



Carleton
University

Sprott
School of Business

BUSI 5108A

Sustainable Business Development

Fall 2026 (2)

Class Schedule: Tuesday 2:35pm - 5:25pm

Nicol 3040

Instructor: Ruth McKay, Ph.D.

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Use the subject line BUSI5108A

Office Hours: Tuesday 5:30 pm or by appointment – email in advance

Course Description:

An integration of sustainable business strategies, this course will examine corporate perspectives on environmental and social issues, and the implications on stakeholder management strategies. Students will apply concepts of sustainable business development in analyzing successful and flawed organizational strategies drawn from current business literature.

Course Learning Objectives:

1. To develop an understanding of the issues of environmental sustainability faced by organizations.
2. To integrate the various organizational functions to manage stakeholder expectations to achieve sustainable business development.
3. To develop an appreciation of the complexity, trade-offs and imperatives for sustainable business development.

Required Course Materials:

1. Text

The required text is by Ray Anderson entitled Business Lessons from a Radical Industrialist/Confessions of a Radical Industrialist. A soft copy can be purchased from the link

below. There is also a copy on reserve at the library. You will be required to present the chapter contents in groups to the class. Link to purchase soft copy:
<https://www.penguinrandomhouse.ca/books/3659/business-lessons-from-a-radical-industrialist-by-ray-anderson/9781551993157>

2. Harvard Course Package

During the course we will cover Harvard readings and cases. Groups will be assigned to present the cases and readings. The link for the course package is TBA:

Newsletters and Publications:

The following are free business newsletters useful for the course:

PWC – <https://www.strategy-business.com/>

Terellis (Green Biz) – <http://www.greenbiz.com>

McKinsey Quarterly - <https://www.mckinsey.com/quarterly/overview>

Network for Business Sustainability - <https://nbs.net/>

The Energy Mix <https://www.theenergymix.com/utilities-campaign-against-clean-grid-regulations-as-defenders-dig-in/>

Drop Course Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Evaluation and Grading:

Individual Grades	Assignment	Percentage of Grade
	Contribution to peer learning and contribution to the group (instructor and peer evaluation)	10%
	Quizzes on assigned readings	10%
	Final Exam Dec 9 th 2:35-5:25pm in NI3040	30%
Group Grades		
	2 Presentations (one case, one class of readings Anderson chapters)	50% (25% x 2)
Total		100%

The grading rubric for the group case reports and chapter readings presentations are in Appendix A and B and will be posted on Brightspace. Group case reports are due before the start of class uploaded to Brightspace. The presenting teams also need to upload their PowerPoint slides to Brightspace before class commences. The individual final submission also needs to be submitted online via Brightspace. In case of technical difficulties, students can email me the deliverable directly at ruth.mckay@carleton.ca using their official Carleton email ID to ensure proof of date and time stamp of receipt of assignment.

Late Penalties: For any assignment that is late there is a one letter grade level penalty for each calendar day (or part thereof) late. For example, an “A” becomes a “B” if within 24 hours late; and if more than 24 hours, but within 2 days late a “C”.

Grading Concerns

If a student has a concern about a grade given on a paper or assignment of theirs (e.g. addition or a grade given) they are required to follow these procedures:

1. Write an email to the instructor with an explanation of your concern. Be sure to provide support for your concern.
2. The paper or assignment will either be addressed by the professor (or sent to the TA if they completed the grading).
3. The concern will be considered and an email will be sent back explaining the outcome.

It is possible a paper will be fully regraded if a grading concern is submitted to the professor particularly if the concern(s) raised is/are frivolous, unsubstantiated or excessive. If the concern is more general (e.g. how can I improve my exam or paper grade in the future) then an appointment should be made with the professor (or TA if applicable) to discuss this issue further. If you have concerns/questions about course content, the syllabus, an assignment or material taught in the class these concerns are best handled through discussion with the professor to avoid misunderstandings.

NOTE: You are responsible for maintaining copies of all your assignments until you have received your final grade. You may be required to resubmit your assignment in the event of a grade dispute or grade revaluation.

Class Discussions and Contributions to Peer Learning:

Students are encouraged to actively participate in all classes by being adequately prepared. Regular attendance, participation and contribution from all class members is essential for effective discussion. It is student contribution to peer learning that constitutes a contribution, including providing new insights or ideas, answering questions posed by the instructor, encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion.

While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. *Meaningful* contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. A discrete use of electronic devices for note-taking is permitted, however no distractions are allowed. Accordingly, should you engage in any non-course related use of the device in the classroom you will forfeit this permission for the remainder of the course.

Groups:

You will be required to form groups (dependent upon class size and the professor's discretion). These groups will collectively carry out group assignments and presentations.

Students are responsible for selecting their group partners and the group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group.

The group assignments provide you with opportunities to develop and enhance interpersonal communication, leadership, follower-ship and other group skills. The resources at <http://sprott.carleton.ca/students/undergraduate/bcom/group-work-resources/> and <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> are recommended. You are particularly encouraged to maintain evidence of your contribution to the group performance, including estimated research time, working papers, etc. The keeping of a group log of meetings, commitments, decisions, etc. is also a valuable organizational tool. It is in each group member's best interest to ensure an equitable sharing of the research, work and presentations. You will be asked to evaluate the individual contributions of the other group members to all of the group work.

