



**Bainbridge Graduate Institute
Certificate in Sustainable Business Program
Course Syllabus**

**SBUS 530 (monthly)
Introduction to Sustainable Business
Fall 2008**

Intensives: Saturday, 1-6 PM & 7:30-9:30 PM; Sunday, 9 AM – 12 PM
Elluminate Sessions: Thursday, 6:30-8:00 PM

Instructors: R. Warren Flint, PhD
Cate Gable, MA

Guest Presenters: Darcy Hitchcock
AXIS Performance Advisors
Kathleen Sayce, Bank Scientist
ShoreBank Pacific
Kevin Hagen, Director of Corporate Social Responsibility
Recreational Equipment Inc –REI

Syllabus Auditor: TBD

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Faculty

R. Warren Flint, Ph.D.

R. Warren Flint, Ph.D. is a sustainability specialist and change agent for communities wanting to improve or reinvent themselves. Dr. Flint is the owner and principal of *Five E's Unlimited* (<http://www.eeeee.net>). Warren brings a somewhat unique set of experiences to his consulting, speaking, and teaching activities. He has combined 33 years of practice in environmental sciences (25 in research and teaching positions at four major universities) with his expertise in facilitation and conflict resolution to help communities, organizations, and governments. Through his international consulting in sustainable development, he is able to provide both visionary inspiration and pragmatic, science-based understanding assisting people in thinking broadly across disciplines and boundaries. He is also able to articulate scientific information to non-scientific audiences. He solves complex problems in natural resources management by enabling individuals, communities, and public sector groups to pursue sustainable development strategies targeting integrated change toward economic, social equity, and ecological improvement.

In combining these diverse practice strategies, he is widely recognized for abilities to establish effective, science-based communication among stakeholders, organizations, jurisdictions, and diverse interest groups. In his work at the nexus of science and real world application, Flint promotes the concept of science accurately articulated to the public and decision-makers at the “tipping point” of real opportunities to implement change. He is a strong advocate for the concept of “Citizen Science,” which is a process for integrating the expert-way-of-knowing with the public-way-of-knowing into analysis and decision-making.

Flint earned a Ph.D. in Ecology from the University of California, Davis. He has published websites that are effective public learning and awareness tools, has written more than 60 referred journal articles and three books, and has taught students and the public about environmental science and the many dimensions of sustainability. He can tell the story of sustainability in ways that make sense to everyone, and can vividly present innovative and reality-based sustainability strategies, fully appropriate to the specific place and culture. He fully recognizes and can effectively demonstrate that sustainability means transforming our ways of living to maximize the chances that environmental and social conditions in a place will perpetuate human security, well-being, and health.

Cate Gable, MA

Cate Gable, author of *Strategic Action Planning NOW!* (St. Lucie Press), teaches “Strategic Planning and Sustainable Business” at *Hautes Etudes Commerciales* (HEC), the top business college in Paris, France. Gable is the founder and president of Axioun Communications International—specializing in strategic planning, stakeholder facilitation and triple bottom line

metrics—and has a broad range of practitioner experience. Recent Axioun initiatives include project management for a gathering of global sustainability practitioners, sponsored by the Ford Foundation; strategic planning for David Evans and Associates; publication of a TBL metrics methodology for ShoreBank Enterprise Cascadia; facilitation for a multi-stakeholder electronic waste project sponsored by the EPA Region 10; account management for a multi-stakeholder planning project for Coca-Cola, North America and its NGO partners; and the creation of a software-based ‘meta-tool’ for aggregated CSR/SRI reporting for the Future500. As well, Gable created and delivers a robust strategic planning process tailored to the non-profit environment and has worked with the Astoria Children’s Museum, Organic Seed Alliance, and the Clatsop County Women’s Resource Center.

Axioun managed consulting projects in the heyday of the internet for a range of high tech and IT clients including ChemTech, Prophet Brand Strategies, Pacific Telesys, Signal Internet Technologies, and Appied Theory.

Prior to founding Axioun, Gable was Marketing Director for the Federal Reserve Bank of San Francisco; Public Information Officer for both the Los Angeles Federal Reserve Bank and Ohlone College; and Marketing Manager at CitiBank, Citicorp Western Division.

Gable graduated *magna cum laude* from the University of Pennsylvania and completed a graduate degree with honors at the University of Washington. She has published widely on sustainability, technology, and environmental issues. Gable divides her time between the Pacific Northwest and Paris, France.

Course Description and Learning Objectives

Throughout history (since the industrial revolution), industry has intensified its degradation of the environment through the exploitation of natural resources and the release of hazardous pollution. At the same time, business has spent billions of dollars complying with governmental regulations aimed at decreasing the amount of toxic substances entering the landfills, air, and water. An adversarial relationship has developed between business people and environmentalists with each seeing the other as the main source of the world’s problems.

The need for a different approach to nurturing and sustaining life on this planet is growing, while simultaneously fear-based thinking and decision-making wanting no change (maintaining the status quo) rocks the vitality of many communities and organizations around the globe – from rampant unemployment to wars and systems failure and collapse. This underlying sense of fear leads to defensive posturing, denial, and disdain, analogous with nightmares. The alternative is hope for changes in the future that are equivalent with dreams (“I have a dream”). Enter the idea of sustainability!

Sustainability in business is both an imperative and an opportunity. It is, in short, a strategic issue – arguably, *the* strategic issue facing business in the 21st century. "**Sustainable Business**"

is a paradigm shift from today's conventional thinking. It proposes a strategy where business practices are intended to restore environmental quality and build social equity, while increasing long-term profitability.

On the imperative side, the inherent lack of significant sustainability in our current industrial system is creating concerns about the health impacts of toxins and emissions, climate change, environmental degradation and loss of biodiversity, poverty, global working conditions, and the impact of multinationals on local communities. In response to pressure from all quarters – consumer markets, corporate customers, regulatory agencies, stakeholder activists, and the investment community – the business environment is gradually but clearly shifting to favor environmentally and socially responsible products and practices.

On the opportunity side, sustainability is one of the key stimuli for value creation in the future business environment. It is the opportunity for imaginative sources of innovation, new market opportunities, and moral energy. Those companies, ventures, public agencies, and even nations taking the lead in proactively developing more sustainable strategies, technologies, products, production processes, distribution systems, and relationships are positioning themselves to survive and thrive in the emerging global marketplace. Further, they are stepping up to the leadership challenge of the 21st century, using business to address the world's most pressing problems, allowing corporate America and international corporate entities to be significant change agents.

This course provides an overview of the current “state of the art” of sustainable business theory and practice within the context that sustainable business strategies restore and protect environmental integrity and enhance social equity while improving economic vitality. It considers five broad topics: In General Why Think about Sustainability; Emerging Conceptual Frameworks; The Business Case for Sustainability; Implementation of a Sustainability Plan; and Sustainability Reporting Systems, including both company reporting and emerging global standards. One of the highlights of this course will be a quarter-long project that will put you and a team of your classmates into a real organization of your choosing wrestling with the challenge of implementing sustainability. At the completion of this course you will be prepared to bring an integrated understanding of sustainability to the economic challenges facing any business or community and evaluate their circumstances to support the design of strategic plans for change that will promote profitability, social well-being and environmental conservation.

This is the first of three courses in the Certificate in Sustainable Business program. The second course in the sequence, offered in the winter quarter teaches “Systems Thinking,” which will give you a set of tools for thinking about the complex, interconnected aspects of sustainability. The third course, taught in the spring, is “Sustainability, Community & Social Justice,” a course that zeroes in on the social impacts of the current economic system and how some of the injustices of the current system might be addressed by more sustainable business models.

Learning Objectives

BGI MBA Program Goals

Core Business Functions

1. Understand and apply the core concepts of Strategy, Accounting, Finance, Marketing, Management, and Operations, and integrate them with sustainability principles for both business advantage and service to the community and nature.

Business and Sustainability

2. Articulate the underlying assumptions and global consequences of the prevailing economic system and worldview, and advance alternative business models and alliances more aligned with the needs of people and planet.
3. Understand the role of business in society and the foundational concepts, principles, and practical approaches of business sustainability.
4. See opportunity in the world's major problems and see ways to use business to address these problems in ways that create value for the enterprise and the common good.

Innovation and Entrepreneurship

5. Design & build successful sustainability-driven ventures that create value for multiple stakeholders & enable all life systems (natural, individual, community) to flourish.
6. Foster breakthrough innovation throughout the value stream by applying principles of innovation and sustainability to organizational projects, processes, systems and culture.

Leadership and Management in the Context of Change

7. Develop the self-knowledge and personal capacity to lead – ethically, effectively and with integrity.
8. Apply systems thinking, creativity and critical analysis to addressing problems and opportunities.
9. Leverage theory, technology and collaboration strategies to foster learning and drive change at the individual, team, organizational and societal level.
10. Apply cross-cultural competence to foster diversity and to work with people with different backgrounds.

