



Photo credit: 123RF

# Sustainability Analysis & Reporting

(GSM 516B)

*“It’s difficult to get a man to understand something  
when his salary depends upon his not understanding.”*

*-Upton Sinclair*

---

Professor: Dr. R. Ryan Raffety  
Office: M-338  
E-mail: [ryan.raffety@simmons.edu](mailto:ryan.raffety@simmons.edu)  
Office Phone: 617-521-2449

Class: Tuesdays 6:00 – 9:00 p.m., Room M-337  
Office hours: I’m available most days. Please schedule a time via e-mail.

*Many thanks to my graduate assistant, Amanda Reilly, who vetted materials for this course.*

## 1. COURSE OVERVIEW

What gets measured gets managed. Managers of employees, products, projects, and customer relationships use performance indicators to analyze their business, to set performance goals, to establish incentives, and to evaluate if their organization is advancing towards its objectives. Most of the performance indicators that we study and use in business are similar across organizations. We know what a manager means when they refer to their stock price, return on investment, or market share. However, corporate social performance (CSP) is a relatively new concept in business, and its meaning varies considerably between organizations. Many organizations are just now grappling with what CSP means, how it should be measured, and what should be reported internally and externally.

This course provides a framework for developing, evaluating, and applying sustainability metrics, based upon how an organization uniquely defines its corporate social responsibility. Specifically, we will study the best practices for evaluating the inputs required for any given sustainability initiative, the expected outputs, and the desired outcomes. We will use this knowledge to critique existing organizations' CSP practices and to develop new metrics for unique contexts. By the end of this course, you will have the analytical tools to distinguish between sustainability proposals that make good business sense and those that provide little business or social return on investment.

## 2. COURSE OBJECTIVES

The course as a whole has the following objectives that you can expect to accomplish if you work thoughtfully through the course material and class discussions:

1. To develop a framework for critically analyzing sustainability initiatives
2. To critique corporate social performance metrics and indicators
3. To analyze the appropriateness of certain indicators for attaining expected outputs and desired outcomes
4. To recommend necessary, appropriate, and sufficient metrics for a new sustainability initiatives in unique contexts

## 3. ACTIVITIES & EVALUATION

### **40%: Homework assignments**

**25%: Classroom Contribution (Group Cases, Exercises, etc.).** In order to meet the learning objectives of this course, it is imperative that students stay current on their reading and come to class prepared to discuss the material. Classroom contribution provides you excellent opportunities to develop, share, and refine your *informed* opinions. Take this role seriously, because this is where the magic happens! Read the text and cases carefully and think through the issues critically and systematically.

Feel free to work through group cases, exercises, etc. individually or with your peers (unless directed otherwise), but everyone should come to class prepared to individually contribute to the class discussion. Class discussion represents a great opportunity for you to develop and enhance your confidence and skill at articulating a personal position, reacting "on the spot" to new ideas, and receiving and providing constructive feedback.

You are expected to come to each class, with the case and/or readings prepared and to contribute to the class discussion, either by starting the class session or by building on the contributions of others to move it ahead. Your contribution to the learning of others, through the experience and insights you have, is a key part of this learning process. To build on the comments of others requires you to listen and to consider the timing of your contribution.

Classroom contribution will be evaluated after each class by considering the following:

3	applies, analyzes, synthesizes course material, is willing to take risks in attempting to answer difficult questions, offers relevant, succinct input to class that advances the discussion
2	offers clear, concise information relevant to class assignments, provides constructive feedback to group discussion
1	Present, occasionally offers topical information of limited relevance
0	is not in class, provides little or no contribution to discussions, is disruptive or distracting to class, fails to follow the flow of conversation, input is irrelevant or unrelated to the topic

*Please note, your daily classroom contribution score is not only based upon how frequently you participate but also the quality of your contribution.*

**20%: Group Sustainability Proposal.** The sustainability proposal is designed to build experience putting course theory into practice. Structure your proposal based upon the framework we use in class (See: *Making Sustainability Work* text for details). Remember to propose metrics for inputs, outputs, and outcomes.

You have three topics to choose from on the sustainability proposal. In the first two options, you should identify a company (or organization) tied to this CSR issue, and develop a proposal for that organization:

- a. Water scarcity in the western U.S. states (CA, CO, AZ, UT, NV, NM) – ties to *The Dust Bowl* video case study
- b. Obesity Epidemic in the U.S. – ties to *The Weight of the Nation* video case study
- c. A Simmons Campus Sustainability Proposal

We will talk more about the proposal as the course progresses.

**10%: Final Presentation on Sustainability Proposal.**

**5%: Peer Evaluation.**

### **Assignments, Exams, & Grading System**

*All written assignments must be uploaded to Moodle prior to the date and time that they are due. Please do not e-mail your assignments to me or hand me a physical copy.* I will not accept late assignments for anything worth less than 6 percent of the final grade. However, any late assignment worth 6 percent or more will be penalized one full letter grade (10%) plus 2% per day. Late assignments will not be accepted after the assignment is returned to the class or discussed in class.

Final grades for the course will be determined from the following two scales. If warranted, I may curve grades upwards at the end of the course. An exceptional mark of ‘A’ can only be

earned by those who turn in all assignments, fully complete and on time, and who miss no more than 2 classes. If a curve does occur at the end of the course, the same rules apply for being 'curved' into a higher grade.

Using the SOM letter grade system, overall course grades are assigned as follows:

A	Outstanding performance in which the student's classroom and written work has been consistently excellent.
A-	Superior performance in which the student's classroom and written work has been consistently very strong.
B+	Very good performance in which the student's classroom and written work has demonstrated mastery of course material.
B	Good performance in which the student's classroom and written work has demonstrated competency in handling course material.
B-	Minimally acceptable performance, which has been deficient in some respects.
C	Marginal performance, which has been deficient in many respects.
F	Performance has not met minimal standards of the course.

