**MBAD 6290.WE1 Corporate Environmental Management and Policy**  
(Fall 2013)

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**Home page:** [http://home.gwu.edu/~jrivera/](http://home.gwu.edu/~jrivera/)  
**Class Times:** Saturdays 1:30 p.m. to 5:30, Four Seasons, Douglas  
**Office Hours:** After class,  
Mondays, 11:00 a.m. to 12:30 p.m.,  
Wednesdays 2:30 p.m. to 4:25 p.m. or by appointment.

1. **Course overview**  
While many in the business, government, and non-profit sectors view environmental protection as a threat to competitiveness, others see win-win opportunities. This introductory course provides students with basic knowledge and real life case examples that will allow them to design profitable corporate environmental management strategies.

2. **Learning objectives**  
After taking this course, students will be able to:  
1. Identify, assess, and analyze the competitive implications of corporate environmental management strategies and policies.  
2. Formulate profitable corporate environmental strategies.  
3. Evaluate the effectiveness of different environmental certification programs.  
4. Explain how corporate environmental strategies are affected by: stakeholder pressures, distinctive country contexts, and variations in business-level characteristics.  
5. Explain the opportunities of potential regulations and market mechanisms aimed at confronting climate change.

2. **Methods and format**  
These topics will be examined in theory and practice using actual business examples. Basic environmental management concepts are addressed at the beginning of each class. Then, we analyze company cases to understand how to use these concepts for corporate environmental management decision-making. Students are also required to complete a research project paper.

Discussions of real life cases are the core of the class and their success is based on the degree of participation by students. Therefore, students are required to complete readings in advance and to actively participate in class dialogues.

3. **Grading**  
(1) Participation in class: 35%  
(2) Research project: 35%  
(3) Final exam (optional): 30%

**Grading scale:**  
The following scale distribution will be used to determine your grades:
A = 94.0% - 100%  A- = 90.0% - 93.9%
B+ = 87.0% - 89.9%  B  = 84.0% - 86.9%
B- = 80.0% - 83.9%  C+ = 74.0% - 79.9%
C  = 70.0% - 73.9%  C- = 60.0% - 69.9%
F = 59.9% and below

Class Participation:
Your active class participation is critical for producing a rich learning environment. The evaluation of participation includes a variety of factors such as:

- **Reading the assigned material:** The amount of reading for this course is significant. All students are required to read all the material for each day.
- **Class discussions:** Actively and constructively engaging in class deliberations and group activities.
- **Attendance:** Everyone is expected to be on time and attend all classes.
- **Courtesy:** All students are expected to be respectful and courteous to other class members. This includes turning off cell phones and other electronic devices, and refraining from checking email and surfing the Internet.

The participation grade will be determined based on these criteria and I will provide mid-term feedback to each student (see evaluation of participation guide at the end of this syllabus).

General Expectations:
- **Without exception,** all assignments should be typewritten.
- **Late assignments will be accepted with the understanding that they will be graded down 20% for every day they are late.**

4. **Research project:**
Throughout the semester you will work on preparing a research project. Please, see specific instructions at the end of this syllabus.

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<thead>
<tr>
<th>Assignments</th>
<th>Due date (grade)</th>
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<tr>
<td>The first research assignment involves preparing a 1-page proposal describing the case study of your choice.</td>
<td>Sept. 14 (5% of final grade)</td>
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<tr>
<td>The second assignment requires drafting a brief paper that discusses and analyzes your case study (5 pages maximum).</td>
<td>Sept. 28 (10% of final grade)</td>
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<td>Your final assignment is to give a 10 minutes presentation to the class (15% of the final grade), and prepare a memo responding to the comments on the second assignment (5% of the final grade).</td>
<td>Oct. 12 (20% of final grade)</td>
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5. Required textbook, cases, and readings:

5.1 Textbook:


5.2. Readings and cases:

Most readings assigned for class will be available on the Electronic Reserves section of the Blackboard website for the course.

