COURSE DESCRIPTION

There are many ways in which organizations interact with the natural environment, and many reasons to care about such interactions. Those reasons include purely business-minded reasons, such as marketing opportunities and potential for cost reductions; legal reasons, such as liability concerns and current and upcoming regulations concerning emissions and product takeback; and ethical reasons, such as a personal or institutional desire to "do good."

Each of these reasons is thoroughly legitimate, but, in this course, we will take a relatively business-oriented perspective to environmental issues. In other words, we will focus on the question: "What do I need to know about environmental issues to make my company more successful?"

In each session, we will first summarize the environmental issues facing business and society at large, including global warming, air and water pollution, soil contamination, etc. We will examine current and future legislation, both in the United States and elsewhere in the world related to each of these issues. We will then examine some environmental issues in each of the main areas of the MBA program: finance, marketing, operations, supply-chain management, accounting, entrepreneurship and strategy.

The course consists of a combination of lectures, case discussions and discussions of other materials. A group project is a major component of the course.
## COURSE OVERVIEW

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<td>▪ [Case] Lululemon</td>
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READINGS

All, but one, of the required materials for the course are available online either through the UCLA Library or posted on the class website. The one other case will need to be purchased online from Harvard Business School Publishing. The course reference code is 8663893; instructions on how to access the course follow.

- To order the course materials, visit: [http://cb.hbsp.harvard.edu/cb/access/8663893](http://cb.hbsp.harvard.edu/cb/access/8663893)
- If you have not registered with Harvard Business Online, you will be required to do so.
- Electronic course materials are in PDF (Portable Document Format) and should be viewed with Adobe Reader, available free at [www.adobe.com](http://www.adobe.com). Students can access PDF files of course materials via a link on Harvard Business Online for six months from the date of purchase.
- You will have immediate access to the materials upon placing your order, for subsequent access, you must login to [http://hbsp.harvard.edu/](http://hbsp.harvard.edu/).

For your convenience, I have provided links to the readings in this syllabus. Each week make sure you at least skim all of the assigned reading material and focus more deeply on the articles that are required. I strongly recommend that you start downloading the readings well ahead of time; coming to class unprepared "because I couldn't access the readings" is not an acceptable excuse.

**Suggested Background Readings For The Course**

- Pinkse And Kolk (2009). *International Business And Global Climate Change.*

There are many other good books on environmental science and management aimed at a broad audience.

GRADING

There will be no final exam. The final grade will be determined as follows.

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<th>Component</th>
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<tr>
<td>Class Participation</td>
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<td>Group Presentation &amp; Group Assignment</td>
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<tr>
<td>Individual Assignments</td>
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<tr>
<td>Group Project</td>
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Grading will follow, to the extent possible and reasonable, the suggested distribution of grades for MBA elective courses.

- A+, A, A-: No more than 50% of the class
- B+ or below: At least 50% of the class
**Class Participation**

This course will be quite heavily discussion-based, as is inevitable given the nature of the topic. As a result, you should be well prepared to participate in these discussions. This means reading the materials for that session, thinking about them and being creative and entrepreneurial in finding and digesting other relevant material from whatever sources you like to use. Based on feedback from past students, I will frequently cold call during the course, but as a rule you should be proactive in participating and not wait to be cold called. You will also receive considerably more participation brownie points for disagreeing with a previous comment than by saying "I agree with everything that’s been said so far and just want to add one small point..." Class participation applies also to sessions that have guest speakers.

Attendance is mandatory. One absence is permissible for good cause; additional absences will adversely affect your grade regardless of the cause for those absences. Repeated absences will lead to a failing grade. If for any reason you will miss class or will be late for class, send me an e-mail (delmas@ucla.edu) before class explaining the absence or tardiness. If you know in advance that you will miss a class, we will consider a written analysis of the missed day's case when assigning the final course class participation grade, if it is submitted to me before the missed class. Such written work will mitigate, but not eliminate the adverse effects on your classroom performance grade of missing class. If the absence is unanticipated, send me e-mail explaining the absence within 72 hours of the absence. Because entering or leaving the classroom during class is disruptive to the learning environment, your fellow classmates and I expect that you will not do so, except in an emergency.

**Group Presentation (Or "Mini-Briefing")**

Most sessions will include a brief presentation by a group of students on either the case study or a class assignment. The presentation should be absolutely no more than 10 minutes (i.e., keep it to five slides max).

