Managing for Environmental Sustainability
MGT 2###
Syllabus

Professor: Dr. Debbie de Lange
Email: debbie.delange@utoronto.ca
Phone: (416) 946-###1
Fax: (416) 946-###3
Office: ROT 4##
Hours: Wednesdays 1-3 pm

Professor: Dr. Herman van den Berg
Email: herman.vandenberg@utoronto.ca
Phone: (416) 946-###2
Fax: (416) 946-###3
Office: ROT 4##
Hours: Thursdays 2-4 pm

Course Structure:
The course will primarily use two approaches to promote students’ understanding of environmental sustainability issues and lead them to creatively think about potential solutions:
• Case analysis with supporting lecture and class discussion
• Class field trips

Course Web Site:
Accessible via the Rotman Portal

Class Size:
Enrolment is limited to a maximum of 40 students who will self-select themselves into 10 groups of four students each. Students are expected to work together on cases in class. Selection of members into one of the groups will be completed prior to the case analysis classes that begin in session 4.

Suitability:
This course is an MBA elective, designed for students who have an interest in environmental sustainability and are prepared to:
• Work in groups
• Make presentations
• Participate actively in class discussions
• Research and write capably
• Travel to firms located within 300 km of the University
• Use a case analysis approach to learning
MGT 2###
Managing for Environmental Sustainability

Course Description:
This course takes an international strategic management and operational view of organizational environmental sustainability. Students begin to understand the importance of including and improving environmental sustainability in strategic management and operations by first learning about the consequences of unsustainable practices on a variety of stakeholders. Students will review recent organizational environmental practices through studying and analyzing cases and simulating sustainable strategic decision-making. They will also explore how we can improve organizational practices for the future by reviewing the literature and inspecting various organizations’ strategies and operations. Students will also be encouraged and challenged to propose new creative environmentally sustainable solutions, in addition to those suggested in class.

Students need to determine what is meant by environmentally sustainable organizations and practices as the first step. The course therefore begins by teaching students how to identify which practices may not be environmentally sustainable, and why. Next, the course covers an introduction to case analysis. This is followed by the analyses of selected relevant cases, providing students with the opportunity to (a) familiarize themselves with current practices, and (b) simulate decision-making that incorporates sustainable practices. The class will go on field trips to visit some leading edge organizations, see what they are doing, and listen to what the organizations’ leaders are advocating. This will provide students the opportunity to personally discover environmentally sustainable options. Once the current environmental sustainability landscape has been explored in the literature, through case simulations, and by means of on-site experiences, the course will transition to increase the emphasis on innovative thinking. Students will answer questions like, “What could the future be like and how can we solve problems so as to create a cleaner and sustainable world for future generations?” and “Why does/should this matter to current generations?”
List of Cases:
(Student groups will work on all cases in class and groups will present their analyses and recommendations at least once)

Our analytic approach incorporates the study and practice of case analysis to identify environmental issues and simulate environmentally sustainable decision-making. We will investigate some of the most critical issues that firms are likely to face.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Case Title</th>
<th>Case Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How traditional firms may be motivated to become sustainable</td>
<td>Noranda, Inc.: Mining, Smelting, and Sustainability? (HBS Case)</td>
<td>NGO action and government regulation are precursors for sustainable change; world wide standards for multi-nationals</td>
</tr>
<tr>
<td>5</td>
<td>Promotion of environmental practices</td>
<td>Applied Sustainability LLC: Making a Business Case for By-Product Synergy (Stanford case)</td>
<td>Relationship building with stakeholders to overcome barriers to sustainable success</td>
</tr>
<tr>
<td>6</td>
<td>Strategically launching new sustainable technologies</td>
<td>Toyota Motor Corp.: Launching Prius (HBS Case)</td>
<td>Strategic leadership in green products</td>
</tr>
<tr>
<td>7</td>
<td>Solving supply chain issues sustainably</td>
<td>Starbucks Corporation: Building a Sustainable Supply Chain (Stanford case)</td>
<td>Partnering with environmental organizations to overcome standard business problems in a sustainable manner</td>
</tr>
</tbody>
</table>

Note: The table above lists the cases and material that are to be presented by the groups beginning in Class 4.
Managing for Environmental Sustainability

List of Firms for Field Trips:
(Students will submit one-page reports for each field trip, due at the beginning of the class immediately following the field trip)

Students will visit firms to learn about their approaches to developing and selling environmentally sustainable products. Visits will consist of tours to see how the firms’ operations work, and talks given by firm executive spokespersons. Students are encouraged to ask firm executives, as well as other employees, questions about each firm’s sustainable products and business models. Since selected firms operate in various locations with differing cultures, students will be able to explore differences in attitudes towards environmental sustainability from across the country. Students are encouraged to take notes while on the field trips in preparation for the required one-page reports about each firm’s business model and the challenges they face. Firm spokespersons will be asked to provide their presentation slides and any other relevant firm literature.

