2021

21E16001 Sustainability in Business (6)

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Aalto University

1/1/2021

Instructors' contact information	Course information
Name: Tulin Dzhengiz E-mail: tulin.dzhengiz@aalto.fi Office: Q204 Office Hours: by appointment	Status of the course: M.Sc. degree, an elective course at Aalto University, an obligatory course in the Creative Sustainability program (elective for CS BIZ).
Name: Samuli Patala E-mail: Samuli.patala@aalto.fi Office: X204 Office Hours: by appointment	Academic Year, Period: period I, 2012 Location: Otaniemi Language of Instruction: English Course Website: https://mycourses.aalto.fi/course/view.php?id=27481

I.   OVERVIEW

The course introduces contemporary business's main sustainable development challenges and familiarizes students with the fundamental business approaches, strategies, tools, and innovations for addressing those challenges. The course begins with the key business concepts, its role in society and engagement with different stakeholders and continues with a more focused look at sustainability in different business functions such as strategy, the supply chain and communications. It explores international sustainability management instruments and standards and provides participants with the opportunity to become familiar with the advantages and limitations of these standards. The course introduces the emerging concepts of eco-innovation and provides insights into some key areas of eco-innovation, such as the circular economy. The innovative approach is extended to explore business models for eco-efficiency and the potential for inclusive business to alleviate poverty. Finally, the course draws together the key learnings in a simulation, requiring the participants to make decisions about a business and its impacts on the local society and environment.

II.   CONTENTS

III. PREREQUISITES

This course is part of the advanced studies (master level).

IV. LEARNING OUTCOMES

A. Understand and analyze the core tensions between business, society, and the environment
B. Understand key terminology and frameworks in business sustainability and apply different sustainability tools in existing businesses
C. Analyze the preferences of different stakeholders and how these pressures shape a company's sustainability actions
D. Create plans for sustainability transformations by evaluating sustainability practices in existing businesses and considering financial realities

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V. ASSESSMENT AND GRADING

Note: To get a final grade, you must attend at least 70% of the core lectures (8/11)

The following are but brief overviews of the grade components. In-depth outlines will be circulated amply ahead of time.

Component	Percent of Final Grade	Due Date
Group Presentation	**10%**	*Thu 30.09 at 12:00*
Herman Miller Case	**20%**	*Mon 11.10 at 12:00*
Individual Written Assignment	**20%**	Flexible – from the first session 13.09 till the wrap up week, week 10, 18.10
Final Project	**50%**	*Fri 29.10 at 23:59*
Group Contract	*(10% penalty if incomplete)*	*Fri 24.9 at 23:59*
Topic Choice	*(10% penalty if incomplete)*	*Fri 24.9 at 23:59*

A. (GROUP) CLASSROOM CASE: HERMAN MILLER CASE 20%

To complement other course material and put you in the role of decision-makers facing pressing sustainability questions, we will use one formal case study in this class. In preparation for the case, groups will submit case reports by noon on the day of the class. This case report answers the assignment questions for that specific case, focusing on making key decisions.

B. (GROUP) VIDEO PRESENTATION – SUSTAINABILITY MANAGEMENT INSTRUMENTS 10%

Your group will present management instruments for sustainability. Roles, as well as a *starting* set of readings, will be provided. You will be assigned to take on of two roles for presenting a specific instrument. One role will be to present the instrument and identify its core characteristics. The other on will be to reflect on the use of the instrument and e.g. analyze its shortcomings. Each group will provided a specific instrument and role for the analysis.

Presentations will be 5 minutes long – short and concise, focusing on big ideas – and at least two group members must speak. Questions can be asked to any group members. The presentation should be uploaded to Mycourses by noon of the date of the presentation session. As a baseline, students have access to Panopto, which is an easy to use software package. More details can be found at: https://wiki.aalto.fi/display/OPIT/Panopto, and http://mediafactory.aalto.fi/aalto-snapshots-guide/. You can also try the built-in recording tool in PowerPoint: https://support.office.com/en-us/article/video-record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33. Again, though, feel free to use any other software you like, as long as the outcome is a good video.

