

### COURSE INFORMATION

<b>Course title:</b>	Sustainability and Innovation	<b>Credits:</b>	1.5
<b>Course code:</b>	BAEN549	<b>Class location:</b>	DL-125
<b>Session, term, period:</b>	2021W	<b>Class times:</b>	M/W 2:00 to 4:00PM
<b>Sections:</b>	001	<b>Program:</b>	MBA
<b>Course duration:</b>	Jan 03 to Feb 02		

### INSTRUCTOR INFORMATION

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

### COURSE DESCRIPTION

This course is concerned with sustainability as an opportunity for innovation. By examining trends shaping the future of business, it explores how sustainability offers competitive advantages. Students will learn to manage the complexity of sustainability, identify how it motivates the private sector, and be exposed to frameworks that foster innovative thinking. Examples from a wide range of businesses will be used to examine the relationship between sustainability and innovation. Students will evaluate a wide variety of technological, political, economic, and environmental trends that are shaping the future of business. Completing the course will leave students equipped with the tools to effectively apply sustainable thinking to business opportunities.

### COURSE FORMAT

This course will consist of lectures and in-class discussions.

### LEARNING OBJECTIVES

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

- 1) Evaluate and articulate the competitive advantage sustainability offers.
- 2) Identify current market 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 innovation strategies.

**ASSEMENT SUMMARY AND SCHEDULE**

<b>Due Date</b>	<b>Topic</b>	<b>Weight</b>
<i>Ongoing</i>	Professionalism and Participation	10%
<i>Various</i>	In-Class Activities, Lecture Responses, Mini-Presentations	30%
<i>Jan 15</i>	Memo: Sustainability at Scale	10%
<i>Jan 29</i>	Memo: Disruptive Sustainability	10%
<i>Exam Week</i>	Final Group Project	40%

**ASSEMENT DETAILS**

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

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 the quality (not quantity) of in-class contributions, interactions with the instructor outside of class, and active engagement with and support of peers during in-class activities.

***In-Class Activities, Lecture Responses, Mini Presentations (30% of Grade) (Individual and Team)***

In several instances, students will be asked to submit responses to discussion questions, prepare brief presentations (under 5 minutes), 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 peers about how to apply and adapt these tools to various sustainability and innovation challenges. Full details are available on Canvas.

***Memos (20% of Grade; 10% each) (Done in Pairs)***

*Memo: Sustainability at Scale:* The purpose of this assignment is for students to identify and describe a sustainability initiative that has been **adopted at a large scale**. This means that product-market fit has been well-established, there’s no technology risk, and that a large organization (think Nike, Nestle, IKEA, etc.) has adopted and implemented the chosen initiative.

You need to write a one-page, single-spaced memo. It should briefly summarize the initiative, identity the problem it addresses, and build a compelling business case for why this initiative is of high value. Significant background research is expected, and students should not rely on press releases or corporate reports – find external validation (if possible) of all the claims being made. The best practices of writing a business memo are expected: jargon-free, descriptive headings, professional formatting, and the selective and appropriate use of visual elements. In addition to the one-page memo, you are allowed a one-page appendix, as well as whatever space is required for references.

*Memo: Disruptive Sustainability:* The purpose of this assignment is for students to identify and describe a sustainability innovation that contains **massive disruptive potential**. This might be a technology, business model, or even a social movement that could radically alter the status quo. The chosen initiative might still be in its early stages and significant risk and uncertainty likely remains. This also

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means that background research is going to be more difficult - you may have to dig deep, and find creative ways to validate (or offer skepticism) about some of the claims being made.

You need to write a one-page, single-spaced memo. It should briefly summarize the initiative, identify the problem it addresses, and make an argument for how the innovation might disrupt the status quo. Background research is expected, but there will be constraints – your chosen innovation may not be well publicized or documented. You are still expected to attempt to validate claims of fact and dig deep in evaluating the feasibility of your selected innovation. The best practices of writing a business memo are expected: jargon-free, descriptive headings, professional formatting, and the selective and appropriate use of visual elements. In addition to the one-page memo, you are allowed a one-page appendix, as well as whatever space is required for references.