94 – 100	A	80 – 83	B-
90 – 93	A-	70 – 79	C
87 – 89	B+	< 70	F
84 – 86	B		

#### 4. OTHER IMPORTANT MATTERS

##### Materials

Purchase required coursepack at: <https://cb.hbsp.harvard.edu/cbmp/access/36651236>

Epstein, M.J. & Buhovac, A.R. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. 2<sup>nd</sup> ed., San Francisco: Berrett-Koehler. Please make sure you purchase the 2<sup>nd</sup> edition [ISBN: 978-1-60994-993-8]

All other materials will be available on-line or on-reserve in the Beatley Library.

##### Schedule

Our class schedule is listed below. Please check the Moodle course site regularly for current event postings, general information, and other course news. The syllabus is subject to change at the instructor's discretion.

## Classroom Etiquette

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class (including team meetings), actively listening to others during class discussions, and engaging in class discussions.

As a professional school, we place great emphasis on professional behavior (i.e. keeping regular commitments such as arriving to class and other events on time, attendance at every class, appropriate preparation for class, and submission of assignments on time). Our experiential learning process is premised on an expectation that a student will attend all scheduled classes and other assigned events that are part of the program. We believe that missing a class cannot be fully compensated by an individual student, even if we ensure that the student has done the relevant preparation and assignments. If you must arrive late or leave early, please sit near the door and be as discrete as possible.

Please treat others with respect. This includes providing others with constructive feedback, using appropriate tone and language when communicating, and avoiding side discussions. **Please refrain from using your computer during class for personal activities such as reading/writing email, writing letters, surfing the Web, playing games, etc.** This is distracting to your classmates and will affect your classroom contribution marks. Please turn off your cell phone prior to class.

## Academic Integrity

Integrity and honesty in the performance of all assignments and examinations both in the classroom and outside are essential. A student who cheats or submits work that is not his/her own violates the principle of high standards and jeopardizes the right to continue in any Simmons graduate or undergraduate program. The relationship between instructors and students requires cooperation and trust in maintaining the ideals and spirit of an honor code.

Students that use group work as a base for an individual assignment in the same course or another course are required to cite that paper in their references. If a student's previous individual work is used, it should be cited as well. In either of these instances, it is imperative that the student check with the faculty member to make sure that substantial use of previous work for the current assignment is allowed for that course. If there are any additional questions, it is the student's responsibility to check with their faculty member.

Faculty may require that exams include the statement: "I have neither given nor received unauthorized help during this examination." This statement can be written on the exam by the student, or preprinted on the exam; in either case the statement must be acknowledged and signed by the student.

Academic and community violations will be referred to the Simmons College Honor Board. If a student fails to comply with the Honor Code, the faculty member is obligated to follow the appropriate course of action as indicated in the Student Handbook. The [Simmons Student](#)

[Handbook](#) or the Simmons College Catalog is the primary source for honor code and violation procedures.

### **Accommodations for students with disabilities**

If you have a documented disability and anticipate needing accommodations in this course, it is your responsibility to register with the Disability Services office as soon as possible to ensure that requested accommodations may be implemented in a timely fashion. For more information or to request academic accommodations, contact the Disability Services Office located in Room E-108 of the Main College Building. They are available by phone at 617-521-2474 or you may email Tim Rogers at [timothy.rogers@simmons.edu](mailto:timothy.rogers@simmons.edu).

### **Title IX and the Simmons College Gender-Based Misconduct Policy**

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a ‘Gender-Based Misconduct Policy’ which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

**Simmons College Title IX Coordinator, Regina Sherwood (for faculty/staff concerns):**  
Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

**Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns):**  
Office Location: Provost’s Suite, in room C-219 / Phone Number: (617) 521-212

**Associate Dean of Student Life and Title IX Representative, Raymond Ou:** Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

**Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:** Office Location: Room W-003 / Phone Number: (617) 521-2118

**Simmons College Public Safety:** Office Location: Lobby of the Palace Road Building, Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, and contract employees of the College, teacher’s assistants, and supervisors at internship/field placement sites.

View full [Simmons College Gender-Based Misconduct Policy](#)

**SOM Mission: What We Do**

The Simmons College School of Management is a premier source of transformative business and professional education aimed at creating successful, principled leaders for the competitive business world of today and tomorrow. Our unique MBA program educates women to be powerful leaders in their chosen endeavors. Other SOM graduate programs educate women and men to be leaders in health care and to achieve success in a diverse group of management specialties. Our undergraduate business degree creates the opportunity for workplace success right out of college. Our faculty brings excellent teaching, research, and real world experience to their specialties. We generate cutting edge research and thought leadership in gender and diversity dynamics in organizations through our Center for Gender in Organizations and in health services research and policy through our Center for Research in Health Policy and Management. We are an authoritative resource and a key partner for organizations committed to strengthening their performance through the recruitment, retention, and advancement of women as organizational leaders.

**SOM Vision: How We Do It**

We are committed to educating students to be leaders who understand the necessity to be both exceptional at what they do, and principled in how they do it. We focus on students as individuals: we invest in their success and support them as they launch, advance and change their careers. We are committed to the advancement of knowledge and practice in management through superior, distinctive education and research. Our multiple programs incorporate rigorous, applied management education and entrepreneurial insights through classroom experiences and internships. Our programs integrate the strategic, functional, and behavioral aspects of management and our students gain the knowledge and analytical skills they need to successfully lead in dynamic, global environments.