C. INDIVIDUAL REFLECTIVE ASSIGNMENT – ARTICLE REVIEWS 20%

Due: Can be submitted between September 13th and October 18th

***We STRONGLY suggest doing these early to avoid time constraints at the end.*

Reflections are a critical way to make sense of what you are learning in class; it is how connections are created between topics, how you develop your views, how you link the classroom to your real-world experience, and how you develop your sense of learning. It is very important that you provide personal reflections of the reading materials that are critical to this course. Your reflections of the critical reading material, therefore, will be your main individual assignment. Our goal is to have you engage in a spirited discussion about the academic material on sustainability in business in a way that advances your learning. We will use the following criteria for the grading:

- Write a minimum of **three reflections** (each are 400-500 words, in total 1200-1500 words) on the provided and critical reading list below. You can write these reflections any time you like, however, please ensure that you submit your assignment all together. In other words, **please provide the three reflections in a single document when you submit your assignment.** In these reflections, you can take into account the below questions:
    - What was the most striking argument of the authors? What did you find most compelling in the article?
    - Did you agree/disagree with the authors' arguments?

      o   How does the article apply to real-world problems that you have seen? Do any examples from your working life come to mind?
      o   How do you reflect on the shortfalls of this article?
      o   How can you extend one of the points from the article?
      o   How does the article connect with other reading materials and course discussions?

1. Grading

In total, the reflections of three separate articles will make up 20% of your grade. All article reflections will be given a grade of 0-10. We expect most will receive a 7, 8, or 9, with 10s being reserved for exceptionally insightful ones. Here are a few pointers that will help you get a good grade.

Reflections

Things that will help you get a good grade on your reflection:
- Rooting your reflection in-class materials and discussions
- Using real-life examples to explore the complexities of the article
- Disagreeing with the viewpoints presented in the article in a well-reasoned way. Remember, the author's views are just one point of view, and you are encouraged to disagree with them if you see fit.
- Providing clarity about where your lingering questions and doubts are. What are you unsure of? What confuses you? Of course, there is a balance here. One has to bring a viewpoint. Perhaps you are confused because two points seem contradictory. That would be an excellent topic for reflection.

Things that do not help you to get a good grade:
- Ignoring the article's main contributions or making it hard to see how this fits into our overall course and the article of interest
- Making an irrelevant or overly general argument
- Being overly argumentative

2. List of Critical Articles

We identified the 10 articles below from the course material as critical readings. You can choose any of the three articles from the list below for your individual assignment.

- Rockström et al. (2009). A safe operating space for humanity. Nature 46: 472-475.
- Dyllick and Hockerts (2002). Beyond the Business Case For Corporate Sustainability.
- Hahn et al. (2015). Tensions in Corporate Sustainability: Towards an Integrative Framework.
- Porter and Kramer (2011) - How to reinvent capitalism—and unleash a wave of innovation and growth – Creating Shared Value.
- Behnam, M., & MacLean, T. (2011). Where is the accountability in international accountability standards? A decoupling perspective. Business Ethics Quarterly, 1(1), 45–72.
- Bowen, F. 2014. After Greenwashing: Symbolic Corporate Environmentalism and Society. Chapter 2. Cambridge University Press, pp. 15-38.
- Halme, M. and J. Laurila. 2009. Philanthropy, integration or innovation? Exploring the financial and societal outcomes of different types of corporate responsibility. Journal of Business Ethics 84: 325-339.

- Bocken, N. et al. 2014. A literature and practice review to develop sustainable business model archetypes. Journal of Cleaner Production 65: 42-56.
- Vilenna & Gioia. 2020. A more sustainable supply chain. Harvard Business Review
- Esposito, M., Tse, T., and Soufani, K. (2018). Introducing a Circular Economy: New Thinking with New Managerial and Policy Implications. California Management Review 60, 5–19.

D. (GROUP) FINAL PROJECT 50%

The group research project allows students to apply the insights from the course to a company or organization. The focus is on integrating your learning about the relationship between business and sustainability and applying this to evaluate the sustainability practices and performance of a company that you are excited to study. You will assume the role of a consultant (or evaluative/investigative journalist) and develop a briefing about a specific firm's sustainability performance thus far, its comparison to its main competitors, and key recommendations on how to improve its competitive positioning by considering sustainability.

