

## SYLLABUS

### **Eco-Commerce Models, MBA 5320, Spring 2008 Green MBA, Dominican University**

New items since last publication are in pink

#### General Information:

Department Name: Green MBA, School of Business and Leadership  
Course Number: MBA 5320  
Course Title: Eco-Commerce Models  
Units: 3  
Semester Offered: Spring 2008  
Course Meeting Days and Times:  
Sundays: 1/13, 1/27, 2/10, 2/24, 3/9, 3/30, 4/13, 4/27 (8 am - 12:30 pm)  
Course Meeting Place: Dominican Campus - Guzman 110  
Prerequisites: Admittance to the Green MBA program

#### Instructor Information:

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Office Location: by appointment  
Office Hours: by appointment

#### Syllabus Contents:

##### 1. Course Description: General Content of the Course

The purpose of this course is to provide an overview and comparative understanding of the major initiatives at the intersection of business development and environmental and social responsibility. We will explore and practice methodologies designed to help established enterprises to incorporate environmental and social considerations through all organizational levels. Systems thinking will be introduced and we will consider how it can be used to find leverage points to change existing structures. The classroom experience includes a balance of lecture, discussion and applied learning activities. Outside of class, extensive reading by the leading thinkers in the field is complemented by hands-on consulting projects with existing companies. As a result, students will emerge from this course conversant in a broad array of eco-commerce models, and with some practical experience helping companies to advance environmental, social and economic sustainability. In addition, this course will provide practice in, and assessment of, written and verbal managerial communication skills.

##### 2. General Education or Prerequisite Requirements:

Acceptance to the Green MBA program

##### 3. Course Student Learning Outcomes

- Understanding of the general landscape of green business. Recognition that commerce is currently undergoing transformation and tools (eco-commerce models) exist for this transformation.
- Conversant in various eco-commerce models. Know their relevance and how and when they can be appropriately applied, as well as their limitations.
- Recognition of the state of the planet's ecosystems and their ability to support life.
- Basic understanding of systems thinking, feedback loops, and business in an ecological context.
- Practical experience identifying waste and pollution reduction opportunities.
- Business writing and presenting.
- Begin to connect to resources and networks for green business.

#### 4. Texts and Resources

<u>Cradle to Cradle</u> , by William McDonough and Michael Braungart (2002, North Point Press, ISBN 0-86547-587-3)
<u>Natural Capitalism</u> , by Paul Hawken, Amory Lovins, L. Hunter Lovins (1999, Little, Brown and Co., ISBN 0-316-35300-0)
<u>Power Language: Effective Communication for Executive Development</u> (2007 or most recent edition, Copley Custom Textbooks, ISBN 1-59399-261-0)
<u>Little Brown Compact Hand Guide</u> , by Jane E. Aaron (Longman; 6 edition or most recent, ISBN 0321383397)
Reader, provided by instructor

#### 5. Online Components of the Course

Communication will be done with students using Dominican email addresses.

Course documents will be posted on the Dominican BlackBoard system.

See #11 under each class date for other online reading related to each class.

#### 6. Academic Honesty Honor Code

Students are expected to adhere to the Academic Honesty Honor Code stated in the Catalog (see <http://www.dominican.edu/academics/catalog>). Briefly stated:

All of our community members are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. Students, faculty members, administrators, and staff are expected to adopt standards of behavior that place a high value on respecting the ideas of others. All intellectual accomplishments - examinations, papers, lectures, experiments, and other projects -- should adhere to the highest standards of academic integrity and ethics.

Fundamental to the principle of independent learning is the requirement of honesty and integrity in the performance of academic assignments, both in the classroom and outside. Students should avoid academic dishonesty in all of its forms, including plagiarism, cheating, and other forms of academic misconduct.

#### 7. Diversity

Indicate how diversity will be included as a part of the course curriculum and/or pedagogy.

- This course is a survey of various models used primarily by businesses to become more environmentally and socially responsible, as well as various organizations that promote this work, and so offers a diversity of approaches for a number of different types of businesses.

- Students are asked to reflect on who the people are behind these models, what motivated them to create them, and who is the target audience for them, and why.

## 8. Assessment

This is integrated into #s 9, 10, 11, and 13.

## 9. Grading

Grades will reflect a student's performance against objectives (not a curve). The final letter grade will be based on 100 possible course points.

