# SBM2403 Managing Environmental Sustainability

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<th>UOS CODE</th>
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<tr>
<td>SBM2403</td>
<td>Managing Environmental Sustainability</td>
<td>6</td>
<td>Elective</td>
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**SUMMARY**

Learning to manage sustainability in modern day organisations has assumed a degree of critical importance particularly with the introduction of mandatory requirements on curtailing greenhouse gas emission and resource conservation. Sustainability management is also considered an essential competency of inspirational managers. This unit equips students with the necessary knowledge and professional skills for:

- Initiating, leading, monitoring and controlling sustainable business practices in their organisations, with focus on three key dimensions: economy, ecology and social responsibility.
- Sustainability considerations in the entire product lifecycle: from product development, production, sales to recycling or disposal.
- Analysing the big picture of not only ecological aspects but also key social and economic challenges and applying sustainable measures.
- Achieving an optimum socio-economic-ecological balance in decisions and operations of an organisation.
- Applying creative thinking to generate alternatives that can potentially achieve a successful balanced outcome to resolve conflicts between social, economical and ecological considerations.

Contemporary organisations form committees, task forces, or similar organizational units to manage sustainability across the whole organisation as part of the regulatory requirements. Students who complete this unit should be able to contribute to these organisations in an effective manner.

**COURSE CONVENOR/TUTOR**

TBA

**ASSUMED KNOWLEDGE**

Not applicable

**APPROXIMATE WORKLOAD**

<table>
<thead>
<tr>
<th>Lectures &amp; Workshops</th>
<th>Team Work</th>
<th>Personal Work</th>
<th>Readings</th>
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<tr>
<td>30 hours</td>
<td>&gt;60 hours</td>
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**PRE-REQUISITE (course name)**

None

**OBJECTIVES**

Students should gain expertise in the following areas:

- Constraints for successful sustainability management
- Risks and possible long-term impacts of ignoring sustainability in management
- Foundations for measuring social, environmental and economic impacts
- Leadership for corporate sustainability
- Developing responsible governance and management: mission, vision, goals and strategies
- Relating shareholder value and sustainability
- Sustainability performance metrics
- Standards and code of conduct for sustainability
- Adding sustainability as another criterion in investment portfolio decisions
- Encouraging and rewarding sustainability in performance evaluation systems from top to bottom in the hierarchy of an organisation
- Implementing and improving business processes, projects and products for sustainability

**TARGET COMPETENCIES (Enterprise)**

Upon completion of the course, the student should demonstrate:

- A sound understanding of definitions and terms in sustainability management
- Awareness of standards for sustainability
### Systems and Business Process Integration

- Ability to oversee business decisions with sustainability considerations: economy, environmental and social
- Determining and assessing sustainably risk factors in an investment decision
- Adding sustainability in an organisation’s charter
- Ability to lead, motivate, engage and manage workforce towards strategic sustainability objectives
- Developing sustainability measures and analysing them to report compliance
- Computing the value created with sustainable business practices
- Ability to identify deficiencies and opportunities for better sustainability, produce a roadmap to achieve higher standards, and formulate business cases for their improvement
- Continuous sustainability improvement, in addition to other quality considerations

### TARGET COMPETENCIES (Personal and Socio-cultural)

- Generic: All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset)
- Leadership: Ability to direct, motivate & manage individuals & teams.
- Commitment: Ability to dedicate to tasks & to project outcomes.
- Attitude: Ability to create the right frame of mind that promotes integrity & support for achievement of project goals within a social context.
- Self Direction: Ability to manage within and without guidelines & processes, and to work without supervision.
- Learning: Ability to commit to continuous improvement in knowledge, skills & attitude, & to creating new knowledge developing skills & approaches.
- Cultural Empathy: Ability to respect for & accommodation of individual lifestyle, beliefs & norms.
- Creativity & Innovation: Capacity to generate new ideas/approaches & make them happen.

### MODES OF DELIVERY

- Upfront intensive workshop (4 days)
- Project and team based flexible work facilitated via the Internet (over 10 weeks)
- Face-to-face formal assessment (one week)

### ASSESSMENT

1. Formal knowledge test
2. Team project submissions (formatted as per specification for the same)
3. Formal assessment against competencies applicable to organisation unit strategy and design
4. Formal personal & socio-cultural competency assessment

### PRINTED MATERIALS

Learning material (lecture notes, slides, case study and other material provided online).