**SOM Values****We value:**

- Strategic, rigorous, and experienced-based management education
- Decision-making supported by critical thinking and analytical skills
- Industry interaction that informs our teaching, offers internships and employment opportunities to our students, and creates value for our industry partners
- Problem-solving capability in complex environments under uncertain conditions
- Thought leadership and cutting-edge practice in analyzing, understanding, and addressing gender and diversity dynamics in organizations
- Ethical, socially responsible, and sustainable management practices that enhance both the performance of organizations and the welfare of society
- Innovation, change leadership, and entrepreneurship in the for-profit, nonprofit, and governmental sectors

- Faculty excellence in teaching
- Thoughtful integration of teaching, research, and practice
- The diversity of our students and the value that diversity brings to improving effectiveness in both the classroom and the organization
- Continuous improvement of teaching and of learning experiences in response to changing environments
- A dynamic and committed community of faculty and staff
- A vibrant network of students, alumnae, employers, and partners as a critical resource for individuals and for the School



## Introduction to Sustainability

**Thursday, January 22, 2015:**

### Learning Objectives

- ❖ To learn the expectations for the course
- ❖ To gain awareness of the historical context of corporate social responsibility (CSR) and its evolution
- ❖ To appreciate the challenges that create CSR issues, and the challenges in addressing these issues once they emerge

### To do before class:

- Check connection to Moodle
- Read
  - Larsen, A. (2008, October 21). An overview of the historical context of sustainable business in the U.S., 1960 – 2000. University of Virginia, Darden School of Business, Vol. , pp. 1-16. Available at SSRN: <http://ssrn.com/abstract=908795>
  - Epstein-Reeves, J. (2012, February 21). Six reasons companies should embrace CSR. *Forbes*. Retrieved from <http://www.forbes.com/sites/csr/2012/02/21/six-reasons-companies-should-embrace-csr/>
  - Lovins, A.B., Lovins, L.H., & Hawken, P. (1999, May-June). A roadmap for natural capitalism. *Harvard Business Review*. Retrieved from <http://www.natcap.org/images/other/HBR-RMINatCap.pdf>
  - Zolli, A. (2012, November 2). Learning to bounce back. *The New York Times*. [http://www.nytimes.com/2012/11/03/opinion/forget-sustainability-its-about-resilience.html?\\_r=0](http://www.nytimes.com/2012/11/03/opinion/forget-sustainability-its-about-resilience.html?_r=0)
  - Global reporting Initiative. (2012). *Starting Points: GRI Sustainability Reporting: A common language for a common future*. Retrieved from <https://www.globalreporting.org/resource/library/Starting-Points-1-G3.1.pdf>
- Watch
  - TED Talk: Steve Howard: Let's go all in for sustainability (2010) - 13:19 [https://www.ted.com/talks/steve\\_howard\\_let\\_s\\_go\\_all\\_in\\_on\\_selling\\_sustainability?language=en](https://www.ted.com/talks/steve_howard_let_s_go_all_in_on_selling_sustainability?language=en)
- Turn In
  - Homework Assignment 1 (1 page):
    1. Since 2000, what are some of the major events that have shaped sustainability initiatives in business today?
    2. “Where sustainability aims to put the world back into balance, resilience looks for ways to manage in an imbalanced world” – Can you give an example of “resilience thinking” that you have noticed in your own day-to day life? Has it changed your routine and improved your life or do you view it as a nuisance?

3. In your own word, explain natural capitalism and its four principle initiatives?
4. What were the underlying environmental causes of the Rwandan genocide?

during class:

- Introductions
- Review Syllabus
  - Discuss Expectations
  - Discuss Key Activities
  - Discuss Evaluation
- Discussion Topic: What are Sustainability & CSR
- Introduction to Fishbanks

and after class:

- Review Syllabus, connection to Moodle, and Fisbanks slides. If you have any challenges on connecting to Moodle, contact me as soon as possible.

## Introduction to Sustainability (cont.) & CSR

**Thursday, January 29, 2015:**

Learning Objectives

- ❖ To gain an in depth understanding of market failures

To do before class:

- Read
  - Rogers, B. (2013, October 7). Too many feelings and not enough facts in CSR strategy. *Forbes*. Retrieved from <http://www.forbes.com/sites/brucerogers/2013/10/07/too-many-feelings-and-not-enough-facts-in-csr-strategy/#25a405686e78>
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Introduction.
  - Porter, M.E. & Linde, C. (1995, September-October). Green and Competitive: Ending the Stalemate. *Harvard Business Review* 73, no. 5, pp 120 – 134.
  - Porter M.E. & Kramer, M.R. (2006, December 1). The Link between competitive advantage and CSR. *Harvard Business Review*.
  - Yoffie, David B., and Barbara Mack. "Wal-Mart, 2005 (A)." Harvard Business School Case 705-460, January 2005. (Revised April 2005.)
  
- Review
  - Fishbanks Slides
  
- Turn in
  - Homework Assignment 2:
    1. Why must sustainability be an integral component of corporate strategy?
    2. Why is it so difficult to get companies and organizations to see that it does pay to be green? What are the roadblocks or obstacles we must consider?
  
  - Wal-Mart, 2005 (A) case study:
    1. Identify the primary issues facing Wal-Mart. Should the retailer have been able to anticipate the issues it now faced?
    2. “Always Low Prices”: What are the ramifications of striving always to offer the lowest prices? Who benefits from this credo? Who does not benefit? What are the hidden costs of “low prices”?
    3. What should Wal-Mart do about the environment? Should it undertake environmental initiatives?
    4. By focusing on the concerns and critiques of any of these stakeholders, does Wal-Mart risk losing its competitive advantage? Which stakeholder might pose the biggest threat?

during class:

- Fishbanks Simulation
- Discussion Topic: Advantages of Sustainability
- Discussion Topic: Market Failures
- Wal-Mart, 2005 (A) case discussion