You must choose *one specific company of interest and one sustainability issue* connected to topics that we have discussed in the second half of the course. **It is strongly recommended that you be narrow in the topic you cover so that you can go into sufficient depth.** For instance, H&M and climate change is quite a broad topic as the firm is a multinational corporation with a global reach and a multitude of activities (including productions, distribution, retailing) that contribute to climate change. Instead, you might seek to study the climate change impacts of a more specific area of H&M's operations, for example, GHG emissions from its supply chain in a specific region.

The report should be framed as addressing a specific question, for example, "How can Starbucks address its sourcing challenges, notably concerning the price paid to farmers for coffee, such that it aligns self-interest with sustainability?" You may wish to choose a company with which you are already familiar. For instance, if you have worked with the company or intend to do so in the future. We recommend that you choose a company for which sufficient information is available to analyze the chosen issues.

A standard format for the report would include the following sections (though we are open to alternative formats if you believe these work better; we will be marking content, not adherence to some template):

Section/Contents with key aspects that can be considered	Weight
A discussion of the *issue* and its degree of importance to the firm (and competitors). • What are the *tensions* between corporations and society here? What is the market failure at play? How is the company contributing to the tension? • Quantify when possible: e.g. tonnes of carbon dioxide	15%
A *comparison* between the company's current policies and strategies and policies and strategies of two major competitors about the particular issue. • This comparison aims to give a sense of where the industry is and where it is headed. • Discuss similarities in approach, but focus on the differences between corporate responses. Who is doing well? Who is doing poorly? Why? What does this mean for the tension on which you focus?	10%
Analysis of the *interests* that have a stake in the issue.	10%

• The preferences of interested stakeholders on the sustainability issue; their level of support or opposition for the company's sustainability challenge; their effectiveness in shaping the issue. It would help if you only focused on the largest stakeholders, probably no more than three to five. • Who are the stakeholders? What do they want? How do these differences conflict? What does the corporation itself want?	
Discussion of plausible *options in incorporating sustainability* into the company's business strategy and operations • Focus on no more than three *feasible* options. The options you discuss should all be *feasible* for the company, or should be something you may expect an educated reader to think is feasible; e.g. a reader may think that Wal-Mart should change its entire fleet to using compressed natural gas, but the costs and logistics of this are currently infeasible. When introducing options, you should be clear about its feasibility – how much would it cost? Does the company have the know-how? • What are the options? What will they do for the company? How do they mesh with current operations and strategies? • Focus is on improving sustainability performance and competitiveness. • Discuss short- and long-term implications of each option • Include substantial detail through exhibits.	35%
Based on your analysis, give a coherent, logical set of *recommendations* on the company's best option(s) to adopt. • Short- and long-term recommendations are advised. You would have to make a **very** strong argument for why the company should simply continue on its current course. The recommendations differ from option feasibility in that the recommendation should be for the best *feasible* option. • Why is this option the *best*? What outcomes can you reasonably expect? • What do you need to do to make this option work?	15%
The overall integration of the report. • How well do you draw on analysis of the issue, tensions, competitor comparison, and stakeholder analysis in constructing options and recommendations? What is the overall narrative? Each section must build towards an end.	15%
Potential Bonus Marks • Allocated based on any part of the project be truly outstanding	Up to 10%

Overall, the key output of this report is the set of options and recommendations. The discussion of the sustainability issue, the comparison to competitors, and the stakeholder analysis should all be woven together to lead to these options and recommendations. As such, the structure and content of this "front-end" will vary between projects. It is your job to decide what makes the most sense for the job you have at hand. In doing this, it is imperative that you only include relevant information; do not write something simply to write it. If information about a stakeholder is not important for the options and recommendations, you should ask yourself whether you need to include that information at all or go back and include it in your analysis of options.

When putting together these options and recommendations, both the sustainability and financial sides must be considered. From a financial side, this means providing rough estimates of how much the different options may cost in terms of materials and/or people time. From the sustainability side, this means quantifying and monetizing the elements at play when possible. Some issues are much easier to quantify and monetize than others (e.g. environmental is generally easier than social; there are set social

costs of carbon numbers to use in order to monetize). This is understood in assessing the report. In any case, though, quantifying things on the financial side should always be possible by using **grounded assumptions.** Considering the sustainability and financial sides in tandem makes it easier to assess which option may be better.