<table>
<thead>
<tr>
<th>Class</th>
<th>Firm</th>
<th>Environmental Technology</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Bullfrog Power</td>
<td>100% green electricity to Ontario and Alberta</td>
<td>Toronto (and Calgary)</td>
</tr>
<tr>
<td>9</td>
<td>ZENN</td>
<td>Electric car (zero emissions no noise neighbourhood electric vehicle – NEV)</td>
<td>Saint-Jeome, QC</td>
</tr>
<tr>
<td>10</td>
<td>Aeolis Wind</td>
<td>Large scale wind power generation facilities</td>
<td>Victoria, BC*</td>
</tr>
<tr>
<td>11</td>
<td>ARISE Technologies Corporation</td>
<td>Solar technology (high efficiency photovoltaic cells)</td>
<td>Waterloo, ON</td>
</tr>
</tbody>
</table>

Note: The table above lists the field trips beginning in Class 8.

* Students will travel to a downtown Toronto location to meet with this firm’s executives.

Course Reference Materials:
The field of environmental sustainability comprises leading edge technologies and business models that are rapidly evolving. A text, which would probably be outdated as soon as it could be available, is therefore not used. In addition, to promote environmental sustainability, the will rely on electronic documentation as much as practically possible. We will make use of recent reports and readings as listed in the Course Schedule, below, and learn first hand through field trips.
Student Evaluation Details:
Two main components make up student evaluations, class participation and a final research paper. The class participation has three main components as described in detail below.

Class Participation (50% of the total grade):

1) Case presentations (Sessions 4 to 7) – 25% of the total course grade

The case simulation presentations by groups will constitute 50% of the class participation mark for each student. In each of sessions 4 to 7, two to three groups (of 4 students each), randomly chosen, will present their case analyses in class and will be evaluated in mini-case competitions. Executives from the companies we to be visited in sessions 8 to 11 during field trips will attend the classes and act as a panel of judges. At the end of each of the four sessions, they will choose a winning group. They will be asked to assign a grade out of 10 to each group. A minimum grade of 5/10 will be assigned as long as all members of a team participate in the presentation. While each group only has to present once during these four sessions, all students are expected to attend every session and work on all the cases.

2) Attendance and one page report for each field trip (Sessions 8 to 11) – 12.5% of the total course grade

The field trip work by individuals will constitute 25% of the class participation mark for each student. Students will be required to attend all the field trips and write a one page, single-spaced brief about the organization’s products, business model and challenges in selling environmentally sustainable products. These individually written papers will be graded out of a mark of 10 and are due at the beginning of the session immediately following the field trip.

3) Creative future scenarios (Sessions 12 and 13) – 12.5% of the total course grade

The future scenarios work by individuals will constitute 25% of the class participation mark for each student. Grades in the last two classes will be assigned based on participation that demonstrates individual creativity, thoughtfulness, and the ability to think through potentially practical solutions addressing the questions as listed below in the course schedule. These sessions require students to integrate what they’ve learned and express their ideas in an international context. Some of the research students undertake for the final research paper may also help them prepare to participate in these sessions.
Final Research Paper (50% of the total grade):

Each student will be required to write an extensive individual research term paper. Students have a choice. They may either research and analyze a firm, like one of those visited, that is developing environmentally sustainable technologies for sale, or they may study a firm that is implementing and changing to adopt environmentally sustainable practices. (Firms visited on a field trip, or discussed in case classes, may not be selected for this paper.)

The body of the term paper should range from 10 000 to 15 000 words and include a list of references. The paper is expected to include the following sections: an abstract, table of contents, introduction, a literature review pertaining to sustainable practices and/or technologies in the firm’s industry, an analysis of the firm’s progress compared to relevant benchmarks (such as industry practices, international standards, and/or competition), and recommendations for improvement so that the firm may become more environmentally responsible or leading edge (depending on the type of firm as mentioned in the choices above). This research paper is due at the beginning of the final session.

