

Commerce 4SG3
Sustainability: Corporations and Society
Winter 2022 Course Outline

Strategic Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The goal of this course is to familiarize students with key concepts related to the relationship between corporations and society. Using cases, simulations, guest speakers, an experiential group project, and editorial writing exercises, students will sharpen their ability to critically analyze and debate complex and systemic issues from an informed position. Students will gain tools to help management address many of the challenging social and environmental issues facing our organizations and our society. Students will emerge from this course with robust understanding of the business challenges and opportunities that lie at the interface between corporations and society.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Addisu Lashitew

Instructor

lashitea@mcmaster.ca

TA's Name: Sydney Van Sickle

Office: DSB #223

Office Hours: After class or by appointment

TA's Email: vansics@mcmaster.ca

Tel: (905) 525-9140 27436

C01: Tuesdays 7:00 pm - 10:00 pm

Room ETB 238

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 in society has been evolving over the past couple of decades from a fringe business issue, to one of central concern to managers. Senior managers are treating sustainability issues as strategic and of increasing importance in today's business world.

At the core of this course are the relationships that firms build and maintain with social (a so-called license to operate) and ecological systems (which provide invaluable inputs and essential services). The importance of these relationships cannot be understated both because of the enormous presence of business in our modern life but also because such relationships 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. Today firms of all stripes, from mining and forestry, to food and beverage, and 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 might have been inevitable that firms would adopt these strategies and practices. To quote the late Ray Anderson, CEO of Interface Carpets and a highly regarded environmentalist:

"[T]he 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 problem of our current generation. 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 familiarity with a variety of concepts related to corporations and society including sustainable business models, resilience, stakeholder engagement, the tragedy of the commons, sustainable/inclusive innovations, sustainability reporting, and impact/sustainable finance;
- Understand key challenges facing organizations addressing environmental and social issues and some of the tools and solutions used to address those challenges;
- Critically evaluate corporate initiatives in the context of complex and systemic environmental and social issues;
- Understand the challenges and opportunities inherent in social and environmental issues;

- Apply business acumen to solve sustainability-related business challenges with a real organization;
- Clarify and articulate 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

\$ FREE

•<http://avenue.mcmaster.ca>

Custom Courseware: Commerce 4SG3 Corporations and Society

\$ ~85

•purchase at the bookstore. You can make your order [here](#).

COURSE EXPECTATIONS

Case studies for class discussion are included in the Courseware, which you are expected to get before the first class. All other required reading materials are provided in hyperlink in the Course Schedule Table below. These materials will also be made available Avenue.

During this course you can expect to prepare for each case study for about 2 hours. In addition, you should budget approximately 1 hour to read the additional reading material for each week. In other words, you can expect to prepare for 1 hour or more per hour of class time. In addition to this personal preparation time, the individual and group assignments will take a significant amount of time, and involve library research and online research, writing, discussing with group members, brainstorming, collaborating, and practicing.

EVALUATION

EVALUATION SUMMARY

Evaluation in this course will be based on a combination of group and individual work.

	Assessment type	Contribution to final grade	Final deadline*
Individual	Participation	20%	N/A
	Editorial writing	25%	March 4 & March 24
Group Projects	Business model mapping	15%	February 18
	Written report	20%	March 4 & April 4
	Final presentation/showcase	20%	April 5/12
	Total	100%	

*All deadlines close at 11:59pm of the indicated date.

CLASSROOM ENGAGEMENT (20%)

Classroom engagement represents a unique opportunity to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences.

You are expected to come to each class, having read cases and assigned readings and with a readiness and willingness to contribute to the class discussion. Your contribution to the learning of others, through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity, and consistency. Some of the things that will determine a contribution include:

- ◆ Are you listening, not just for a few minutes, but the duration of the class?
- ◆ Are your contributions relevant to the discussion? Do your comments relate to the comments of others and to the themes that the class is exploring together? Do you build on the class discussion?
- ◆ Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- ◆ Are you willing to challenge the ideas that are being expressed in the classroom?
- ◆ Are you willing to test new ideas or are all comments “safe”?
- ◆ Do you bring in your own experience, personal or professional, in order to add value to the class discussion

Information from Avenue and Top Hat will be partly used to assess your responsiveness by cataloguing your response to interactive questions. With very few exceptions, the correctness of your answers will not be a part of your evaluation. However, how often and how effectively you respond to questions on Top Hat or Avenue will be used to generate a score of your classroom participation. At the end of the term, this score will be used to evaluate your engagement, which will make up 20% of your final grade. A rubric will be included on Avenue showing the specific metrics of your evaluation, including attendance, your level of participation and your Avenue/Top Hat score.

