



SYLLABUS GREENING THE CORPORATION

Fall 09

Office hours: Monday, Thursday (by appointment)

Class: Monday, 6-9 PM

Instructor: Will O'Brien

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Background:

With strong evidence of real and pressing environmental problems and the increasing involvement of stakeholders in these issues, companies are now faced with a larger share of responsibility and accountability than ever before. Paying attention to these environmental and energy management issues in operations are without a doubt the next big business opportunities as they can help companies drive revenues, cut costs, reduce risk and increase brand equity. As some of the biggest companies in the world pledge to "go green", what does it really mean to *green* company operations. What do companies do to go green? How does this impact the supply chain? What are the advantages of making such a commitment? What are the costs and risks of lagging behind and failing to commit?

Course Description:

Growing public support for a cleaner environment represents an enormous business opportunity, yet today's corporations often lack an understanding of and sensitivity toward environmental issues. This course investigates the various pressures felt by organizations to become greener, the organizations that have responded, and various strategies and practices for a proactive environmental position.

Course design will enable current and future leaders to provide guidance, knowledge and support to organizations in the development and successful execution of initiatives in sustainable development. The course will include lectures by practitioners, case studies and active learning projects to illustrate issues related to sustainable development. In addition, modules on selected topics in environmental science and energy management are provided to ground students in the science of sustainability and the related management challenges.

Target Audience: Graduate students including GSOM, IDCE, etc.

Competencies & Learning Objectives:

By applying and integrating the knowledge, skills, and attitudes acquired in the course to a real world business sustainability problem, students will achieve the following learning objectives:

Knowledge

- Awareness of basic environmental science concepts and issues related to sustainability.
- Comprehension of the business case for sustainability within organizations.
- Understanding of the principles, best practices and processes in business sustainability, energy management and their successful application
- Fluency with models for developing, implementing, and evaluating policies and programs in support of sustainability.
- Understanding a process for implementing change.

Skills

- Solve quantitative and qualitative problems related to sustainable development
- Use solutions to justify informed decisions in a business plan
- Analyze key factors relating to the success or failure of environmental sustainability projects.
- Synthesize large volumes of information to identify key issues and risks as well as to develop strategies for managing these risks thoughtfully.

Attitudes

- Passion for service that is demonstrated by taking the initiative to address the environmental, economic and social challenges of their community.
- Appreciation of the need for functional collaboration in order for organizations to succeed.
- Appetite for investigating and addressing complex problems in an ethical and broad-minded manner.
- Recognition of the global demand for change in individual as well as business practices to preserve natural resources for future generations.

How the course will be taught:

Students will read the assignments in the textbook, analyze cases and view live or videotaped guest speaker lectures. Class discussions will be focused on the pre-class work. Therefore, emphasis will be placed on class preparation and participation as well as application of new knowledge in project work which is defined below.

Textbook and Cases:

Epstein, Mark J. (January 2008) Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts, Berrett-Kohler Publishers, San Francisco.

Cases will be available on Cicada.

Optional Recommended Reading:

Brown, Christopher Stephen. (2005). Sustainable Enterprise – Profiting from Best Practices, Sterling, VA: Kogan Pages Limited.

Cunningham, William P. (2007), Environmental Science – 9th Edition, McGraw Hill, New York

Doppelt, Bob (2003) Leading Change Toward Sustainability: A Change-Management Guide for Business, Government and Civil Society, Greenleaf Publishing, Sheffield, UK.

Esty, Daniel C and Winston, Andrew S. (2006), Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage, Westchester Book Services

Hawken, Paul (1999) Natural Capitalism: Creating the Next Industrial Revolution, Little, Brown & Company, Boston.

Meadows, Donella H. (1992), Beyond the Limits, Chelsea Green Publishing Company, Post Mills, Vermont

Savitz, Andrew W. & Weber, Karl (2006) Triple Bottom Line, John Wiley & Sons, Inc., San Francisco, California

Willard, Bob (2005). The Next Sustainability Wave: Building Boardroom Buy-in, Gabriola Island, BC Canada: New Society Publishers

Resources:

Examples of Sustainability Plans developed by Bentley University graduate students are accessible at this site <http://www.bentley.edu/sustainability/>. Sustainability & Energy Management Plans developed by MA Maritime Academy graduate students are available on Cicada.

A “Paperless” Course: To enhance awareness of and reduce our own resource use at our own university, this course will strive to be a “paperless” course. To facilitate our collective learning, we will rely heavily on technology including Cicada, email, and a projector in class sessions for presentations and discussions. All written assignments will be submitted electronically, and all feedback on written assignments will be made electronically. All readings will be available electronically on Cicada, and students are encouraged to read the assignments without printing out the readings.

Cicada: This course will be supported by the *Cicada* (<http://www.cicada.clarku.edu>) course management system. The Cicada site will contain class documents, assignments, and

announcements. It will also contain PowerPoint slides presented in class. If you encounter difficulties with the use of Cicada, please contact sos@clarku.edu.

