MGMT2001
Corporate Sustainability
Semester 1, 2014
Final

In the 21st century, corporations cannot ignore the impact of increasing formal (regulatory) and informal (community) expectations relating to their impact on society and the natural environment. This course examines the scope of these expectations, explores the reasons behind these expectations, and evaluates the impact of these expectations on corporations operating in a dynamic competitive environment in a capitalist economy. The course takes the perspective of an individual corporation that wants to: examine both its internal and external environments to determine the range of sustainability issues that it faces; develop strategies for sustainable practices that enhance its competitive position; make a business case to a range of its stakeholders, including owners, for the adoption of those sustainable practices; and understand the principal barriers to the implementation of those practices.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>24 units in program</td>
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<tr>
<td>Incompatible Courses</td>
<td>Nil</td>
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<tr>
<td>Course Convenor/Lecturer:</td>
<td>Dr Gary Buttriss  Rm: 2.22 CBE 26c</td>
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<tr>
<td>Email</td>
<td><a href="mailto:gary.buttriss@anu.edu">gary.buttriss@anu.edu</a></td>
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<tr>
<td>Office hours for student</td>
<td>See link on Wattle for available appointment times</td>
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COURSE OVERVIEW

Learning Outcomes

The course seeks to equip students with analytical skills relevant to solving issues relating to corporate sustainability. Upon completion of the course students would be expected to have attained proficiency in:

LO 1. the ability to identify and analyse, within the context of economic sustainability, issues within a corporation that relate to its natural environmental and social sustainability;

LO 2. the ability to make a case to a range of stakeholders, including managers, Boards, and owners for addressing specific corporate sustainability issues; and

LO 3. the ability to develop appropriate policies and plans to address these issues.

Course syllabus

• This course aims to promote an understanding, within the context of a capitalist economy, of:

• the importance to each individual corporate entity of corporate sustainability;
• the inter-relationship between the natural environmental, social, and economic aspects of corporate sustainability;
• the roles of social and natural environmental risk, and product and process innovation, in developing corporate sustainability; and
• theoretical and practical constraints on the development of a business case for corporate sustainability;

and provide an overview of:

• the principal ‘toolkits’ currently used by practitioners to recognize and appropriately resolve natural environmental and social sustainability issues in business; and current best practice in corporate sustainability.

Wattle

I make extensive use of Wattle to provide all resources you require for the subject; including readings, question template, lecture slides, DLD recordings, details of assignments, links for uploading your assessment; and most importantly to communicate with students.

http://programsandcourses.anu.edu.au
Proposed Assessment (Summary):

Assessment for this course will be confirmed after consultation with students at the first lecture of the semester.

Outlined below is the proposed assessment for this course. I understand that some students may have clashes and or work commitments, the assessment is therefore designed with some flexibility. If the assessment as set out is not flexible to your requirements please arrange to discuss this with me in advance of the assessment due dates. Details about assessment will be confirmed during the first two weeks of semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Seminar Assignments</td>
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<tr>
<td>Individual Footprint Assignment 1</td>
<td>10%</td>
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<tr>
<td>Weekly seminar preparation assignment 2</td>
<td>10%</td>
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<tr>
<td>Weekly seminar preparation assignment 3</td>
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<tr>
<td>Weekly seminar preparation assignment 4</td>
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<tr>
<td>2. Independent Research Project</td>
<td>30%</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>3 Short Quizzes</td>
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<tr>
<td>Week 7 – Short Quiz</td>
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<tr>
<td>Week 12 – Short Quiz</td>
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Seminar Assignments - 4x10% - 40% total

The assessment is tightly integrated as a three step process:

1. You read the assigned articles and case study/studies each week and prepare written responses to the set questions; you submit four of these for marking using the discussion template provided on Wattle (40%);
2. You come to class each week and take part in the general discussion of the questions and annotate your assignment with in-class learning which is taken into consideration in the grading; and
3. To maximise the learning outcomes from this course, each student should prepare all seminar preparation assignments, however only four (4) are submitted for grading.
4. About 150-200 words per question, usually 4 questions per assignment. The suggested length should allow you to cover all material, but there is no word limit. All information needed to answer the questions is in the set readings and case studies. You will also make notes on your assignment; see ‘in-class learning’s’ (below).
5. It is not expected or necessary for you to read outside the set readings, and assignments can and have received an HD without doing so. Your time will, I believe, be best spent in focused study of the set materials.
6. In-class Learning - You cannot develop skills in analysis by simply reading or listening to one person’s viewpoint, so the seminars are based on student
interaction and class discussion. It is essential that you read and think about
the assigned material before class, and that you both listen to others and
make your own contributions during seminar discussions. The in-class
learning demonstrates that you have continued to learn during the class, and
are actively thinking about the relationship between your preparation and the
class discussion. To demonstrate your in-class learning, you will make
handwritten notes in class on your typed assignment, pointing out errors that
you have made or noting important or interesting points that you have missed.

