCOMES

By the end of this course you will:

- Gain a familiarity with a variety of concepts related to corporations and society including triple bottom line, resilience, stakeholder engagement, the tragedy of the commons, sustainability and technology, sustainability reporting, and sustainable business models;
- Understand the application of tools and solutions to key challenges facing organizations resulting from environmental and social issues;
- Sharpen critical analysis and communication abilities, especially in the context of complex and systemic issues;
- Understand both the challenges and opportunities inherent in social and environmental issues;
- Be challenged to clarify your own values and opinions on issues related to corporations and society.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials • http://avenue.mcmaster.ca	\$ FREE
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Custom Courseware: Commerce 4SG3 Corporations and Society •purchase at the bookstore	\$ ~75
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prices subject to
change

EVALUATION

- **Classroom engagement: 30%**
- **Debate sessions: 15%**
- **Opinion Editorial- 20%**
- **Group Project – Written Report: 20%**
- **Group Project – Classroom Component: 15%**

Group project, classroom tickets and discussions are groups activities for which groups will be formed at the beginning of the term.

CLASSROOM ENGAGEMENT (30%)

Classroom engagement comprise three components: In- class assessment, classroom discussion of cases and weekly class tickets related to course content.

Class tickets (10%): Each class in this course focuses on a particular topic regarding the role of corporations in society. To guide you in this learning, there is a “ticket” associated with each class to help you reflect on and consider key concepts. For some classes this will be integrated with the reading required prior to the class while at other times you will be asked to answer questions pertaining to the content covered in class.

All the groups and will be given 30 minutes at the end of the class to reflect on their learnings and write their tickets. Each group needs to submit their tickets at the end of the lecture.

The ticket assignments can be found on Avenue under the Class Content associated with each class.

To get full grades on these tickets, groups will need to complete all tickets satisfactorily. The instructor and TA reserve the right to penalize for lackluster responses.

In-Class assessment (20%): In class- assessment will provide you the opportunity to effectively engage with the course content and become monitors of your learning.

These assessments will be conducted on Top Hat during the lecture, wherein each student is expected to answer questions appearing in different formats (such as multiple choice, subjective etc) on the screen. Your answers will be graded on the basis of correctness and understanding of the concept.

A key aim of this course is to provide the opportunity for students to think critically about issues presented throughout the course. Students are encouraged to actively reflect on what they have learned. At two points in the course, students will submit structured reflections.

CLASSROOM DEBATES (15%)

The objective of these classroom debates is to help you develop critical thinking skills and acquire better poise and speech delivery. This will also assist in building deeper understanding of the classroom content.

Every student is expected to participate in one debate. By **Week 2**, you will be required to submit the names of the people in your group. I will then randomly assign groups to assigned to argue a particular side in the debate in the given weeks. If any group has an inclination toward a topic, please let me know when you are submitting the names.

As aforementioned, this class will be divided into groups of five. Students on the same side must work together to build a convincing, multi-faceted argument to support their position. Opposing sides are also encouraged to work together to frame the debate and ensure that both sides are arguing about the same thing 2 groups will debate for and against a particular topic provided by the instructor a week before. Groups are expected to prepare well in advance on their choose argument (for or against).

Sources that can be used to support your claims:

- Possible sources include peer-reviewed journal articles, books and manuscripts, magazines and newspaper articles, websites, and interviews with experts on the topic.
- Students should avoid or limit claims based on personal experience or opinion, and explain why these are considered less valid sources of information in a debate.

Debate topics:

- Be it resolved that the social responsibility of firms is to make money?
- Whose responsibility is it?- by creating certifications, does that shift the responsibility of being sustainable from companies to consumers?
- Be it resolved that technology will resolve our environmental and social problems.
- Will Human Civilization Achieve Sustainability?

