

Standard Course Outline MGMT 459 Sustainable Business Management

I. General Information

- ♦ Course number: **MGMT 459**
- ♦ Title: Sustainable Business Management
- ♦ Units: 3
- ♦ Prerequisites: Recommended MGMT 300
- ♦ Course Coordinator:
- ♦ SCO Prepared by: Dr. Nataliya Acc-Nikmehr
- ♦ Date prepared: 2/12/2018
- ♦ Date revised: 05/01/2018

II. Catalog Description

Theories, principles and practices of sustainable business management, including development of sustainable business strategies, their accountability and implementation.

Letter grade only (A-F)

III. Curriculum Justification(s)

Sustainable Business Management (MGMT 459) is a core course that introduces the perspectives on and the principles of sustainable business development and management, a balanced approach gaining a decisive role in determining the attractiveness and success of contemporary businesses in the light of a consistently evolving global trend. The course will provide an important foundation and equip students with all required theoretical knowledge and practical skills for developing, monitoring, reporting, and implementing practical sustainability initiatives within organizations. Importantly, all decisions on selection of the best-fit sustainable strategic management tools will be made based on the detailed and balanced assessment of an organization's business environment.

Embedded in the specific subject matter of the course is an appreciation of the following COB undergraduate learning goals:

General

- ♦ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
- ♦ **Ethics:** Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.
- ♦ **Team & Interpersonal Skills:** Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
- ♦ **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills in English.

Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems from the sustainable management perspective.

- ♦ **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

OBJECTIVE 1: Advance students' understanding of sustainability issues.

MEASURABLE OUTCOME: After taking this course, students will be able to recognize, explain, and assess:

- ♦ the role of entrepreneurialism and innovation in sustainability;
- ♦ the role of integrating sustainability into corporate management, in particular, in the functions of planning, organizing, leading and controlling a business;
- ♦ the effectiveness of building sustainable marketing, supply chain and operations.

EVALUATION INSTRUMENTS: Specific assignments will vary by instructor, but typical assignments include in-class exams, scenario discussion questions, debates, case analysis, simulations, projects, and/or research papers.

INSTRUCTIONAL STRATEGIES: A writing rubric evaluating content, organization, reasoning, rhetoric, and writing conventions will be used. Standards for good analytical writing will be discussed in class before and after written assignments.

OBJECTIVE 2: Advance students' understanding of the forces driving the shift toward sustainability.

MEASURABLE OUTCOME: After taking this course, students will be able to apply ethical, legal, and socially responsible reasoning to making sustainable management decisions.

EVALUATION INSTRUMENTS: Specific assignments will vary by instructor, but typical assignments include in-class exams, scenario discussion questions, debates, case analysis, simulations, projects, and/or research papers.

INSTRUCTIONAL STRATEGIES: A writing rubric evaluating content, organization, reasoning, rhetoric, and writing conventions will be used. Standards for good analytical writing will be discussed in class before and after written assignments.

OBJECTIVE 3: Advance students' understanding of the complex and contradictory nature of the relationships between various stakeholder groups' sustainability demands and business goals.

MEASURABLE OUTCOME: After taking this course, students will be able to:

- ♦ balance, align, and respond to sustainability demands of various stakeholders' groups;
- ♦ develop effective communication strategies to targeted stakeholders for reinforcing the attractiveness of their focus organization's sustainability profile.

EVALUATION INSTRUMENTS: Specific assignments will vary by instructor, but typical assignments include in-class exams, scenario discussion questions, debates, case analysis, simulations, projects, and/or research papers.

INSTRUCTIONAL STRATEGIES: A writing rubric evaluating content, organization, reasoning, rhetoric, and writing conventions will be used. Standards for good analytical writing will be discussed in class before and after written assignments.

OBJECTIVE 4: Advance students' sustainable management skills.

MEASURABLE OUTCOME: After taking this course, students will demonstrate that they can design, deploy, monitor, continuously improve, integrate, report and implement sustainability initiatives in all functional areas of a business organization.

EVALUATION INSTRUMENTS: Specific assignments will vary by instructor, but typical assignments include in-class exams, scenario discussion questions, debates, case analysis, simulations, projects, and/or research papers.

INSTRUCTIONAL STRATEGIES: A writing rubric evaluating content, organization, reasoning, rhetoric, and writing conventions will be used. Standards for good analytical writing will be discussed in class before and after written assignments.

OBJECTIVE 5: Advance students' understanding of the challenges to sustainability in the context of globalization.

MEASURABLE OUTCOME: After taking this course, students will be able to identify the need for and to prioritize sustainability efforts in solving business problems in the changing competitive landscape of a global business environment.