The textbook and the cases not available on Blackboard will be provided by the WEMBA Program. Please contact Jennifer Zobler, Graduate Program Assistant; World Executive MBA Program, if you don't have them by the first day of classes. Her email is: jez5025@gwmail.gwu.edu. Following is the list of cases and readings unavailable on blackboard:

1. Aspen Skiing Company (A)
2. Moving Mountains: The Case of the Antamina Mining Company (A)
3. Sustainable Tea at Unilever
4. The Political Economy of Carbon Trading
5. Arcadia Biosciences: Seeds of Change,
6. C12 Energy

6. Course Calendar

Class 1, August 31. Course Introduction

Session 1.
Detailed discussion of the syllabus and research project

Video: Movie Home (segments)

Session 2.
Readings:

Optional readings:
Session 3.
Case Study:
Whole Foods: Balancing Social Mission and Growth. (Blackboard)

Study guide questions:
“1. In what ways do you think that Whole Foods has created value for society? And how have their efforts to create social value led to business results?

2. In the last few years is Whole Foods more about growth or its social mission? How does their support of practices such as the development of large-scale organic farms fit with their broader social ideology?

3. What changes, if any, should Mackey make to Whole Foods’ strategy going forward?”

Class 2, Sept. 14. Business, government and environmental stakeholders

First Research Assignment due today

Session 1.
Readings:


Optional reading:

Session 2.
Case Study:
Aspen Skiing company (A) (HBP course pack)

Study guide questions:
“1. How should Aspen Skiing Company respond to the request to join the Kleercut boycott?
2. Is Aspen Skiing Company serious about reducing its environmental impacts? On what basis do you assess this?”

Optional reading:
Session 3.
Case Study:
Moving Mountains: The Case of the Antamina Mining Company (A). (HBP course pack)

Study guide questions:
“1. Which stakeholder should receive more attention from Antamina?, Explain why.
2. Which demands should be a priority for the company?
3. Using multiple criteria (not just financial cost and benefits), assess the different alternatives available to Antamina.”

Class 3, Sept. 28. Green certification and differentiation advantages:

Second Research Assignment due today

Session 1.
Readings:


Session 2.
Case Study:
Damai Lovina Villas, by Nicole Darnall. (Blackboard)

Study guide questions:
“1. What are the pros and cons of the voluntary environmental programs (VEPs) relevant to Damai?
2. If you were Knape, which VEP would you adopt? Make sure to extensively justify your selection?”

Session 3,
Case Study:
Sustainable Tea at Uniliver (HBP Course Pack)

Study guide questions:
“1. Why did Unilever commit to sustainably source 100% of its tea?
2. Has Rainforest Alliance certification been a success for Unilever? Why or why not?
3. What should Unilever do with its tea business in India? Should it pursue Rainforest Alliance certification? Should it market sustainable tea to consumers?”
Class 4, Oct. 12: Climate change and business opportunities

Research presentation and memo due today

Session 1.
Readings:
1. The Political Economy of Carbon Markets. (HBP course pack)
2. Competitive advantage on a warning planet, HBR, March 2007. (Blackboard)

Carbon Footprint exercise: Calculate your family’s carbon footprint
http://www.nature.org/greenliving/carboncalculator/index.htm

Session 2.
Case Studies:
Arcadia Biosciences (HBP course pack)

Study guide questions:
0. What is traded in cap-and-trade carbon market?
   “1. What priorities should Rey set for the company?
2. Suppose that Arcadia Nitrogen Use Efficiency (NUE) technology allows farmers across China to cut by 50% their nitrogen fertilizer use. What is the approximate potential value/year of NUE under the Kyoto protocol clean development mechanism?
Data:
1. N2O emissions from rice: look in Exhibit 5
2. A ton of N2O has the same global warming impact of 310 tons of CO2 (See Exhibit 7).
3. Assume price of CO2 offsets of $3.50/ton to $17.00/ton.”

