

managerial choices for the structuring of organizations to fulfill its purpose and its role in enhancing societal, environmental and economic value.

Learning Outcomes:

Upon successful completion of the course, you will be able to:

1. Assess sustainability from the organizational and stakeholder perspectives
2. Acquire knowledge of a range of sustainability topics and immerse in the current discussions on issues related to business, social and environmental sustainability
3. Develop critical thinking skills to solve business and sustainability issues
4. Develop an understanding of sustainable business practices through the use of case studies and current business examples
5. Apply design thinking principles to address organizational challenges
6. Enhance your ability to collaborate with peers, and co-create the emergent understanding of complex issues
7. Enhance your ability to reflect on your learning, and communicate effectively

Prerequisites:

This course is meant to be interdisciplinary in nature, and so is open to students from all disciplines and terms. However, because of the advanced nature of the content, students outside of the Spratt school or those within their first two years of studies, need the permission of Spratt School of Business to enroll in this course.

Reading(s)/Textbook(s):

Weekly readings will be assigned from the textbook “[Sustainability Management – Concepts, Instruments, and Stakeholders from a Global Perspective](#)”.

(available for purchase as an e-book online). Case studies and other assigned readings can be downloaded without any charges from Ares link on Brightspace. It is also highly recommended that you read professional publications related to sustainability, for example:

Green Biz – <http://www.greenbiz.com>

Network for Business Sustainability - <http://nbs.net/members/signup>

Triple Pundit - <http://www.triplepundit.com/newsletter/>

Global Compact bulletin - <https://www.unglobalcompact.org/news/bulletin>

You will need access to a computer/laptop during the class (equipped with a webcam if course shift to online later in the semester) to be able to participate in team discussions and in-class activities and for uploading assignments to Brightspace. All work in class will be in teams, and if required laptops can be taken on loan from ITS services.

Criteria for Evaluation and Grading:

The evaluation will be based on weekly online quizzes (to be completed individually prior to class), case analyses/reports, and reflection built on the FUSION modules. Additionally, there will be an individual simulation (mid semester), an individual case analysis (end of semester), and an applied team project (end of semester). There are no midterm or final exams for this course. The individual quizzes and individual case analysis worksheet are

available on Brightspace, and the grading rubric for the team and individual case reports and presentations are also available on Brightspace. Team case reports are due at the beginning of class and need to be uploaded to Brightspace before class commences. The presenting teams also need to upload their powerpoint slides or other presentation material to Brightspace before class commences. Each component of the grade will be assigned a score, and the final course grade will be a weighted average of each of these components. All deliverables are to be submitted online via Brightspace. In case of technical difficulties, you can email me the deliverable directly at sujit.sur@carleton.ca using your official Carleton email ID to ensure synchronized date and time stamp of receipt at my end.

Late Penalties: For any assignment that is late there is a 10% penalty for each calendar day (or part thereof) late. For example, a 9/10 grade becomes 8/10 if submitted after the deadline but less than 24 hours late; a 9/10 grade becomes 7/10 if submitted more than 24 hours late but less than 48 hours late; and so on.

Class Discussions and Contributions to Peer Learning:

You are encouraged to actively participate in all classes by being adequately prepared, i.e., by completing the weekly reading, online quiz and individual case analysis worksheet before coming to class. 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 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 ensures that you co-create something useful that might otherwise have gone unnoticed. The use of electronic devices is necessary in this class, but please be mindful not to distract your colleagues (e.g., turn off unnecessary sounds, mute your mic/sound when appropriate, etc.).

Teams:

You will be required to form teams of a maximum of 4 students during the first class itself. The team must consist of a minimum of 3 students and dependent upon class size, *exceptionally* a team of 5 may be permitted or a student without a team may be assigned to a team. It is strongly recommended that you seek diversified and complementary skill sets in your prospective team partners, ideally students from different academic concentrations with varied work experiences and backgrounds. As far possible, try and form an interdisciplinary team, so that you can maximize the learning potential from the different disciplines. Once formed, these teams will collectively carryout team assignments and presentations throughout the semester without any further changes. You are responsible for selecting your team partners and the team is expected to selfgovern to ensure the quality of all deliverables, independently resolving any conflicts within the team. The team assignments provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other team skills. You will be asked to evaluate the individual contributions of the other team members to all of the team presentations, recognizing that to consider one team member as

contributing significantly more, requires that another team member be identified as contributing less (details of peer assessment will be provided in class).

Policy for Team Presentations:

All team members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact me via email prior to the start of the class for which the presentation is scheduled. I may allow an alternative individual assignment at my discretion, however the rest of the team members must inform their teammates and contact me via email prior to the start of the class. I may allow an alternative individual assignment; however, the other team members must make the entire presentation as scheduled.