## Frameworks for Implementing Corporate Sustainability

**Thursday, February 5, 2015:**

### Learning Objectives

- ❖ To develop a framework for analyzing, addressing, & reporting CSR issues
  - Inputs
  - Outputs
  - Outcomes
- ❖ To understand and identify challenges with sustainability indicators
- ❖ To apply the course framework for analyzing CSR in developing new measures for social value creation

### To do before class:

- Read
  - Ebrahm, A. & Rangan, V. K. (2014). What impact: A framework for measuring scale and scope of social performance. University of California, Berkeley, Vol. 56 (3). Retrieved from [http://www.hbs.edu/faculty/Publication%20Files/CMR5603\\_07\\_Ebrahim\\_e3316477-8965-4287-be95-04642982b638.pdf](http://www.hbs.edu/faculty/Publication%20Files/CMR5603_07_Ebrahim_e3316477-8965-4287-be95-04642982b638.pdf)
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 1.
  - McPherson, S. (n.d.). Measuring Good: 5 ways to show your business impact. Retrieved from <https://www.themuse.com/advice/measuring-good-5-ways-to-show-your-business-impact>
  - Hart, S.L. & Milstein, M.B. (2003). Creating sustainable value. Published in *Academy of Management Executive*, Vol 17 (2). Retrieved from <http://www.stuartlhart.com/sites/stuartlhart.com/files/creatingsustainablevalue.pdf>
  - Delmas, M. & Blass, V.D. (2010). Measuring corporate environmental Performance: The tradeoffs in sustainability ratings. University of California. Retrieved from <http://www.ioe.ucla.edu/media/files/Delmas-Doctori-Blass-BSE.pdf>
  - Denend, L. & Plambeck, E. [Wal-Mart's Sustainability Strategy \(B\)](#). Stanford Graduate School of Business Case No. OIT71A, October 15, 2010.
- Watch
  - Earth A New Wild (EANW) PBS - Episode 1: Home (2014) – 54:00
  - TED Talk: Harish Manwani: Profit's not always the point (2013) – 13:19 [https://www.ted.com/talks/harish\\_manwani\\_profit\\_s\\_not\\_always\\_the\\_point?language=en](https://www.ted.com/talks/harish_manwani_profit_s_not_always_the_point?language=en)
- Turn in
  - Homework Assignment 3:

1. Of the nine principles of sustainability, what are the top three to five principles that Simmons promotes to students? How does the School convey their commitment to these sustainability principles to the student population?
  2. In thinking about your own organizations, what kinds of sustainability change(s) have you witnessed? What has contributed to its success(es) or failure(s)?
  3. What are the main metrics used to measure corporate environmental performance and the trade-offs involved in sustainability rating? Can the trade-offs be overcome? What needs to change?
  4. According to Hart, et al, what are the global drivers of sustainability?
- Wal-Mart (B) case study
    1. What are the most important changes Wal-Mart has made to support its sustainability strategy? What was the motivation to make these changes?
    2. What are the greatest challenges/risks that threaten Wal-Mart's sustainability efforts? Why?
    3. How can Wal-Mart determine if their suppliers are adhering to the sustainability standards set forth by the company?
    4. Do you think Wal-Mart can be sustainable?
  - Earth A New Wild (EANW) Episode 1: Home (in terms of the chimps in Tanzania and/or the vultures in India, please answer the following questions):
    1. What are the problems?
    2. What is the intervention?
    3. What are the inputs, outs, and desired outcomes?
    4. How do you measure your proposed outputs and outcomes?
    5. What would you report?
    6. Can you put those indicators in monetary terms?

during class:

- Discussion Topic: Framework for CSR analysis & reporting
- Discussion Topic: Challenges with sustainability indicators
- Wal-Mart (B) case discussion
- Strategic CSR Mapping – Wal-Mart
- Video case discussion (EANW – Episode 1)

## Leadership, Org Culture, and Strategy for Corporate Sustainability

**Thursday, February 12, 2015:**

### Learning Objectives

- ❖ To identify the leadership and cultural requirements for improving CSP
- ❖ To examine the role of senior managers and corporate boards in leading and governing sustainability strategy and activities
- ❖ To apply the course framework for analyzing CSR in developing new measures for social value creation

To do before class:

- Read
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 2.
  - Clawson, J.G. (2001, May 21). The moral foundation of extra-ordinary leadership. *Harvard Business Review*. Product #: UV3196-PDF-ENG.
  - Schwartz, M.S. (2013, January 15). Developing and sustaining an ethical corporate culture. *Harvard Business Publishing*. Product #: BH506-PDF-ENG.
  - Devinney, T.M. (2009, May). Is the socially responsible corporation a myth? The good, the bad, and the ugly of corporate social responsibility. *Academy of Management Perspectives*. Retrieved from <https://aom.org/uploadedFiles/Publications/AMP/May09CorpSocialRespyDevinney.pdf>
  - Bartlett, C.A., Khanna, T., & Choudhury, P. "Genzyme's CSR Dilemma: How to Play its HAND." *Harvard Business School Case 910-407*, August 2009. (Revised April 2012.)
- Watch
  - FRONTLINE: *The Spill* (2010) – 54:25  
Documentary on BP and the history of problems with this oil giant portraying themselves as “green multi-national”  
<http://www.pbs.org/wgbh/frontline/film/the-spill/>
  - TED Talk: Ray Anderson: The business logic of sustainability (2009) -15:44  
[https://www.ted.com/talks/ray\\_anderson\\_on\\_the\\_business\\_logic\\_of\\_sustainability?language=en](https://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability?language=en)
- Turn in
  - Homework Assignment 4
    1. According to Porter and Van der Linde, “Companies that adopt the resource-productivity framework will reap the greatest benefits.” Give some examples of companies that are embracing “resource-productivity” and what they are doing differently.