**Individual Assignments**

The two individual write-ups are due in weeks 4 and 7. The assignments are described in the course outline. Be concise and precise. I look for quality of reasoning and logical consistency, not work based on "stream of consciousness." Use 12 point font, single spaced. Individual assignments should be performed entirely individually; you may only discuss your work with others after submitting it. Always cite your sources carefully; see for instance http://unitproj.library.ucla.edu/col/bruinsuccess/03/01.cfm for detailed guidelines on how to cite correctly, and see http://www.deanofstudents.ucla.edu/ (click on "Academic Integrity") or http://internal.anderson.ucla.edu/programs/mba/handbook/standards/honor.html for more information on the UCLA and the UCLA Anderson Student Honor Code regarding academic conduct. All work should be submitted electronically through the course website; I will use Turnitin.com to verify originality.

**Group Project**

Each group (of four to five members) will produce a final report analyzing the link between the business strategy and the corporate strategy of a firm of your choice. Imagine that a company has hired you as a consultant and that you need to provide recommendations to the CEO on how to adopt a "successful environmental strategy." It is expected that you will send your final report to the company of your choice and that this report will help them improve their environmental strategy.

The environmental corporate strategy can encompass compliance strategies, environmental differentiation strategy, adoption of self-regulation practices or participation in voluntary agreements. The final product should consist of a report that responds to the following questions for the company you have selected.

1. What type of corporate environmental strategy is the company pursuing? Describe the strategy from the perspectives that we have used in the course. Characterize environmental management practices as well as environmental performance. Evaluate a) the strengths and liabilities of the strategy given the firm's
current and prospective operating environment and b) how successfully you believe the firm has been at implementing its chosen environmental strategy.

2. How could this company improve its environmental performance while improving its bottom line? For example, could this company offer environmental products or services? Would there be a market for these products or services? Prepare a list of one or perhaps more recommended strategic changes and a plan to implement them.

The final product should be more than simply a paper; it should be an "object of persuasion" that includes analysis, text, figures, illustrations, flowcharts, whatever you believe would be necessary to convince the board of directors that your strategy is the right path to follow. You will need to get information (i) from publicly available databases such as the U.S. EPA Toxic Release Inventory (ii) from the company through interviews and (iii) as much as possible from consumers, suppliers, distributors, etc.

The report should have a table of contents, as well as a bibliography with references and be no longer than 10 pages excluding pictures and tables (12 point font, double spaced with 1 inch margins).

Due Date And Presentations
A few weeks into the course we will briefly evaluate your progress on the final project. We will ask you to hand in a one-page overview of your final project on Monday, April 11, 2011 before 2:00pm uploaded on the class website (12 point font, single spaced with 1 inch margins). The overview should identify the name of the author(s) of the project and the company that you will study. It should also include a short description of your project as well as inform which information sources you will use to prepare your report and the name of your contact at the company of your choice. It is particularly important that you have established direct contact with the company by that time.

Due date for the final report is Monday, May 30, 2011 before 2:00pm by e-mail; no late assignments will be accepted. Each group will also hand in a one-page executive summary of their project on Monday, May 30, 2011 before 2:00pm that will be used to stimulate class discussion during the last session. All executive summaries will be posted on the class website. If the company requests confidentiality, the name of the company can be disguised. The last session of the course will be devoted to project presentations. In grading the group projects, I will solicit peer evaluations from all group members, and will assign individual grades based on your relative contribution to the group's work.
COURSE OUTLINE

Session 1
Introduction To The Course

This session will serve as an introduction to the course. In the first part of the class, we will discuss the concept of the "Tragedy of the Commons" and the economic rationale for beyond compliance behavior. In the second part of the class, you will play the simulation game (can be performed at home).

Exercise

You will play a simulation game called "FishBanks." The FishBanks game was developed by Dr. Dennis Meadows. This game will allow you to experience managing your own fishing company and competing with other fishing companies in an attempt to maximize your profit.

The game allows participants to experience many of the decisions and problems that "real life" fishing companies must face. Like real business executives, the teams of students need to seek out and make strategic use of available information. A computer program calculates all their financial transactions and tracks the status of the fish population based on fish catches, births and deaths. The company managers must contend with ecological, economic and psychological forces. The object of the game is to maximize your assets at the end of the game, which is at the end of nine rounds.