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Under 60

Note that students who transferred from New College to Dominican in the Green MBA program are eligible to take a Pass/Fail instead of a letter grade and must notify the instructor by the 3rd class period if they wish to do so. At least 80 points are required for a Pass.

Grades will be determined using the following components:

- 35% Attendance and class participation (see Attendance specifics below)
- 15% Green business initial site assessment summary, completed Green Business Checklist, and solid waste audit with cost-benefit analysis
- 10% Draft green business project report
- 20% Final green business project report, with updated Green Business Checklist as an addendum
- 10% Green business project presentation
- 10% Eco-matrix of ECM models

### Attendance

Regular attendance & punctuality are expected. If there are absences or delays, you must notify the instructor in advance. Irregular patterns or lack of communication about attendance or homework issues will affect your grade. If you must miss a class, it is your responsibility to stay well-informed. If you are absent you will receive no points for attendance or participation. If more than one class day is missed then a 3-page make-up paper is required summarizing concepts from the missed day. ***If more than two class days are missed then the student may not be able to receive credit for the course and should discuss options with the instructor as proactively as possible.***

### Class Participation: quality, quantity, and appropriateness

Class participation will be evaluated on the following: thoughtful preparation of insights and questions, per readings; willingness to share; sharing the floor with others - allowing equal participation by all; engaging colleagues in meaningful discussions & questions.

### Timeliness of Assignments

All assignments are expected on time, just as they would be in a job. Assignments received up to 48 hours after the due date will be marked down 5%. If they are received more than 48 hours after the due date there may be considerable grade deductions, at the sole discretion of the instructor. All assignments are due by the last class day or an incomplete or non-passing grade may be given depending on the circumstances. Students should contact the instructor proactively (as much ***"before"*** the due date) as possible if there are going to be problems with meeting due dates.

### Quality of Writing

Written work will be assessed using the following criteria:

How clearly are your ideas, thoughts and feelings articulated in writing? To what extent is the assignment - a) *well-organized* - and labeled; b) *grammatically correct* (e.g., spelling, sentence

structure, etc.); c) *formatted correctly* (within the specified length, typed, proper salutations and sign-offs, date, contact info, pages numbered, single-spaced for business writing, doubled-spaced for make-up papers, text citations, and other appropriate items such as cover pages, table of contents, appendices, etc.). How well do you address the content with a coherent, well-integrated writing style and approach? Is your tone and voice (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person) appropriate? **Also very important is, how well you respond to instructor feedback.** Power Language should be used as a business-writing reference and The Little, Brown Compact Handbook should be used as a reference for grammar and MLA formatting guidelines.

Written assignments should be submitted electronically in Word or Excel and condensed into one file if possible. File sizes should be 5 MB or less. PDFs should not be used with three exceptions - for the final green business report if appendices are lengthy, or for the eco-matrix or knowledge map if desired. See section #13 for more details on assignments.

### **Intellectual Understanding of Writing and Speaking**

Written work, case studies and presentations will also be assessed using the following criteria: "How well do I understand this concept?" i.e., how well do you integrate, **assimilate and synthesize** course concepts based on the readings and class discussions/lectures into your individual and team assignments? How well are you "making sense" of course concepts in relation to the goal of the assignment? To what extent are you understanding and articulating the **links between** the course concepts? Are references to readings and class discussions integrated to support your points, and cited appropriately?

### **Feedback on Written Assignments**

Feedback on written assignments will be done in the electronic file submitted by the student and sent back to the student electronically. The Eco-Matrix is an exception which will be commented on in the instructor feedback for each student at the end of the semester.

## 10. Expectations for Students

See #9.

For accommodation for documented special needs - students should consult Disability Services (415-257-0187).

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## 11. Course Schedule

### **Class 1. Sunday, January 13**

#### **A. Introduction to Eco-Commerce Models**

Overview / Syllabus Review / Project Team Formation

#### **Reading due:**

- Global Environmental Management Initiative (GEMI): <http://www.gemi.org/>
  - Go to "About GEMI" (on left), download and read brochure.
  - Go to "Member Companies" and check out who is participating.
  - Optional: Download and check out "GEMI SD Planner" from "Publications," "GEMI Tools Catalogue Resource Guide."
- Environmental Management Systems: <http://www.epa.gov/ems/>
  - Go to "Basic Information" and read.
  - Go to <http://www.epa.gov/ems/resources/pubs/index.htm> and download the Guidance Document "Improving Environmental Performance and Compliance." Read the 10 elements of effective EMSs.
  - Optional: download and peruse other guidance documents.
- *Power Language*: Introduction and Chapter 1, 2, Appendices A and B.