11. Communicate clearly and persuasively in writing, speaking, and interpersonal relations.

Key Concepts for Introduction to Sustainability in Business

➤ **Principles of Sustainability**

- Business has changed the worldscape
- The ecological world view
- Elements of sustainability
- Sustainability's 2 Rs
- Sustainability's directionality
- Whole system approach – circular economy

➤ **Sustainability Frameworks and Tools such as:**

- The Triple Bottom Line
- The Natural Step
- Natural Capitalism
- McDonough-Braungart Design Protocol
- Design for Environment (DfE)
- Life Cycle Analysis (LCA)

➤ **The Business Case for Sustainability**

- Definition and history of sustainability in business
- The 3 waves of business; plus 1
- Business in society: shareholder perspective vs. stakeholder perspective
- Corporate social responsibility (CSR)
- Socially responsible investing (SRI)
- Reasons for sustainability in business
- Issues and challenges turned into opportunities
- Defining sustainability value
- Understanding key barriers to change including attitudinal and structural issues

➤ **Sustainability Planning**

- Goals and objectives
- SWOT
- Incremental versus breakthrough change
- Corporate sustainability model
- Balanced scorecard
- Adaptive management in business

➤ **Sustainability Metrics and Reporting such as:**

- What is an indicator
- Audits, certification and reporting
- Corporate reports

- Non-financial reporting
- Global Reporting Initiative (GRI)
- UN Global Compact
- ISO 14000, ISO 26000
- SCORE
- SRI (Socially Responsible Investing) Evaluation Initiatives
- Global Citizenship 360
- TBLC Scorecard
- The ShoreBank Pacific System

Core Competencies

The numbers following each targeted competency refer to specific, related overall BGI MBA Program Goals. At the conclusion of the course, students should be able to:

- To demonstrate a state of thinking sustainably so that it becomes an innate philosophy (second nature) in a person's way of doing business (1, 3, 5, 6, 9);
- To understand the basic framework and principles of sustainability as they support good decision-making in the business environment (1, 2, 3, 5, 6);
- To appreciate how economic activity is intricately linked to the natural environment (1, 2, 5, 6);
- To identify environmental, social, and corporate responsibility impacts, issues, and opportunities related to a given organization (1, 2, 3, 4, 8);
- To articulate the underlying assumptions and global consequences of the prevailing business paradigm and worldview, and present a compelling business case for sustainability to one or more tough audiences more aligned with the needs of people and planet (1, 2, 3, 4, 5, 8, 11);
- To assess an organization's activities from a sustainability standpoint and recommend improvements and/or alternative strategies (1, 2, 3, 4, 5, 6, 8, 11);
- To recommend an appropriate conceptual framework for introducing sustainable practices to an existing business unit or organization (3, 11);
- To assess the quality and credibility of a firm's sustainability reporting and serve as a knowledgeable resource on primary sustainability reporting processes (1, 2, 3, 4, 5, 6, 8, 11);
- To access resources to understand both the business and sustainability challenges facing industries and organizations (1, 2, 3, 4, 5, 6, 8, 11);
- To acquire abilities to work with people from different backgrounds and perspectives in order to cross boundaries and breakdown barriers to decision-making (1, 5, 7, 9, 11); and
- To design and deliver, through the course's Team Project, professional quality research, analysis, and services to help (as a team) an enterprise (client) meet business-sustainability challenges, producing a high level of client satisfaction (2, 3, 4, 6, 8).

Required Text:

Blackburn, W.R. 2007 *The Sustainability Handbook: The complete management guide to achieving social, economic and environmental responsibility* Environmental Law Institute Washington DC ISBN # 9781585761029

Other Class Reading Assignments (monthly course):

Week 1:

Flint, R.W. 2004. Chapter 4 - Sustainable Development: What does sustainability mean to individuals in the conduct of their lives and businesses, pp. 67-87. In: G.M. Mudacumura and M.S. Shamsul Haque (eds.), *Handbook of Development Policy Studies*, (ISBN: 0-8247-0602-1) Marcel Dekker, Inc., New York, NY. 754 p. (e-reserves)

Ecimovic, T., J.M. Bunzl, M. Esposito, R.W. Flint, R.B. Haw, M. Mulej, H.A. Shankaranarayana, P.A. Wilderer, L. Williams, and R. Udyavar. 2007. The Sustainable (Development) Future of Mankind. SEM Institute for Climate Change (ISBN 978-961-91826-2-8), Korte, Slovenia. (Chapters 5 & 6; pages 20-55). (<http://www.institut-climatechange.si>)

Optional: Norton, B.G. 2005. *Sustainability: A Philosophy of Adaptive Ecosystem Management*. The University of Chicago Press, Chicago. 607 pp. ISBN # 02265218 (Chapters 8 & 9; pages 304-403) (e-reserves)

Week 2:

The Natural Step Framework Guidebook (e-reserves)

Cook, D. 2004. The Natural Step: Towards a sustainable society. Devon, England: Green Books Ltd. (Chapters 4-6; pgs 29-60) (e-reserves)

Millennium Ecosystem Assessment Report – Ecosystem and Human Well-being: Synthesis Report. General Synthesis – read pages 1-24 (Summary for Decision Makers). Scan or read the rest if you wish:
(<http://www.millenniumassessment.org/en/Framework.aspx>)

Daly, H.E. 2003. Ecological Economics: The Concept of Scale and Its Relation to Allocation, Distribution, and Economic Growth, (http://www.cansee.org/aboutee_e.aspx)

Optional: The Conference Board (2006). “Does It Pay to Be Good?”
(http://www.conference-board.org/articles/atb_article.cfm?id=73&pg=1)

Week 3:

Scientific Applications International Corporation. 2006. Life Cycle Assessment: Principles and Practices – LCA 101. U.S. Environmental Protection Agency, Cincinnati, OH. 88 p. (<http://www.epa.gov/NRMRL/lcaccess/pdfs/600r06060.pdf>)

Week 4:

Porter, M. E. & Kramer M. R. (2006). Strategy & society: the link between competitive advantage and CSR. *Harvard Business Review*, December 78-92.

Kanter, R. M. (1999). From spare change to real change, the social sector as beta site for business innovation. *Harvard Business Review*, May-June, 122-132.

Blackburn, W.R. 2007. Appendix I: Summary of Sustainability Trends; pgs. 551-646, (skim).

Drucker, P. F. (1989). What business can learn from non-profits. *Harvard Business Review*, Jul-Aug, 88-93.

Week 5:

None

Week 6:

Kurk, F. & McNamara, C. (2006). "Better by Design: An Innovation Guide." Minnesota Pollution Control Agency. Available at:
(http://www.engineeringpathway.com/ep/k12/BetterByDesign_2006.pdf)

Bloom, P. L. and Dees, J. G. (2008, Winter). Cultivate your ecosystem. *Stanford Social Innovation Review*, 47-53.

Gable, C. (2007). Hybrid Institutions, excerpt, Rural Livelihoods: A Conceptual Framework for Discussion, 10/07

Waddell, S.(2005). Transforming forestry in canada. *In: Societal learning and change* (pp. 36-42). Greenleaf Publishing Ltd. (case study)

Week 7:

Global Reporting Initiative (GRI). 2006. "Sustainability Reporting Guidelines." (Available at <http://www.globalreporting.org>).

Gable, C. (2007, Winter). Measure what matters: ShoreBank Enterprise Cascadia's commitment to triple-bottom-line metrics. In *Environmental Quality Management*, John Wiley & Sons, Vol 16, Issue 3, 25-40.

Week 8:

Hitchcock, D. and M. Willard. 2006. *The Business Guide to Sustainability*. (Chapter 2; pages 23-37) and the SCORE Implementation Packet. (e-reserves)

Optional: CCAR. 2007. Part I and Part II: (<http://www.climateregistry.org>)

Week 9:

Shorebank Pacific. Putting Principles into Actions: How Shorebank Pacific Applies TNS Principles in Lending

Gable, C. (1999, October). Planning to plan: demystifying strategic planning. *Grassroots Fundraising Journal*, Volume 18, #5, 3-6.

Complete book chosen for Annotated Bibliography assignment and prepare report. Submit to on-line “glossary” under Book Report Assignment on The Channel.

Week 10:

Read a sample sustainability report of your choice. Go to the company you’d like to use or visit (<http://www.corporateregister.com>)

Laszlo, C. 2008. Sustainable Value: How the World’s Leading Companies Are Doing Well by Doing Good. Stanford Business Books, Stanford Univ. Press, Stanford, CA, Chapters 4-8 (pgs 73-117) (e-reserves)

Kaplan, R. S., & Norton, D. P. (2005). The balanced scorecard. *Harvard Business Review*, July-August, 172-180.

Mankins, M. C. & Steele, R. (2006). Stop making plans: start making decisions. *Harvard Business Review*, January, 76-84.

Mintzberg, H. (1994, Jan-Feb). The fall and rise of strategic planning. *Harvard Business Review*, 107-114.

Supplemental Resources:

Additional Books informative to the subject of Sustainability in Business (*book key word descriptions italicized in parentheses*) for your reference long after this class.

- Anderson, Ray Mid Course Correction (*Spiritualism in Sustainability*)
- Atkisson, Alan Believing Cassandra: An optimist looks at a pessimist's world (*Spiritualism in Sustainability*)
- Atkisson, Alan ISIS Agreement, The (*Implementation*)
- Bamberg, Jill (2006). *Getting to Scale: Growing Your Business Without Selling Out*. San Francisco: Berrett-Koehler. ISBN-10: 1-57675-416-2; ISBN-13: 978-1-57675-416-0. (*Implementation, practitioners*)