Students are expected to use companies' sustainability reports, annual reports, media reports (e.g., New York Times, Wall Street Journal, Business Week, Forbes, Fortune, and the Globe & Mail), analyst reports, academic articles, and other reputable sources to conduct their analysis. Stronger reports might also include your findings from short interviews with one or more managers, industry or other experts. Finally, the reliability of the references is a key factor. When dealing with sustainability issues, sources such as blogs are likely to be heavily opinionated and cannot be expected to provide reliable facts and figures. Course concepts should be used throughout the report. Again though, these concepts should only be used where they further the analysis and recommendations.

You must reference all sources throughout the text and provide a complete list of references. The report must be your original work, written specifically for the course. Your report must not be a repetition of other coursework. Furthermore, you should not use existing published case study material or reports. For further details on referencing and plagiarism, see the information and web link provided in the following section.

The report is to **<u>be a maximum of 3500 words</u>** plus any exhibits (exhibits are not a place to move excess content; they are for the clarity of presentation), and any appendices (appendices are also not a place for excess content; they are a place to put lengthy calculations or supporting information that is needed to validate an argument but is too lengthy for non-technical readers). You should find that a report of this length is very easy to assemble—your challenge is to write an insightful analysis of a sustainability challenge, discuss plausible options, and provide a sound recommendation. For larger firms, focusing on a single line of business should help you to focus your report. Naturally, we expect to see sufficient depth to demonstrate your understanding of key course concepts.

This is a group assignment, and every student is expected to contribute substantially to the teamwork. In order to mitigate any potential free-rider problem, peer evaluation processes are available for situations where group contributions were substantively uneven. Content, structure, language, referencing, and teamwork are all factors that will be considered when evaluating your group research project. To ensure the quality of group work, all students should prepare a group contract submitted to Mycourses. After choosing your topic amongst your group, there will be a discussion board on Mycourses to post the group topic. This gives us the chance to comment on the topics to help you narrow them down if needed. The deadline for submitting the topic choice, group contract, and the final report is listed in the course schedule.

E. OTHER ASSESSMENT INFORMATION

1. Standard Assignment formatting

We are less worried about the specific formatting of an assignment than its content. As such, use whatever style you feel best communicates your content.

For more in-depth information about standard formatting from a linguistic standpoint, please see the standard widely used at Aalto: Style Guide 2016_Aalto_BScBA Mikkeli.pdf

2. Grading Policy – Late Submissions

You are expected to submit all assignments (group and individual ones) on time and before the respective deadline. If you do not submit any assignment on time, your grade for that assignment will be reduced by 25% for each passing day. For instance, if your submission is up to 1 day late (i.e. anything between one minute to one day), you can get a maximum of 75% of the grade of the assignment, up to two days a maximum of 50%, up to three days a maximum of 25%. You will no longer have an option to submit after three days have passed.

If you miss a presentation without a valid reason, you will receive a zero (0) for that portion of your grade. A valid reason must be communicated at least 72 hours ahead of time to the primary instructor and all of your group members. If you have a valid reason for missing the presentation, you will be able to complete a make-up assignment organized by the instructors, which will mirror the deliverables of the original presentation.

3. Grading Scale

Final grades will be on a scale from 0-5. Final grades will be calculated from the above-listed assignments' results and allocated as per the below table.

Final Grade	Overall Percentage
0	<50%
1	50%-59.99%
2	60%-69.99%
3	70%-79.99%
4	80%-89.99%
5	>90%

VI.   GROUPS

Groups will be 4-5 people, depending on final class numbers. You get to choose your group members, and sign-up will be on MyCourses. For any specific questions about groups, contact Samuli.

A. GROUP DIVERSITY

Universities and the work world are becoming more diverse. This is a great thing, as diversity increases performance. However, team diversity can also create challenges that need to be managed. (See 13 benefits and challenges of cultural diversity in the workplace).

To benefit from team diversity, we encourage you to draw out people's viewpoints: what might someone from a different country, of a different gender, or a different academic background think?

A big challenge in diverse groups is communication, as some members may naturally be quieter, and people may have diverse first languages. As such, we encourage you to understand how diversity may be related to people's openness to sharing ideas and actively work to make the environment comfortable for everyone, which may involve having to ask for people's opinions explicitly. In addition, the baseline *lingua franca* for group work should be English, as this is the only language that everyone is guaranteed to speak; it can be quite exclusionary if three group members

speak one language together and marginalize the views of the fourth member. In saying this, **the goal is to ensure that all group members are naturally given the ability to contribute**.