**Case project** (students' own case project subject to endorsement)

### SELECTED REFERENCES


### WEB SITES

No single web site presents all the necessary knowledge that students need to learn and apply. However, opposite are some useful sites to visit.

**Online useful sources of references are:**

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<tr>
<th>Software</th>
<th>Not applicable</th>
<th>Students may wish to use software for normal typesetting, graphic design and associated tasks</th>
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**COURSE CONTENTS**

**Intensive Phase**

**Day 1**
- Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Briefing on how to conduct each phase and the entire unit of study
- Lecture: Sustainability management: what it is and what it is not.
- Lecture: Impact of sustainability in industries and businesses
- Lecture: Relation between sustainability in a corporate and its value: Sustainability as a strategy
- Tutorial work on good and bad cases of sustainability and the influence of management preventing or causing disasters.

**Day 2**
- Lecture: Leading for sustainability: soft aspects
- Lecture: Responsible corporate governance and management – mission, vision, objectives and strategies
- Lecture: Managing a sustainability-aware workforce: engaging and rewarding staff
- Tutorial: Human Resources management for sustainability, example practices and results.

**Day 3**
- Lecture: Measuring sustainability: an Introduction
- Lecture: Dimensions for effective sustainability management: economical, ecological (environmental) and social
- Lecture: Voluntary standards and code of conducts
- Tutorial: Examining sample standards and codes of conduct
- Lecture: Sustainability compliance

**Day 4**
- Lecture: Sustainability in business decision making: balancing the sustainability constraints – economy, ecology and society
- Lecture: Developing alternatives to resolve conflicts among the constraints
- Lecture: Sustainability considerations in a product / service life cycle
- Lecture: Improving for better sustainability, and formulating business cases
- Reinforcing learning outcomes and application of the same to forthcoming team project
- Conduct of written test on organisation unit strategy and design
- Students’ feedback on the intensive phase

**Teamwork phase**

For the purposes of developing expertise in an integrated and meaningful manner, students in teams of 4 to 6 will assume responsibility for developing a plan to implement sustainability changes in business (e.g. processes, procedures) in a case organisation unit. The case organisation is individual to each team and will be sourced normally from one of the students’ employer organisations.

In summary the project phase will comprise:
- An overall process for studying organisation enterprise systems and for applying the relevant knowledge to a real life case organisation as per the relevant Brief that is downloaded from the unit’s web site;
- A program of the learning activities which are part of student’s Team Workplan and individual competency acquisition needs which each student needs to plan to conduct flexibly within the unit of study timeline as advised in the unit’s web site (detailed schedules are to be developed and submitted as part of the Team Work/QA Plan)
- The assignment Brief which is available as a downloadable file. Your team may develop your
own Brief/project concept, and upon the Course Convenors’ endorsement use the same as the basis for learning and development. Your brief should be developed to be similar to that found on the unit’s web site.

The Learning activities are designed for each team to develop and evaluate a complete organisation unit strategy and design for their case organisation via the following activities:

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<tr>
<th>Assessment of learning styles and team roles and balancing of team; development of self management and socio-cultural/teamwork competencies</th>
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<tr>
<td><strong>Team Formation, Assignment to Case Project and team QA/Workplan</strong></td>
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<tr>
<td>Literature Review of Fundamentals of Sustainability Management</td>
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<tr>
<td><strong>Case Project Summary, QA/Workplan</strong></td>
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Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate competencies acquired versus target competencies

**COMPETENCY VALIDATION (via evidence and professional interview)**

**Final Report & assessment**

Each student is advised to progressively acquire, develop and document the relevant target competencies. The protocols on the web site for this purpose need to be followed carefully to prepare the required evidence of competency acquisition. The evidence for this unit to comprise a Final Report in two parts to validate individually the following: specific target competencies regarding sustainability management as well as personal and socio-cultural competencies. These will be assessed separately and both need to show the student’s development history using the student’s L&D plan as the basis.