Debate Protocol:

The debates follow a relatively formal format for the first half wherein each student, in turn, delivers a 3-4 minute statement supporting their position. After all statements have been delivered, there is a free-form rebuttal session lasting approximately 15-20 minutes. After the rebuttal between the debate team members, the debate is opened up to questions and input from the audience. Students (audience) will vote to indicate which side presented the most convincing argument and this will comprise 50 percent of the grades allocated for debate sessions. Remaining 50 percent is allocated to grading by the instructor.

All students in the group are expected to participate in the debate and students will be graded on the basis of their participation, relevance and clarity of arguments, and language and tone used.

OPINION EDITORIAL (20%)

A key aim of this course is to help develop skills associated with taking and articulating a strong opinion on an issue related to corporations and society. In this course you will work with the professor and DeGroote's writer-in-residence, Gordon Pitts, to craft a hard hitting and possibly controversial editorial.

Students will submit a first editorial on a topic of your choosing. Be sure to consider course content, your own interests, and what is going on in the world at that time. The professor is very available to discuss topics and offer insights to consider. This initial editorial will be worth **10%** of your grade.

Following this submission, Gordon Pitts, DeGroote's writer in residence, will review your editorial and offer content and writing guidance to improve your work. Students are expected to engage with this writing feedback and incorporate it into their second editorial. This second editorial is on a brand-new topic. The final editorial submission will be worth **10%**. An extensive rubric can be found on Avenue.

Here is the exciting part. If, in your second editorial, you improve a criteria (ie improve the lead, or provide appropriate logical support (see Rubric on Avenue) over your performance in the first editorial, I will bump your grade on that criteria in the first editorial up one level. In this way, you are doubly rewarded for efforts to improve your editorial writing skills.

To qualify for this “bump”, students must submit a bulleted list or paragraph explaining how you incorporated the feedback into your second editorial. Submit this at the bottom of your second editorial.

Editorials should be between 650 and 800 words. Formatted in a word document that includes the proposed title for the piece, your name and email address.

Publishing Competition. Students are encouraged to submit the final version of their editorial on www.medium.com. Students who receive sufficient “claps” by the end of the course could be invited to work with the professor to develop the piece for publication in www.theconversation.ca.

Please acknowledge intellectual debts and facts and figures in your reflection using a superscript number and endnotes to reports. Draw on the library citation guide (<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.

Group Project

Understanding social and environmental issues are important for effective decision making in today's world. The wide relevance of these issues provides an opportunity for you to contribute

to your learning, your classmates', and to the wider community. It is this philosophy that has guided our development of this project.

Working in groups of **4 to 6** you must identify an environmental or social issue and describe innovative business approaches to addressing the issue. The project must comprise two major parts.

1. **Issue definition.** Define and describe the issue, including its scope and negative impacts on either society or on the planet.
2. **Innovative practices taken by business to address the issue.** You can focus on just one case study, or list a number of approaches that firms take or could take.

In selecting a topic, you could either first identify an issue that you find most troubling and want to see what businesses are doing, or find a company that you find innovative and then work backwards to define a social or environmental issue that the firm is addressing.

By **Week 2**, you will be required to submit the names of the people in your group, and by **Week 6**, a description of the issue or company that you will be researching (no more than 1 page double-spaced). I will provide feedback by **Week 7**.

Written Report – Due Week 12

The written report should be between 3000 and 4000 words, excluding references, title page, and appendices. It will be graded on both substance and style. In terms of substance, the paper should be researched well, and yet focus only on the most salient facts. The message should be credible and accurate with supporting facts and evidence. In terms of style, the paper should be easy to read and free of errors. It should be impactful and engaging.

Important Considerations:

- Better projects focus on a narrowly well-defined issue with a foreseeable impact on business. If you can't define the issue easily and well, the audience will never really understand what it is that you are talking about.
- Better projects also tend to avoid well-worn issues (such as deforestation, climate change), and focus on issues that are relatively new to your audience or take a new angle on well-known issues (e.g., greenhouse gas emissions associated with air travel).
- A good report is not an information dump, but a careful culling of the material, providing only the best, most credible and reliable data and images. There are significant space and time restrictions, so be selective in the information you choose.
- Your report should include a description of the problem, key stakeholders, how this problem affects which stakeholders, an analysis of the environment, and then a solution targeted at the intended audience of the report. Be sure to include an executive summary.

