

# JAIPURIA INSTITUTE OF MANAGEMENT PGDM (SM); TRIMESTER III; ACADEMIC YEAR 2018-19

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| Course Code and title | Business, Environment and Social Sustainability (Seminar Mode) ECO 301 |
| Credits | 1 |
| Term and Year | Term III, 2018 -19 |
| Course Pre-requisite(s) |  |
| Course Requirement(s) |  |
| Course Schedule (day and time of class) |  |
| Classroom # (Location) |  |
| Course Instructor |  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) |  |
| Student Consultation Hours |  |
| Office location |  |

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. Delivery of the course will be in Seminar Mode.

# Graduate Attributes (GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and COs

**Graduate Attributes (GAs)**

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humanity, Team-Building and Leadership Skills GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset GA 8: Entrepreneurial and Innovative

# Key Differentiators

KD 1: Entrepreneurial Mindset KD 2: Critical Thinking

KD 3: Sustainable Mindset KD 4: Team-Player

# Programme Outcomes (POs)

The graduates of PGDM at the end of the programme will be able to:

PO 1. Communicate effectively and display inter-personal skills

PO2. Demonstrate leadership and teamwork towards achievement of organizational goals

PO 3. Apply relevant concepts for decision-making in service businesses.

PO 4. Develop innovative thinking for effective management of services.

PO 5. Demonstrate domain competency in a chosen sector of services industry.

PO 6. Appreciate sustainable and ethical business practices.

PO 7. Leverage technology for services management.

PO 8. Demonstrate capability as an independent learner.

**Course Outcomes (COs):**

After attending the workshop, the students will be able to:

CO1: Outline the concepts and philosophies underpinning sustainability and its four pillars.

CO2: Examine the key elements of sustainable thinking to business decisions in terms of intended and unintended consequences.

# Mappings

**Mapping of COs with GAs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1** | **GA 2** | **GA 3** | **GA 4** | **GA 5** | **GA 6** | **GA 7** | **GA 8** |
| Self- initiati ve | Deep disciplin e knowled ge | Critica l thinki ng & Proble m  solvin g | Humility  , Team- Building and Leaders hip Skills | Open and Clear Communica tion | Globa l outlo ok | Ethical competen cy &sustaina ble mind set | Entreprene urial and innovative |
| **CO 1** |  |  |  |  |  |  | **×** |  |
| **CO 2** |  |  | **×** |  |  |  | **×** |  |
| **Tot al** |  |  | **1** |  |  |  | **2** |  |

**Mapping of COs with Key Differentiators (KDs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | KD 1  (Entrepreneurial Mindset) | KD 2  (Critical Thinking) | KD 3  (Sustainability Mindset) | KD 4  (Team Player) |
| CO 1 |  |  | **×** |  |
| CO 2 |  | **×** | **×** |  |
| **Total** |  | **1** | 2 |  |

**Mapping of COs with PLOs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO's | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO 1 |  |  | R\* |  |  |  |  |  |
| CO 2 |  |  |  |  |  | R\* |  |  |

**\*For Course Evaluation**

1. **Books & References:**
2. Lash, J., & Wellington, F. (2007). On a warming planet. *Harvard business review*, *85*(3), 94- 102.
3. Elkington, J. (1999). Triple bottom-line reporting: Looking for balance. *AUSTRALIAN CPA*, *69*, 18-21.
4. Goodland, R. (1995). The concept of environmental sustainability. *Annual review of ecology and systematics*, *26*(1), 1-24.
5. 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.

# 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 Environment and Social Sustainability) | Case Studies  will be  provided to students | Two sessions are devoted to discussion on Case Study. Faculty will distribute the case in advance and students will come  prepared for discussion. | CO2 |
| 4-5  (2.5 hours) | Seminar by a panel of experts and practitioner working in the area of sustainability |  | 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 |
| 6 | Consolidation of the learnings from the expert seminar |  | Faculty shall act as facilitator to consolidate learning for students. Faculty will also focus on concept building and conceptual clarity. This session will be used for clarifying all doubts related to  seminar presentation | CO2 |
| 7-9 | Student Seminar |  | This will be a group seminar presentation where each student group will present Seminar. The course instructor will give  feedback and also assess them for their presentation. | CO1,CO 2 |

1. **Assessment Tasks**

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| --- | --- | --- | --- |
| **Assessment**  **Component** | **Description** | **Weightage** | **COs** |
| Write up on Expert Seminar | 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. | 20% | CO2 |
| Seminar by  Students | Topics will be allotted by course  Instructor in starting of the course | 80% | CO1,CO2 |

**Guidelines for Write up on Expert Seminar**

Students need to identify an issue from the expert seminar 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 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.