B. MAKING GROUPS WORK EFFECTIVELY

Whether or not a group works together effectively is not a random event. Instead, you have the utmost control over this. As such, we will allocate some class time to creating a group "contract," that will include basic details about:

- Roles
- Expectations, including the desired final grade
- Foreseen challenges and what will be done to manage them
- A rough timeline of when work will be done

Teams will be required to submit this contract on Mycourses. A template will be provided online. Additional considerations can be found at: Working effectively in groups

C. PEER EVALUATION

All group members are expected to contribute equally to group assignments. A peer evaluation mechanism will be used to help assess this and ensure group grades are allocated based on effort. The mechanism is simple, and all group members have to agree to it.

You will be given 100 points for each member of the group. So, if you have four members, you get 400 points, and if you have five members, you get 500 points. As a group (together and with everyone's consent), you get to allocate the total number of points as you see fit.

Example #1, ideal teamwork: If everyone contributes equally, you all would get 100 points and get the actual grade from your group work.

Example #2, the team star: If one person does more work than others, you might allocate 115 points to that person and 95 to the other three group members.

Example #3, the slacker: If one person does substantially less work than the others, you might agree to allocate 85 points to that person and 105 points to the other three group members.

Importantly, if there are any issues with group work, this should be openly discussed within the group as it is happening. Our experience is that most group work issues can be solved by openly discussing expectations at the start of the project. You may even agree that some people will do more work than others and get more "points" because of that. If things continue to get worse, though, please contact the instructors.

Submit the peer evaluation online after your project is submitted.

Having commitments outside of the course is not a valid excuse for doing less than your fair share of the project.

The discretion for the allocation of grades will be left to the instructor.

VII.   COURSE WORKLOAD

We recognize that this course has a considerable number of deliverables. However, these deliverables are a core part of your learning process, and are meant to include a large part of the normal class preparation; for instance, the case reports essentially cover the pre-class preparation for two sessions, and the reflections and comments are a normal part of your learning process. In that way, only the final projects and group presentations are truly 'additional.' Moreover, we have worked to minimize the pre-class preparation to usually be two hours per session.

Classroom hours (done online)	(70% lecture attendance obligatory) 33h allocated Likely about 22h
Pre-class preparation	33h allocated
Group presentations	5h
Group case report	24h total (12h per case)
Final project	35h
Article reflections	15h
Unallocated time – free study (In addition to classroom and pre-class free time)	15h
Total	**160h (6 ECTS)** **123h allocated** **26h for free study**

VIII.   ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof:

https://into.aalto.fi/display/ensaannot/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof

IX.   OTHER ISSUES

Registration to course: via Weboodi, closes one week before the start of the course.

Retrieving Course Materials: all materials available through MyCourses

Group feedback will be provided as assignments are returned.

X.   SESSIONS

A. ONLINE LEARNING

All class times will be held via Zoom, with the invitation being shared ahead of time. Most Zoom sessions will last 1.5-2 hours, except when we have guest speakers. The expectation is that everyone arrives prepared to pay attention and contribute, just as during a normal class. The classes will generally start at 13:15, as listed in the schedule. In case of exceptions, we will notify you about this on Mycourses.

1. Resources to facilitate online learning

With this said, learning online is a big shift for many of us. As such, we will speak a little bit about this during class. There are also some resources to consult:

https://into.aalto.fi/display/enopisk/Study+skills (Materials should be added soon)

https://academicresourcecenter.harvard.edu/learning-remotely

Our suggestion is to spend at least an hour looking at the materials that make the most sense to you personally. Given that you will have many online classes in the coming months, this investment is well worth it.

2. Online Learning Etiquette

The expectation is that you will engage in the sessions **with your camera on.** What little insights we have to date highlight that engagement in online learning is improved through being able to see your classmates. Learning outcomes are also similarly improved. Also, bonus points for whoever has the most interesting background 😊

Please also ensure that **your microphone is muted unless you are actively contributing to a conversation.**

Use the chat function for any questions you may have, as long as they are relevant. The instructor will check these regularly. If it is an urgent question, though, please use the 'raise hand' function.