Referencing and citations:

For your final report, please use a superscript number and endnotes to acknowledge intellectual debts and facts and figures in your reports. Draw on the library citation guide (<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.

Classroom Case – Due Week 11

To share your work you will prepare a **2-3 page** (single-spaced including figures) case for classroom discussion that outlines the issue at the centre of your project. In this case you will lay out the issue of concern in your project and create a protagonist – a central figure and organization that is tasked with resolving in some way your central issue.

Examples of protagonists are readily found in most cases under discussion throughout the course. For example, suppose your group project pertained to the issue of shark fin soup and the practice of shark finning. You may choose a number of protagonists including the manager of a Chinese banquet centre that caters to Chinese weddings and is placed in a difficult decision as to how to satisfy customers while addressing this harmful practice. Or you could be a manager of a food processing plant who is presented with an opportunity to incorporate new synthetic shark fin soup technologies. The choice of protagonist should be one that helps you explore the key findings of your report. While the case should be largely fact based, you can make up fictional individuals or companies if they advance your learning objectives.

In your classroom component, you will facilitate a discussion among fellow students regarding this case focusing on resolving the case. Your aim is to use the case to teach your fellow students something you learned through the course of your group project. Be purposeful about your teaching objectives. One of the most challenging parts of teaching cases is asking the right questions to get students to work through a case. Thus each group should come prepared to stimulate and advance classroom discussion drawing, if you wish, on some of the techniques I use throughout the course.

The cases are **due on Avenue by midnight on the Thursday of Week 11 (1st April, 11:59 PM)**. I will then post these cases on Avenue to allow your fellow students time to read each case. Each group will be allocated approximately **20 minutes** for the case discussion. There will be a 25% penalty for students who are not present for final presentations. **We will have final presentations in Week 12**

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52

Communication and Feedback

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who wish to have a course component re-evaluated must complete the following form:

http://www.mcmaster.ca/policy/Students-AcademicStudies/Form_A.pdf

In order for the component to be re-read:

- the component must be worth 10% or more of the final grade in the course
- students pay a fee of \$50 in Gilmour Hall #209 and the receipt is then brought to Student Experience - Academic Office (formerly the APO) in DSB 104
- the Area Chair will seek out an independent adjudicator to re-grade the component
- an adjustment to the grade for the component will be made if a grade change of three points or greater on the 12 point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair
- if a grade change is made, the student fee will be refunded

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at;

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to;

www.mcmaster.ca/academicintegrity

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

1. Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following ways:

- a) **for absences from classes lasting up to three (3) days; or**
- b) **for absences from classes lasting more than three (3) days.**
- c) **for conflicts arising from Student Experience - Academic Office approved events**

a) **For absences from classes lasting up to three (3) days**

Students must use the MSAF (McMaster Student Absence Form). This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one (1) request for relief of missed academic work per term as long as the weighting of the component is worth less than **25%** of the course weight. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. Details are described below.

If the value of the component is worth **25%** or more, students must report to their Faculty Office (the Student Experience – Academic Office for Commerce students) to discuss their situation and will be required to provide appropriate supporting documentation.

Please visit the following page for more information about MSAF:

http://academiccalendars.mcmaster.ca/content.php?catoid=13&navoid=2208#Requests_for_Relief_for_Missed_Academic_Term_Work

b) For absences from classes lasting more than three (3) days

Students cannot use the MSAF. They MUST report to their Faculty Office (the Student Experience – Academic Office for Commerce students) to discuss their situation and will be required to provide appropriate supporting documentation.

Students who wish to submit more than one request for relief of missed academic work per term cannot use the MSAF. They must report to the Student Experience – Academic Office and discuss their situation with an academic advisor. They will be required to provide supporting documentation and possibly meet with the Manager.

c) For conflicts arising from Faculty Office approved events

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Please see the DeGroot Missed Course Work Policy for a list of conflicts that qualify for academic accommodation

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

Such requests must be made to the Student Experience – Academic Office at least ten (10) working days before the scheduled exam along with acceptable documentation.