Summary of Student Evaluation:

1) Class Participation 50% of total grade
   
   Group case competition grades (Sessions 4 to 7) 25%
   
   Field trip attendance and one-page reports (Sessions 8 to 11) 12.5%
   
   Individual participation discussing creative future scenarios (Sessions 12 and 13) 12.5%

2) Final research paper 50% of total grade
Managing for Environmental Sustainability

Course Schedule:
The schedule below provides the topics and readings that should be completed prior to attending each session. The first three sessions will re-acquaint students with case analysis and familiarize them with environmental sustainability issues. Students will then engage in mini case competitions and participate on field trips to selected firms. Finally, students will integrate their knowledge and be challenged to think creatively about solving environmental sustainability issues from an international perspective.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings and Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>Students will select their group members (4 members per group) prior to Session 4.</td>
</tr>
<tr>
<td></td>
<td>Case analysis</td>
<td>Students will read material about case analysis and understand how to do a case analysis prior to Session 4. Professors are available during class time and office hours for questions and help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases (Paperback) by William Ellet.</td>
</tr>
<tr>
<td>2</td>
<td>Review of case analysis</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Defining Environmental Sustainability &amp; Issues</td>
<td>Business Responses to Climate Change: Identifying Emergent Strategies (California Management Review)</td>
</tr>
</tbody>
</table>
# MGT 2###
## Managing for Environmental Sustainability

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings and Instructions</th>
</tr>
</thead>
</table>
| 3       | Defining Environmental Sustainability & Issues (cont’d) | **Readings:**
|         |       | Growth Through Global Sustainability: An Interview with Monsanto's CEO Robert B. Shapiro (HBR Article) |
|         |       | Sustainable Growth, the DuPont Way (HBR Article) |
| 4       | Case competition | Noranda, Inc.: Mining, Smelting, and Sustainability? (HBS Case) |
| 5       | Case competition | Applied Sustainability LLC: Making a Business Case for By-Product Synergy (Stanford case) |
| 6       | Case competition | Toyota Motor Corp.: Launching Prius (HBS Case) |
| 7       | Case competition | Starbucks Corporation: Building a Sustainable Supply Chain (Stanford case) |
| 10      | Field trip | Aeolis Wind [http://www.aeoliswind.ca/](http://www.aeoliswind.ca/) |
### Session 12: Ideas for the future

**Main Questions to be discussed:**

- How should developed countries solve their energy supply issues in an environmentally sustainable manner? How can firms contribute to the changes?
- What is your vision for the future?

Students are expected to contribute their ideas in this class on an individual basis. They may discuss research they’ve done in preparation for their Final Research Paper, for example. The professor will facilitate the class discussion.

### Session 13: Ideas for the future

**Main Questions to be discussed:**

- How should developing countries manage their natural resources (i.e., air, water, rain forests, agricultural land, etc.) in an environmentally sustainable manner such that they satisfy demands of the current generation while protecting the world for future generations? Why do their behaviors matter to the developed world? How can the developed world and their firms help the developing world do the above?

Students are expected to contribute their ideas in this class on an individual basis. They may discuss research they’ve done in preparation for their Final Research Paper, for example. The professor will facilitate the class discussion.

---

**Cheating and Plagiarism:**

There are no circumstances under which cheating or plagiarism, as defined in the University’s code of academic conduct, is acceptable. Students suspected of plagiarizing or cheating may be given a grade of zero for the course, and will be dealt with according to regulations described in the School of Graduate Studies (SGS) manual ([http://www.sgs.utoronto.ca/current/calendar/regulations](http://www.sgs.utoronto.ca/current/calendar/regulations)).

Students are assumed to be informed about plagiarism and are expected to be familiar with the handout, entitled "Plagiarism and Reference Format". [How not to plagiarize](http://www.sgs.utoronto.ca/current/calendar/regulations), written by Margaret Procter, is a valuable and succinct source of information on the topic.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so,
Managing for Environmental Sustainability

students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Group Work (Sessions 4 to 7):
The value of the case competitions is driven by the quality of the group effort. Group members who shirk their responsibilities will ruin the experience for others. This type of “free-ridership” would be both unprofessional and unacceptable behavior and is not expected in this course. Procedures and facilities are in place to monitor such behavior and in an extreme case, could result in the student being “terminated with cause” by fellow group members and therefore receiving a grade of zero out the 25% assigned to the case competitions.

Disabilities:
The University accommodates students with disabilities. Please let the professors know as soon as possible, preferably no later than the first session, if you will require any specific accommodation.

Academic Skills Centre:
Please note that the Academic Skills Centre offers both individual appointments and workshops for students having difficulty with reading and writing skills.

Classroom Management:
Students are expected to come to class on time, turn off cell phones and pagers, and use laptops in class for only for note-taking and making presentations (surfing the Internet and reading & sending email, for example, are not allowed). As this is a very interactive class requiring a lot of participation, students are expected to focus on and participate in all class activities and discussion.