2. Is the socially responsibility corporation an improbability? What is your argument for or against? Consider the Volkswagen emission scandal of this past fall. Once a role model in the automobile industry, how can Volkswagen redefine and sustain an ethical corporate culture again?
  3. After viewing FRONTLINE's *The Spill*, what was striking about BP's leadership culture? Is there a deeper systemic problem?
  4. Could the disaster in the Gulf of Mexico have been prevented?
- Genzyme Case
1. Which of the three HAND initiatives should Jim Geraghty, Senior Vice President of Genzyme, recommend to CEO (Henri Termeer) and why?
  2. What criteria should Henri Termeer, CEO, use to evaluate which projects to undertake?
  3. How should Genzyme implement the recommendations? What resources should be allocated? What partnering approach should be taken?
  4. How would you evaluate the HAND initiatives as a CSR program? How appropriate is it for a company like Genzyme? What changes would you recommend?

during class:

- Discussion Topic: Developing an organizational culture that encourages sustainability and CSR
- Genzyme case discussion



## Organizing for Sustainability

**Thursday, February 19, 2015:**

### Learning Objectives

- ❖ To explore the structural requirements for implementing a CSP initiative
- ❖ To understand how organizational design impacts the success of corporate sustainability
- ❖ To explore various organizational design interventions to improve sustainability
- ❖ To apply the course framework for analyzing CSR in developing new measures for social value creation

### To do before class:

- Read
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 3.
  - Hitchcock, D. & Willard, M. (2009). *Business Sustainability Guide*, Chapter 9: Purchasing: How to determine what to buy and how to work with suppliers. 2<sup>nd</sup> edition. New York: Routledge Publishing.
  - Lasica, J.D. (2010, April 22). 4 Examples of CSR done right. SocialBright.org. Retrieved from <http://www.socialbrite.org/2010/04/22/4-examples-of-corporate-social-responsibility-done-right/>
  - Bartlett, N. & Spar, D.L. (2002, June 13). *Life, Death, and Property Rights: The pharmaceutical industry faces AIDS in Africa*. Harvard Business School Publishing, Product #: 702049-PDF-ENG.
  
- Watch
  - TED Talk: Dan Barber: How I fell in love with a fish (2010) – 19:02  
[https://www.ted.com/talks/dan\\_barber\\_how\\_i\\_fell\\_in\\_love\\_with\\_a\\_fish?language=en](https://www.ted.com/talks/dan_barber_how_i_fell_in_love_with_a_fish?language=en)
  - Earth A New Wild (EANW) PBS - Episode 3: Forests (2014) – 54:00
  
- Turn in
  - Homework Assignment 5
    1. Give an example of how alignment of sustainability with strategy is so critical to improving sustainability and financial performance?
    2. What criteria can a manager use to evaluate the sustainability initiatives of their suppliers?
    3. If there is an insufficient supply of an organic or more sustainable alternative, what are some strategies management can consider?
  
  - Life, Death, and Property Rights: The Pharmaceutical Industry Faces AIDS in Africa
    1. How should the pharmaceutical companies respond to the plague of AIDS in Africa?

2. What strategy should they follow to protect their intellectual property rights?
  3. How far should they be willing to go? What are the costs and benefits?
- TED Talk: Dan Barber “How I fell in love with a fish”
    1. Chef Dan Barber poses the question, “If you’re feeding more people more cheaply, how terrible can it be?” Is the fish farm a sustainable and viable solution to how do we keep fish on our menus?
    2. Can aquaculture be a sustainable farming practice?
    3. How can we create conditions to help every community feed itself? What does Dan Barber recommend?

during class:

- Discussion Topic: Organizational Design and Sustainability
- Life, Death, and Property Rights case discussion
- Video case discussion
  - Sumatra, Indonesia – Elephants - 27:55

**Costing, Capital Investments, and the Integration of Sustainability Risks**

**Thursday, February 26, 2015:**

Learning Objectives

- ❖ To examine the information requirements for executing a sustainability strategy
- ❖ To explore how to formally integrate social, environmental, and political risks into financial analysis
- ❖ To apply the course framework for analyzing CSR in developing new measures for social value creation

To do before class:

Read

- Hitchcock, D. & Willard, M. (2009). *Business Sustainability Guide*, Chapter 13: How to account for environmental and social impacts. 2<sup>nd</sup> edition. New York: Routledge Publishing.
- Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 4.
- Watkins, M.D. & Bazerman, M.H. (2003, March). Predictable surprises: the disasters you should have seen coming. *Harvard Business Review*. Vol. 81(3), pp. 72-80.
- Sprinkle, G.B. & Maines, L.A. (2010). The benefits and costs of corporate social responsibility. *Business Horizons*. Vol. 53 (5), pp. 445-453.
- Ebrahim, . & Rangan, V.K. "Acumen Fund: Measurement in Impact Investing (A)." Harvard Business School Case 310-011, September 2009. (Revised May 2011.)

Watch

- TED Talk: Chris McKnett: The investment logic for sustainability (2013) – 12:19 [https://www.ted.com/talks/chris\\_mcknett\\_the\\_investment\\_logic\\_for\\_sustainability?language=en](https://www.ted.com/talks/chris_mcknett_the_investment_logic_for_sustainability?language=en)
- Earth A New Wild (EANW) - Episode 4: Oceans (2014) – 54:00

Turn in

- Homework Assignment 6
  1. Are surprises really predictable? What are the causes of predictable surprises?
  2. What three ways a company leaders can fail in terms of mitigating risk?
  3. What are three viable ways one can develop a metrics framework to track progress?
  4. In your own words, explain the different between activity-based costing (ABC), life-cycle costing (LCC), and full cost accounting.
- Acumen Fund case study questions (A)
  1. What is the Acumen Fund trying to achieve?