Non-Commerce students must submit their documentation to their own Faculty Office and then alert the Student Experience – Academic Office of their interest in an alternate sitting of the midterm.

Adjudication of all requests must be handled by the Student Experience – Academic Office. Instructors cannot allow students to unofficially write make-up exams/tests.

The MSAF cannot be used during any final examination period.

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

POLICY FOR APPROVED MISSED ACADEMIC WORK

Students who cannot write a test, and have advanced knowledge and permission as described above, will be given the opportunity to write an alternate version of the test and an alternate time.

Students who did not write a test, and subsequently provide an MSAF submission, or documentation for which they have been approved by the Student Experience – Academic Office,

will have the weight of the missed work reallocated across other course components. The student must follow up with the instructor to understand this process and decision.

Students who submit an MSAF, or have been approved by the Student Experience – Academic Office, for an assignment deadline, will be given an extension of 3 days for the assignment. Please note, the student will ultimately be required to submit the assignment.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities;

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Commerce 4SG3
Sustainability: Corporations and Society
Winter 2021 Course Schedule
Commerce 4SG3

COURSE SCHEDULE

	Topic	Details
Week 1 15 th Jan, 2021	The Tragedy of the Commons	Introduction to the course <u>Course Overview</u>
Week 2 22 nd Jan, 2021	Confronting the Social Responsibility of the Firm	<i>Case: <u>PepsiCo's Turning Point: Establishing a role in a sustainable society</u></i> <i>Readings: The Social Responsibility of Business is to Increase its Profits by Friedman - Courseware</i> <i>Readings: Creating shared value by Porter and Kramer - Courseware</i>
Week 3 29 th Jan, 2021	Certification Systems and Sustainability Reporting	<i>Case: SC Johnson and the Greenlist Backlash</i> Lecture: Sustainability Reporting <i>Guest: Michael Brook, Faculty of Science Chair in Sustainable Silicone Polymers.</i> <i>Guest: Wade Hemsworth, Manager Media Relations McMaster</i> <u>Group Project: Sign up on 30th Jan doodle poll for meeting week of 5th March, 2021</u>
Week 4 5 th Feb, 2021	Resilient Organizations and Resilient Societies	<i>Case: <u>YU Ranch: Strategy and Sustainability in Cattle Ranching (A)</u></i> <i>Readings: Resilience by Zolli – Courseware</i> <i>Debate- Topic- Be it resolved that the social responsibility of firms is to make money?</i> <i>Editorial: First Due by 5th feb, Friday, 11:59pm</i>
Week 5 12 th Feb, 2021	Stakeholder Engagement and Social License to Operate	<i>Case: <u>IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor</u></i> <i>Guest: Gordon Pitts, DeGroot writer in residence. <u>Effective Editorial writing and feedback on your editorials</u></i>
19 th Feb, 2021		<u>Midterm recess</u>

Week 6 26 th Feb,2021	Sustainable Business Models	<p><i>Case: <u>Interface's Net-Works Program: A New Approach to Creating Social Value through Sustainable Sourcing</u></i></p> <p><i>Debate Topic- Whose responsibility is it?- by creating certifications, does that shift the responsibility of being sustainable from companies to consumers?</i></p> <p>Group Project: A description of the issue/company- due Thursday, 4th Mar,2021</p>
Week 7 5 th Mar, 2021	Project Week	<p><u>No Class</u></p> <p><u>Group Project: Meeting with instructor and answering 5 questions; complete interim peer evaluation</u></p>
Week 8 12 th Mar, 2021	Business Strategies for Climate Change	<p><i>Case: <u>Corporate Renewable Energy at Renewable Energy Buyers Alliance (available on Avenue)</u></i></p> <p><i>Debate Topic: Be it resolved that technology will resolve our environmental and social problems.</i></p> <p><i>Second Editorial: due March 18th 11:59pm on Avenue.</i> Students are encouraged to post on Medium.com and send their link to the professor</p>
Week 9 19 th Mar, 2021	Investing for Impact	<p><i>Case: <u>Acumen Fund: How to make the greatest impact</u></i></p> <p><i>Guest: David Rutherford- Responsible investing</i></p>
Week 10 26 th Mar,2021	Building the Business Case	<p><i>Case: <u>Unilever's New Global Strategy: Competing through Sustainability</u></i></p> <p><i>Debate Topic- Will Human Civilization Achieve Sustainability?</i></p>
Week 11 2 nd Apr, 2021	No class	<i>Holiday</i>
Week 12 9 th Apr, 2021	Final Project Showcase	<p><i>Group Project: Final Paper due Thursday, April 1st</i> <i>Group Project: Final presentations on Friday, April 9th</i></p>