Readings


Session 2
Environmental Regulation; Environment And Strategy

In this class, we will discuss the different voluntary and regulatory approaches available to mitigate climate change. We will focus on emissions trading, an economic policy instrument used to control emissions by providing economic incentives for achieving emission reductions.

Group Assignment 1

Each group must prepare a one-page summary of one the following cap and trade programs.

- U.S. Acid Rain Program [link]
- Emission Trading in the European Union [link 1]; [link 2]
- South Coast Air Quality Management District Reclaim Program [link]
- Chicago Climate Exchange Program [link]

This summary should include the following information: short history of the creation of the program, number of participants, description of how the program works including the initial allocation mechanism for credits/permits, and the price fluctuation of the credits/permits. According to you, is this program effective?
Readings
- "Voluntary Agreements to Improve Environmental Quality: Are Late Joiners the Free Riders?" Delmas and Montes. Institute for Social, Behavioral, and Economic Research Publications. August 2007. [link]

In Class Discussion
How do trading permit systems work? What are the challenges associated with AB32? Do voluntary initiatives work?

Session 3
Environment And Finance
In this session, you will get familiarized with publicly available U.S. databases on environmental performance. We will discuss the relationship between environmental and financial performance and survey the principles and objectives of Socially Responsible Investing.

Group Assignment 2
Each group will evaluate the environmental performance of 14 firms in the chemical industry using data from KLD (http://www.kld.com/) and the EPA Toxic Release Inventory (http://www.epa.gov/tri/) provided on the class website. Describe the criteria you choose and why. Before class, you must upload a five-slide PowerPoint presentation of your findings and an Excel spreadsheet with your ranking on the class website.

The firms to compare are the following: Avon Products, Inc.; Clorox Company; Colgate-Palmolive Company; Dow Chemical Company; DuPont Company; Eastman Chemical Company; Ecolab Inc.; International Flavors & Fragrances Inc.; Johnson & Johnson; Lilly (Eli) and Company; Merck & Co., Inc.; Pfizer, Inc.; Procter & Gamble Company and Rohm and Haas Company.

Group Project
One-page overview of your final project is due today!

Readings

Sample Websites to Visit
- http://www.theinnovestgroup.com/
- http://www.socialinvest.org/
Session 4
Environment and Accounting: Environmental Reporting

In this session, we will discuss the principles of environmental accountability.

Group Assignment 3
Study the environmental reports of six companies (chosen from among those that were assigned to you during Session 2). Compare the comprehensiveness of their reporting to their toxic releases. In order to compare companies, please choose up to four indicators from those listed below.

- Does the firm have an environmental or sustainability report available online (yes=1/no=0)?
- If yes, is the report according to the Global Reporting Initiative (GRI) guidelines (yes=1/no=0)?
- What is the level of commitment of the firm's executive management to their environmental policy (has the CEO or president signed it: yes=1/no=0)?
- Number of clicks from home page needed in order to read the environmental information/policy (if less than average for all companies=1/if above average for all companies=0).
- Does the firm have specific and clear goals and improvement targets (yes=1/no=0)?
- Does the firm report actual performance numbers or just relative numbers (yes=1/no=0)?
- Are the firm's reported numbers verified by a third party (yes=1/in process=0.5/no=0)?

Before class, submit a five-slide PowerPoint presentation of your findings and the Excel spreadsheet that contains your data.

Individual Assignment 1
According to you, what are the main screening challenges associated with Socially Responsible Investing and what should be the principles of a good screening methodology? Please use the suggested readings as well as your ranking of the chemical companies to build your argument (two pages maximum).

Readings
  - The Pacific Sustainability Index (ranking of CSR reports). [link]
  - OneReport also provides CSR reports. [link]
  - Global Reporting Initiative: 2002 Sustainability Reporting Guidelines. [link]
  - United Nations Global Compact. [link]

In Class Discussion
What should be done to improve the comparability and transparency of environmental reporting? What is the rationale for the Global Reporting Initiative and the UN Global Compact? What are the rationales for firms to participate in these initiatives?

Session 5
Environment, Operations And Life Cycle Analysis
In this session, we will discuss Life Cycle Assessment methodologies.

[Case] Alpha Motors, Ltd: Integrating Life Cycle Environmental Concerns into Product Design (WRI) [link]
The objective of this case is to get a basic understanding of life cycle analysis and the issues involved when integrating life cycle tools into the product design process. (The Alpha Motors Case Spreadsheet is available on the class website.)