EVALUATION INSTRUMENTS: Specific assignments will vary by instructor, but typical assignments include in-class exams, scenario discussion questions, debates, case analysis, simulations, projects, and/or research papers.

INSTRUCTIONAL STRATEGIES: A writing rubric evaluating content, organization, reasoning, rhetoric, and writing conventions will be used. Standards for good analytical writing will be discussed in class before and after written assignments.

V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor, but can include the following:

Part 1: Development

- ♦ Introduction to sustainable business
- ♦ Perspectives on sustainability
- ♦ Sustainable business leadership
- ♦ Developing a sustainable business strategy
- ♦ Sustainable change management
- ♦ Sustainable innovation
- ♦ Sustainable corporate governance

Part II: Accountability

- ♦ Legal frameworks for sustainability

- ♦ Sustainability performance metrics, tools, and reporting
- ♦ The role of risk management in sustainable business

Part 3: Implementation

- ♦ Marketing sustainability
- ♦ Sustainable supply chain management
- ♦ Sustainable operations management

PERCENTAGE OF CLASS TIME TO BE SPENT ON REQUIRED TOPICS

(Optional but highly recommended for core courses)

Individual instructors will decide on the specific amount of time that should be spent on each of the recommended topics outlined above.

VI. Methods of Instruction

INSTRUCTION MODE

Instructors may refer to [University policies](#) on “Academic Technology and the Mode of Instruction” and “Course Syllabi and Standard Course Outlines,” for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

✓ Traditional Hybrid Local Online Distance Education

CLASSROOM ACTIVITIES

(Optional but highly recommended for core courses)

Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO.

It is expected that formal lectures will be supplemented with regular and active engagement of students in practicing their critical thinking skills through exercises, simulations, case analyses, discussions, and debates. Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participated extensively in different formats for learning, including written assignments, demonstrations, small-group activities, and oral presentations.

EXTENT AND NATURE OF TECHNOLOGY USE

(Optional but highly recommended for core courses)

The use of technology will depend on individual instructors, but may include BeachBoard, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web materials on the subjects. Students may be made familiar, if they are not already, with relevant search databases in the library. Film and video may be used in the classroom.

VII. Information about Textbooks/Readings

Instructor should use appropriate textbooks that are consistent with the course description states in Section II and serve GE students learning outcome listed in Section IV of this SCO. No further bibliography is needed.

The following is a short list of textbooks that are considered appropriate and most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings.

- ♦ Sanders, Nada R. & Wood, John D. Foundations of Sustainable Business: Theory, Function, and Strategy. Wiley.
- ♦ Blowfield, Michael. Business and Sustainability. Oxford.

VIII. Instructional Policies Requirements

Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on “Attendance,” “Course Syllabi & Standard Course Outlines,” and “Final Course Grades, Grading Procedures, and Final Assessments.” If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on Academic Technology and the Mode of Instruction. Instructors should refer to the current CSULB Catalog and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabus will include a rubric for how oral communication is to be evaluated.

IX. Course Assessment and Grading (Optional but highly recommended for core courses)

DESCRIPTION OF ASSESSMENT.

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. The assignments may include the following.

Assignment Description	Type of Assignment	Linked to SLO	% of Course Grade
Assignment #1: Current Sustainability Issue Review	Written Assignment & Presentation	SLO #1-5	xx%
Assignment #2: Case Analysis	Written Assignment	SLO #2-3	xx%
Assignment #3: Individual Project 1	Written Assignment	SLO #1	xx%
Assignment #4: Team Project 2	Written Assignment & Presentation	SLO #1-5	xx%

Assignment Description	Type of Assignment	Linked to SLO	% of Course Grade
Assignment #5: 3 Midterms & Final	Exams	SLO #1-5	xx%

GRADING POLICIES AND PROCEDURES.

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with University policy on “Final Course Grades, Grading Procedures, and Final Assessments.” Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percentage	Letter Grade	Description
90-100%	A	Mastery of the relevant course standards.
80-89%	B	Above average proficiency of the relevant course standards.
70-79%	C	Satisfactory proficiency of the relevant course standards.
60-69%	D	Partial proficiency of the relevant course standards.
Below 60%	F	Little or no proficiency of the relevant course standards.

X. Disabled Student Services Office (DSS)

The Disabled Student Services Office provides certification for students with disabilities and helps arrange relevant accommodations: [Disabled Student Services](#). Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (DSS) each semester. A letter of verification for approved accommodations can be obtained from DSS. Please be sure to provide your instructor with DSS verification of accommodations as early in the semester as possible. The phone number for DSS is (562) 985 5401. The email address is: dss@csulb.edu.