LEARNING OBJECTIVES AND ADDITIONAL RESOURCES

Week 1 – Introduction and the Tragedy of the Commons

LEARNING OBJECTIVES

1. Understand the causes of the tragedy of the commons and its relationship to resource exploitation
2. Be able to articulate the role that firms play in such tragedies
3. Understand the pros and cons of different antidotes to the tragedy
4. Understand why solutions to the tragedy can be so challenging

RESOURCES

- The Problem with Open Access
<https://www.youtube.com/watch?v=WYA1y405JW0>
- What is the tragedy of the commons
<https://www.youtube.com/watch?v=CxC161GvMPc>
- Elinor Ostrom on the Tragedy of the Common
<https://www.youtube.com/watch?v=ybdvjvIH-1U>
- Governing the Commons - https://wtf.tw/ref/ostrom_1990.pdf (this is very long but pointing it out as a resource – Ostrom one the Nobel Prize for her work on the commons)
- Garrett Hardin popularized the concept of the Tragedy of the Commons in 1968
<http://science.sciencemag.org/content/162/3859/1243>

Week 2 – Confronting the Social Responsibility of the Firm

LEARNING OBJECTIVES

1. Critically evaluate the social responsibility of the firm in terms of economic, social and ecological value created and harmed
2. Understand the shared value framework and what it means to create shared value
3. Distinguish and evaluate instrumental from normative sustainability approaches

RESOURCES

- Shared Value Initiative <https://www.sharedvalue.org/about-shared-value>
- A brief history of doing well by doing good <https://hbr.org/2012/06/a-brief-history-of-doing-well>

Week 3 – Certification systems and Sustainability Reporting

LEARNING OBJECTIVES

1. Evaluate a company's sustainability reporting
2. Understand the concept of greenwashing
3. Recommend appropriate course of action for a firm considering adopting a certification system

4. Understand and be able to apply the concept of materiality

RESOURCES

- Some background on certification systems in the context of sustainability https://en.wikipedia.org/wiki/Sustainability_standards_and_certification
- Are sustainability certifications fitting their purpose? <http://www.ethicalcorp.com/are-sustainability-certification-schemes-fit-purpose>
- Does Responsible consumption benefit companies more than consumers? <https://www.fastcompany.com/3035024/does-responsible-consumption-benefit-companies-more-than-consumers>
- From the author of Beyond Certification – looking at blockchain for example as a next step https://www.huffingtonpost.com/scott-poynton/blockchain-revolution-and_b_10371016.html

Week 4 – Resilient Organizations and Societies

LEARNING OBJECTIVES

1. Understand sustainability from the perspective of resilience
2. Be able to identify factors that improve or deteriorate systemic resilience
3. Situate organizations within such a system

RESOURCES

- Great resources on resilience research and thinking <https://www.resalliance.org/>
- Andrew Zolli on resilience https://www.youtube.com/watch?v=DvuXKNz7_KA
- 100 Resilient Cities initiative <https://www.100resilientcities.org/>