- Barnes, Peter (2006). *Capitalism 3.0: A Guide to Reclaiming the Commons*. San Francisco: Berrett-Koehler. ISBN-10: 1576753611. (*Philosophy and framework*)
- Berrett-koehler Publisher San Francisco CA ISBN# 9781576754160. (*Implementation, practitioners*)
- Benyus, Janine Biomimicry (*Design for Environment*)
- Berry, Thomas Great Work: Our way into the future (*Spiritualism in Sustainability*)
- Bornstein, David (2003). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York: Oxford University Press, USA. ISBN-10: 0195138058. (*Philosophy and framework*)
- Brown, B. 1995. *Mountain in the Clouds*. UW Press, Seattle
- Buchanan, Mark Ubiquity: The Science of History ... or Why the World is Simpler than we think (*Social change, urbanization, development*)
- Cairncross Costing the Earth (*Economics*)
- Carson, R. 1962. *Silent Spring*. Houghton-Mifflin, New York (*Environmental science, Chemicals/toxics*)
- Chappell, Tom Soul of a Business, The (*Corporate Sustainability*)
- Collins, Chuck; Yeskel, Felice; United for a Fair Economy; and Class Action (2005). *Economic Apartheid In America: A Primer on Economic Inequality & Insecurity*, Revised and Updated Edition. New York: New Press. ISBN-10: 1595580158. (*Philosophy and framework*)
- Creighton Greening the Ivory Tower (*Sustainability in Academics*)
- De Geus, . 1997. *The Living Company*. Longview Pub., (HBS Press), Boston, MA
- Dunphy et al. Organizational Change for Corporate Sustainability (*Corporate Sustainability*)
- Easterbrook, Gregg A Moment on Earth (*Contrarian views in environmentalism*)
- Eisler, Riane Real Wealth of Nations, The (*Social justice (in developed nations)*)
- Flannery, Tim Weather Makers, The: how man is changing the climate and what it means for life on earth (*Climate change science*)
- Flint, R.W. and W.L. Houser. 2001. *Living a Sustainable Lifestyle for Our Children's Children*. iUniverse, Campbell, CA (ISBN: 0-595-20013-3). 288 pp. (*Sustainable Development*)
- Fussler Driving Eco-Innovation, Fussler (*Design for Environment*)
- Gladwell, Malcolm Blink! (*Social change, urbanization, development*)
- Gore, Al Earth in the Balance (2nd edition) (*Sustainable Development*)
- Hallsmith, Gwendolyn Key to Sustainable Cities, The (*Community development*)
- Hargroves and Smith Natural Advantage of Nations (*Sustainable Development*)
- Hawken, Paul Blessed Unrest (*Social change*)
- Heath, Chip and Heath, Dan Made to Stick (*Social change, marketing*)
- Hillman et al. Suicidal Planet, The (*Climate change strategies*)

- Hiss, Tony Experience of Place, The: A new way of looking at and dealing with our radically changing cities and countryside (*Social change, urbanization, development*)
- Hitchcock and Willard Step by Step Guide to Sustainability Planning, The (*Implementation*)
- Hoffman, Andrew Competitive Environmental Strategy (*Corporate Sustainability*)
- Hollender & Fenichell What Matters Most (*Corporate Sustainability*)
- Homer-Dixon, Thomas Upside of Down, The (*Social change, civilizations*)
- Kasser, Tim High Price of Materialism, The (*Social change*)
- Keeney, Ralph Value Focused Thinking: A path to Creative Decision-making (*Design for Environment*)
- Kelly, Marjorie. ***The Divine Right of Capital: Dethroning the Corporate Aristocracy***. San Francisco: Berrett-Koehler. ISBN-10: 1576752372. (*Philosophy and framework*)
- Kirkpatrick S. 1980. ***Human Scale***. Coward, McCann & Geoghegan, New York
- Krupp and Horn Earth, The Sequel (*Climate change strategies*)
- Kurlansky, Mark cod: A biography of the fish that changed the world (*Social change, urbanization, development*)
- Landes, David S. Wealth and Poverty of Nations (*Economics*)
- Laszlo Sustainable Company, The (*Implementation*)
- Lewis and Gertsakis Design + Environment (*Design for environment*)
- Luce, Edward In Spite of the Gods (*India*)
- McKibben, W. 1989. ***The End of Nature***. Random House, New York
- Monbiot, George Heat (*Climate change strategies*)
- Moyer, Bill Doing Democracy (*Social movements*)
- Muir, Diana Reflections in Bullough's Pond: Economy and Ecosystem in New England (*Community development*)
- Pernick and Wilder Clean Tech Revolution (*Business strategy, technology, investments*)
- Quinn, Daniel Ishmael:An Adventure of the Mind and Spirit (*Spiritualism in Sustainability*)
- Rappaport and Creighton Degrees that Matter (*Sustainability in Academics*)
- Rifkin Hydrogen Economy (*Economics*)
- Rocky Mountain Institute Economic Renewal Handbook (*Community development*)
- Romm Cool Companies: How the Best Businesses Boost Profits and Productivity by Cutting Greenhouse Gas Emissions (*Corporate Sustainability*)
- Roseland, Mark Towards Sustainable Communities (*Community development*)
- Rowledge, L., R.S. Barton, and K.S. Brady. 1999. ***Mapping the Journey: Case Studies in strategy and action toward sustainable development*** Greenleaf Publishing Sheffield, UK ISBN# 1874719268 (*Implementation, practitioners*)
- Russell, Peter Waking up in Time: Finding Inner Peace in Times of Accelerating Change (*Social change, urbanization, development*)
- Schaltegger & Wagner (eds.) Managing the Business Case for Sustainability: the integration of social, environmental and economic performance (*Corporate Sustainability*)

- Schapiro, Mark Exposed (*Chemicals/toxics*)
- Scharmer, Otto Theory U (*Change management*)
- Schenck, Rita LCA for mere Mortals (too short) (*LCA*)
- Schumacher, E.F. Small is Beautiful (*Economics*)
- Schwartz, Peter Art of the Long View: Planning for the Future in an Uncertain World (*Social change, urbanization, development*)
- Senge et al. Presence (*Change management*)
- Shutkin, William Land that Could Be, The: Environmentalism and Democracy in the Twenty-First Century (*Social change, urbanization, development*)
- Weisman, Alan Gaviotas: A village to reinvent the world (*Developing nations, social design, low-tech engineering*)
- Starkey, R. and R. Welford (eds.) 2001. *The Earthscan Reader in Business and Sustainable Development*, Earthscan Publications, Sterling, VA. 364 p. ISBN-978-1853836398 (this is a collection of seminal writings including articles and book chapters from authors such as Stuart Hart, Lovins, Reinhardt, and many others – a little dated, most articles are from the late 90’s, but still solid foundational work from key thought leaders all in one place) (*Foundational sustainability work*)
- Wilson & Crouch Risk-Benefit Analysis (*Risk and sustainability*)
- World Watch Institute 2007 State of the World (*Social change, urbanization, development*)
- Yudelson, Jerry Green Building Revolution, The (*Green building*)

Expectations and Evaluation

Expectations of Students:

We expect you to:

- Attend all class sessions, arrive fully prepared, and engage with the learning community in all class activities
- Be good team members and honor the commitments you and your teammates agree to
- Subscribe to the Faculty Announcements area of this course and stay on top of course-related announcements
- Conduct work without collaboration for assignments that are to be completed individually
- Collaborate in a professional manner for team assignments, upholding responsibilities for commitments towards individual contribution determined and agreed by team members
- Take responsibility for managing the performance of project team members and for resolving conflicts and accountabilities internally
- Submit your assignments on time
- Let us know ahead of time if you will have trouble meeting any of these expectations

Expectations of Faculty:

In return, you can expect us to:

- Challenge you intellectually, primarily by asking good questions and secondarily by providing thought-provoking answers
- Respond to your posted “Questions to Faculty” within 24 hours (unless we notify you in advance that we will be away)
- Provide feedback on your assignments and overall performance within the timeframes we establish for each component of the course

Class Attendance:

Attendance at weekly class meetings is mandatory. It is the responsibility of the student to notify the instructor, in advance, if you are unable to attend due to extenuating circumstances. It will be at the instructor’s discretion to determine a make-up assignment intended to substitute for class attendance.

Evaluation:

Weighting of assignments

Assignment 1: Participation in Class (including reading assignments)	10%
Assignment 2: Sustainability Frameworks Glossary	10%
Assignment 3: Diagnostic Interview	20%
Assignment 4: Book Report/Annotated Bibliography Entry	20%
Assignment 5: Team Project	30%
Assignment 6: Reflective Learning Paper	10%
	<hr/>
TOTAL	100%

Grading Rubric:

Program Goals

Retain those Program Goals that apply to your course. Delete the rest.

Program Goals

	Unsatisfactory	Meets Expectations	Exceptional Work
Core Business Functions			
Understand and apply the core concepts of	Fails to	Demonstrates	Dramatically

Strategy, Accounting, Finance, Marketing, Management, and Operations, and integrate them with sustainability principles for both business advantage and service to the community and nature.	demonstrate competence.	competence.	exceeds required competence.
Business and Sustainability			
Articulate the underlying assumptions and global consequences of the prevailing economic system and worldview, and advance alternative business models and alliances more aligned with the needs of people and planet.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Understand the role of business in society and the foundational concepts, principles, and practical approaches of business sustainability	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
See opportunity in the world's major problems and see ways to use business to address these problems in ways that create value for the enterprise and the common good.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Innovation and Entrepreneurship			
Design and build successful sustainability-driven ventures that create value for multiple stakeholders and enable all life systems (natural, individual, community) to flourish	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Foster breakthrough innovation throughout the value stream by applying principles of innovation and sustainability to organizational projects, processes, systems, and culture	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Leadership and Management			
Develop the self-knowledge and personal capacity to lead – ethically, effectively, and with integrity.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Apply systems thinking, creativity, and critical analysis to addressing problems and opportunities.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Leverage theory, technology, and collaboration strategies to foster learning and	Fails to demonstrate	Demonstrates competence.	Dramatically exceeds

drive change at the individual, team, organizational, and societal level.	competence.		required competence.
Apply cross-cultural competence to foster diversity and to work with people with different backgrounds.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.
Communicate clearly and persuasively in writing, speaking, and interpersonal relations.	Fails to demonstrate competence.	Demonstrates competence.	Dramatically exceeds required competence.

Content

It is expected that most/all BGI courses will include these goals at both the assignment and course levels.