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

In lieu of a final exam, students will complete a major project in groups. Teams will be self-selected by students and should contain between 4 to 6 students. Groups will be evaluated on an in-class presentation. Students are advised to select companies that they feel are currently struggling to become more sustainable, as opposed to companies that are already considered sustainability leaders.

Each group will select a company and prepare a “Sustainable Breakthrough Pitch.” The audience will be the executives of a chosen company, and the presentation will offer a curated selection of relevant innovations, a roadmap for implementation, and a cohesive vision for how sustainable innovation can help secure the present and future of the organization.

As a team, you have two goals:

- To persuasively communicate the business case for sustainability, using a variety of qualitative and quantitative methods
- To expand the mindset and ambitions of your audience, helping them better grasp the scale of challenge and opportunity that sustainability offers

While creativity is important this assignment, so is rigour. You have to conduct extensive primary and secondary research, come up with specific and credible recommendations, and stress-test all of your assumptions and proposals.

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## 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 within 24 hours of 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) <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.

### *COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

### *COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink

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water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

### *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*

#### *In-Person Regulations*

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

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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.

### **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 xwməθkwə'yəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE AND ASSIGNED READINGS**

<b>Date</b>	<b>#</b>	<b>Topic, Readings, and Prep</b>
Jan 5	1	<p><b>The End of Normal</b>  <a href="#">Saving the Planet is Probably a \$12 Trillion Opportunity</a> by John Elkington (HBR)  <a href="#">Linear Risks</a> by Various Authors (Circle Economy)</p>
Jan 7	2	<p><b>Sustainability in Context</b>  <i>Prep:</i> Each student must Come to class with an example of something you consider a “sustainable innovation”. Be prepared to describe why.</p>
Jan 10	3	<p><b>Drivers of Innovation</b>  <a href="#">Innovation Study 2021: Beyond the buzzword</a> by Mike Bechtel, Khalid Kark and Nishita Henry (Deloitte)</p>
Jan 12	4	<p><b>Sustainability in Transition</b>  <a href="#">The Sustainability Spectrum and the Sciences of Sustainability</a> by Thomas P. Seager (Business Strategy and the Environment)</p>
Jan 17	5	<p><b>Pink Slime Warriors</b>  <i>Prep:</i> Students will work in pairs and submit a single slide that describes the Science, Strategy and System behind a sustainability initiative.</p>
Jan 19	6	<p><b>The 4<sup>th</sup> Industrial Revolution</b>  <a href="#">The Death and Birth of Technological Revolutions</a> by Ben Thompson (Stratechery)</p>
Jan 24	7	<p><b>The Circular Economy</b>  <a href="#">Artificial Intelligence and the Circular Economy</a> by Various Authors (Ellen Macarthur Foundation; Google)  <i>Prep:</i> Students will work in pairs and submit a slide deck that applies the RESOLVE framework to a chosen company.</p>
Jan 26	8	<p><b>The Uninhabitable Earth</b>  <a href="#">Climate tipping points — too risky to bet against</a> by Various Authors (Nature)  <a href="#">The Uninhabitable Earth</a> by David Wallace-Wells (New York Magazine)</p>
Jan 31	9	<p><b>Climate is Eating Everything</b>  <a href="#">Pathways to Net Zero: The Decisive Decade</a> by Various Authors (EDF, Deloitte)</p>
Feb 2	10	<p><b>The Road to Zero</b>            Explore: <a href="#">En-ROADS Climate Simulator</a>  <i>Prep:</i> Students will work in teams and prepare a presentation that describes their chosen “Roadmap to 1.5 Degrees” using the simulator linked above, along with any other course materials.</p>