OPINION EDITORIAL WRITING (25%)

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. A specific instruction manual will be provided in Avenue for your use in crafting an effective 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 available to discuss topics and offer insights to consider. This initial editorial will be worth **10%** of your grade.

Following this submission, we 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 **15%**. An extensive rubric can be found on Avenue.

Here is the exciting part. If, in your second editorial, you improve a criterion (i.e., improve the lead, or provide appropriate logical support over your performance in the first editorial), I will bump your grade on that criterion 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. The first submission of your editorial opinion is on **Friday, March 4** before midnight, and the deadline for the second iteration is on **Thursday, March 24**.

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 (for Canada-specific topics) or www.brookings.edu (for US-specific or international topics).

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

In groups of 5 students will work on real world problems facing a business organization. This will provide students with an exciting opportunity to apply the lessons from this course on current sustainability challenges faced by corporations. Please form a group and enroll on Avenue in the first week of class (before Jan. 18).

Key deadlines and deliverables

1. Form group and email your professor and student assistant identifying two real world business cases you would like work on before midnight of **Tuesday, January 18**. Please include a short description (1 paragraph) of the practical sustainability challenge that needs to be addressed for each company, and how you want to approach it. The professor will suggest which one case is most relevant and offer guidance on how to approach the case.

Since your project will rely on secondary data, make sure to select a company for which sustainability information is sufficiently available. The Global Reporting Initiative (GRI) maintains a database of sustainability reports -- <https://www.globalreporting.org/reportregistration/verifiedreports>. When selecting a company, make sure that it has sustainability reports either at the GRI database or on its own website.

2. **Deliverable (15%).** Submit through Avenue the results of your **business model mapping exercise** before midnight of **Friday, February 18**. For this deliverable you conduct a business model mapping of the company you selected for your group project using one of the frameworks introduced at class. These frameworks will also be made available on Avenue.

The purpose of this exercise is to provide a descriptive and evaluative analysis of sustainability processes and outcomes in your case company. In addition to providing a business model mapping using the selected framework, you are expected write a short summary of your analysis. In brief, reflect on the following two themes: (1) the core sustainability capabilities of your case company and (2) the major sustainability deficits of the case company, in terms of processes or outcomes. The length of your written analysis should be at most 500 words.

3. Submit a **Scope Document** through Avenue by before midnight of **Friday, March 4**.

A scope statement is a high-level overview of what the practical challenge that the student group aims to investigate over the semester. It should explicitly identify and elaborate on the sustainability issue – a problem or an opportunity – and describe what you want to do about it. You could conduct a research project that explicates the problem and outlines potential solutions, but you could also do something different such as devise a model, develop an innovative solution, or craft a business proposal. Upon submitting your scope statement on Avenue, you will receive feedback from the professor or, if applicable, the company in question.

You can find a template for the scope statement on Avenue.

Note: If your project requires primary research (i.e., interviews or surveys) you are expected to work with the professor to follow the guidelines set out by McMaster's Research Ethics Board. See here for resources <https://reo.mcmaster.ca/home>

Consider signing up to take an Ethics Tutorial here <https://surveys.mcmaster.ca/limesurvey/index.php/195947?lang=en>

4. **Deliverable (20%):** Final **group project report** is due for submission through Avenue before midnight of **Monday, April 4**.

Produce a report providing analysis and detailing recommendations addressing the issue or question you outlined in your **Scope Document**. Because scope of work for each project differs, each report will be unique. A rubric on Avenue details how this will be graded; but the eventual “grade” associated with this project will depend on the practical and theoretical soundness of the proposed solutions.