XI. Assistive Technology

In compliance with university policy on “Accessibility and Faculty Responsibility for the Selection of Instructional Materials,” instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Bibliography (Optional)

This is a highly selective bibliography to provide instructors with a primary set of resource materials. For brevity, important works may be missed from this list. The list is intended to show the range of materials available to our students. Relevant course materials may also be found in periodicals, both in print and electronic form.

Ameer, R. & Othman, R. (2012). Sustainability practices and corporate financial performance: A study based on the top global corporations. *Journal of Business Ethics*, 108(1), 61-79.

Bansal, P. (2005). Evolving sustainability: A longitudinal study of corporate sustainable development. *Strategic Management Journal*, 26, 197-218.

- Bansal, P. & DesJardine, M. R. (2014). Business Sustainability: It is about time. *Strategic Organization*, 12(1), 70-78.
- Baumgartner, R. J. (2009). Organizational culture and leadership: Preconditions for the development of a sustainable corporation. *Sustainable Development*, 17(2), 102-113.
- Doppelt, B. (2010) *Leading change toward sustainability: change management guide for business, government and civil society*. Sheffield England: Greenleaf Publishers.
- Elkington, J. (1994). Towards the sustainable corporation: Win-win-win business strategies for sustainable development. *California Management Review*, 36(2), 90-100.
- Franks, B., Hanscomb, S. & Johnson, S. F. (2018) *Environmental ethics and behavioral change*. New York: Routledge.
- Gao, J. & Bansal, P. (2013). Instrumental and integrative logics in business sustainability. *Journal of Business Ethics*, 112(2), 241-255.
- Hahn, R. & Kuhnen, M. (2013). Determinants of sustainability reporting: A review of results, trends, theory, and opportunities in an expanding field of research. *Journal of Cleaner Production*, 59, 5-21.
- Holden, E., Linnerud, K., Bonister, V., Schwanitz, J. & Wierling, A. (2018) *The imperatives of sustainable development*. New York: Routledge.
- Konig, A. & Ravetz, J. (2018) *Sustainability science*. New York: Routledge.
- Kopina, E. & Blewitt, J. (2018) *Sustainable business: Key issues*. New York: Routledge
- Michelon, G. (2011). Sustainability disclosure and reputation: A comparative study. *Corporate Reputation Review*, 14(2), 79-96.
- Mulligan, M. (2018) *An introduction to sustainability*. New York: Routledge.
- Robertson, M. (2017) *Dictionary of sustainability*. New York: Routledge.
- Schaltegger, S. & Horisch, J. (2017). In search of the dominant rationale in sustainability management: Legitimacy- or profit-seeking? *Journal of Business Ethics*, 145(2), 259-276.
- Schaltegger, S., Ludeke-Freund, F. & Hansen, E. G. (2012). Business cases for sustainability: The role of business model innovation for corporate sustainability. *International Journal on Innovation and Sustainable Development*, 6(2), 95-119.
- Schaltegger, S. & Wagner, M. (2006). Integrative management of sustainability performance, measurement and reporting. *International Journal of Accounting, Auditing and Performance Evaluation*, 3(1), 1-19.
- Schaltegger, S., Windolph, S. E., Harms, D. & Horisch, J. (2014). Corporate sustainability in international comparison. State of practice, opportunities and challenges. Heidelberg: Springer.
- Searcy, C. (2012). Corporate sustainability performance measurement systems: A review and research agenda. *Journal of Business Ethics*, 107(3), 239-253.

Seuring S. & Gold, S. (2013). Sustainability management beyond corporate boundaries: from stakeholders to performance. *Journal of Cleaner Production*, 56, 1-6.

Spieles, D. (2018) Environmentalism: An evolutionary approach. New York: Routledge.

Starik, M. & Kanashiro, P. (2013). Toward a theory of sustainability management: Uncovering and integrating the nearly obvious. *Organization & Environment*, 26(1), 7-30.

Steger, U., Ionescu-Somers, A. & Salzmann, O. (2007). The economic foundations of corporate sustainability. *Corporate Governance*, 7, 162-177.

Wagner, M. (2010). The role of corporate sustainability performance for economic performance: A firm-level analysis of moderation effects. *Ecological Economics*, 69(7), 1553-1560.

Windolph, S. E., Harms, D. & Schaltegger, S. (2014). Motivations for corporate sustainability management: Contrasting survey results and implementation. *Corporate Social Responsibility and Environmental Management*, 21(5), 272-285.

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIV. [Additional Resources for Development of Syllabi](#)