2. Using the Capabilities Assessment Matrix, what would you recommend to the investment committee that Acumen invest in either the Ecotat or the Meridian Medical Centre, both, or none?
  3. What is the BACO ratio and how useful is it in determining performance?
- Video case study (EANW-4) questions
  - Strategic CSR Mapping – National Grid, Inside Out View

during class:

- Discussion Topic: Framework for Analyzing Sustainability
- Acumen fund case discussion
- Video case discussion
  - Rise of Slime
  - Earth A New Wild: Ocean Farms

## Performance Measurement, Evaluation, & Reward Systems

**Thursday, March 5, 2015:**

### Learning Objectives

- ❖ To understand how incentive and reward systems can stimulate a culture of sustainability
- ❖ To explore how to measure sustainable performance
- ❖ To examine the formal and informal organizational systems that support a sustainable culture
- ❖ To apply the course framework for analyzing CSR in developing new measures for social value creation

To do before class:

- Read
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 5.
  - Likierman, A. (2009, October). The five traps of performance measurement. *Harvard Business Review*.
  - Ittner, C.D. & Larcker, D.F. (2003, November). Coming up short on non-financial performance measurement. *Harvard Business Review*.
  - Kaplan, R. & Norton, D. (2005). On Reserve: The balanced scorecard. *Harvard Business Review*.
  - Ebrahim, A. & Ross, C. "The Robin Hood Foundation." Harvard Business School Case 310-031, May 2010. (Revised January 2012.)
  
- Watch
  - TED Talk: Keith Weed (2014), Sustainability- the logic and power of transformative collaboration
  - Earth A New Wild (EANW) - Episode 5: Water (2014) – 54:00
  
- Turn in
  - Homework Assignment 7
    1. How can companies and organizations make a difference in sustainability without sacrificing economic growth?
    2. What key approaches can companies consider implementing to bring about change?
  
  - The Robin Hood Foundation
    1. How should the Robin Hood Foundation assess its own performance?
    2. Is funding the programs with the highest Benefits/Costs ratios a good way to fight poverty? In a few years, how will Robin Hood Foundation know if it is succeeding?

during class:

- Discussion Topic: Sustainability Performance
- Discussion Topic: Incentive systems for Sustainability & CSR
- Robin Hood Foundation case discussion
- Video case discussion

**Spring Break**

**Thursday, March 12, 2015:**

No class and nothing is due, but you may want to get a head start on next week's documentary

## Foundations for Measuring Social, Environmental, & Economic Impacts

**Thursday, March 19, 2015:**

### Learning Objectives

- ❖ Learn approaches for measuring impacts effectively
  - Inputs
  - Processes
  - Outputs
  - Outcomes
- ❖ To apply course theory while analyzing one of the greatest environmental disasters in the U.S.
- ❖ To apply course theory in critiquing corporate sustainability reports

To do before class:

- Read
  - Epstein, M.J. (2008). Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts. San Francisco: Berrett-Koehler. Read Chapter 6.
  - Pfeffer, J. & Sutton, R.I. (1999, October 5). When measurement obstructs good judgment: Understanding the knowing-doing gap. Harvard Business Review. Product #: 2398BC-HCB-ENG.
  - Allayannis, G., Tenguria, Susheel, & Taylor, M. (2009, April 7). Carbon Credit Markets. Darden Business Publishing: University of Virginia. Technical Note: F-1583. What are the three emissions trading approaches?
  - Cargill's Corporate Sustainability Report. (2014). Retrieved from <http://www.cargill.com/cr-report/>
- Watch
  - The Dust Bowl (2012) – Ken Burns – 4 hour PBS documentary (2 episodes)
    - Episode 1 – The Great Plow Up – 1:56:00
    - Episode 2 – Reaping the Whirlwind – 1:52:00
- Turn in
  - Homework Assignment 9
    1. In the article “When Measurement Obstructs Good Judgment,” what are some of the reasons for the “knowledge-doing” gap in some organizations?
    2. Why do some organizations continue to use flawed measurement practices? Give two reasons.
    3. What are some key initiatives that organizations can implement to alleviate the “knowledge-doing” gap? Give two examples.
  - Carbon Credit Markets
    1. How is carbon offsetting different from allowances in a cap-and-trade market?
    2. How did the Kyoto Protocol contribute to reducing emissions globally?

3. What is an example of a CDM? Which countries have the most CDM registered projects and why?
  4. Does carbon offsetting provide a solution to climate change?
  5. Are some offsets or carbon credits better than others?
- Dust Bowl questions
    1. What were the contributing factors to the Dust Bowl?
    2. With the Dust Bowl, what did citizens think was the cause?
    3. Were the solutions successful or did they cause further environmental harm?
    4. Has the U.S. learned any lessons since the Dust Bowl era relative to the sustainable and responsible use of its natural resources? Give an example.
  - Critique of Cargill's Corporate Sustainability Report
    1. Does Cargill include bad news as well as good news?
    2. Does the Cargill address the company's greatest challenges?
    3. Does Cargill document how particular issues are addressed?
    4. Does Cargill integrate GSR reporting with its traditional business strategy and its financial reporting?
    5. Does Cargill provide data on GSR practices and policies?
    6. How is Cargill using its global reach for global influence?
    7. What are the societal and environmental risks and rewards for investing in or supporting Cargill?
    8. Is there a particular sway to the Cargill GSR report?

during class:

- Discussion Topic: Measuring Sustainability
- Carbon Market Simulation
- The Dust Bowl video case discussion



**Implementing a Social, Environmental, & Economic Impact Measuring System**

**Thursday, March 26, 2015:**

Learning Objectives

- ❖ To understand how to implement social, environmental, and economic impact measurement systems
- ❖ To understand how to measure and report progress toward sustainability goals
- ❖ To explore the foundations of sustainability measurement
- ❖ To apply course theory while analyzing the obesity epidemic in the U.S.
- ❖ To apply course theory in critiquing corporate sustainability reports