The report will be at least 10 pages single spaced. Due to the variation across different projects, there is no set format for the report. In some situations, it may be useful to include the following sections: Executive Summary, Scope, Background and Context, Research and Analysis, Options Considered, Recommendation, and an Implementation Plan.

A final peer evaluation report will be submitted on Avenue (see final page of the syllabus). If % of work allocated is uneven, these differences will be reflected in individual grades proportionally.

5. **Deliverable (20%): Final project presentation/showcase on Tuesday, April 5/12**

On the final week(s) of the class, we will hold a project showcase. In support of this, your group will prepare a 3 minutes-long pitch that will be made to the entire class and, if applicable, invited guests from the company. The purpose of the pitch is to draw attention to your project. In addition, you will prepare a longer presentation supported by a PowerPoint presentation or a poster. This showcase format will provide plenty of opportunity to discuss your solutions with clients and fellow students.

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
		F	00 - 49

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 result, 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:

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 – accessed through Avenue to Learn) to reveal plagiarism. 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.romcmaster.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 DeGroote Missed Course Work Policy for a list of conflicts that qualify for academic accommodation

<http://ug.degroote.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.

COURSE SCHEDULE

**Commerce 4SG3
Sustainability: Corporations and Society
Course Schedule**

Class	Reading Materials and Case Studies†
Class 1 <i>Jan. 11</i> Course Introduction Tragedy of the Commons	Introduction to the course <i>Exercise: Quadratic voting for community governance</i> Reading: (1) <u>The Problem of Corporate Purpose</u> (Courseware) (2) <u>Reimagining capitalism</u> Additional reading (3) <u>Reimagining Capitalism in a World on Fire</u>
Week 2 <i>Jan. 18</i> The Social Responsibility of Business	Reading: Friedman. The Social Responsibility of Business (Courseware) Reading: Porter & Kramer. <u>Creating Shared Value</u> Case*: PepsiCo's Turning Point • January 18 deadline: Identify & email your company preferences
Week 3 <i>Jan. 25</i> Resilient Organizations	Reading: Fiskel et al. <u>Resilience: Navigating toward a Sustainable Future</u> Case: Airbnb during the Covid Pandemic: Stakeholder Capitalism Faces a Critical Test
Week 4 <i>Feb. 1</i> Sustainable Business Fundamentals	Reading: (1) Etzion. <u>Management for Sustainability</u> (link) : (2) Lashitew. <u>Corporate Uptake of the SDGs</u> Case: Sustainability in Patagonia Guest speaker: Geoffrey Mazullo, Principal at Emerging Markets ESG
Week 5 <i>Feb. 8</i> Stakeholder Engagement and Issue Materiality	Reading: (1) CCMI. <u>Completing Materiality Assessment</u> : (2) GRI. <u>The Concept of Double Materiality</u> : (3) Allen & Kilvington. <u>Stakeholder Analysis</u> Case: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor. Guest speaker: Carolina Palacios, Manager of Program Development, Oxfam Canada

Class	Reading Materials and Case Studies†
<p>Week 6 <i>Feb. 15</i></p> <p>Business Strategies for Climate Change</p>	<p>Reading: (1) Henderson & Serafeim. <u>Tackling Climate Change Requires Organizational Purpose</u> : (2) Folke et al. <u>Transnational corporations and the challenge of biosphere stewardship</u></p> <p>Case: Amazon – Customers and Climate Change</p> <p>Guest speaker: Anureet Kaur, Senior Consultant, Sustainability and Reporting, Purolator</p> <ul style="list-style-type: none"> • Feb. 18 deadline: Submit your business model mapping exercise results
	<p>Mid-term Recess Monday, February 21 to Sunday, February 27</p>
	<p>No class – Project Week</p> <p>March 4 deadline for two assignments:</p> <ul style="list-style-type: none"> • First submission of individual <u>opinion writing</u> • Submission of your <u>Scope Document</u> for the Group Project
<p>Week 7 <i>Mar. 8</i></p> <p>Sustainability Assessment & Certification</p>	<p>Reading: (1) WEF. <u>Measuring Stakeholder Capitalism</u> : (2) Lashitew. <u>US-EU Divergence in Corporate Sustainability Disclosure</u></p> <p>Case: B-Lab and the Impact Assessment Evolution</p> <p>Guest speaker: Mariana Higgins, McMaster student and Lead Community Animator at <u>Project Neutral</u>.</p>
<p>Week 8 <i>Mar. 15</i></p> <p>Impact Investing</p>	<p>Reading: (1) IISD. <u>Sustainable Investing: Shaping the future of finance</u> (2) IFC. <u>The Promise of Impact Investing</u></p> <p><u>Sir Ronald Cohen on Impact Investing (video)</u></p> <p>Case: Acumen Fund – Measurement in Impact Investing</p> <p>Guest speaker: David Rutherford, VP of Communications and Corporate Sustainability, Aviso Wealth</p>