Session 3.
Student presentations (10 minutes each).
**First research assignment’s instructions**
(Due on Sep. 14th)

Each student is required to submit a short research proposal describing a ‘green business’ project based on the company they work for. The purpose of this assignment is to encourage you to think carefully about how your research work will be developed during the rest of the course. Your proposal has to be short (1 page maximum: single spaced, 12 point font, 1 inch margins). Please remember that the overall purpose of the research paper is to examine a ‘green business project’ that offers win-win environmental management opportunities for your own company.

Make sure to organize your first assignment to explicitly address the following questions/items:

1. What is the green business project of your choice and why it is important for your company? Be very specific! (40% of the assignment grade)

2. What are the particular goals of your research work? (10% of the grade)

3. Identify potential environmental group partners for the green business project you are proposing. Make sure to justify the selection of these potential partners. (40% of the grade)

4. Include a full list of citations; use the following format (10% of the grade):

   **For Internet sites:**

   **For interviews:**

   **For articles:**

   **For books:**
Guidelines for preparing the second research assignment  
(Due on Oct. 8)

This assignment expands the preliminary outline of your proposed research (first assignment). It presents your analysis of the key financial, technical, and organizational resources needed to implement the proposed ‘green business’ project in your company. It also elaborates on the potential financial and other benefits of the proposed project. Additionally, you need to discuss the potential opportunities to collaborate with environmental groups to implement your proposed green business project.

Make sure that your manuscript incorporates my comments from the first research assignment and contains the following sections (5 pages maximum: single spaced, 12 point font, 1 inch margins):

A. Introduction. (5% of the assignment grade)  
- What is the green business project of your choice and why it is important for your company? Be very specific!  
- What are the particular goals of your research work?

B. Detailed description of the green business project that you are studying. (10% of the assignment grade)

C. Description and analysis of the key financial, technical, and organizational resources needed to implement the proposed ‘green business’ project in your company. (30% of the assignment grade)

D. Analysis and projection of potential financial and other benefits of the proposed project (30% of the grade)

E. Report and discussion of field research to identify potential opportunities to collaborate with environmental groups to implement your proposed green business project. (20% of the grade)

F. Conclusion. (5% of the grade)

G. A full list of citations; they should use the same format specified on the first research assignment instructions.

Final assignment

Your final assignment is to give a 10 minutes formal presentation to the class (15% of the final grade for the course), and prepare a memo (2 pages max, single spaced, 12 point font, 1 inch margins) responding to the comments to your second assignment (5% of the final grade).
Evaluation of participation in class

“The majority of class time will be devoted to discussion of the assigned cases and readings. Class participation is evaluated on quality rather than quantity. Comments need not mirror the position of the cases, readings, or the professor. You are graded not on the “correctness” of your position, but rather on your analysis of the material and your ability to articulate your ideas. You don’t have to be at the center of every debate, but students who make little or no effort to enter discussions will receive a lower participation grade. Discussion will become lively, heated even. Always respect the positions of others. When you disagree with someone, be sure to criticize the idea and not the person. Participation will be graded according to the following criteria:

A
The student in this grade range arrives in class each day thoroughly prepared with comments and questions on the assigned reading. Comments reveal that the student has read carefully; this student occasionally initiates the discussion without waiting for the professor to do so. This student does not, however, try to dominate the class, but listens carefully to the remarks made by fellow class members, and responds as readily to these as to the instructor’s questions.

B
The student in this grade range participates in most discussions, although not as fully or reliably as the student described above. There is evidence of having done the reading. This student pays attention to the comments of the other students.

C
The student in this grade range participates only intermittently, and is more willing to discuss broad, general questions than to engage in concrete analysis of an assigned text. Sometimes unprepared, this student lacks interest in the ideas of other members of the class, neglects to bring the proper text to class, and is often inattentive.

D
The student in this grade range seldom if ever participates.

F
Missing 2 class days

Actions that lower your participation grade:
* Missing classes
* Talking to your neighbor or holding conversations separate from the class discussion
* Not paying attention in class
* A ringing cellphone, checking email or surfing the Internet.”

1 Source: University Honors Program. Social Science Seminar Semester #1 Model Syllabus, Fall 2008.