B. SCHEDULE

#	Date	Topic	Responsible teacher
1	Mon 13.09	Sustainability and the role of business	Tulin & Samuli
2	Mon 20.09	The challenge of collective action Fishbanks simulation	Samuli
3	Thu 23.9	Business case for sustainability	Tulin
4	Mon 27.09	Sustainability strategies for companies:	Tulin
5	Thu 30.09	Student presentations (management instruments)	Tulin & Samuli
6	Mon 04.10	Sustainability communication (Minna), alternative topic: organizing for sustainability)	Presentation by Minna Halme
7	Thu 07.10	Sustainability innovation by businesses	Samuli
8	Mon 11.10	Supply chain management and sustainability, Herman Miller case	Samuli
9	Thu 14.10	The circular economy	Samuli
10	Mon 18.10	Wrap up, review, outstanding questions	Tulin
11	Thu 21.10	Stakeholder management simulation	Samuli

C. SUPPORTING MATERIALS AND SUGGESTED READINGS WEEK BY WEEK

XI. GENERAL READINGS FOR THE COURSE (OPTIONAL) – SUSTAINABILITY IN BUSINESS 2021

- The Sustainable Business Case Book:
  https://resources.saylor.org/wwwresources/archived/site/textbooks/The%20Sustainable%20Business%20Case%20Book.pdf
- UN SDGs:
  https://sdgs.un.org/goals
  Fundamentals Of Sustainable Business: A Guide For The Next 100 Years
  https://primo.aalto.fi/discovery/fulldisplay?docid=alma999358546506526&context=L&vid=358AALTO_INST:VU1&lang=fi&search_scope=MyInstitution&adaptor=Local%20Search%20Engine&tab=LibraryCatalog&query=any,contains,Fundamentals%20of%20sustainable%20business%20:%20a%20guide%20for%20the%20next%20100%20years%20.&offset=0
  Managing Sustainability : First Steps to First Class
  https://ebookcentral.proquest.com/lib/aalto-ebooks/detail.action?pq-origsite=primo&docID=6162846
- Business & The Sustainable Development Goals - A Framework For Effective Corporate Involvement
  https://www.rsm.nl/fileadmin/Images_NEW/Positive_Change/Business_and_Sustainable_Development_Goals_-_Positive_Change_0_Rob_van_Tulder.pdf

XII. SESSION 1

A. MANDATORY READINGS

- Rogers et al. (2012). A vision for human well-being: transition to social sustainability
  https://reader.elsevier.com/reader/sd/pii/S1877343512000140?token=E4BF4ED189303278FC03D35EA6F10C5B9EEBDBD08BF457568002980E32F8C1BF0BAAC4534519CAC81B8749249F9F3127&originRegion=eu-west-1&originCreation=20210817080131
- Rockström et al. (2009). A safe operating space for humanity. Nature 46: 472-475.
  https://www.nature.com/articles/461472a

B. SUPPLEMENTARY READINGS

Regarding Environmental Sustainability

- Intergovernmental Panel on Climate Change 2021 – Summary for Policy Makers
  https://www.ipcc.ch/report/ar6/wg1/#SPM
- Figueres, C. et al. (2017). Three Years to Safeguard Our Climate. NATURE 546 /7660), 593-595. https://www.nature.com/articles/546593a.pdf

Regarding Social Sustainability

- Diversity, Equity and Inclusion – Glossary of Terms

- Why We Need To Reveal – Views On Racism & Data Collection In Europe https://equineteurope.org/2021/why-we-need-to-reveal-views-on-racism-data-collection-in-europe/

XIII.   SESSION 2

A. SUPPLEMENTARY READINGS

- Dietz, T., Ostrom, E., & Stern, P. C. (2003). The Struggle to Govern the Commons. Science, 302(5652), 1907–1912. https://doi.org/10.1126/science.1091015

XIV.   SESSION 3

A. MANDATORY READINGS

- Dyllick and Hockerts (2002). Beyond the Business Case For Corporate Sustainability. https://www.researchgate.net/publication/36386947_Beyond_the_Business_Case_for_Corporate_Sustainability
- Hahn et al. (2015). Tensions in Corporate Sustainability: Towards an Integrative Framework. https://link.springer.com/article/10.1007/s10551-014-2047-5