Content

	Unsatisfactory	Meets Expectations	Exceptional Work
Demonstrated Understanding of Business Issues	Inadequate or incomplete understanding of the business issues. Vague or unjustifiable recommendations. Confused at a fundamental level.	Clear grasp of business issues; some use of numbers in analysis; realistic recommendations based on business and organizational realities.	Sophisticated grasp of business issues; thorough quantitative analysis; insightful and original recommendations.
Responsiveness to Environmental Issues	Little or no understanding of environmental issues in a business context. Recommendations are unrealistic or inappropriate. Insufficient justification in terms of the financial bottom line.	Displays good understanding of sustainability issues, tools, frameworks and metrics. Demonstrated understanding of the business case for sustainability.	Sophisticated understanding of both sustainability and business issues; insightful application of metrics, tools and frameworks; original insights and recommendations.
Responsiveness to Social Issues	Little or no understanding of the social justice issues in a business context. Confused about the application of social justice concepts to the organization.	Displays good understanding of social justice issues, tools, frameworks and metrics. Demonstrated understanding of the business issues around a	Sophisticated understanding of the social justice issues; insightful application of metrics, tools, and frameworks; original insights and

	Recommendations are inappropriate.	commitment to social justice.	recommendations.
Application of Theory to Practice	Inaccurate, inappropriate or no use of theory or frameworks.	Clear and acknowledged application of one or more appropriate theories to the problem at hand.	Rigorous and acknowledged application of multiple theoretical perspectives and frameworks.
Creativity	No original thinking – or a set of ideas that are creative but unlikely to work. Limited use of original thinking.	Good use of ideas from multiple sources to apply to the client's problem.	Original ideas and/or insightful new applications of ideas from outside the situation. Likely to result in a conceptual breakthrough.

Presentation

It would be useful to use these criteria at the course level. If you wish, you may want to use a more detailed set of criteria to evaluate written and oral presentations. Those criteria will be supplied in separate attachments.

Presentation

	Unsatisfactory	Meets Expectations	Exceptional Work
Quality of Written Presentation	Generally unclear and disorganized writing. Persistent errors in grammar and/or spelling. Does not develop or support ideas. Sources improperly acknowledged and/or footnoted.	Clear and well organized. Carefully written and proofed. No egregious grammatical or spelling errors. Argument well supported. Sources properly acknowledged and footnoted.	Exceptionally well written, formatted and argued. Easy to follow. Anecdotes vivid. Suitable for publication.
Quality of Oral Presentation	Hard to hear; no eye contact; lack of confidence and/or preparation. Horrible slides. No clear logical flow; disorganized; hard to follow. Fails to follow minimal design standards for slides.	Speech is clear and audible; eye contact is good; speaker is confident and well prepared. Good use of visuals. Short text. Slides nicely complement verbal presentation. Clear, logical structure evident.	Speech is compelling. The basics are all covered AND the speaker is passionate and interesting. Slides are dramatic; images are memorable; visuals dramatically reinforce verbal points. Memorable opening and closing. Clear structure in between.

Use of External Resources	Over-reliance on one or two sources. Inadequate or improper citations.	Broad range of appropriate sources fully acknowledged and cited correctly.	Broad range of appropriate sources cited correctly. Sources go beyond the obvious and demonstrate significant engagement with the problem at hand.
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Process

We will need to work together to develop standard ways of addressing some of these issues, such as Team Dynamics and Individual Contributions to teams.

Process

	Unsatisfactory	Meets Expectations	Exceptional Work
Project Management	Poor results AND no little or no evidence of planning, facilitation or leadership, or project management skills.	Satisfactory results and some evidence of planning, facilitation, leadership and project management skills.	Superior results and strong evidence of effective use of planning, facilitation, leadership and project management skills.
Team Dynamics	Unresolved team issues interfered with successful completion of project deliverables.	Acknowledgement of specific difficulties and learnings in team dynamics.	Proactive work to implement processes that would defuse and/or address likely team issues.
Individual Contribution to Team Project(s)	Performed at a level below the average of most team members much of the time. Consistently failed to deliver on commitments. Exhibited negative interpersonal behaviors that hindered team performance.	Performed at a satisfactory level within the team. Met commitments on time with work of acceptable quality. Displayed some leadership.	Widely regarded as the team's "leader" or a particularly valuable contributor to both content and process issues.
Presence and Participation during Intensives	Participation is irregular, maybe defensive or cautious. Little contribution to the current topics and collective learning. Reluctant participant –	Participates in a steady manner, contributing to the topics being explored. Practices active listening. Engages with curiosity and encourages others to contribute. Knows personal	Consistently present, curious, with valuable contributions in a variety of areas. Reveals and reframes mental models with skillful inquiry. Demonstrates exceptional

	others have to work to learn what student thinks.	“learning edges.”	qualities to positively influence group process, Consistently expands his/her “learning edge.”
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In all assignments for this class, we will be looking for:

- Understanding for sustainability principles and concepts
- Strength of business perspective
- Critical analysis of the issues
- Incisiveness, clarity, and persuasiveness of presentation/report
- Documented use of outside resources cited in APA approved format

Assignments

Assignments are due on the date shown in this syllabus. Assignments submitted after the due-date will be considered late and could affect your final grade. All assignments must be completed prior to the end of the 2008 Fall Quarter to receive a passing grade. You do not pass the class unless you pass all the assignments.

Assignment 1 – Participation in Class (including reading assignments)

- Ongoing
- Weighting - 10%
- Estimated hours - 60

Assignment 2 – Sustainability Frameworks Glossary (Individual)

- Poster presentation due Saturday, October 4, 2008, 1:00 pm PT
- Write-up posted to the glossary by Monday, October 6, 2008, 12:00 pm PT
- Weighting - 10%
- Estimated hours - 8

Assignment 3 – Diagnostic Interview (Individual)

- Student interview outcome presentation to project team in class at Intensive meeting Saturday, November 1, 2008, 1:00 pm PT
- Two-page summary of interview due to The Channel Monday, November 3, 2008, 12:00 pm PT
- Weighting - 20%
- Estimated hours - 5

Assignment 4 – Book Report/Annotated Bibliography Entry (Individual)

- Written annotated bibliography entry posted to The Channel by Friday, December 5, 2008, 12:00 am PT
- Oral report due at intensive class meeting Saturday, December 6, 2008, 1:00 pm PT

- Weighting - 20%
- Estimated hours - 12

Assignment 5 – Team Project (Team)

- Self-selected Project Teams of 4 or 5 (report in class) Sunday, October 5, 2008, 9:00 am PT
- Project scope and plan outline due by Friday, October 31, 2008, 12:00 am PT
- Team presentation to the intensive class on Sunday, December 7, 2008, 9:00 am PT (PowerPoint format)
- Final team report submitted to The Channel no later than Tuesday, December 9, 2008, 12:00 am PT
- Reflection addendum e-mailed to both course Instructors by Thursday, December 11, 2008, 12:00 am PT
- Weighting - 30%
- Estimated hours - 15-20

Assignment 6 – Reflective Learning Paper (individual)

- Document e-mailed to both course Instructors by Friday, December 12, 2008, 12:00 am PT
- Weighting - 10%
- Estimated hours - 2

Assignment Detail:

Assignment 1: Participation in Class (Individual)

Due Date: All term.

Description

You are expected to participate actively in class and on-line as applicable. If you are unable to attend one or more classes you must inform one of the Instructors.

Assignment criteria – in order to achieve a pass you will need...

Criterion 1: Attendance

Minimal standard: Attend at least 24 hours of the class sessions. Attend or make up for all missed class hours.

Exceptional standard: Full attendance at all classes and Project Team meetings.

Criterion 2: Participation

Minimal standard: Participate in a steady manner contributing to the dialog and activities.

Exceptional standard: Engages with curiosity and open mind and encourages the contribution of others.

Grading Weight: 10% of your grade for the course

Assignment 2: Sustainability Frameworks Glossary (Individual)

Due Date:

- Saturday, October 4, 2008, 1:00 pm PT – poster presentations
- Monday, October 6, 2008, 12:00 pm PT – on-line glossary posting

Description

Each person shall select from the list provided on-line a single framework, set of principles, or sustainability tool to research. We encourage students to select a tool they want to learn more about instead of one that they are already steeped in. Assignment selections are on a first come-first served basis. If the slot for your first choice is filled, choose another sustainability term to investigate.

To successfully complete this assignment, please follow these steps:

1. Framework Terms Database (on-line): Enter your name next to your chosen term (one student per term).
2. For first intensive class meeting (October 4, 2008): Prepare your poster and notes for teaching your chosen term to your classmates.
3. Frameworks **Glossary** (link): Enter your description according to the format.

Glossary summary description format:

- 2 pages maximum
- Name of framework or tool
- Description (summary of what it is and how it works; key elements/structured)
- When is it most useful/appropriate and when it is not applicable or appropriate
- Resources (source of information reported and any other really useful sources)

Assignment Grading Criteria – in order to achieve a pass you will need...

Criterion 1: Description

Minimal standard: A description of the framework that includes summary of the basic information regarding what it is and how it works.

Exceptional standard: Understandable to someone with little or no background in sustainability

Criterion 2: Use

Minimal standard: A description of when it is most useful/appropriate and when not appropriate with at least two examples of both situations.

Exceptional standard: Includes full analysis plus reference to one or more case studies documenting its application.

Criterion 3: Resources

Minimal standard: Reference to at least two outside resources cited in APA format.

Exceptional standard: Extensive primary and secondary research; thorough literature review; and original synthesis.

Criterion 4: Poster

Minimal standard: An instructional poster that readily conveys with a quick scan what the tool is and where it is most appropriately applied.