Week 5 – Stakeholder Engagement and Social License to Operate

LEARNING OBJECTIVES

1. Understand the concepts of a stakeholder engagement and social license to operate
2. Apply a prioritization tool to understand how corporations may/should attend to different stakeholders
3. Compare approaches to dealing with stakeholders of different types
4. Create a plan to engage stakeholders in action using gamification approaches

RESOURCES

- What is stakeholder theory <https://www.youtube.com/watch?v=bIRUaLcvPe8>
- Social License to Operate <http://learningforsustainability.net/social-license/>

Week 6 – Sustainable Business Models

LEARNING OBJECTIVES

1. Appreciate how organizations of different types (non-profit, social businesses and social entrepreneurs, for-profit firms) can address social and environmental issues

2. Gain familiarity with different archetypes of business models

RESOURCES

- The Business Model Canvas - <https://www.youtube.com/watch?v=QoAOzMTLP5s>
- 5 principles of a sustainable business model <https://nbs.net/p/five-principles-of-a-sustainable-business-model-e4d05473-39e3-4e02-b7d7-436f97bc9314>
- Business models for sustainable development <https://www.iied.org/business-models-for-sustainable-development>
- Social Business - Muhammad Yunus <https://www.muhammadyunus.org/index.php/social-business/social-business>

Week 8 – Business Strategies for Climate Change

LEARNING OBJECTIVES

1. Understand the distinction between scope 1 through 3 emissions
2. Understand the drivers pushing firms to make voluntary statements related to climate (ie 100% renewables)
3. Understand carbon markets, carbon offsets and distinguish from carbon tax
4. Prepare an approach to procuring 100% renewable energy
5. Recognize the potential market based solutions to climate change
6. Critically evaluate alternative approaches for firms to engage in climate change mitigation

RESOURCES

- Corporate strategies that address climate change <https://www.c2es.org/document/getting-ahead-of-the-curve-corporate-strategies-that-address-climate-change/>
- Carbon Markets <http://www.undp.org/content/sdfinance/en/home/solutions/carbon-markets.html>
- Carbon Offsets <https://davidsuzuki.org/what-you-can-do/carbon-offsets/>
- Carbon offsets can do more environmental harm than good <https://theconversation.com/carbon-offsets-can-do-more-environmental-harm-than-good-26593> (a critical take)

Week 9 – Investing for Impact

LEARNING OBJECTIVES

1. Critically evaluate the role of business in addressing issues of poverty at the base of the pyramid
2. Identify the challenges associated with scaling and replicating solutions to social or environmental issues
3. Understand the seven finance-based solutions for aligning social and environmental issues with investments

4. Compare and contrast conventional investing with impact investing

RESOURCES

- UN Sustainable Development Goals https://www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdf and <https://sustainabledevelopment.un.org/?menu=1300>
- Responsible Investor opinion survey <https://www.riacanada.ca/wp-content/uploads/2012/08/2017-RIA-Investor-Opinion-Survey-WEB.pdf>
- Some research of mine <https://impactinvesting.mcmaster.ca/>
- State of the nation Impact Investing in Canada <https://www.marsdd.com/wp-content/uploads/2014/09/Impact-Investing-in-Canada-State-of-the-Nation-2014-EN.pdf>
- Database of impact performance measures <https://iris.thegiin.org/>

Week 10 – Building the Business Case

LEARNING OBJECTIVES

1. Understand the drivers that can be leveraged to build the business case for sustainability
2. Formulate an approach for a manager seeking to improve their sustainability performance
3. Understand Kotter's 8-stage change management model

RESOURCES

- Articles from MIT Sloan on the sustainability business case <https://sloanreview.mit.edu/tag/sustainability-business-case/>
- Valuing Business Sustainability <https://nbs.net/p/executive-report-valuing-business-sustainability-8c9acdab-afa6-4eea-a640-9e0ede7f6e47>
- Kotter's 8-stage Change Management Model <https://www.youtube.com/watch?v=3K2-pejrD2o>
- Kotter's 8-stage Change Management Model <https://www.kotterinc.com/8-steps-process-for-leading-change/>