

### COURSE INFORMATION

<b>Course title:</b>	Ethics and Sustainability	<b>Credits:</b>	1.5
<b>Course code:</b>	BA560	<b>Class location:</b>	Online with Zoom.
<b>Session, term, period:</b>	2020W	<b>Class times:</b>	M/W 2-4PM PDT
<b>Sections:</b>	MM1	<b>Program:</b>	MM
<b>Course duration:</b>	April 12 to May 22		

### INSTRUCTOR INFORMATION

<b>Instructor:</b>	Justin G. Bull, Lecturer – Entrepreneurship and Innovation Group	<b>Office location:</b>	Henry Angus Tower, HA664
<b>Phone:</b>	(604) 822-8372	<b>Office hours:</b>	Book at <a href="https://calendly.com/jgbull">calendly.com/jgbull</a>
<b>Email:</b>	justin.bull@sauder.ubc.ca		

### COURSE DESCRIPTION

This course examines trends in sustainability that are shaping the future of business, government, and society. Using a variety of conceptual frameworks, students will understand the challenges and opportunities sustainability presents and how to play a leadership role in navigating these issues. Students will learn how to manage the complexity of sustainability, identify how it motivates different stakeholders, and be exposed to frameworks that foster leadership and innovative thinking. Completing the course will leave students equipped with the tools to effectively apply sustainable thinking and leadership skills to a wide variety of professional opportunities.

### COURSE FORMAT

This course will be held online using Zoom and students are expected to attend all classes. There will be some pre-recorded content to digest before classes, and class times themselves will be a blend of lectures, discussions and group activities.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

- 1) Evaluate and articulate the competitive advantage sustainability offers.
- 2) Identify leadership challenges and innovation opportunities related to sustainability across a range of industries.
- 3) Recognize tools, concepts, standards and frameworks used in sustainable business.
- 4) Synthesize and apply sustainability knowledge to leadership strategies.

### ASSEMENT SUMMARY

- 10% Professionalism and Participation
- 20% In-class Activities
- 30% Case Reports (3 @ 10%)
- 40% Final Group Project

## ASSESSMENT DETAILS

### ***Professionalism and Participation (10% of Grade)***

Participation is a vital part of the learning experience. Students will need come to each class prepared to discuss assigned readings and respond to the ideas and comments of others. Interactions are expected to be respectful, informative, and well-reasoned. Participation is evaluated on both attendance and the quality (not quantity) of in-class contributions. In a digital learning environment, professionalism also involves consistently being present on camera, being focused and present in all class activities, and engaging with team members in all breakout room activities.

### ***In-class Activities (20% of Grade)***

In most classes, students will be asked to submit responses to discussion questions, complete worksheets, or submit their findings based on assigned activities during class time. These activities will allow students to apply course concepts in real-time and learn from group members and class peers about how to apply and adapt these tools to various sustainability and leadership challenges. Successful completion of these activities will require students having completed the pre-recorded lectures and class readings.

### ***Case Reports (30% of Grade; 10% per report)***

Students will write three case reports. Each case report will be one-page in length (excluding references) and will address one of the following topics:

- *Caprica and its Choices*: An analysis of the decision making and leadership skills in the assigned case study.
- *Sustainability at Scale*: An analysis of a sustainability initiative at a major corporation (think IKEA or Nestle).
- *Disruptive Sustainability*: An analysis of disruptive, high-growth firm tackling sustainability issues.

### ***Final Group Project (40% of Grade)***

In lieu of a final exam, students will complete a major project in groups. Each group will select a company and prepare a “Sustainable Breakthrough Pitch.” The audience will be the executives of your chosen company, and the presentation will critically evaluate their current corporate sustainability strategy and make recommendations about how and why it should change its approach. Groups will be evaluated on a video-submission and an accompanying slide deck.

## LEARNING MATERIALS

The learning materials for this class will be provided in a separate *Readings and Discussion Questions* document. In general, the readings will be free to access, easy to read, non-academic, and come from a wide variety of sources.

There will also be pre-recorded lectures and podcasts for students to digest before class. These lectures will provide the necessary context and background information for students to successfully complete in-class activities.

### COURSE-SPECIFIC POLICIES AND RESOURCES

**Late Assignments:** Late submissions will not be accepted and will receive a zero.

**Regrading Assignments:** Students can appeal an assigned grade with 24 hours or receipt. Any appeal must detail in writing why a grade adjustment is deserved and should cite specific examples.

**Academic Concessions:** If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without

the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### **ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### **ONLINE TEACHING TOOL & REQUIREMENTS**

This course will be taught using Zoom for synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

### COURSE SCHEDULE

Below is a course schedule, subject to revision based on input with the entire class.

Date	Class #	Topic
April 12	1	The New Normal
April 14	2	Decision Making Traps & Mt. Everest
April 19	3	The Social Question
April 21	4	Drivers and Alignment
April 26	5	Systems and Units
April 28	6	Breakthroughs: Sustainability and Technology
May 3	7	Breakdowns: The Race to the Bottom
May 5	8	The Uninhabitable Earth
May 10	9	Stranded Assets
May 12	10	Original Sin

### ASSIGNMENT SCHEDULE

Date	Topic
April 23 <sup>rd</sup>	Case Report: Caprica and its Choices ( <i>Due at midnight PDT</i> )
April 30 <sup>th</sup>	Case Report: Sustainability at Scale ( <i>Due at midnight PDT</i> )
May 7 <sup>th</sup>	Case Report: Disruptive Sustainability ( <i>Due at midnight PDT</i> )
Exam Week	Final Group Project