# Guidelines for Seminar Presentation

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

* 1. Auto Industry in India
  2. Food Industry
  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 **5** members shall be assigned the topics of Seminars. In total there will be 12 Groups. Time duration for each presentation shall be 20 minutes.

Twelve industries have been identified. Each group will be allotted one particular industry and the group has to analyse the allotted industry on the below mentioned parameters:

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

One student from each group will be allotted one parameter and the student will have to work on the allotted parameter. The evaluation will be done individually based on the student’s contribution to the allotted parameter. Further, each group will be given two questions and each student will have to prepare a reflective note (in 300-500 words) on the given two questions. The two questions are:

* 1. Discuss the key sustainability drivers which will have a long term impact on the industry.
  2. Enumerate the innovative/niche practices which the industry should adopt in order to offer greener and much more sustainable products.

Each student will have to **prepare 3 presentation slides** on the allotted parameter. The evaluation will be done by an industry expert based on the following parameters:

* + 1. Content and authenticity of the presentation – 20 marks (Individual based)
    2. Presentation and communication – 20 marks (Individual based)
    3. Response to the questions asked by the course instructor– 20 marks (Individual based)
    4. Reflective notes – 20 marks (Individual based)

# Rubrics for Assessment Tasks Seminar by Student Groups:

**Group Members:**

**Assigned Industry for the Seminar: \_ Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item (60 Marks)** | **Score( Multiply**  **with 4 marks)** | | | | |
| **1. Evidence of preparation** (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from  the group, evidence of homework done by group) 20 Marks | **1** | **2** | **3** | **4** | **5** |

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|  |  |  |  |  |  |
| **2. Content** (group presented accurate & relevant information, appeared knowledgeable about the parameters assigned and the topic discussed, offered strategies for dealing with the problems identified in the industry) 20 Marks | **1** | **2** | **3** | **4** | **5** |
| **3. Delivery and Discussion** (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact) **Discussion** (group initiates and maintains class discussion, use of visual aids, good use of time, involves classmates) 20 Marks | **1** | **2** | **3** | **4** | **5** |

**Total Score: (sum of Items 1-3)**

* 1. **Total Score X 4 Marks: (to make the assignment of 60 Marks) Specific Comments:**
  2. **Reflective Note by Each Student of the Group (Answering following Questions): 20 Marks**

Q1. Discuss the key sustainability drivers which will have a long term impact on the industry.

Q2. Enumerate the innovative/niche practices which the industry should adopt in order to offer greener and much more sustainable products.

Rubrics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory-Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Content** | **0-2 Marks** | **3-5 marks** | **6-8 marks** | **9-10 marks** |
| **Reflection 10 marks** | Reflection lacks clarity thinking on the questions asked. It also lacks integrations from the course concepts and theories from readings, lectures, media, discussions, activities Minimal connections made through explanations, inferences, and/or examples. | Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key questions asked. It also lacks integrations from the course concepts and theories from readings, lectures, media, discussions, activities Minimal connections made through explanations, inferences, and/or examples. | Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, Connections made through explanations, inferences, and/or  examples. | Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key questions and integration with theories from readings, guest sessions, media, discussions activities, Insightful and relevant connections were made. |
| **Writing Quality 10 Marks** | **0-2marks** | **3-5 marks** | **6-8 marks** | **9-10 marks** |
| Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work. | Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. | Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling. | Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and  spelling errors. |

**A+ B: Total Score : (60 Marks from Seminar+ 20 Marks from Reflective Notes by Each student)= 80 Marks**

**Write up on Industry Expert Seminar (20 Marks)**

Students need to identify an issue from the expert seminar 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 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.

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| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory-Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Content** | **0-2 Marks** | **3-5 marks** | **6-8 marks** | **9-10 marks** |
| **Reflection 10 marks** | Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials and activities . | Reflection 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. | Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, Connections made through explanations, inferences, and/or  examples. | Reflection 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. |
| **Writing Quality 10 Marks** | **0-2marks** | **3-5 marks** | **6-8 marks** | **9-10 marks** |
| Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work. | Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. | Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling. | Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and  spelling errors. |
| **Timeliness** | **Deduct all points-overall**  **failing** | **Deduct 6-10 marks** | **Deduct 1-5 marks** | **0 points deducted** |
| Journal reflection is submitted 2-3 days (49-72 hours) after the deadline. | Journal reflection is submitted 1-2 days (25-48 hours) after the deadline. | Journal reflection is submitted within 1 day (24 hours) after the  deadline. | Journal reflection is submitted on or before deadline. |

# 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.