7. All seminar preparation assignments must be submitted both:

- (i) electronically to Wattle by the beginning of the class; and
- (ii) in hard copy at the end of the seminar at which they are due.

As the answers are discussed in the seminar, late assignments will not be
accepted.

Individual Research Project - 30%
A detailed assignment brief will be provide in week 2 and posted to Wattle. Each
student has the option to undertake an individual research project. Students may
choose a question from a set of questions provided in week 2 OR student may have
a particular topic or project related to the course they wish to explore in greater
depth. In this case the student must make an appointment with the course convenor
before the end of week 4 to discuss and set the individual project topic.

Word limit 2,500 - 3,000 words.

In-class Quizzes - 30%
There is no external exam for this subject. Instead there will be a short in-class mid-
semester quiz in week 7 (15%) and a final in-class quiz in week 12 (15%). These will
entail applying the learning that has taken place to-date in the course. Further details
will be provided in-class.

Late Submission of Assignments and Extensions

If an assignment is submitted after the deadline of [time], [date] it will not be marked
unless an application for Special Consideration is approved. An application for
Special Consideration must:

- where relevant include a medical report completed by a medical practitioner
  (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed by the
due time and date; and
- be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the
marking of the work completed at the due date with some upward adjustment of the
mark, rather than an extension of time. However, in extenuating circumstances,
supported by appropriate documentation, an extension may be granted.
Note that the teaching staff for this course do not make decisions regarding Special Considerations.

**Assignment retention**
You must keep a hard copy of your assignment and its related documents. If we cannot find your assignment, the onus is on you to provide a copy of the assignment. You must keep your marked assignment. Any queries concerning the awarded mark can only be resolved with the original assignment document.

**Use of Assignments as exemplars and grade moderation**
An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

**Identify your Assignment with your Student Number only**
When submitting your assignment please ensure that it contains your student number in the **file name** and on the **first page**. Please do not put your name anywhere in your assignment.

**Research-Led Teaching**
Sustainability is a rapidly evolving concept. As such I include current thinking, practice and research in the area of sustainability.

I endeavour to incorporate examples of leading sustainability practice in business, including case studies, industry papers, current news articles, blogs, as well as guest speakers working in the area and past students who have gone on to careers in sustainability.

I draw on research I am currently conducting independently, with my research students and with local and international colleagues. This includes research into sustainability implementation as a strategic competitive advantage; business adaptation to sustainability; and the path dependent nature of brands and consumption.

I am also a member of a number of business and environmental research communities and activists groups and draw on research from these areas and activities.

The course also seeks to give students the opportunity to undertake their own independent primary and secondary research. The aim is develop in students an analytical approach to understanding implementation of sustainability and how you can make a contribution as an individual consumer and in their future careers.

**Feedback**

**Staff Feedback**
Students will be given feedback in the following forms in this course:

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Weekly Seminar Discussion Topics

Handwritten feedback will focus on process issues to help you to continually improve your work, rather than simply to correct factual errors in a particular question. I endeavour to return these with 1 week. Students are also encouraged to make an appointment to discuss these questions and their responses.

Independent Project

Students may make an appointment to meet with me and discuss their individual project; this includes providing help clearly defining their question and advice on an appropriate approach and possibly suggestions of suitable resources and articles that may help with developing their answer.

Students may (not compulsory) submit 2 drafts of their assignment for feedback prior to submitting the final assignment. In order to take up this opportunity you should email a draft at least 24 hours prior to meeting with me to give me time to read and consider your paper. This feedback is verbal only and on suggestions on how to improve the paper and will not be graded etc.

In General

Students are welcome to make a face-to-face or skype appointment with me at any time to discuss their work or issues in the class, readings or sustainability in general.

