Commerce 4SG3
Sustainability: Corporations and Society
Winter 2023 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

Office: DSB #223
Office Hours: After class or by appointment

C01: Wednesdays 7:00 pm - 10:00 pm
Room ABB 270

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 •http://avenue.mcmaster.ca	$ FREE
Custom Courseware: Commerce 4SG3 Corporations and Society •purchase at the bookstore. You can make your order here.	$ ~85

COURSE EXPECATIONS

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 on Medium. Students are encouraged to submit the final version of their editorial on www.medium.com. Students who receive sufficiently high evaluation 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 PROJECTS (55%)

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. You can use this shared word document to form groups initially. Once you form a group, you have to enroll it on Avenue To Learn.

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.

For all group activities in this course, group members are expected to contribute equally. When that is not the case, individual grades will be adjusted to reflect individual efforts and contributions based on peer evaluations. To assess your peers, please use the peer evaluation form at the last page of this outline and e-mail the completed form to the instructor after your presentation.

To avoid paper work, please submit the form only if your team members have different levels of contribution for the project. One copy of the evaluation for your group is sufficient. Please note that peer evaluation is only for assessing relative differences in contributions, and cannot be used to exclude one or more members from the group. If your encounter a serious dysfunction in your group and you cannot resolve it by yourselves, please arrange an appointment with the instructor well before the end of the term. If you cannot agree between yourselves on the relative contribution of each member, also please send an email to arrange an appointment with the instructor.

5. Deliverable (20%): Final **project presentation** 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.

Please upload all files before the deadline on the appropriate folder on Avenue – only use email submission for the Jan. 18 deadline. Unjustified late submission can be penalized by you up to 25% of the final marks. Detailed rubrics & templates are provided for every component of the evaluation on Avenue To Learn or in the Course Outline. Please consult the template and rubrics at the start of the project!

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. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

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

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

ACADEMIC INTEGRITY

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:
- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect,

disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/
Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4SG3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Commerce 4SG3
Sustainability: Corporations and Society
Course Schedule

Class	Reading Materials and Case Studies†
Class 1 *Jan. 11* **Course Introduction** **Tragedy of the Commons**	Introduction to the course *Exercise: Quadratic voting for community governance* **Reading**: (1) Reasons for Having a Corporate Purpose Other than Profit (2) Reimagining capitalism **Additional reading** (3) Reimagining Capitalism in a World on Fire
Week 2 *Jan. 18* **The Social Responsibility** **of Business**	**Reading**: Friedman. The Social Responsibility of Business (Courseware) **Reading**: Porter & Kramer. Creating Shared Value **Case***: PepsiCo's Turning Point • *January 18 deadline*: Identify & email your company preferences
Week 3 *Jan. 25* **Resilient Organizations**	**Reading**: Fiskel et al. Resilience: Navigating toward a Sustainable Future **Case**: AirBnb during the Covid Pandemic: Stakeholder Capitalism Faces a Critical Test
Week 4 *Feb. 1* **Sustainable Business** **Fundamentals**	**Reading**: (1) Etzion. Management for Sustainability (link) : (2) Lashitew. Corporate Uptake of the SDGs **Case**: Sustainability in Patagonia ———————— **Guest speaker**: Geoffrey Mazullo, Principal at Emerging Markets ESG
Week 5 *Feb. 8* **Stakeholder Engagement** **and Issue Materiality**	**Reading**: (1) CCMI. Completing Materiality Assessment : (2) GRI. The Concept of Double Materiality : (3) Allen & Kilvington. Stakeholder Analysis **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†
Week 6 *Feb. 15* **Business Strategies for Climate Change**	**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> **Case**: Amazon – Customers and Climate Change _____ **Guest speaker**: Mariana Higgins, McMaster student and Lead Community Animator at <u>Project Neutral</u>. • *Feb. 18 deadline:* Submit your business model mapping exercise results
Mid-term Recess **Sunday, February 20 to Monday, February 26**	
	No class – Project Week *March 4 deadline* for two assignments: • First submission of individual <u>opinion writing</u> • Submission of your <u>Scope Document</u> for the Group Project
Week 7 *Mar. 8* **Sustainability Assessment & Certification**	**Reading**: (1) WEF. <u>Measuring Stakeholder Capitalism</u> : (2) Lashitew. <u>US-EU Divergence in Corporate Sustainability Disclosure</u> **Case**: B-Lab and the Impact Assessment Evolution _____ **Guest speaker**: Anureet Kaur, Senior Consultant, Sustainability and Reporting, Purolator.
Week 8 *Mar. 15* **Impact Investing**	**Reading**: (1) IISD. <u>Sustainable Investing: Shaping the future of finance</u> (2) IFC. <u>The Promise of Impact Investing</u> <u>Sir Ronald Cohen on Impact Investing (video)</u> **Case**: Acumen Fund – Measurement in Impact Investing _____ **Guest speaker**: David Rutherford, VP of Communications and Corporate Sustainability, Aviso Wealth

Class	Reading Materials and Case Studies†

Week 9
Mar. 22
 	
Inclusive Business & Innovation
	Reading: Jackman et al (Eds.) Leading Social Entrepreneurs
	Case: (1) Social Value Creation in Safaricom
	    : (2) M-Pesa and Mobile Money in Kenya
	_____
	Guest speaker: Bright Simons, President of mPedigree
	
	  • *March 24 deadline*: Submit the second round of your opinion writing

Week 10
Mar. 29
 	
Giving Voice to Your Values
	Reading: (1) Papi-Thornton. Tackling Heropreneurship
	       (2) Hancock. The value of values
	Case: Danone – Leading Change by Rejigging Purpose?
	
	  • *April 4 deadline*: Submit your Group Project Report

Week 11 *Apr. 5*	*Group Project***: Final group project presentations**
Week 12 *Apr. 12*	*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 taxe
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.