To do before class:

Read

- Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 7.
- HBS Press and Harvard Business School Press. (2005, June 16). Action Plans: The architecture of implementation. Chapter in Product #: 5597BC-PDF-ENG.
- Landel, R.D. & Oliver R. (2008, December 22). Managing Change in Operations. Harvard Business Review. Product #: UV1091-PDF-ENG.
- Yum! Brands interactive 2014 Global Social Responsibility Report  
<http://www.yumcsr.com>

Watch

- Weight of the Nation (2012) - this is a 3 hour long activity  
<http://theweightofthenation.hbo.com/watch/main-films/>
  - Episode 1 – Consequences - 1:08:46
  - Episode 3 - Children in Crisis – 1:07:34
  - Episode 4 – Challenges – 1:08:08
- TED Talk: Pam Warhurst: How we can eat our landscapes (2012) – 13:19  
[https://www.ted.com/talks/pam\\_warhurst\\_how\\_we\\_can\\_eat\\_our\\_landscapes?language=en](https://www.ted.com/talks/pam_warhurst_how_we_can_eat_our_landscapes?language=en)

Turn in

- Homework Assignment 10
  1. In the article, “Managing Change in Operations,” the case writers summarize that “the stronger a company’s ability to manage change, the quicker and more effectively that company can respond to competition, rebuild its status after a crisis, and reduce variability in all aspects of its operations.”
    - a. In thinking about your own organization or one that you have worked at recently, what are two ways the organization has effectively managed change? How did they implement change?

- b. What are two ways the organization could improve? What action steps would you recommend to facilitate the change?
- o Weight of the Nation questions
  1. Episode 1: Consequences – this part examines the effects of the obesity epidemic in the U.S. and how it is affecting our society
    - a. What measurement systems are currently in place to determine obesity’s impact on our culture?
    - b. How can we change generations of thinking about food and nutrition? Where do we start? How can this be measured?
    - c. Has the Bogalusa Heart Study case made an impact in the community? Has it changed the views of next generations of children or is the thinking about nutrition the same?
  2. Episode 3: Children in crisis – this part examines the effects of the obesity epidemic on children
    - a. What are the risks that children and society face with increasing obesity rates?
  3. Episode 4: Challenges – this part examines “the origins and severity of the obesity epidemic”
    - a. What are the major forces causing this epidemic?
    - b. What are some of the opportunities for communities to fight obesity epidemic?
- o Warhurst TED Talk: “How we can eat our landscapes?”
  1. How could you evaluate the success of an edible landscape proposal for a city?
  2. What are the critical processes associated with the successful execution of implementing a community project like the communal gardens and food networks (i.e. the egg map) of “Incredible Edible” initiatives.

during class:

- Discussion Topic: Implementing Sustainability Initiatives
- Yum! Brands case discussion
- Discussion Topic: Yum! Brands’ sustainability report <http://www.yumcsr.com/>
  1. Does the Yum! Brands include bad news as well as good news?
  2. Does the Yum! Brands address the company’s greatest challenges? Does Yum! Brands document how particular issues are addressed? What are the three nutritional pillars the company is working on?
  3. Does the Yum! Brands integrate CSR reporting with its traditional business strategy and its financial reporting?
  4. Does Yum! Brands provide data on CSR practices and policies?
  5. How is Yum! Brands using its global reach for global influence?
  6. What are the societal and environmental risks and rewards for investing in or supporting Yum! Brands?
  7. Compared to Cargill, how does Yum! Brand’s CSR report measure up?
  8. Is there a particular sway to the Yum! Brands CSR report?
- Weight of the Nation video case discussion

## Improving Corporate Processes, Products, & Projects for CS

**Thursday, April 2, 2015:**

### Learning Objectives

- ❖ To explore the internal reporting required for improving sustainability including
  - Design
  - Content
  - Audience
  - Frequency
  - Distribution
  - Communication of sustainability information
- ❖ To explore how to apply data to improve organizational learning and change products, process, & services
- ❖ To apply course theory in critiquing corporate sustainability reports

To do before class:

Read

- Epstein, M.J. (2008). Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts. San Francisco: Berrett-Koehler. Read Chapter 8.
- Simons, R. L. (1994, November 9). Diagnostic Control Systems: Implementing intended strategies. Harvard Business Review. Chapter in Product #: 2414BC-PDF-ENG.
- Gino, Francesca, Toffel, M.W., and Sice, S. "Fiji versus FIJI: Negotiating Over Water." Harvard Business School Case 912-030, March 2012. (Revised August 2014.)
- Plambeck, E. & Denend, L. (2010, December 6). Wal-Mart's Sustainability Strategy (C): Inventory management in the seafood supply chain. Harvard Business Review, Product #: OIT71C-PDF-ENG.

Watch

- TED Talk: Jackie Savitz: Save the oceans, feed the world (2014) – 11:11  
[https://www.ted.com/talks/jackie\\_savitz\\_save\\_the\\_oceans\\_feed\\_the\\_world?language=en](https://www.ted.com/talks/jackie_savitz_save_the_oceans_feed_the_world?language=en)

Turn in

- Homework Assignment 11
  1. How is improving sustainability performance different from other performance structures/systems?
  2. What is involved in improving sustainability performance in an organization?
  3. What are some assessment tools organizations can use to improve sustainability?
- Fiji vs. FIJI: Negotiating over water - case study questions