Exceptional standard: Poster is visually interesting; makes effective use of icons, illustrations and/or lay out

Grading Weight: 10% of your grade for the course

Sustainability Frameworks and Terms to Investigate (Choose one)

Type	Term	Student's Name
Framework	The Natural Step	
	Triple Bottom Line/Three Es/Three Ps	
	Herman Daly's Triangle	
Principles	Earth Charter	
	Caux Roundtable for Business	
	Caux Roundtable for Government	
	Talloires Declaration	
	UN Global Compact	
	Equator Principles	
	Hannover Principles	
	Agenda 21	
	Precautionary Principle	
	Biomimicry	
	Natural Capitalism	
	Industrial ecology	
	CERES	
	Millennium Goals	
	Melbourne Principles	
Sector Specific Standards, Certification and Eco-Labeling	LEED	
	Organic	
	Biodynamic	
	Forest Stewardship Council	
	Marine Stewardship Council	
	Green Seal	
	Environmental Management Systems/ ISO 14000	
	Corporate Social Responsibility (CSR)	
	SA 8000	
	Green Globe	
Analytical Tools	Life cycle assessment	
	Full-cost accounting	
	Design for environment or eco-design	
	Asset mapping	
	Ecological Footprint	

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Assignment 3: Diagnostic Interview (Individual)

Due Date:

- Saturday, November 1, 2008, 1:00 pm PT – presentation of interview results to Project Team members in class
- Monday, November 3, 2008, 12:00 pm PT – two page summary of your interview posted to The Channel

Description:

Schedule a 30 minute interview with a business leader of your choosing, to discuss his/her firm's efforts and attitudes toward sustainability. It is strongly recommended that you coordinate the interview subject (and firm they are from) with your Project Team so that all team members will be interviewing people from the same firm, the firm of your project focus. Develop your overall intention of what you want to accomplish by the interview and provide a brief statement of this intent at the beginning of your interview report. Use your own questions or those developed during class, and write a two-page report of the experience, including your analysis of the firm's efforts. Include your views of risks, opportunities, strong points, weak points, and your recommendations for their program. You will discuss your interview in class with your project team mates to advance the work of your project and you will also post your interview summary on The Channel.

Assignment Grading Criteria – in order to achieve a pass you will need...

Criterion 1: Presentation

Minimal standard: A summary of the interview content including the key take-away points regarding the stated intent of the interview.

Exceptional standard: An organized presentation of the questions asked the interview subject and a summary of their response to those questions.

Criterion 2: Content

Minimal standard: Highlights of the interviewee's thoughts on the firm's position with regards to being sustainable, indicating the organization's strong and weak areas and where you recommend opportunities for improvement.

Exceptional standard: Includes a full analysis of risks, opportunities, strong points, weak points, and your recommendations with reference to one or more case studies of a similar nature where success in transforming to more sustainable processes has been achieved.

Criterion 3: Strategic Inquiry

Minimal standard: To show the interview questions you pursue are engaging and address the overall intent of your stated purpose for the interview.

Exceptional standard: Your questions were structured and directional indicative of your following the “Stakeholder Dialogue Interview” process proposed by Senge (2008).

Criterion 4: Critical analysis

Minimal standard: Thorough grasp of business issues with demonstrated contextual understanding.

Exceptional standard: Perceptive, intelligent, sophisticated review of interviewee’s responses based on contextual wisdom and strategic thinking; identifies the challenges of the subject firm in trying to achieve sustainable objectives; sees the business opportunities; and puts tactical ideas together to get a strategic idea.

Criterion 5: Business Perspective

Minimal standard: Demonstrates a clear grasp of the business and clearly explains potential rationale for firm pursuing sustainability.

Exceptional standard: Clear grasp of business principles and thorough analysis of all relevant business issues.

Grading Weight: 20% of your grade for the course

Assignment 4: Book Review and Annotated Bibliography (Individual)

Due Date:

- Friday, December 5, 2008, 12:00 am PT – bibliography posting to The Channel
- Saturday, December 6, 2008, 1:00 pm PT – in-class presentation

Description

Please choose something you have not already read and something that will deepen your knowledge in an area important to you and to your Project Team with regards to the firm your project is focused upon. If your first choice of book has already been selected in the on-line table, please choose another to maximize the breadth of the resulting bibliography and your Project Team’s understanding of their work moving forward with the chosen firm.

To successfully complete this assignment, please follow these steps:

1. Book list: Choose one of the books from the posted list to read – preferably no later than October 12, 2008
2. It is advised that you complete the reading of your chosen book well in advance of the assignment due date so that information gained from reading this book can contribute to the work of your Team Project.
3. Annotated bibliography: Prepare an entry that will be compiled with those of other students to provide you a useful resource. The written annotation should be submitted to the on-line Book Report **Glossary** (link) by Friday, December 5, 2008 and include the following (example of book report template on The Channel):
 - a. Title: Full citation in APA format.

- b. Keywords: Tags to facilitate searches.
 - c. Rating: (1-10 scale where 10 is Great and 1 is Terrible) and brief explanation why.
 - d. Synopsis: A one-paragraph description of the book's purpose and audience.
 - e. Notes: A summary of the most useful concepts, tools, resources, factoids and quotations, including page numbers for your citations. (2-5 pages).
4. Class Meeting: Prepare a 5-10 minute oral report to deliver to your Project Team in class at the final Intensive on Saturday, December 6, 2008. The oral report should generally follow this same flow (with the exception of key words) but spend most of your time explaining the most useful concepts and methods, especially as they relate to your Team Project.

Assignment criteria – in order to achieve a pass you will need...

Criterion 1: Format

Minimal standard: the citation follows APA format and the submittal follows the outline/template described above.

Exceptional standard: All of the above, plus information organized into a quick scanning format for easy comprehension.

Criterion 2: Content

Minimal standard: The annotation is concise yet conveys the primary points of the book; also includes a rating on the provided scale.

Exceptional standard: In addition to conveying the primary points, the annotation includes key insights based upon your critical thinking about the content and useful quotations with specified page numbers.

Criterion 3: Style

Minimal standard: The annotation has been carefully proofed and contains no spelling or grammatical errors.

Exceptional standard: The annotation is well organized and clearly written.

Criterion 4: Comprehension

Minimal standard: Your interpretation of the author's intent in writing the book.

Exceptional standard: Your interpretation, plus three primary messages you received from your reading and the extent to which the book broadened your understanding of the topic area.

Grading Weight: 20% of your grade for the course

Books recommended for Book Review Assignment:

SBUS 530 (weekly) COURSE Book List

Key Words	Book Reference	Student Name
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Business strategy	Erickson, G. 2004. <i>Raising the Bar: Integrity and Passion in Life and Business: The Story of Clif Bar & Co.</i> Jossey-Bass. 352 pp. ISBN #0787973653	
Carbon credits	Bayon, R., A. Hawn, K. Hamilton, and A. Gore. 2007. <i>Voluntary Carbon Markets: An International Business Guide to What They Are and How They Work.</i> Earthscan Publications Ltd. 184 pp. ISBN: 978-1844074174 (Carbon credits)	
Change management	Senge, P.M., B. Smith, N. Kruschwitz, J. Laur, and S. Schley. 2008. <i>The Necessary Revolution: How Individuals And Organizations Are Working Together to Create a Sustainable World.</i> Doubleday, New York. 406 pp. ISBN: #9780385519014. (Change management)	
Community development	Beaton, C.R. and C. Maser. 1999. <i>Reuniting Economy and Ecology in Sustainable Development</i> (Sustainable Community Development Series) (Community development, Economics)	
Contrarian views in environmentalism	Lomborg, B. 2001. <i>The Skeptical Environmentalist.</i> Cambridge U. Press, New York (Contrarian views in environmentalism)	
Corporate strategy	Hart, S. 2005. <i>Capitalism at the Crossroads: The unlimited business opportunities in solving the world's most difficult problems.</i> Wharton School Publishing ISBN # 013149871 (Corporate strategy, business case, Corporate Sustainability)	
	Schaltegger, S., M. Bennett, and R. Burritt (eds.). 2006. <i>Sustainability Accounting and Reporting (Eco-Efficiency in Industry and Science).</i> Springer. 716 p. ISBN: 978-1402049736 (Corporate Sustainability)	
	Willard, B. 2002. <i>The Sustainability Advantage.</i> New Society Pub., Gabriola Is., B.C. (Corporate strategy, business case)	
	Willard, Bob (2005). <i>The Next Sustainability Wave.</i> Gabriola Island, BC: New Society Publishers. ISBN-10 0865715327 (Corporate strategy, business case)	
Corporate Sustainability	Elkington, J. 1998. <i>Cannibals with Forks: the triple bottom line of 21st century business.</i> New Society Publishers, Gabriola Island, BC. ISBN# 865713928 (Corporate Sustainability)	
	Holliday, Charles O. Jr.; Schmidheiny, Stephan; and Watts, Philip (2002). <i>Walking the Talk.</i> San Francisco: Berrett-Koehler. ISBN: 1-57675-234-8. (Corporate Sustainability)	
	Ikerd, J.. 2005. <i>Sustainable Capitalism: A Matter of Common Sense.</i> Kumarian Press, London. 210 pp. ISBN: 1565492064 (Corporate Sustainability)	
	Natras B. and M. Altomare. 2002. <i>Dancing with the Tiger: Learning Sustainability Step by Natural Step.</i> New Society Publishers, Gabriola Island, BC. 301 pp. ISBN # 086571455X. (Corporate Sustainability)	
	Piasecki, B. 2007. <i>World Inc: When it comes to solutions businesses are now more powerful than government</i> Source Books Inc. ISBN: 9781402208713 (Corporate Sustainability)	
Design for Environment	McDonough, W. and M. Braungart. 2002. <i>Cradle to Cradle: Remaking the Way We Make Things.</i> North Point Press, NY. 193 pp. ISBN: 0865475873 (Design for environment)	
Ecology and economy	Jacobs, J. 2000. <i>The Nature of Economies.</i> The Modern Library, NY. 190 pp. ISBN: 0679603409. (Ecology and economy)	
	Sachs, J. 2008. <i>Common Wealth: Economics for a Crowded Planet.</i> The Penguin Press HC. 400 p. ISBN: 1594201277 (Ecology and	