Evaluation and Grading Scheme: The course will have a weighted evaluation of individual-work and teamwork as follows:

Individual earned grades	
Individual weekly online quizzes	10%
Individual weekly case worksheets	10%
Individual simulation outcome	10%
Peer evaluation (Team’s assessment of contribution to team)	5%
Individual weekly reflection (FUSION modules)	10%
Individual case analysis (final assignment)	10%
Team earned grades	
Team case reports & presentations	25%
In-class activities	5%
Team final project	15%
Total	100%

Note: You need to pass the final assignment to pass the class.

Date	Topic/Chapter	Case of the week	In-class activity	Post-class reflection activity
Week 1	Class Introduction Form teams	Article: Creative acts for curious people (HBR article)	Team icebreaker activities	FUSION Orientation module
Week 2	A.1 History and status quo of sustainable development A.2 Concepts of sustainability and sustainable development A.3 Reasons for sustainable development and sustainability management (pages 1 – 29)	Case: Interface: The journey toward carbon negative	Task A3.2 (page 25)	FUSION Metacognition module
Week 3	A.4 Sustainability strategies B.1 Stakeholder management B.2 Employees (pages 30 -59)	Case: OCP Africa: Building Ecosystems for Sustainability	Task B1.2 (page 54)	FUSION Problem Solving module
Week 4	B.3 Governmental actors B.4 Civil society B.5 Investors (pages 60 – 89)	Case: Climate action in Miami	Task B5.3 (page 84)	FUSION Communication module
Week 5	B.6 Consumers C.1 Sustainability marketing C.2 Sustainable human resource management (pages 90 – 121)	Case: Unilever Ethiopia's Shakti Initiative: Building A Rural Sales Channel	Task C2.1 (page 117)	FUSION Inclusivity module
Week 6	C.3 Sustainable supply chain management C.4 Sustainable production and logistics C.5 Sustainable innovation management (pages 122 – 157)	Case: Rain Industries Limited: Responding to Global Supply Chain Shifts	Task C5.3 (page 155)	FUSION Collaboration module
Week 7	READING WEEK (no class)			

Week 8	MIDTERM WEEK (no class)	SIMULATION: Sustainability Management Simulation: Net Zero		
		Individual simulation results due by end of week		
Week 9	C.6 Sustainability accounting C.7 Sustainability management control (pages 160 -201)	Case: SK Group: Social Progress Credits	Lessons learnt from Net Zero simulation	FUSION Adaptability module
Week 10	C.8 Sustainability reporting C.9 Sustainable business models and alternative forms of organizations C.10 Digitalization and sustainability management (pages 202 -233)	Case: Sustainability Reporting At Dollar Tree, Inc.	Task C10.3 (page 223)	Fusion Apply module
Week 11	Introduction to Design Thinking Readings: Design Thinking (HBR article) The right way to lead design thinking (HBR article) Implementing Design Thinking: Understanding Organizational Conditions (HBR article) The Social Psychology of Design Thinking (HBR article)	Case: Hope and Grit: How Human-Centered Product Design Enhanced Student Mental Health	Ideation for final project	FUSION Reflect module
Week 12	Rapid prototyping 'pitches' for final project	All team develop rapid prototypes for their final project pitches		
Week 13	Presentation of final pitches	All teams present their final pitch to the organizations		
Last day of classes	Team final project report due			
Last day of classes	Peer Evaluation			
Last day of exams	Final assignment (Individual case) due	CASE: Waste Not, Want Not: Eliminating Patagonia's Pre- and Post-Consumer Textile Waste		

Contribution to Learning Goals of the Program ([BCom](#))

Below you will find a table describing how this course contributes to the BCom program goals which can be found online at this link (<https://sprott.carleton.ca/wp-content/uploads/AOL-BCom.pdf>)

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 team environments that respect the experience, expertise and interest of all members.</i>				X
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

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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

INDIVIDUAL DELIVERABLES

Weekly online quiz:

Each week, you must complete an online quiz testing your knowledge and understanding of the weekly reading. The weekly quiz will consist of multiple-choice, true/false, and/or short-form answer (1-2 words). The quiz must be completed on Brightspace before the start of each class.

Weekly individual case analysis worksheet:

Also, each week you must complete an analysis of the case listed in the course schedule (see table above) and submit to Brightspace before the start of class. A guideline on how to complete the case analysis along with a report template will be reviewed during the first class and posted to Brightspace for reference. You will use your completed analysis worksheet during class as preparation for the in-class team case analysis activity described below in the team deliverable section..

Individual reflection on learning (FUSION report):

The Future Skills Innovation Network (FUSION) is a collaboration of Canadian Universities that, among other goals, seeks to integrate skills development in learning and to develop innovative more flexible learning formats that will help students be prepared for the Canadian workplace (see link below to Carleton TLS's student information site).

