

JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA

# PGDM (SM); TRIMESTER-II; Batch 2020-22|ACADEMIC YEAR 2020-21

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| Course Code and title | ECO 301: **Business, Environment and Social****Sustainability (Seminar Mode)** |
| Credits | 1 |
| Term and Year | Term II, AY 2020 -21 |
| Course Pre-requisite(s) | Basic understanding of Management |
| Course Requirement(s) | NA |
| Course Schedule (day and time of class) | As per the Time table |
| Classroom # (Location) | As per the Time table |
| Course Instructor | Dr. Tavishi Tewary |
| Course Instructor Email | tavishi.tewary@jaipuria.ac.in |
| Course Instructor Phone (Office) | 9711718023 |
| Student Consultation Hours | Friday 2-4 PM |
| Office location | Second Floor Room No. 10 |

1. **Course Overview**

The purpose of this course is to familiarize students with a variety of concepts related to sustainability at three levels—individual, organizational, and societal, with particular emphasis on business and the evolving role of business in society. Students will also learn tools to help organizational managers address many of the challenging issues facing our society. Business sustainability is defined as managing the "triple bottom line" - designing mission driven enterprises that provide a thriving future for business, society and the planet. To achieve this, managers must adopt a fresh understanding of the role of the business enterprise. The course will draw from successful sustainability efforts of leading business organizations, both locally and internationally, by identifying key success factors that encourage sustainable business practices.

After taking this course an understanding should be developed for the business challenges and opportunities inherent in sustainability. In particular, it is expected to:

* Bring together students from varied backgrounds and disciplines to appreciate the interactions between economic and social activity, and the natural world.
* Learn how an organization can manage its way to better environmental and social performance.
* To better understand our individual impact on the world.

## PROGRAM OUTCOMES (POs)

PO 1: Communicate effectively

PO 2: Demonstrate the ability to work in teams to achieve desired goals

PO 3: Reflect on business situations applying relevant conceptual frameworks in service management context

PO 4: Evaluate different ethical perspectives

PO 5: Discuss the centrality of customer experience in service management

PO 6: Exhibit innovative and creative thinking

## Course Outcomes (COs):

At the end of the course, the students will be able to:

**CO1**: Illustrate business, environmental and social sustainability issues.

**CO2**: Identify key sustainability measures adopted by organizations.

## Mapping CO with POs

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| --- | --- | --- | --- | --- | --- | --- |
|   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CLO 1 |   |   |   |   | I\* |   |
| CLO 2 |   | R\* | R\* |   | R\* |   |

1. **Books & References:**
2. Joseph, J. & McGregor, A. (2020) Wellbeing, Resilience and Sustainability: The New Trinity Of Governance, Palgrave Publication
3. Idowu et al. (2020) The Future of the UN Sustainable Development Goals: Business Perspectives for Global Development in 2030
4. Lash, J., & Wellington, F. (2007). On a warming planet. Harvard business review, 85(3), 94-102.
5. Elkington, J. (1999). Triple bottom-line reporting: Looking for balance. *AUSTRALIAN CPA*, *69*, 18-21.
6. Goodland, R. (1995). The concept of environmental sustainability. *Annual review of ecology and systematics*, *26*(1), 1-24.
7. Esty, D., & Winston, A. (2009). *Green to gold: How smart companies use environmental strategy to innovate, create value, and build competitive advantage*. John Wiley & Sons.

## Sample Case studies and Caselets:

* Sustainability at IKEA Group - Authors: V. Kasturi Rangan; Michael W. Toffel; Vincent Dessain; Jerome Lenhardt.
* Unilever's New Global Strategy: Competing through Sustainability - Authors: Christopher A. Bartlett.