	<i>economy)</i>	
Economics	Anielski, M. 2007. <i>The Economics of Happiness: Building Genuine Wealth</i> New Society Publishers, Gabriola Island, BC. ISBN# 9780685715967 (<i>Community development, Economics</i>)	
	Hawken, P. 1993. <i>The Ecology of Commerce</i> . HarperCollins, New York (<i>Economics</i>)	
	Porritt, J.. 2005. <i>Capitalism as if the World Matters</i> . EarthScan, London. 336 pp. ISBN: 1844071928. (<i>Economics</i>)	
Foundational sustainability work	Esty, Daniel C. and Winston, Andrew S. (2006). <i>Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage</i> . San Francisco: Jossey-Bass. ISBN: 0787979074. (<i>Foundational sustainability work</i>)	
	Hawken, P., A. Lovins, and H. Lovins. 1999. <i>Natural Capitalism: Creating the Next Industrial Revolution</i> . Little Brown and Co., NY. 396 pp. ISBN: 0316353000 (<i>Economics, Foundational sustainability work</i>)	
Implementation	Epstein, M.J. 2008. <i>Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts</i> . Greenleaf Publishing, San Francisco, CA. 288 pp. ISBN #9781906093051. (<i>Implementation</i>)	
	Savitz, Andrew W. (2006) <i>The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social and Environmental Success -- and How You Can Too</i> . San Francisco: Jossey-Bass. ISBN-10: 0787979074. (<i>Implementation, practitioners</i>)	
Life cycle assessment - LCA	Graedel, T. 1998. <i>Streamlined Life Cycle Assessment</i> . Prentice Hall. 310 p. ISBN: 978-0136074250 (<i>Life cycle assessment</i>)	
SD Philosophy and framework	Easterly, W. 2007. <i>The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good</i> . New York: Penguin. ISBN: 0143038826. (<i>Philosophy and framework</i>)	
	Korten, D. 2006. <i>The Great Turning: From Empire to Earth Community</i> . San Francisco: Berrett-Koehler. ISBN: 1887208070. (<i>Philosophy and framework</i>)	
	Natras, B. and M. Altomare. 1999. <i>The Natural Step for Business</i> . Gabriola Island, BC: New Society Publishers. ISBN: 0-86571-384-7. (<i>Philosophy and framework</i>)	
	Orr, D.W. and A.R. Edwards (eds). 2005. <i>The Sustainability Revolution: Portrait of A Paradigm Shift</i> . Gabriola Island, BC: New Society Publishers. ISBN-10: 0865715319. (<i>Philosophy and framework</i>)	
	Rees, Williams E. and Wackernagel, Mathis (1995). <i>Our Ecological Footprint: Reducing Human Impact on the Earth</i> . Gabriola Island, BC: New Society Publishers. ISBN: 086571312X. (<i>Philosophy and framework</i>)	
	Robert, K.H.. 2002: <i>The Natural Step Story</i> . New Society Publishers, Gabriola Island, BC. 274 pp. ISBN: 0865714533 (<i>Sustainability Framework</i>)	
	Sachs, Jeffrey (2006). <i>The End of Poverty: Economic Possibilities for Our Time</i> . New York: Penguin. ISBN: 0143036580. (<i>Philosophy and framework</i>)	
Practitioners	Hitchcock, Darcy and Willard, Marsha (2006). <i>The Business Guide to Sustainability: Practical Strategies and Tools for Organizations</i> . London: Earthscan Publications. ISBN-10: 1844073203. (<i>Implementation, practitioners</i>)	

Social change	Diamond, J. 2005. <i>Collapse: How Societies Choose to Fail or Succeed</i> . Viking Press, New York, NY. 573 p. ISBN: 067003375 (Social change, urbanization, development)	
	Diamond, J. 1999. <i>Guns, Germs and Steel: The Fates of Human Societies</i> . W.W. Norton and Company, New York, NY. 494 p. ISBN: 0393317552 (Social change, urbanization, development)	
	Gladwell, M. 2000. <i>The Tipping Point</i> . Back Bay Books, New York (Social change)	
	McKenzie-Mohr, D and W. Smith. 1999. <i>Fostering Sustainable Behavior</i> . New Society Publisher, Gabriola Island, BC. 160 p. ISBN: 0865714061 (Social change)	
	Prahalad, C.K. (2006). <i>The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits</i> . Upper Saddle River, NJ: Wharton School Publishing. ISBN: 0131877291. (Social entrepreneurship (underdeveloped nations), Philosophy and framework)	
Spiritualism in Sustainability	Suzuki, D. <i>The Sacred Balance</i> main website: http://www.davidsuzuki.org/About_us/Dr_David_Suzuki/Article_Archives/ (Spiritualism in Sustainability)	
Sustainable Development	Doppelt, R. 2003. <i>Leading Change Toward Sustainability: A change-managers guide for sustainable business, government and civil society</i> Greenleaf Publishing Sheffield, UK ISBN# 1874719640 (Sustainable Development, Implementation, practitioners)	
	Dresner, S. 2002. <i>The Principles of Sustainability</i> . EarthScan, London. (Sustainable Development)	
	Meadows, D.H., D. L. Meadows, and J. Randers. 1992. <i>Beyond the Limits</i> . Chelsea Green Publishing Co., Post Mills, VT. 300 p. ISBN: 0930031555 (Sustainable Development)	
	Meadows, D.H., J. Randers, and D. L. Meadows. 2004. <i>Limits to Growth: The 30-Year Update</i> . Chelsea Green Publishing Co., Post Mills, VT. 368 p. ISBN: 978-1931498586 (Sustainable Development)	
	Norton, B.G. 2005. <i>Sustainability: A Philosophy of Adaptive Ecosystem Management</i> . The University of Chicago Press, Chicago. 607 pp. ISBN # 02265218 (Sustainable Development)	
Sustainable value	Laszlo, C. 2008. <i>Sustainable Value: How the World's Leading Companies Are Doing Well by Doing Good</i> . Stanford Business Books, Stanford Univ. Press, Stanford, CA. 208 pp. ISBN #9781906093068. (Implementation, Sustainable value)	

Assignment 5: Team Project (Team)

Due Dates:

- Research on a potential firm to focus your project on prior to first Intensive class meeting, Saturday, October 4, 2008
- Be prepared with research and maybe a poster to promote your project idea in an “Idea Fair” at the first Intensive class meeting, Saturday, October 4, 2008 to recruit other team members and negotiate project details

- Sunday, October 5, 2008, 9:00 am PT – self-select Project teams of 4 or 5 (report in class)
- Friday, October 31, 2008, 12:00 am PT – Project scope & plan outline (electronic format to The Channel as an MS Word document)
- Sunday, December 7, 2008, 9:00 am PT – team presentation to class (PowerPoint format)
- Tuesday, December 9, 2008, 12:00 am PT – final project report submitted to The Channel
- Thursday, December 11, 2008, 12:00 am PT – reflection addendum e-mailed to both course Instructors

Description

Each student will participate in a Project that will be conducted by a team of students. The objectives of the Team Project will include:

1. To demonstrate a grasp of sustainable business principals as applied to a real world situation.
2. To develop and present a compelling business based argument for a sustainability-based approach, investment, project, or initiative in a business activity.
3. To study an area meaningful, interesting, and relevant to the class.
4. To learn and use new research, writing, and presentation skills.

Teams will self select based on ideas and potential project targets presented and discussed in class and on-line. An in class “**idea fair**” (Saturday, October 4, 2008) will provide an opportunity for you to share rough project concepts and possibilities. Once teams are formed you will analyze a business of your choice, and create a compelling case for addressing one or more elements of the business that might be transformed, using principles of sustainability learned in this class. Your Project will emphasize the following areas with regards to the target firm.

- To assess an organization’s activities from a sustainability standpoint, acting as a team of consultants.
- To recommend an appropriate conceptual framework for examining sustainable practices.
- To design a plan of action and offer improvement strategies.
- To develop and present a compelling business case for pursuing sustainability.
- To design and deliver professional quality research, analysis, and services to help the firm (client) meet business-sustainability challenges, producing a high level of client satisfaction (as a team).

In particular, the team will focus on two areas of work as part of the overall evaluation of the firm chosen for analysis and assistance. **(1) Impacts assessment:** — Working with firm representatives, the student team will conduct a high-level impacts assessment of business operation using one or more assessment tools or approaches learned in class or already known by team members. This assessment will result in information that provides guidance about how to approach potential sustainability transformation activities in the firm, suggestions for possible projects, criteria and metrics for prioritizing and measuring progress, and a reporting format for internal and/or external dissemination. Team members will carry-out an impacts assessment that clarifies what the firm’s responsible for related to sustainability (where operations intersect with

sustainability issues), provide guidance about criteria/possible metrics, and suggest priorities (with possible projects where possible). The team will attempt to facilitate one or several meetings with a group of people from the firm, representing all appropriate areas of operation that can affect the firm's movement toward more sustainable practices and then produce a report.

(2) Business case: — During the student's team project work they will analyze the threats and opportunities that can help the target firm make a go/no-go decision about sustainability. They can perform basic research through publicly-available materials about the firm's biggest competitors, customers, and/or suppliers regarding its sustainability efforts. The students will identify the business reasons the firm should pursue sustainability and also the potential risks of doing so, and include this information in their final report.

At the conclusion of your Team Project you will have researched and developed a sound business based argument, ready for presentation live via a 25 minute PowerPoint presentation in which you inform and/or persuade your audience (the class and instructors will roll play the audience of your selection) to support, and/or take action on your findings. Each team member must speak for a portion of the time you present. At the end of your group's presentation, you will field questions from the audience. A final written Project Report, of not more than 20 pages, will be submitted to The Channel following the presentations in electronic format (MS Word document). This Report will also be offered to the firm that was the focus of your work.