Case Questions
1. Barns' primary task was to draft a report to the XL2000 project manager outlining his material choice for the hood assembly. What should Barns' final recommendation be? Explain assumptions, describe the scenarios considered and discuss the sensitivity of results.
2. Should Barns use EPS in his decision making? Was it useful? What were its weaknesses?
3. Compare EPS to other life cycle analysis methods and discuss ways in which EPS is better or worse for use in product design.
4. Based on Barns' experiences, what should he recommend for utilizing life cycle methods and models into the design process? What characteristics would an ideal decision tool have?

Readings
- "Note on Life Cycle Analysis." Svoboda. National Pollution Prevention Center for Higher Education. [link]
- "Life Cycle Assessment 101." U.S. EPA. [link]

In Class Discussion
Comparison of LCA methods. Environmental performance and efficiency.

Session 6
Environment, Operations And Supply Chain Management
In this session, we will discuss green supply chain management.

[Case] Wal-Mart's Sustainability Strategy [HBSP OIT71]
In October 2005, in an auditorium filled to capacity in Bentonville, Arkansas, Lee Scott, Wal-Mart's president and CEO, made the first speech in the history of Wal-Mart to be broadcast to the company's 1.6 million associates (employees) in all of its 6,000+ stores worldwide and shared with its 60,000+ suppliers. Scott
announced that Wal-Mart was launching a sweeping business sustainability strategy to dramatically reduce the company's impact on the global environment and thus become "the most competitive and innovative company in the world." The case describes Wal-Mart's efforts to accomplish this, focusing on three of the company's primary focus areas (seafood, electronics and textiles) and their effect on the company's operations, supplier relationships and results. It also explores how Wal-Mart is measuring and communicating its ideas about sustainability to its suppliers, associates, customers and the public.

Case Questions

1. Given the fact that Wal-Mart's customers generally are unwilling to pay a premium for environmentally friendly products, how is the company deriving business value from its sustainability strategy, or if not, how can it ensure that it does?

2. Imagine that you are Andy Rube or Tyler Elm, evaluating the progress of the electronics, seafood, and textiles networks. Which networks have been most successful? What factors explain the success (or lack of success) of these networks?

3. How is Wal-Mart motivating its suppliers to share information about and continuously reduce the environmental impacts of products and processes? How can the company stimulate the development of disruptive, breakthrough innovations?

4. For the network to which you have been assigned, propose on new "game changer" or "innovation project" not described in the case. To support your proposal, outline the environmental benefits, the profit opportunity for Wal-Mart, the greatest challenges in implementation, and how Wal-Mart could overcome them.

5. As evidenced by Exhibit 12, Wal-Mart's sustainability strategy has generally been very profitable. However, two initiatives described in the case benefit society and the environment, but apparently decrease Wal-Mart's profits. Identify those two initiatives and imagine that you are their internal champion. How would you justify pursuing those initiatives?

Readings


Session 7

Environmental Marketing

In this session, we will discuss environmental differentiation strategies and green marketing.

[Case] Ceago Vinegarden: How Green is Your Wine? [link]

The case traces the story of Ceago Vinegarden, a family-owned winery based in California whose owner is interested in adding an eco-label to his wine bottles in order to reach environmentally sensitive customers. Eco-labels provide additional information about a product. However, consumers might not recognize an eco-label or know what a particular eco-label represents for the product. This case highlights the challenges associated with the use of eco-labels as an environmental differentiation strategy when several emerging eco-labels are in competition.
Case Questions
1. Compare the cost structure of conventional wine making to organic and biodynamic wine making.
2. What price premiums would be required to increase the margins for organic and biodynamic wine making to be comparable to the conventional method (i.e., to offset the extra cost)?
3. Decide if the organic or biodynamic eco-label will competitively differentiate Ceago in the wine market.
4. Determine what the strategic options are available to Ceago and what steps you recommend Jim Fetzer take.

Readings

Strictly Optional Background Readings

In Class Discussion
Who do you think the "green consumers" are? Where are they? Where do you believe the most opportunities exist for green marketing (product types, consumer types, geographic areas, etc)? What should the message be?
What successful and unsuccessful "green marketing" campaigns are you familiar with? Why were they (un)successful?