Policy for Group Presentations:

All group members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact the professor via email prior to the start of the class for which the presentation is scheduled. Any student missing the presentation would not obtain any grades for the group work. The other group members must make the entire presentation as scheduled. If time permits there may be an option offered to present solo to make up for a missed presentation.

Tentative Course Schedule¹:

	Date	Topic/Agenda*	Deliverables/Presentations/ Readings
1	Oct. 28th	Introduction, group formation, Communicating environmental Sustainability	R: A Bad Communication Strategy Around Sustainability Can Leave You Legally Exposed

			R: Corporate Sustainability Is in Crisis. What Should Companies Do Now? C: The Pathways Alliance: Are Oil Sands Companies Capable of Real Change?
2	Nov 4th	Challenges of Environmental Sustainability	<i>Anderson Ch. 2,3,4</i> R: Corporate Greenwashing: Are Environmental Claims Just Empty Promises? C: TBA
3	Nov 11th	Having an Impact on Environmental Sustainability	<i>Anderson Ch. 5,6,7</i> R: AI's Growing Waste Problem- and How to Solve It C: TBA
4	Nov 18th	More Challenges in Environmental Sustainability	<i>Anderson Ch. 8,9,10</i> R: Making Cryptocurrency More Environmentally Sustainable C: TBA
5	Nov 25th	Environmental Sustainability Credibility	<i>Anderson Ch. 11,12,13</i>

			R: Taking Environmental Partnerships Seriously C: TBA
6	Dec 2nd	Globalization and Environmental Sustainability	<i>Anderson Ch. 14,15,16</i> R: China's Environmental Challenge C: TBA

¹ Groups will be assigned to present the cases and elements of the Anderson readings.

Policy on Mobile Devices:

The use of mobile devices is not permitted in class. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with me in advance.

Contribution to Learning Goals of the Program (MBA):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				x
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in</i>				x

<i>team environments that respect the experience, expertise and interest of all members.</i>				
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				x
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				x
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning

integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time

studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
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- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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Appendix A: Case Report & Final Project Grading Rubric

CONTENT (marks)	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues (10)	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues	Identifies and understands some of the issues	Identifies and understands few of the issues in case study
Analysis of the Issues (30)	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues	Incomplete analysis of the issues
Assessment of Alternatives and Recommendation (35)	Well documented, reasoned and appropriate comments on alternatives to all issues, elaboration of pros and cons, and specific recommendation	Appropriate, well thought out comments about alternatives, pros and cons, and recommendation	Superficial and/or inappropriate comments about alternatives and recommendation	Little or no action suggested, and/or inappropriate alternatives and recommendation
Development of an effective implementation plan (15)	Detailed and creative implementation plan with timelines and financial projections, reflecting thorough understanding of class concept (obstacles, levers and leadership, et al.)	Appropriate, well thought out comments and financials on implementation plan. Reflects understanding of most implementation issues.	Superficial and/or inappropriate development of implementation plan and financials. Reflects understanding of some implementation issues.	Little or no details about implementation plan
Links to Course Readings and concepts (10)	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings
FORM (marks)	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Professional quality of case write up	Excellent grammar, clarity, transitions, organization and logical flow, succinctness	Good grammar, adequate clarity, good transitions, good organization and logical flow, succinct	Some grammatical errors, lacks clarity sometimes, some abrupt transitions, some lack of organization and logical flow, some verboseness/repetitiveness	Many grammatical errors, not clear, many abrupt transitions, lack of organization and logical flow, verbose/repetitive

Total Marks (/100)

Appendix B: Case Presentation Grading Rubric

CONTENT (marks)	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues (10)	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues	Identifies and understands some of the issues	Identifies and understands few of the issues in case study
Analysis of the Issues (30)	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues	Incomplete analysis of the issues
Comments on effective solutions /strategies (30)	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues	Appropriate, well thought out comments about solutions, or proposed solutions to most of the issues	Superficial and/or inappropriate solutions to some of the issues	Little or no action suggested, and/or inappropriate solutions to all of the issues
Development of an effective implementation plan (15)	Detailed and creative implementation plan with timelines and financial projections, reflecting thorough understanding of class concept (obstacles, levers, leadership, et al.)	Appropriate, well thought out comments and financials on implementation plan. Reflects understanding of most of implementation issues.	Superficial and/or inappropriate development of implementation plan and financials. Reflects understanding of some implementation issues.	Little or no details about implementation plan
Links to Course Readings and Additional external Research (15)	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings
PRESENTATION	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Delivery, clarity and Enthusiasm (- 5)	Very clear and concise flow of ideas. Demonstrates passion for the topic and engagement with the class.	Clear flow of ideas Demonstrates interest in topic and some engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in topic and limited engagement with the class	Hard to follow the flow of ideas. Lack of enthusiasm and interest. Did not engage class
Visuals (- 5)	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Response to Class Queries (- 5)	Excellent response to student comments and discussion with appropriate content supported by theory/research	Good response to class questions and discussion with some connection made to theory/research	Satisfactory response to class questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research
Professionalism and body language (- 5)	Excellent body language and posture, formal attire, flawless vocabulary and transitions	Good body language, well dressed, professional vocabulary, good transitions	Disinterested when not speaking, semi-casual dress, some slang, some abrupt transitions	Poor body language, excessive reading from notes or slides, casually dressed, colloquial language, abrupt transitions

Total Marks (/100)