## Caselets:

* + A Barmer Village Built to Last
	+ Eco-Cabs
	+ An Urban Nightmare
	+ The Rage of Hills
	+ Chennai Floods

## Session Plan

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| --- | --- | --- | --- | --- |
| **Session No.** | **Topic/ Sub Topic** | **Reading****Reference** | **Pedagogy** | **COs** |
| **Pre-Mid Term** |
| 1 | General introduction with a Basic Reading on the Course and Distribution of seminar topics and providing detailed seminar outline to students |  | Expectation setting, overview, Evaluation Parameters.Faculty shall also allot each group a particular industry and provide detailed guidelines regarding Seminar presentation. | CO1 |
| 2-3 | Case discussion (On Business,Environment and Social Sustainability) | Two Case Studies will be provided to students | Two sessions are devoted to discussion on two pre-decided Case Study. Faculty will distribute the case in advance and students will come prepared fordiscussion. | CO1 |
| 4-5(2.5 hours) | Seminar by a panel of experts and practitioner working in the area of sustainability.Consolidation of the learnings from the expert seminar |  | Academician, Practitioner, and Industry Professional will form part of Seminar Panel and they will take up one aspect each and deliberate upon it. It will be followed by Q&A session and discussion with students. Internal faculty will also be the part of the panel and act as facilitator in the discussion process and summarize learning for the students. | CO1,CO2 |
| **Post Mid-Term** |
| 6-8 | Student Seminar |  | This will be a group seminar presentation where each student group will present Seminar. The faculty will give feedbackand also assess them for their presentation. | CO2 |

* 1. **Assessment Tasks**

**For both grading and AOL Purpose:**

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| --- | --- | --- | --- |
| **Assessment****Component** | **Description** | **Weightage** | **COs** |
| Written Submission Assignment /Case study discussion | Students will individually have to prepare a brief note of 500-800 words on a specific issue which they can identify from the Expert Seminar Panel/Casestudy discussion. | 20% | CO1 |
| Report and Seminar (Group project) | Student group will chose a firm from the indicative list of twelve industries and prepare a report and give seminar onthe same. | 80%(40% forreport, 40% for seminar) | CO2 |

**7a. Assessment Plan**

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|  | CO 1: Illustrate business, environmental and social sustainability issues (Understand-Conceptual) | CO 2: Identify key sustainability measures adopted by organizations (Apply-Procedural) |
| 1. Written Submission Assignment / Case study discussion | **Embedded** |  |
| 2. Report project) | and | Seminar | (Group |  | **Embedded** |

**7b. Guidelines for Write up on Expert Seminar/Case Study discussion**

Students need to identify an issue from the expert seminar/case study discussion and critically analyse the issue and prepare a brief write up on the same. Instead of just reproducing what the expert has said, each student can use his/her understanding from the expert seminar/case study discussion and prepare a brief note of 500-800 words. The write up should be prepared in your own words and no plagiarism shall be allowed.

## 7c. Guidelines for Group Project and Seminar Presentation

**Topics for Group project and Seminar: These Industries are suggestive and course Instructor can add or delete industries as per his/her own choice.**

* + 1. Auto Industry in India
		2. Food Industry in India
		3. Chemical Industry
		4. Hospitality Industry
		5. Retail Industry
		6. Information Technology Industry
		7. Oil and Gas
		8. Real Estate Industry
		9. Plastic Industry
		10. Tobacco Industry
		11. Construction Industry
		12. Alcohol Industry

Students in a team of 6 members shall work on this group project. In total there will be 10 Groups.

From the above twelve industries, each student group can chose a particular firm belonging to any of these industries and the group has to analyse the chosen firm based on the below mentioned parameters:

1. Overview of the firm: Each group has to present a brief overview of the firm where they can discuss the firm’s major statistics (market share, leadership, revenue analysis etc.)
2. Sustainability practices followed in the firm: Here the group has to record the major sustainability practices which are currently being followed in the chosen firm.
3. Critical evaluation of practices followed in the firm: Here the group has to assess the practices related to sustainability.
4. Scope of improvement in the firm: Here the group has to come up with suggestions for improvement in the firm from a sustainability aspect
5. Challenges faced by the firm: Here the group has to enumerate the challenges faced by the firm from a sustainability point of view

Each student group is free to choose any firm from the industries given above. The group will work on the project keeping the above broad five parameters in mind. All the groups shall finally prepare a report based on which, they will be giving seminar for final evaluation. Time duration for each presentation shall be 10 minutes.

## Rubrics for Assessment Tasks

1. **Write up on Expert Seminar/Case study discussion (20 Marks)**

Students need to identify an issue from the expert seminar/case study discussion and critically analyse the issue and prepare a brief write up on the same. Instead of just reproducing what the expert has said, each student can use his/her understanding from the expert seminar/case study discussion and prepare a brief note of 500-800 words. The write up should be prepared in your own words and no plagiarism shall be allowed.