Class	Reading Materials and Case Studies†
Week 9 <i>Mar. 22</i> Inclusive Business & Innovation	Reading: Jackman et al (Eds.) <u>Leading Social Entrepreneurs</u> Case: (1) Social Value Creation in Safaricom : (2) M-Pesa and Mobile Money in Kenya Guest speaker: Bright Simons, President of mPedigree <ul style="list-style-type: none"> • March 24 deadline: Submit the second round of your <u>opinion writing</u>
Week 10 <i>Mar. 29</i> Giving Voice to Your Values	Reading: (1) Papi-Thornton. <u>Tackling Heropreneurship</u> (2) Hancock. <u>The value of values</u> Case: Danone – Leading Change by Rejigging Purpose? <ul style="list-style-type: none"> • April 4 deadline: Submit your <u>Group Project Report</u>
Week 11 <i>Apr. 5</i>	Group Project: Final group project presentations
Week 12 <i>Apr. 12</i>	Group Project: Final group project presentations

Notes. † All materials listed in the table are required reading. You can access them through the hyperlinks; they will also be made available on Avenue.

**All cases listed in the table are included in the Courseware.*

LEARNING OBJECTIVES

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 externalities
2. Be able to articulate the role that firms play in such tragedies and resource exploitation
3. Understand the pros and cons of different antidotes to the tragedy
4. Understand and apply the concept of quadratic voting

Week 2 – The Social Responsibility of Business

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

Week 3 – Resilient Organizations

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 and assess how and why they respond to crises like COVID-19

Week 4 – Sustainable Business Fundamentals

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
3. Understand basic elements of sustainable business models
4. Apply various frameworks for mapping and analysing sustainable business models

Week 5 – Stakeholder Engagement and Materiality

LEARNING OBJECTIVES

1. Understand the concepts of a stakeholder engagement and social license to operate
2. Apply tools that corporations use to attend to different stakeholders and their demands
3. Compare approaches to dealing with stakeholders of different types
4. Understand and apply the concept of issue materiality/salience
5. Understand and apply the concept of double materiality

Week 6 – 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

Week 7 – Sustainability Assessment & Certification

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. Get a sound understanding of the ecosystem of sustainability assessment and certification and its development in time.

Week 8 – Impact Investing

LEARNING OBJECTIVES

1. Understand commonly-used, new financial instruments for sustainability and social impact
2. Critically evaluate the efficacy of impact investing in reducing poverty/inequality and improving sustainability
3. Identify the challenges associated with managing trade-offs between commercial and social/environmental returns

Week 9 – Inclusive Business and Innovation

LEARNING OBJECTIVES

1. Understand the role business can play towards poverty alleviation and social inclusion among “base-of-the-pyramid” communities
2. Assess the resources and capabilities (international) businesses use to create social impact and introduce social innovations
3. Understand the promise and limitations of social/inclusive innovations and business strategies

Week 10 – Giving voice to Values

LEARNING OBJECTIVES

1. Articulate a self-awareness of your own values and sense of purpose
2. Understand and be able to recognize value conflicts
3. Understand and be able to recognize reasons and rationalizations that others (or ourselves use) to justify unethical behavior
4. Practice voicing your values in a roleplay

Peer Evaluation

Company Name: _____

Group Member	% of work done	Signature
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

You will complete this peer evaluation as a separate file in the final report submission to Avenue on April 4.