Instructor Information:

www.clarku.edu/gsom/faculty/facultybio.cfm?id=783&progid=20&

Academic Integrity

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity do to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Cell phones and Laptops: are not to be used during class unless specifically authorized by the instructor; e.g., laptops for case discussions, review of assignments, etc.

Evaluation and Grading:

Grades will be determined on the following basis:

Cases (10)	40%
Class Preparation, Attendance & Contribution	25%
Project	<u>35%</u>
Total:	100%

Case Analysis:

Each case analysis should consist of a maximum of 2-3 typed, double-spaced pages of narrative in 12-point font. Simply answer the questions provided for each case.

Class Preparation, Attendance and Contribution

Heavy emphasis will be placed on class preparation and participation. Class preparation and contribution are a fundamental aspect of this course and reflect on a student's sense of professionalism. You or someone else has paid a great deal of money for you to be in this class. As such, simply attending class is not being an active contributor to your learning.

High contribution grades will be given to those who have read the assigned material, demonstrate mastery of the concepts, integration between the cases and any readings, and an ability to build on the comments and contributions of others. Simply filling class air time will not help, but rather hurt, student grades. Of course, attendance is required for you to be an active contributor to the class.

Below are the grade points related to the quality of students' class contribution. To keep the accounting straightforward, we will assess class contribution for classes #2 – 11; i.e., 10 class sessions.

<u>Type of Contribution</u>	<u>Points/Class</u>
High	2 - 2.5
Average	1-1.5
Low or Absent	0

Please submit your picture to Cicada to facilitate scoring of class contribution.

Project:

Students will have a choice of three options for their project work. Below is provided the description of the options.

Objectives of the project are to:

- Apply the knowledge gained in the course to actual institutions/companies
- Accelerate development of the skills outlined above

Option #1: Sustainability Plan Development

Work with a student team taking EN 103, “The Sustainable University” taught by Professor Jennie Stephens. EN 103 teams will be formed with the objective of developing plans focused on environmental sustainability. As a team member, your role will be that of “business expert”. In this capacity, you will be responsible for providing inputs based on your knowledge and experience including: marketing, financials of the plan, change management, performance management, internal/external reporting content to be used in the sustainability plan.

Grading for your work on the EN 103 project will be determined by:

- Evaluation of your performance by your EN 103 team members
- My critique of your contribution to the sustainability plan

Option #2: Industry Evaluations

Your team's task is to evaluate two companies in a selected industry. Students will be required to identify a pair of companies in a given industry and perform an analysis on its strategy and operations with respect to general and environmental issues. You do not have to visit these companies but I would like to see at least one source each from 1) the company (e.g. company environmental report/website/personal interview), 2) public/popular press source (e.g. magazine, newspaper); and 3) an “academic” source (e.g. case (not from class); journal article). Academic/Practitioner Journals in this area are many. You need to start the library search as soon as possible in case an article needs to come in via Interlibrary Loan. Finding contrasting companies (philosophy, strategy, size) is a good way to show differences and critique them. Specific sources of the material need to be included in the bibliography.

A typical report may have the following general outline:

0. Executive summary of the paper.
1. Industry Background
 - a. Characteristics. (size, products, type)
 - b. Market and Competitive environment.
 - c. General strategies of organizations
2. Environmental Situation in Industry.
3. Describe various environmental programs.
4. Analyze programs (e.g. good and bad aspects, what more needs to be done, barriers and enablers in industry/organization).
5. Summarize your findings.
6. Bibliography, Exhibits.

The paper should consist of a maximum of 12 typed, double-spaced pages (not including exhibits) in 12-point font.

The student project will consist of both an oral presentation (25%) and a written report (75%) with one presentation and one paper being submitted for each team.

It will be up to the team to determine industries and organizations to evaluate.

Option #3: Sustainability Plan for a Company, Non-Profit or Municipality

You may choose to develop a Sustainability Plan for a company, non-profit or municipality. To see examples of Sustainability Plans developed previously by graduate students at Bentley University, go to: <http://www.bentley.edu/sustainability/sustainability-news.cfm>

There are other examples of plans developed by MA Maritime graduate students which will be made available, as requested. Some of these plans address energy management as well as sustainability.

If you choose this alternative, you may develop the plan individually or with another student in the class. You will be given a proven methodology which has been used by students at Bentley University and MA Maritime Academy as well as support and guidance from Prof. O'Brien.

You will be responsible for locating the client organization for this project including the executive sponsor for this initiative. This will be explained during our first class session. Deliverables to the client will include the Sustainability Plan as well as a presentation to the stakeholders of the organization.

The Sustainability Plan should consist of a maximum of 12 typed, double-spaced pages (not including exhibits) in 12-point font.