You will be completing each of the FUSION modules over the semester. The purpose of this exercise is to reflect upon the knowledge and skills developed in the class so far and how they inform your academic and professional goals. You could integrate your reflections from the FUSION modules. On completion of all modules, you will be eligible for 18 Co-curriculum credits, in addition to 10% of the class grade. The weekly reflections should be submitted to Brightspace.

If you have additional specific questions related to the FUSION curriculum, you can also directly contact the FUSION team, join the drop-in sessions during the week, or workshops organized by them. FUSION website at Teaching and Learning Services (TLS):

<https://carleton.ca/tls/teaching-learning-and-pedagogy/experiential-learning/fusion/student/>

Individual Business sustainability simulation (Net Zero):

You need to complete the online business sustainability simulation during mid semester. You can make multiple attempts and explore all your different ideas for achieving the best possible outcome. The in-class activity during the class immediately after the midterm week will consist of the simulation debrief.

Individual case assignment (final exam):

In lieu of a final exam, you must submit a final individual case report. The case to be analyzed will be available for download on Brightspace. The submission should be no

more than 1500 words (double-spaced, Times New Roman, 12pt, 1" margins, APA/Chicago style references). References and supporting tables and figures do not count towards the word limit. The individual report should be a product of your own work exclusively. Your analysis should apply concepts and design principles learned throughout the course. Supplemental references are encouraged. Please submit the report to Brightspace. The due date will be the last day of exams and will be decided collectively during the first class.

Peer evaluation:

At the end of the semester, you will be asked to evaluate the individual contributions of the other team members to all of the team presentations, recognizing that to consider one team member as contributing significantly more, requires that another team member be identified as contributing less (details of the evaluation to be provided in class). After completing all the team deliverables, you will submit this peer evaluation of the other members in your team. A guideline and form will be provided on Brightspace and reviewed in class. The completed form should be submitted to Brightspace by last day of classes.

TEAM DELIVERABLES

Team Case Analyses:

You will be required to form teams during the first class. Once formed, your team will collectively carry out team assignments and presentations and reports throughout the semester without any further changes. The team assignments provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other team skills. The online resources available 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.

Two teams in rotation will present their findings in class as described below, and all other teams will submit a written report. The case analysis should be completed in concise business writing and should be no more than 2 pages (double-spaced, Times New Roman, 12pt, 1" margins, APA references) excluding supplementary tables and figures. The presenting teams do not have to submit a written report.

Team case presentations: Each class, two teams will present their analysis of the case to the class. A presentation schedule will be developed during the first class. Each team will present twice over the course of the semester. Each team will have 15 minutes to present their analysis of the case, make a recommendation, and propose a design for the organization. The style and format of the presentation is up to each team – so be creative! Presentations will be followed by a question-and-answer period where all the other teams are expected to contribute constructively to the class discussion including comments, critiques, and other insights to build a stronger understanding of the case for everyone. The presenting team will upload their presentation slides/prezi or other presentation material to Brightspace instead of a case report for the week that they are presenting. Note: each presenting team is responsible for ensuring that their analysis,

recommendation, and design are clearly stated in their presentation – these should be included in writing as backup material at the end of the slide deck if presented by other means during the class time (e.g., verbal presentation, skit, mock debate, etc.), or as a video of their presentation.

Team case reports: Each team will be responsible for preparing and submitting an analysis for every case, except for the cases they present. A case report template will be provided and review at the first class. The submission should be no longer than 2-3 pages, excluding tables and figures. Because each report is a team effort, you must discuss the case report with your team members. Do not summarize the case or provide background as this will take away from your ability to show your analyses, recommendations, and implementation plans. Remember to apply the concepts from the corresponding chapter in the textbook. This analysis will be used by your team in the rebuttal/question/discussion session at the conclusion of the case presentations each week. You should also attempt to include learnings from previous weeks. This will build a holistic understanding and will greatly enhance your ability to conduct an excellent analysis and design for the final assignment.

In-class activities:

Each week, as part of the experiential learning approach, we will engage in team-based learning activities to further develop knowledge and understanding the concepts under discussion. The in-class activities will vary week-to-week with varying deliverables. Each activity will have a description posted to Brightspace and reviewed in class to be sure that everyone understands. As a facilitated experiential learning exercise, there will also be ample time in-class for questions and clarification.

Team final project:

During the final weeks of the semester, the teams need to collaborate of developing an applied project for the community at large, that will allow you to apply the concepts learnt throughout the semester. You are free to choose any project of your liking, and if required, I will assist in finding a suitable organization for your final project.

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).

Team work

The Sprott School of Business encourages team assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other team skills. Team assignments are also good for learning integrative skills for putting together a complex task. You are

assigned many tasks/assignments/projects in this course. Before embarking on a specific problem as a team, it is your responsibility to ensure that the problem is meant to be a team 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 may retain a copy of all work that is submitted, if they need personal records.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need 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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Covid-19 Policies

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