Following your team report presentation and your team's submittal of the final written report, the instructors want to receive a Reflection from you on the overall project work — (not intended for the client; e-mailed to instructors only) a summary of the level (how much commitment) client input you observed, their perceived willingness to adopt some of your recommendations, your lessons learned from the experience, and any notable experiences with your team mates. This Reflective Report (1 page maximum) will be sent to both instructors at their individual e-mail addresses.

These projects have the dual goals of supporting student learning, by providing a real world context for application of concepts, theory, and skills, and providing tangible assistance to the organizations as they might be interested in exploring opportunities to engage in more economically, environmentally and socially sustainable business practices. In essence, your team will perform a consulting service to your chosen firm that could assist them in developing further activities toward transformation to more sustainable business practices that you recommend in your report.

The written report shall contain these elements:

- Background — about the organization, their relationship to sustainability and their perceived issues and needs.
- Methods — a description of the business practices that could be enhanced to be more sustainable.
- Results — a summary of the potential plan for the firm to move forward with (including key milestones) if they were to implement the team's recommendations from its study.

- Analysis — a listing of kudos (what you learned the organization was doing well), opportunities for improvements and your recommendations for next steps.
- Resources — tools, organizations, information etc. the client might want to avail themselves of in support of their next steps.
- Team bios — a short vita of each of the team members.
- References – all citations used in the writing and documentation of report information in APA format.
- Reflection — (not intended for the client; e-mailed to instructors only following formal team written report submittal) a summary of the level (how much commitment) client input you observed, their perceived willingness to adopt some of your recommendations, your lessons learned from the experience, and any notable experiences with your team mates.

In order to meet submittal deadlines we suggest the following schedule for your activities.

- Before the first intensive class meeting (October 4, 2008):
 - Consider what company you might want to focus upon.
 - Gather information on this company to share with potential project team members.
 - You might want to initially contact somebody in this company to see if they would be interested in serving as your project focus.
- At the October 4, 2008 intensive class meeting:
 - Share your target firm ideas with interested classmates.
 - Recruit team members or decide what firm/team you might want to work with if you don't have any ideas of your own.
- Following the October 4, 2008 class meeting:
 - Conduct your first client meeting. It might be done by telephone.
 - Purpose:
 - Introduce yourselves
 - Discover the following:
 - Their level of familiarity with sustainability
 - Amount of support within the organization for the project
 - Sustainability related challenges for their organization
 - Threats and opportunities their business or industry faces
 - Current activities or initiatives related to sustainability
 - Their priorities and interests
 - Develop your understanding of the expectations of the client
 - Clarify the scope of the project
 - Identify several people in the firm that might do diagnostic interviews with team members; or others in the same industry but outside the firm who might provide contextual perspective
- Before the meeting time of the November 1, 2008 intensive class:
 - Develop an outline of what your project will do and turn an electronic copy in on-line.
 - Report on any progress that is being made by the team
- By the meeting time of the November 20, 2008 Elluminate class you should have:

- Completed all your research with the firm.
- Identified the different business processes of the firm that might be transformed.
- Over the 2-week Thanksgiving holiday break:
 - Develop your recommended plan for the firm.
 - Write your final report.
 - Develop your PowerPoint presentation.

Assignment criteria – in order to achieve a pass you will need...

Criterion 1: Background

Minimal standard: Background information that includes a summary of information about the firm, their current issues and needs, and their relationship with sustainability.

Exceptional standard: Thorough research into the organization and a demonstrated understanding of the industry's critical issues related to sustainability.

Criterion 2: Approach

Minimal standard: A description of the team's evaluation of the firm for potential sustainability opportunities that details who was involved, the tools or methodologies discussed, the critical steps or milestones identified, barriers or unintended events encountered.

Exceptional standard: Sufficient detail in the methodology to facilitate the replication of the process should the client decide to pursue the team's recommendations or repeat it at a later date.

Criterion 3: Summary of results

Minimal standard: A summary of the team's recommended plan to the firm which may include numerical data and graphs or summaries of interviews. What ever data is involved, it should be presented in a clear fashion that is easy to read and understand. Visuals (*e.g.*, graphs, tables, charts) are employed to facilitate understanding.

Exceptional standard: The summary includes raw data in attachments for reference. Charts, graphs and other visuals are colorful, clear or otherwise easy to read. An executive summary facilitates document review.

Criterion 4: Analysis and Recommendations

Minimal standard: Analysis of the firm's evaluation and recommendations that reflects the team's knowledge of the key business issues, needs, and opportunities and demonstrates a thoughtful interpretation of the findings. The analysis should include a description of the organization's strengths and achievements as well as opportunities for improvements and conclude with recommendations for next steps that take into consideration the client's current situation and business environment.

Exceptional standard: Provides a set of particularly insightful recommendations related to the organization's framework and business challenge.

Criterion 5: Resources

Minimal standard: A listing of resources related to the recommendations.

Exceptional standard: A listing of resources related to the recommendations that specify how they might help the client achieve the recommended steps in the plan.

Criterion 6: Team bios

Minimal standard: Short bios for each of the team members that describe experience or expertise related to the project.

Exceptional standard: In addition to bios, an identification of the roles and responsibilities each team member played on the project and a detailing of the number of hours exerted in the completion of the project.

Criterion 7: Reflection

Minimal standard: A reflection of the experience on the project that includes a tally of the hours spent on each major task, a summary of the client feedback, the things that the team is most proud of, the things the team would do differently next time, and additional the key learnings from the experience.

Exceptional standard: All of the above plus individual take-away thoughts for each team member.

Criterion 8: Writing

Minimal standard: The report is clear and well written and ideas are logically organized. The document is carefully proofed and contains no grammatical or spelling errors, and makes appropriate use of tables, graphics and/or charts.

Exceptional standard: The report is concise and easy to read. It is visually pleasing and benefits from the application of structured text and creative visuals.

Grading Weight: 30% of your grade for the course

Assignment 6: Reflective Learning Paper (Individual)

Due Date:

- Friday, December 12, 2008, 12:00 am PT – e-mailed to both course Instructors

Description

Each student will prepare an individual Learning Reflection Paper that will:

- Summarize what s/he has learned about the values and assumptions of sustainability in business, by linking the concepts and ideas discussed in class with her/his experience of preparing the Team Projects; and
- Provide a self-assessment of her/his progress towards each one of the competencies identified for this course.

Learning Reflection Papers should be about 2 pages long. They should be e-mailed to both course Instructors no later than 12:00 am PT, Friday, December 12, 2008 in MS Word document format.

Grading Weight: 10% of your grade for the course

Intensive Class Meeting Details:

Intensive 1: October 4-5, 2008

Discussing the concept of sustainability, choosing a sustainability framework, applying The Natural Step as a means of conducting an impacts assessment, and learning about the fundamentals of business sustainability.

Focus: Overview of sustainability in business and the key concepts that define sustainability; The Natural Step; why a sustainability framework; aligning an industry; the business transformation process; corporate social responsibility; ecological economics.

Activities: Student presentations of sustainability frameworks. Team Project “Idea Fair.” Exercises with the application of The Natural Step.

What to bring: Flip chart or poster of chosen Sustainability Term, team project firm ideas, readings.

Intensive 2: November 1-2, 2008

Rethinking sustainability and the value change process by establishing the mental models for sustainable thinking and conducting a life cycle assessment.

Focus: Business case for sustainability; framework for corporate sustainability; life cycle analysis and product development; circular economy and value change process; adaptive management in business; bottom of the pyramid.

Activities: Issues and Opportunities Matrix discussion; Eco-mapping; making the business case; Diagnostic Interview reporting.

What to bring: Diagnostic Interview report; Team Project Plan outline.

Intensive 3: December 6-7, 2008

Strategic planning in developing the business case for sustainability and identifying meaningful measurements and reporting criteria.

Focus: Strategic planning for the integration of sustainability into business; Life Beyond the Bubble; Collaborative Team Work Model; Case history discussions; Metrics as implementation tools for planning; Team Project presentations.

Activities: Book reports; Student Discussion of Corporate Report Reviews; Team Project Presentations.

What to bring: Book report; Team Project presentation PowerPoint.

SBUS 530 Monthly Course Schedule (by week)

Complete each assignment by end of the assigned Week #

Date	Class Topic Outline	Reading Assignment(s)	Class Hand-In Assignments
Orientation September 13, 2008	See separate agenda	None	
Week #1 September 22-28 Illuminate Session, September 23 (6:30 – 8:00 PM)	THE PAST AND THE PRESENT <ul style="list-style-type: none"> ▪ Introduction of Instructors ▪ Introduction of Course: Structure, Objectives ▪ Q&A ▪ The Way Things Were ▪ What is it about the Natural World we can't ignore? ▪ One of the central challenges of the 21st century ▪ Why are we where we are? ▪ Traditional Problem-solving 	<ul style="list-style-type: none"> ▪ Blackburn, Chapters 1-2 ▪ Flint, R.W. 2004. Chapter 4 - pp. 67-87. In: <i>Handbook of Development Policy Studies</i>, (e-reserves) ▪ Ecimovic, T., et.al. 2007. (Chapters 5 & 6; pages 20-55). [http://www.institut-climatechange.si/] ▪ <u>Optional:</u> Norton, B.G. 2005. <i>Sustainability: A Philosophy of Adaptive Ecosystem Management</i>. (Chapters 8 & 9; pages 304-403) (e-reserves) 	
Week #2 Sept 29-Oct 5 Intensive Session, October 4-5	THE SUSTAINABILITY FRAMEWORK <ul style="list-style-type: none"> ▪ Critical & Synthetic Thinking ▪ What is Sustainability? ▪ Team Project Idea Fair ▪ What are frameworks and why do we need them? ▪ Why a Sustainability Framework? ▪ Group Framework Research Presentations ▪ The Natural Step ▪ Student TNS Game ▪ Team Project memberships and firm of focus ▪ Sustainable Business Fundamentals ▪ Aligning an Industry ▪ Uncertainty and the Precautionary 	<ul style="list-style-type: none"> ▪ Blackburn, Chapter 3 ▪ The Natural Step Framework Guidebook (e-reserves) ▪ Cook, D. 2004. <i>The Natural Step: Towards a sustainable society</i>. (Chapters 4-6) (e-reserves) ▪ Millennium Ecosystem Assessment Report – http://www.millenniumassessment.org/en/Framework.aspx. ▪ Daly, H.E. 2003. Ecological Economics: The Concept of Scale and Its Relation to Allocation, Distribution, and Economic Growth, http://www.cansee.org/aboutee_e 	#2: Sustainability framework, concept, or theory Glossary paper & class teaching materials. #5: Team Project Idea Fair – research and/or poster