## B. Bay Area Green Business Program

Alliance for Bay Area Governments / Green Business Program and Checklists / Compliance versus Beyond Compliance / Greening a Business Project Launch

### Reading due:

- Read Green Business Project info in #13 of this Syllabus (Assignment Details)
- Go to <http://www.greenbiz.abag.ca.gov/>, read "About Us," explore the "Green Business Listings," read "Becoming Green" all the way to the bottom and in "The Program" section click on the various types of businesses and scan the top 10 actions they can take to go green. Go to the "Green Resources" tab and scan it, then click on "Stop Waste.org" and try out the 4 sections in the "Recycling+Purchasing Wizard."
- San Francisco Green Business Agencies & Resources:
  - Download from Blackboard and review: San Francisco Green Business Checklist for Restaurants; San Francisco Green Business Program: Industry-specific Regulatory Compliance Guide/ Compliance Questionnaire; all Do it Yourself (DIY) Guidelines (Recycling, Energy, Water, Pollution Prevention).
  - Review info on [www.sfenvironment.org](http://www.sfenvironment.org), follow thread to green business program: our cities programs / Eco Businesses / Green Business Program / SF Green Business Program, then on that check out all the tabs at the bottom including "how can I be green?"
  - Review all info about San Francisco waste, recycling, and composting at [www.sunsetscavenger.com](http://www.sunsetscavenger.com)
  - Go to [www.sfwater.org](http://www.sfwater.org). Under About review the Sustainability Plan, review everything in Water Conservation, scan items under Water, scan items under Wastewater but give special attention to Water Pollution Prevention, scan Natural Resources and read about Integrated Pest Management.
  - Lightly scan SF Department of Public Health [www.sfdph.org](http://www.sfdph.org)
- County of Marin Green Business Agencies and Resources:
  - [www.maringreenbusiness.org](http://www.maringreenbusiness.org)
  - Waste management: <http://www.co.marin.ca.us/pw/wastemanagement.cfm>, then click on link to get to recycling, reuse, disposal info, click on [www.MarinRecycles.org](http://www.MarinRecycles.org).
- Sonoma County Green Business Agencies and Resources:
  - [www.sonoma-county.org/sonomagreen/](http://www.sonoma-county.org/sonomagreen/)
- Small Business Energy Alliance: [www.sbeaonline.com](http://www.sbeaonline.com)

## Class 2. Sunday, Jan. 27

### A. Green Business Project

#### Reading due:

- From reader, Solid Waste Audit.
- Download from BlackBoard, sample green business reports.
- Conduct discussion with teammate on setting your team and yourselves up for success. Document plans.

### B. EHS and Global Environmental Management Initiative (GEMI) / Introduction to Environmental Management Systems (EMS)

Reading due: Shown in last class

### C. Ecological Footprint

#### Reading due:

- Ecological Footprint: <http://www.myfootprint.org/>. Take the ecological footprint quiz. Come to class with your results (in # of acres and planets) *Optional*: learn more about the Ecological Footprint by following links of interest on the right sidebar of the page with your footprint results.

### D. Systems Thinking

- Watch "The Story of Stuff" at [www.storyofstuff.com](http://www.storyofstuff.com).
- From reader, *The Fifth Discipline*, chapters 4-6.
- From reader, *The Web of Life*, chapters 2-5.

**Assignment Check:** General check-in

### **Class 3. Sunday, Feb. 10**

#### **A. Environmental and Sustainability Management Systems - Lecture & Practice**

ISO 14000 / BS 8900

**In class project:**

You will be applying some of the elements of the ISO 14001 management system to Dominican University.