1. FIJI Water relies on the Fijian government to access Fijian water. How can the company build a trusting relationship with a government that has been unstable and is likely to continue being unstable?
  2. Has FIJI Water fully considered the environmental and societal impact of their business and operations on the Fijian people and the surrounding environment?
  3. How could FIJI Water help improve the access to clean water as a resource for the Fijian population?
  4. The commodification of water refers to the process of transforming water from a public good into a tradable commodity also known as an economic good. In your opinion, what is the true environmental and societal cost of FIJI Water?
- Strategic CSR Mapping – FedEx Kinko’s, Inside out view
  - Wal-Mart’s Sustainability Strategy (C)
    1. How is Wal-Mart deriving business value from its sustainability strategy?
    2. How is Wal-Mart motivating its suppliers to share information about and reduce the environmental impacts of products and processes?
    3. Identify one example from the case of an initiative that benefits society and the environment but maybe not Wal-Mart’s bottom line? How might these initiatives increase Wal-Mart’s profits in the long run?

during class:

- Discussion Topic: Internal Reporting Requirements for Sustainability
- Discussion of Fiji vs. FIJI case study
  - Watch the short video clip during class:  
The Alyona Show: FIJI Water (start at 37:07 and stop at 44:41)  
<https://www.youtube.com/watch?v=BtPQxHwJBe0>
- Discussion of Wal-Mart’s Sustainability Strategy (C)

## External Sustainability Reporting & Verification

**Thursday, April 9, 2015:**

### Learning Objectives

- ❖ To understand the choices and trade-offs in verification and auditing methods
- ❖ To examine existing regulations for social, environmental, and economic reporting
- ❖ To understand the required choices and trade-offs in reporting corporate annual reports and sustainability reports
- ❖ To apply course theory in critiquing corporate sustainability reports

To do before class:

- Read
  - Epstein, M.J. (2008). *Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts*. San Francisco: Berrett-Koehler. Read Chapter 9.
  - CPaine, L.S. (1999, October 4). Royal Dutch/Shell in transition (A). Harvard Business Review. Product #: 300039-PDF-ENG.
  - Patagonia's 2014 Sustainability Report  
[http://www.patagonia.com/pdf/en\\_US/ENV14-Printed\\_r2.pdf](http://www.patagonia.com/pdf/en_US/ENV14-Printed_r2.pdf)
  
- Watch
  - Poison Fire (2008) – 28:40  
Documentary from the Niger and 50 years of oil exploitation  
<https://youtu.be/bq2TBOHWFRc>
  
- Turn in
  - Homework Assignment 11
    1. Internally, what are two methods that are not possible alternatives for diagnostic management control and why?
    2. What are the benefits of external audits?
    3. On page 242 of *Making Sustainability Work*, excerpts of the BP assurance statement (2007) are listed. Knowing what you know now about BP and their operations, what are your thoughts on BP's statements?
  
  - Royal Dutch Shell in Transition (A) case questions
    1. What were the difficult dilemmas and external pressures Royal Dutch Shell was faced with?
    2. What was Royal Dutch Shell's perception of external sustainability reporting prior to the Brent Spar incident in Nigeria?
    3. How had Royal Dutch Shell's view of external sustainability reporting changed by the summer 1997? How had the internal culture of Royal Dutch Shell evolved?

4. Has Royal Dutch Shell considered all of their stakeholders groups?
  5. Can you think of other recent examples where the pressures of “shareholder activism” influenced change?
  6. What were the payoffs for Royal Dutch Shell in terms of improved sustainability and transparency with stakeholders? How can these benefits be measured?
- Strategic CSR Mapping – FedEx Kinko’s, Outside in view & Overlapping Value Propositions

during class:

- Discussion Topic: External Reporting and Verification
- Royal Dutch/Shell (A) case discussion
  - Additional Video Clips:
    1. Shell Oil – The Awful Truth (2010) - 2:21  
<https://youtu.be/ejym4mKelhM>
    2. Shell to pay Nigerians for oil spills (2015) - 2:06  
BBC News  
<https://youtu.be/yfSMrFftXIE>
- Discussion Topic: Patagonia’s sustainability report - A critique of Patagonia’s sustainability report
  1. Does the Patagonia include bad news as well as good news?
  2. Does the Patagonia address the company’s greatest challenges? Does Patagonia document how particular issues are addressed?
  3. Does the Patagonia integrate GSR reporting with its traditional business strategy and its financial reporting?
  4. Does Patagonia provide data on GSR practices and policies?
  5. How is Patagonia using its global reach for global influence?
  6. What are the societal and environmental risks and rewards for investing in or supporting Patagonia?
  7. Compared to Cargill and Yum! Brands, how does Patagonia’s GSR report measure up?
  8. Is there a particular sway to the Patagonia GSR report?
  9. What is the Higg Index measurement reporting tool? What does it measure? Is this a viable and accurate measurement tool?

## The Benefits of Sustainability for Corporations & Society

### **Thursday, April 16, 2015:**

#### Learning Objective

- ❖ To explore best practices for sustainability analysis and reporting
- ❖ To apply course theory to develop a sustainability proposal

#### To do before class:

- Read
  - Epstein, M.J. (2008). Making Sustainability Work: Best practices in managing and measuring corporate social, environmental, and economic impacts. San Francisco: Berrett-Koehler. Read Chapter 10.
- Watch
  - TED Talk: Elora Hardy: Magical houses made of bamboo (2015) – 10:17  
[https://www.ted.com/talks/elora\\_hardy\\_magical\\_houses\\_made\\_of\\_bamboo?language=en#t-111072](https://www.ted.com/talks/elora_hardy_magical_houses_made_of_bamboo?language=en#t-111072)

#### during class:

Transition to sustainability proposal work

## Project Plan Work

### **Thursday, April 23, 2015:**

#### during class:

- Work on sustainability proposal

## Project Plan Work

### **Thursday, April 30, 2015:**

#### during class:

- Work on sustainability proposal

**Project Plan Work**

**Thursday, May 7, 2015:**

To do before class:

- Turn in
  - Sustainability proposal
  - Sustainability proposal presentation slide-deck
  - Peer evaluation

during class:

- Proposal presentations
- Wrap up