## The rubrics for the Write up on Expert Seminar/Case study discussion is given below:

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| --- | --- | --- | --- |
| **Traits** | **Below Expectations (0-8 marks)** | **Meets Expectations (9-15 marks)** | **Exceeds Expectation (16-20 marks)** |
| **Content Reflection and****Knowledge of****Sustainability - Individual based (20 marks)** | The student’s reflection in the write up lacks critical thinking. Superficial connections are made with key course concepts and course materials and activities. The student’s write up exhibits limited understanding of the concept of sustainability. | The student’s reflection in the write up demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities Minimal connections made through explanations, inferences, and/or examples. Identifies and describes different aspects of sustainability. Through the write up, the student has explained the historical, social, or scientific contexts that have produced a sustainability problem/issue at local, national, or global levels. | The student’s reflection in the write up demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, guest sessions, media, discussions activities, Insightful and relevant connections were made. The student’s write up exhibits extensive working knowledge of each of the three aspect of sustainability. Through the write up, student has shown that he/she understands future scenarios and predictions on topics related to sustainability (e.g., climatechange scenarios). |

1. **Group Project and Seminar (80 marks)**: The Group Project and Seminar carries 80% (80 marks) weightage in overall course scheme. 40 marks are allotted to Project Report and 40 marks for group seminar presentation.

For the project report, the rubrics are given below:

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| **Traits** | **Below Expectations****(0-8 marks)** | **Meets Expectations****(9-15 marks)** | **Exceeds Expectation****(16-20 marks)** |
| **The student group has exhibited knowledge of Sustainability-****Group based (20 marks)** | The student group exhibits limited understanding of the concept of sustainability. | The student group identifies and describes different aspects of sustainability. | The student group has extensive working knowledge of each of thethree aspect of sustainability. |
|  | The student group isunable to explain any aspect/dimension of sustainability. | The student groupexplains the historical, social, or scientific contexts that have produced a sustainability problem/issue at local, national, or globallevels. | The student group understands future scenarios and predictions on topics related to sustainability (e.g., climate change scenarios). |

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| --- | --- | --- | --- |
|  | **Below Expectations****(0-8 marks)** | **Meets Expectations****(9-15 marks)** | **Exceeds Expectation****(16-20 marks)** |
| **The student group has explained the contexts that have produced Sustainability Problem/Issue for the chosen firm – Group****based (20 marks)** | The student group is unable to explain the historical, social, or scientific contexts that have produced a sustainability problem/issue at local, national, or global levels. | The student group explains the historical, social, or scientific contexts that have produced a sustainability problem/issue at local, national, or global levels. | The student group understands future scenarios and predictions on topics related to sustainability (e.g., climate change scenarios). |

For the seminar presentation, the rubrics are given below:

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| --- | --- | --- | --- |
| **Traits** | **Below Expectations****(0-4 marks)** | **Meets Expectations****(5-7 marks)** | **Exceeds Expectation****(8-10 marks)** |
| **Working with others – Individual based (10 marks)** | The student in the group rarely listens to, shares with, and supports the efforts of others. He/She often is not a good team player | The student in the group usually listens to, shares, with, and supports the efforts of others. | The student in the group almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. |
|  | **Below Expectations****(0-8 marks)** | **Meets Expectations****(9-15 marks)** | **Exceeds Expectation****(16-20 marks)** |
| **Contribution – Individual based (20 marks)** | The student in the group rarely provides useful ideas when participating in a group task. He/she may refuse to participate | The student in the group usually provides useful ideas when participating in a group task. He/she is a strong group member whotries hard | The student is routinely providing useful ideas when participating in a group task. He/she is a leader who contributes a lot of effort |
|  | **Below Expectations****(0-4 marks)** | **Meets Expectations****(5-7 marks)** | **Exceeds Expectation****(8-10 marks)** |
| **Attitude – Individual based (10 marks)** | The student in the group is often publicly critical of the project or the work of other members of the group. The student is often negative about thetask(s) | The student in the group is rarely publicly critical of the project or the work of others. The student is often has a positive attitude about the task(s) | The student in the group is never publicly critical of the project or the work of others. The student always exhibits a positive attitude about the task(s) |

## 9. Academic Conduct Institute’s Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

## LMS-Moodle/Impartus

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

## Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

## Plagiarism:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.