**Reading due:**

- ISO 14000: <http://www.iso.org/iso/home.htm>
  - Go to About ISO and scan through the sections under Discover ISO
  - From the Home Page scroll down to Management Standards: read Understand the Basics and Benefits, then under ISO 9000 / ISO 14000 scan the subsections related to ISO 9000 and read the ones related to ISO 14000. When you get to ISO 14001:2000 and SMEs, download and read the Taking the First Steps pdf (optional: the pdf on Using a Consultant or Going it Alone). Scan the remaining subsections through Certification.
- Download from Blackboard, ISO 14001-2004 Environmental Management System.
- Download from Blackboard, BS 8900 on Sustainability Management.
- From reader, About EMSs, the ISO 14000 model, and *What Matters Most*, chapters 1-2.

**Assignment Check:**

- Green Business Project - should have conducted site assessment

#### **B. The Natural Step**

Four Systems Conditions / Resource Funnel / Case Study

**Reading due:**

- From Reader, *Ants, Galileo and Gandhi*, chapters 4, 6, 12-14
- From reader, *The Natural Step for Business*, Chapter 2.
- Check out [www.naturalstep.org](http://www.naturalstep.org) and the ShoreBank Pacific website: [www.eco-bank.com](http://www.eco-bank.com).
- Download from Blackboard: "ShoreBank Pacific: Aligning Operations with Our Lending Mission" case study and read/skim it.
- *Power Language*: Chapter 3 & 4

**Assignment Check:**

Feb 18 initial site assessment summary, completed checklist, and solid waste audit and cost-benefit analysis are due.

### **Class 4. Sunday, Feb. 24**

#### **A. The Natural Step - continued from last time**

Four Systems Conditions / Resource Funnel / Case Study

**In class project:**

You will be applying the four system conditions and how to reduce environmental and social impact to a business scenario. Bring your ideas on what type or field of work you may be interested in focusing on in the future for possible use in this project.

**Reading due:** Shown in last class

#### **B. Market Solutions**

Social Costs / Economic Options / Cap and Trade / GHG Emissions Inventory / GHG Offsets / Green Energy/ Wetland Mitigation

**Reading due:**

- From the Reader, *Nature and the Marketplace*, Chapter 2; *Walking the Talk*, pp. 40-82.
- From BlackBoard: "Clearing the Air: The Facts About Capping and Trading Emissions"
- *Natural Capitalism*: Chapters 8, 13.
- Check out the Ecosystem Marketplace at <http://ecosystemmarketplace.com/index.php> and scan through each of the primary tabs.
- US Green Building Council / LEED: Got to [www.usgbc.org](http://www.usgbc.org). Read About USGBC (link on bottom); read LEED Rating Systems page and click on "existing buildings"; scroll down to link for LEED for Existing Buildings: Operations & Maintenance Rating System (PDF) click on it and scan the document. Scan the rest of the site and find the Chapter nearest to you.
- Check out [www.usgbc.com](http://www.usgbc.com)
- Check out [www.greenbiz.com](http://www.greenbiz.com), a leading info resource on green business. Scan all tabs and I highly recommend subscribing to their newsletter &/or making this site your home page.
- From Blackboard: Wetland Mitigation Banking.
- *Power Language*: Appendices C, D, E, F and G

**Assignment Check:** General check-in.

**Class 5. Sunday, Mar. 9**

**A. Climate Change Strategies**

Overview / Carbon Markets / Reduction Hierarchy / Assistance Programs / Green Energy

**In class project:**

You will be doing a case study on a business's greenhouse gas emissions and developing strategies for how they should move forward. \* You will be asked to consider whether a business should participate in the first two programs in the reading list marked with an asterisk. The other reading is background information to understand the landscape of the carbon market and what it takes to participate, which includes how to calculate a greenhouse gas or carbon footprint.