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:

- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)/Task(s)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed 19th Feb</td>
<td>Administrative introduction to the course</td>
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<td></td>
<td></td>
<td>What is corporate sustainability?</td>
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<td>➢ Defining corporate sustainability</td>
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<td>➢ How does it differ from business ethics and from corporate social responsibility?</td>
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<td>How to do a case study</td>
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<td>➢ Theory</td>
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<td>➢ Case Study</td>
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<td>2</td>
<td>Wed 26th Feb</td>
<td>Stakeholders &amp; Shared Responsibility</td>
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<td>➢ Stakeholder theory</td>
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<td>➢ Agency theory</td>
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<td>Project Briefing</td>
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<td>3</td>
<td>Wed 5th March</td>
<td>Why have corporations become a threat to sustainability?</td>
<td>Seminar Preparation</td>
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<td>➢ Economic growth, free markets, and the failure of market-based policies</td>
<td>Assignment</td>
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<td>The use and abuse of nature</td>
<td>Week 3</td>
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<td>➢ Ecological economics</td>
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<td>➢ Ecosystem services</td>
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<td>➢ The tragedy of the commons</td>
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<td>4</td>
<td>Wed 12th March</td>
<td>Making the case for corporate sustainability</td>
<td>Seminar Preparation</td>
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<td>Ethical arguments for corporate sustainability</td>
<td>Assignment</td>
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<td>➢ Distributive justice</td>
<td>Week 4</td>
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<td>➢ Intergenerational justice</td>
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<td>➢ The Business Case</td>
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<td>5</td>
<td>Wed 19th March</td>
<td>Business and Social Stakeholders</td>
<td>Seminar Preparation</td>
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<td>Risk 1: Social Risk</td>
<td>Assignment</td>
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<td>➢ How do we perceive risk?</td>
<td>Week 5</td>
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<td>➢ Outrage</td>
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<td>➢ NGOs: friend or foe?</td>
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<td>➢ Managing social risk</td>
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<td>Week</td>
<td>Date</td>
<td>Event</td>
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| 6    | Wed 2\textsuperscript{nd} March | **Business and the Natural Environment**  
**Risk II: Environmental (Scientific) Risk**  
- The precautionary principle  
- Carbon emissions and carbon trading  
- Managing environmental risk  

Or  
Week 6 |
| 7    | Wed 2\textsuperscript{nd} April | **Guest Speaker**  
Dr Mike Smith  
*Fenner School of Environment & Society*  
*Topic - Sustainability & Competitive Advantage*  

Short Quiz 15% |
| 8    | Wed 23\textsuperscript{rd} April | **Innovation I: Process innovation**  
- Eco-efficiency  
- Life cycle analysis: cradle to cradle  

Individual Project: due: Monday 21\textsuperscript{st} 4pm |
| 9    | Wed 30\textsuperscript{th} April | **Innovation II: Product innovation**  
- Product–service systems  
- The “fortune at the bottom of the pyramid”  

**Guest Speaker**  
Mr Maris Trebecis  
*Department of Foreign Affairs & Trade Asia Development – Sustainability*  
Past student of this course  
*Topic - TBA* |
| 10   | Wed 7\textsuperscript{th} May | **Part III: Creating a sustainable corporation**  
**Conceptual models for the way forward: integrating nature, society, and capitalism**  
- The “Five Capitals Framework”  
- Social capital  
- Natural capitalism  
- “The Natural Step”  
- Case study/in-class activity  

Either  
Seminar Preparation  
Assignment week 10 |
| 11   | Wed 14\textsuperscript{th} May | **Bringing key stakeholders on board**  
(i) **External**  
- Consumers and consumption  
- Green advertising  
- Impact of Socially responsible investing  

(ii) **Internal**  
- Employees: using facilitators and avoiding hindrances to change  

Either  
Seminar Preparation  
Assignment week 11 |
### Workloads
Students taking this course are expected to commit at least ten hours a week to completing the work. This will include, on average:

- 3 hours a week: seminar
- 4 hours a week: reading, research, writing and assignment preparation for seminars
- 3 hours a week: reading, research, writing and preparation for major assignment

### Prescribed Texts and Reference Materials
No set text for this course. All reading material will be provided through Wattle

### Support for Students
The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)

| 12 | Wed 21<sup>st</sup> May | *Benchmarking: assessing the sustainability of your corporation*  
- The Global Reporting Initiative  
- Case Study  
- ISO/AS standards  
- UN Global Compact | Short Quiz (15%) |
|----|------------------|-------------------------------------------------|-----------------|
| 13 | Wed 28<sup>th</sup> May | **Reflecting on your role in corporate sustainability and the challenges ahead.**  
*The final session*  
- Course evaluations  
- Course summary | No assessment due |