B. SUPPLEMENTARY READINGS

- Carroll and Shabana (2010). The Business Case for Corporate Social Responsibility: A Review of Concepts, Research and Practice. https://www.researchgate.net/publication/228118692_The_Business_Case_for_Corporate_Social_Responsibility_A_Review_of_Concepts_Research_and_Practice
- Ambec and Lanoie (2008). Does It Pay to Be Green? A Systematic Overview https://www.researchgate.net/publication/269844468_Does_It_Pay_to_be_Green_A_Systematic_Overview
- Hahn et al. (2014). Cognitive Frames in Corporate Sustainability: Managerial Sensemaking with Paradoxical and Business Case Frames. https://www.researchgate.net/publication/261031662_Cognitive_Frames_in_Corporate_Sustainability_Managerial_Sensemaking_with_Paradoxical_and_Business_Case_Frames
- Cote, C. (2021). Making the Business case for Sustainability. https://online.hbs.edu/blog/post/business-case-for-sustainability
- Loree, J. M. (2021). COVID-19 is accelerating stakeholder capitalism. https://www.weforum.org/agenda/2021/07/covid-19-has-accelerated-stakeholder-capitalism/
- Garvare and Johansson (2010). Management for sustainability – A stakeholder theory. https://www.researchgate.net/publication/232859009_Management_for_Sustainability-a_Stakeholder_Theory
- Pedersen et al. (2013). Stakeholder thinking in sustainability management: the case of Novozymes. https://www.emerald.com/insight/content/doi/10.1108/SRJ-08-2012-0101/full/html

- Goodman, P. (2021). Stakeholder Capitalism Gets a Report Card. It's Not Good. https://www.nytimes.com/2020/09/22/business/business-roudtable-stakeholder-capitalism.html

XV. SESSION 4

A. MANDATORY READINGS

- Porter and Kramer (2011) - How to reinvent capitalism—and unleash a wave of innovation and growth – Creating Shared Value. http://www.relativimpact.com/downloads/HBR-Shared-value.pdf
- Novo Nordisk (2012). Creating shared value through socially responsible initiatives in the United States. https://www.novonordisk.com/content/dam/Denmark/HQ/sustainablebusiness/performance-on-tbl/more-about-how-we-work/Creating%20shared%20value/PDF/blueprint-creating-shared-value-through-socially-responsible-initiatives-in-the-us.pdf

B. SUPPLEMENTARY READINGS

- Shared Value Initiative (2018). Shifting Harmful Norms around Obesity. https://www.sharedvalue.org/resource/novo-nordisk-shifting-harmful-norms-around-obesity/
- Baumgartner and Rauter (2017). Strategic perspectives of corporate sustainability management to develop a sustainable organization https://www.sciencedirect.com/science/article/pii/S0959652616304358
- Engert and Baumgartner (2016). Corporate sustainability strategye bridging the gap between formulation and implementation https://www.sciencedirect.com/science/article/pii/S0959652615018259

XVI. SESSION 5

SUPPORTIVE SOURCES FOR GROUP PRESENTATIONS ON SUSTAINABILITY MANAGEMENT INSTRUMENTS

A. MANDATORY READINGS

- Behnam, M., & MacLean, T. (2011). Where is the accountability in international accountability standards? A decoupling perspective. Business Ethics Quarterly, 1(1), 45–72.
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B. SUPPLEMENTARY READINGS

- Lo et al. (2012). The impact of environmental management systems on financial performance in fashion and textiles industries https://www.sciencedirect.com/science/article/pii/S0925527311002167

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- Darnall et al. (2008). Do environmental management systems improve business performance inan international setting
  https://www.sciencedirect.com/science/article/pii/S1075425308000690
- Figge et al. (2002). The Sustainability Balanced Scorecard –Linking Sustainability Management To Business Strategy
  https://onlinelibrary.wiley.com/doi/pdf/10.1002/bse.339
- Arena et al. (2015). Linking environmental accounting to reward systems: the case of the Environmental Profit and Loss Account
  https://www.sciencedirect.com/science/article/pii/S0959652615009968
- Esquer-Peralta et al. (2008). Perceptions of core elements forsustainability managementsystems (SMS)
  https://www.emerald.com/insight/content/doi/10.1108/00251740810890195/full/html