	<ul style="list-style-type: none"> Principle ▪ Business Transformation process ▪ Corporate Social Responsibility: CSR/SRI standards – advances and deficiencies ▪ Ecological Economics ▪ Initiate Project teams 	<ul style="list-style-type: none"> ▪ .aspx ▪ Optional: The Conference Board (2006). “Does It Pay to Be Good?” (e-reserves) 	
Week #3 October 6-12		<ul style="list-style-type: none"> ▪ Blackburn, Chapter 4 ▪ Scientific Applications International Corporation. 2006. Life Cycle Assessment (http://www.epa.gov/NRMRL/lcaccess/pdfs/600r06060.pdf) 	#4: Post book selections on the channel
Week #4 October 13-19 Illuminate Session, October 16 (6:30 – 8:00 PM)	<p>SUSTAINABILITY OPERATING SYSTEMS</p> <ul style="list-style-type: none"> ▪ Discussion of opportunities: sustainability as catalyst for innovation in the business world. ▪ Sustainability Operating System ▪ Benchmarking ▪ Champions and Enablers ▪ What can NGO’s teach business? ▪ What can business teach NGOs? ▪ Future trends in sustainability ▪ Student exercise; which trends are relevant for your team project? ▪ Plan Diagnostic Interview process 	<ul style="list-style-type: none"> ▪ Porter, M. E. & Kramer M. R. (2006). Strategy & society: the link between competitive advantage and CSR. <i>Harvard Business Review</i>, December 78-92. ▪ Kanter, R. M. (1999). From spare change to real change, the social sector as beta site for business innovation. <i>Harvard Business Review</i>, May-June, 122-132. ▪ Blackburn, Appendix I: Summary of Sustainability Trends; pgs. 551-646, skim. ▪ Drucker, P. F. (1989). What business can learn from nonprofits. <i>Harvard Business Review</i>, Jul-Aug, 88-93. 	
Week #5 October 20-26 Illuminate Session, October 23 (6:30 – 8:00 PM)	<p>BRINGING BUSINESS & SUSTAINABILITY TOGETHER</p> <ul style="list-style-type: none"> ▪ Reasons for Sustainability in Business ▪ The Business Case for Sustainability ▪ Guest Speaker – Kevin Hagen, REI: Making the business case ▪ How can Business Sustainability happen? 	<ul style="list-style-type: none"> ▪ Blackburn, Chapter 5 	
Week #6 Oct 27-Nov 2 Intensive Session, November 1-2	<p>RETHINKING SUSTAINABILITY AND THE VALUE CHANGE PROCESS</p> <ul style="list-style-type: none"> ▪ Seeing the World Differently ▪ Class exercise: Issues & Opportunities Matrix ▪ What is the Framework of Corporate Sustainability? ▪ Pattern Mapping as a tool ▪ Class exercise; Eco-mapping ▪ Defining Sustainable Value 	<ul style="list-style-type: none"> ▪ Blackburn, Chapter 11 ▪ Kurk, F. & McNamara, C. (2006). “<i>Better by Design</i>” http://www.engineeringpathway.com/ep/k12/BetterByDesign_2006.pdf ▪ Bloom, P. L. and Dees, J. G. (2008, Winter). Cultivate your ecosystem. <i>Stanford Social Innovation Review</i>, 47-53. ▪ Gable, C. (2007). Hybrid 	<p>#3: Prepare Diagnostic Interview class presentation for Team Project group</p> <p>#5: Team Project Plan Outline</p>

	<ul style="list-style-type: none"> ▪ Sustainability Performance in companies ▪ Hybrid organizations ▪ Stakeholder partners ▪ Green Products versus Sustainability ▪ Life Cycle Analysis and product development ▪ DfE ▪ Circular Economy ▪ Creative Tension ▪ Sustainable Value Change Process ▪ Student exercise: Making the business case ▪ Corporate Sustainability Model ▪ Adaptive Management in Business ▪ Student Breakout Groups - Diagnostic Interview reports ▪ Improving sustainability performance ▪ Bottom of the Pyramid 	<ul style="list-style-type: none"> ▪ Institutions, excerpt, Rural Livelihoods: A Conceptual Framework for Discussion, 10/07 ▪ Waddell, S.(2005). Transforming forestry in canada. In Societal learning and change (pp. 36-42). Greenleaf Publishing Ltd. (case study) 	
Week #7 November 3-9		<ul style="list-style-type: none"> ▪ Blackburn, Chapter 9 ▪ Global Reporting Initiative (GRI). 2006. “<i>Sustainability Reporting Guidelines.</i>” Available at http://www.globalreporting.org. ▪ Gable, C. (2007, Winter). Measure what matters: ShoreBank Enterprise Cascadia's commitment to triple-bottom-line metrics. In <i>Environmental Quality Management</i>, John Wiley & Sons, Vol 16, Issue 3, 25-40. 	
Week #8 November 10-16 Illuminate Session, November 13 (6:30 – 8:00 PM)	<p>MEASURING PROGRESS</p> <ul style="list-style-type: none"> ▪ What is it you are going to measure? ▪ What is it you are going to report on? ▪ What is an Indicator? ▪ Standards & Reporting Systems ▪ What is non-financial Reporting? ▪ Performance Measurement Systems ▪ Global Reporting Initiative (GRI) ▪ Session on SCORE – Darcy Hitchcock ▪ Different metric examples ▪ Corporate Reporting ▪ TBL metrics ▪ Theory of change ▪ IT and monitoring systems ▪ Qualitative and quantitative monitoring ▪ Audits 	<ul style="list-style-type: none"> ▪ Blackburn, Chapter 10 ▪ Hitchcock, D. and M. Willard. 2006. <i>The Business Guide to Sustainability.</i> (Chapter 2; pages 23-37) and the SCORE Implementation Packet. (e-reserves) ▪ <u>Optional:</u> CCAR. 2007. Part I and Part II: (http://www.climateregistry.org) 	
Week #9	IMPLEMENTING SUSTAINABILITY	<ul style="list-style-type: none"> ▪ Blackburn, Chapters 7-8 	

<p>November 17-23 Illuminate Session, November 20 (6:30 – 8:00 PM)</p>	<ul style="list-style-type: none"> ▪ Ethical Questions in implementing sustainability ▪ Significance of Environmental Justice ▪ Blending financial and social value ▪ Guest Speaker – Kathleen Sayce, ShoreBank Pacific: TBL metrics for lending ▪ The whole question of truly effective CSR strategies ▪ Steps to sustainability strategy implementation ▪ Payoffs of improved sustainability performance 	<ul style="list-style-type: none"> ▪ Shorebank Pacific. Putting Principles into Actions: How Shorebank Pacific Applies TNS Principles in Lending ▪ Gable, C. (1999, October). Planning to plan: demystifying strategic planning. <i>Grassroots Fundraising Journal</i>, Volume 18, #5, 3-6. 	
<p>Week #10 December 1-7 Intensive Session, December 6-7</p>	<p>STRATEGIC PLANNING, CASE HISTORIES, STUDENT TEAM PROJECT</p> <ul style="list-style-type: none"> ▪ Strategic planning versus strategic thinking ▪ Gable’s CGSM© ▪ Life Beyond the Bubble ▪ Collaborative Team Work Model ▪ Sustainable business case history studies <ul style="list-style-type: none"> • REI • Wal-Mart • Sustainable Community Development Example ▪ Student Breakout groups – book reports ▪ Project Team coordination meetings ▪ Strategic Planning for Focused Sustainability Improvement ▪ Metrics as implementation tools for planning: Balanced Scorecard ▪ Selecting Goals & Indicators ▪ Student Discussion of Corporate Report Reviews ▪ Team Project Presentations ▪ Class wrap-up. 	<ul style="list-style-type: none"> ▪ Blackburn, Chapter 6 ▪ Read a sample sustainability report of your choice. Go to the company you’d like to use or visit http://www.corporateregister.com ▪ Laszlo, C. 2008. Sustainable Value Chapters 4-8 (pgs 73-117) (e-reserves) ▪ Kaplan, R. S., & Norton, D. P. (2005). The balanced scorecard. <i>Harvard Business Review</i>, July-August, 172-180. ▪ Mankins, M. C. & Steele, R. (2006). Stop making plans: start making decisions. <i>Harvard Business Review</i>, January, 76-84. ▪ Mintzberg, H. (1994, Jan-Feb). The fall and rise of strategic planning. <i>Harvard Business Review</i>, 107-114. 	<p>#4: Book review (posted on-line 12/5/08, 12:00 am PT)</p> <p>#5: Group presentations w/Power Point</p> <p>#6: Learning Reflection Paper on-line (12/12/08)</p>
<p>December 9, 2007</p>			<p>#5: Team Project Final Report</p> <p>#5: Team Project individual reflection addendum (12/11/08)</p>