Session 8
Environmental Ethics
In this session, we will discuss the ethical dimensions of environmental communication, and the risks associated with greenwashing.

[Case] Lululemon's Commitment to the Environment: A Tangle of Seaweed Suppliers, and Social Responsibility [on class website]
This case introduces Lululemon, an athletic and yoga wear retailer, and its commitment to the environment. The company was founded on its Corporate Social Responsibility (CSR) initiative, and took pride in its innovative approach towards the environment. The company trusted the suppliers with which it had relationships, and believed the products it was purchasing were as the suppliers described. Lululemon, faced with pressure to expand and maximize profits while maintaining its CSR pledge to the environment, found itself in a difficult position when an environmentally-friendly fiber it used for a clothing product was determined to be marketed falsely.

Case Questions
1. Describe Lululemon's competitive strategy and the factors that explain Lululemon's greenwashing.
2. How would those few days in November 2007 affect Lululemon's strategy going forward?
3. What should Lululemon do?
4. Would Lululemon have to implement a random testing process to ensure the truth of its claims?
5. Should Lululemon continue to carry the VitaSea line?
6. How would Lululemon repair its tarnished image?
7. Lululemon's grassroots marketing strategy – focused on conveying a message of health, happiness and environmental awareness through its clothing to customers – needed to be re-vamped, but how?

**Readings**

**Session 9**

**Environmental Communication**

In this session, we will discuss the advantages and disadvantages of using eco-labels as an environmental communication strategy.

**Individual Assignment 2**

Assume you work for a company that is considering applying for an eco-label. Pick any company and product you wish, and write a detailed proposal to your superior (one-page maximum) outlining how you assess the costs and benefits of acquiring the eco-label in question. Be precise: describe the governance and criteria for this specific eco-label. Describe competing eco-labels. What are the cost and benefits of adopting this eco-label to the company? Explain how you will quantify the value of the eco-label to your firm, don't just say "it will be good for our image and market share."

**[Case] The Ambrose Hotel: Eco-labeling Strategies for Sustainable Lodging** [on class website]

The case traces the story of the Ambrose Hotel, a hotel based in California whose owner has invested in green practices and is interested in pursuing an eco-labeling strategy in order to better communicate her environmental achievements. This case emphasizes the difference between the adoption of environmental management practices and their communication through eco-labels. It highlights the challenges associated with the use of eco-labels as an environmental differentiation strategy when several emerging eco-labels are in competition. The students are asked to evaluate the costs and benefits associated with adopting an emerging eco-label such as the Leadership in Energy and Environmental Design accreditation for Existing Buildings (LEED EB) label. The case examines whether there are any advantages of being a first mover in such a situation and what the options are for small companies interested in differentiating their products based on their environmental component. The case provides details about the Green Seal and the LEED EB standards. In addition, with its focus on a boutique hotel, the case allows for an insightful discussion of the specific challenges faced by business owners who wish to operate their business in an environmentally friendly way.

**Case Questions**

1. Why did Deirdre Wallace go green? Please explain what facilitated the development of the Ambrose greening strategy? Describe the costs and benefits of the Ambrose greening strategy.
2. Should Deirdre adopt an eco-label? What are the pros and cons of such a communication strategy?

3. Please compare the different labels available. Which eco-label would provide more value for the Ambrose Hotel?

4. Deirdre is considering several future growth opportunities, such as opening more hotels in other locations and offering consulting services to other hotels who want to become green. What would you recommend, and why?

Readings


In Class Discussion

What are the attributes of a successful eco-label?

Session 10

Project Presentations

In this session, you will present the results of your group projects to the class.

MAGALI DELMAS

Magali Delmas is a Professor at the UCLA Anderson School of Management and the Institute of the Environment and Sustainability. Standing at the crossroads of policy and management, Magali Delmas' research focuses on the various interactions between environmental policy and business strategy at the national and international level. She seeks to understand how environmental policies influence firms' strategies and performance, and in turn how firms help shape environmental policy. She has written more than 50 articles, book chapters and case studies on the subject. Magali Delmas' current work includes the analysis of the effectiveness of firms' voluntary actions to mitigate climate change. She is involved in several projects related to firms' voluntary strategies to reduce greenhouse gases in the electric utility sector. She is also engaged in refining current methodologies to measure and communicate firm's and products' environmental performance. Prior to embarking on an academic career, she worked at the European Commission as the economic advisor to the Director for Industry.


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