C. REPORTS & VIDEOS

- Puma EPL Report (2010-2011)
  http://danielsotelsek.com/wp-content/uploads/2013/10/Puma-EPL.pdf
- Sustainability Balanced Scorecard (SBSC) and KPI
  https://www.youtube.com/watch?v=hGQHfq7nv2c&ab_channel=BSCDesigner
- Overview of Environmental Management Systems
  https://www.youtube.com/watch?v=hLIqZMVygAg&ab_channel=GrahamAshford
- ISO 14001 Aspects & Impacts Simplified
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XVII. SESSION 6

A. SUPPLEMENTARY READINGS

- Bowen, F. 2014. After Greenwashing: Symbolic Corporate Environmentalism and Society. Chapter 2. Cambridge University Press, pp. 15-38.
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- Barkemeyer, R., Faugère, C., Gergaud, O., & Preuss, L. (2020). Media attention to large-scale corporate scandals: Hype and boredom in the age of social media. Journal of Business Research, 109, 385-398.
  https://www.sciencedirect.com/science/article/pii/S0148296319307775

XVIII.SESSION 7

A. MANDATORY READINGS

- Sustainability-Oriented Innovation: A Bridge to Breakthroughs. MIT Sloan Management Review: https://sloanreview.mit.edu/article/sustainability-oriented-innovation-a-bridge-to-breakthroughs/ (short blog post)
- Why Sustainability-Oriented Innovation Is Valuable in Every Context. MIT Sloan Management Review: https://sloanreview.mit.edu/article/why-sustainability-oriented-innovation-is-valuable-in-every-context/ (short blog post)
- Sustainability-Oriented Innovation: The More the Merrier. MIT Sloan Management Review: https://sloanreview.mit.edu/article/sustainability-oriented-innovation-the-more-the-merrier/ (short blog post)
- Which SOI Innovation Is Right for You?. MIT Sloan Management Review: https://sloanreview.mit.edu/article/which-soi-innovation-is-right-for-you/ (short blog post)
- Halme, M. and J. Laurila. 2009. Philanthropy, integration or innovation? Exploring the financial and societal outcomes of different types of corporate responsibility. Journal of Business Ethics 84: 325-339. https://link.springer.com/article/10.1007/s10551-008-9712-5

B. SUPPLEMENTARY READINGS

- Jay, J., and Gerard, M. (2015). Accelerating the Theory and Practice of Sustainability-Oriented Innovation. MIT Sloan School Working Papers 5148–15. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2629683 (expands on the blog post series)
- Bocken, N. et al. 2014. A literature and practice review to develop sustainable business model archetypes. Journal of Cleaner Production 65: 42-56. https://www.sciencedirect.com/science/article/pii/S0959652613008032
- Goodman et al. 2017. Our Collaborative Future: Activities & Roles of Stakeholders in Sustainability-Oriented Innovation. Business, Strategy & the Environment. DOI: 10.1002/bse.1941. https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/bse.1941

XIX.   SESSION 8

A. MANDATORY READINGS

- Case: Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability
- Unruh, G. 2008. The Biosphere Rules. Harvard Business Review. https://hbr.org/2008/02/the-biosphere-rules

B. SUPPLEMENTARY READINGS

- O'Rourke, D. (2014). The science of sustainable supply chains. Science *344*, 1124–1127.
- Vilenna & Gioia. 2020. A more sustainable supply chain. Harvard Business Review
- Tura, N., Keränen, J., Patala, S., 2018. The darker side of sustainability: Tensions from sustainable business practices in business networks. Industrial Marketing Management. https://doi.org/10.1016/j.indmarman.2018.09.002

XX.   SESSION 9

A. MANDATORY READINGS

- Esposito, M., Tse, T., and Soufani, K. (2018). Introducing a Circular Economy: New Thinking with New Managerial and Policy Implications. California Management Review 60, 5–19.

B. SUPPLEMENTARY READINGS

- Bansal, P., and McKnight, B. (2009). Looking forward, pushing back and peering sideways: analyzing the sustainability of industrial symbiosis. Journal of Supply Chain Management 45, 26–37. https://onlinelibrary.wiley.com/doi/full/10.1111/j.1745-493X.2009.03174.x
- Patala, S., Salmi, A., & Bocken, N. (2020). Intermediation dilemmas in facilitated industrial symbiosis.Journal of Cleaner Production, 261, 121093. https://www.sciencedirect.com/science/article/pii/S0959652620311409

XXI.   SESSION 10

- Questions & Answers – An Overview of the Previous Weeks

XXII. SESSION 11

- Stakeholder management simulation