**Reading due:** (Now prioritized)

- \* Go to <http://www.epa.gov/greenpower/> and scan through all the main pages navigating from the headings on the left. On the Green Power Locator page click on California and scroll through all the choices for green utilities and renewable energy certificates.
- \* Go to US EPA Climate Leaders program at <http://www.epa.gov/climateleaders/> and scan through About, Partners, Partner Goals, and Partner Resources.
- Check out <http://www.carbonfund.org/site/>. Use the "carbon calculator" to calculate your carbon footprint and see how much it would cost to offset <http://carbonfund.org/site/pages/calculator/>.
- UNFCCC and Kyoto Protocol: <http://unfccc.int/2860.php>, use the navigation bar on the left and scan through all major sections of "Essential Background" and the "Kyoto Protocol." Within the "Background" section of the "Kyoto Protocol" be sure to review "A Summary of the Kyoto Protocol," "Emissions Trading," "Clean Development Mechanism," and "Joint Implementation." (Note: Annex I countries are generally the developed countries and Annex II countries are the developing countries)
- Check out GHG Protocol by World Resource Institute (WRI) and World Business Council for Sustainable Development <http://www.ghgprotocol.org/templates/GHG5/layout.asp?type=p&MenuId=ODQ5>, read the Home page and then download [The Greenhouse Gas Protocol - A corporate accounting and reporting standard \(revised edition\)](#) and scan through the document.
- Check out <http://www.ieta.org/ieta/www/pages/index.php>. Read "About IETA" and scan through all the sections within "Climate Change and Market Mechanisms" (look to the left margin for Background Climate Change, International Policy and Negotiations, and Market Mechanisms).

- Check out <http://www.chicagoclimatex.com/> Read "About" and all the subcategories under that (Program, Key Features, Members, People, and FAQ).
- Go to California Climate Action Registry at <http://www.climateregistry.org/Default.aspx?refreshed=true> and scan all the sections listed along the top.
- Check out New Carbon Finance at <http://www.newcarbonfinance.com/>

## B. Life Cycle Analysis and Industrial Ecology

LCA / Industrial Ecology

### In class project:

You will be doing a case study comparing the life cycle analysis of types of products that serve the same function.

### Reading due: (Now prioritized)

- Go to <http://www.smartcommunities.ncat.org/business/parkintro.shtml> and read the first page, through item 6.
- Download from BlackBoard, *Industrial Ecology: An Environmental Agenda for Industry* by Hardin Tibbs (<1<sup>st</sup> priority) and *Industrial Ecology: an Introduction* (<2<sup>nd</sup> priority of these two, Life Cycle Assessment pages 12-21 is germane to the in-class case study, although through page 25 is very good to know).
- Go to <http://www.epa.gov/jtr/comm/exchange.htm> and read the one page description of Materials and Waste Exchange and then scan the International and National Materials Exchanges and the State Specific Exchanges (California specifically) for organization names, locations and services.
- *Ants, Galileo, and Gandhi* chapters 1, 3
- *Natural Capitalism*, chapters 1, 3-7
- *Power Language*: Chapter 5

### Assignment Check:

March 26 draft report is due.

## Class 6. Sunday, Mar. 30

### A. Life Cycle Analysis and Industrial Ecology - continued from last time

### B. Natural Capitalism

Eco-efficiency / Various Leverage Points for Change

### In class project:

You will be synthesizing the ideas in Natural Capitalism.

### Reading due: (Now prioritized)

Having read all chapters assigned from Natural Capitalism by this point is important for this synthesis; some chapters from it were assigned in prior classes and they include all chapters except for 2 and 9-11 (those are good too, but were not as directly related to topics being discussed in class).

- *Natural Capitalism*, chapters 12, 14, 15.
- Check out [www.natcap.org](http://www.natcap.org).
- Check out [www.RMI.org](http://www.RMI.org).
- *Power Language*: Chapter 6 and 7.

Assignment Check: General check-in.

## Class 7. Sunday, Apr. 13

### A. Cradle to Cradle / Eco-effectiveness

Eco-effective concepts / *Cradle to Cradle* Application Process / Triple Top Line / McDonough Braungart Design Chemistry / Eco-efficient vs. Eco-effective

**In class project:**

Application of the concepts from *Cradle to Cradle* to the green business project. We will draw on the application process from chapter 6 and the triple top line process from chapter 5 which begins to get explained starting on page 149 through the end of the chapter.

**Reading due: (Now prioritized)**

- *Cradle to Cradle*, all.
- Go to [http://www.mcdonough.com/writings/design\\_for\\_triple.htm](http://www.mcdonough.com/writings/design_for_triple.htm) and read the article *Design for the Triple Top Line*
- Go to [www.mdbc.com](http://www.mdbc.com). Scan contents in the 3 major sections. Read the *Cradle to Cradle Design Protocol* under the Transforming Industry category, and read the Product Co-Marketing section under the Products and Services category.

**B. International Influences and Strategies**

World Business Council on Sustainable Development (WBCSD) / Millennium Ecosystem Assessment / UNFCCC / Kyoto Protocol / Regulations / Agenda 21 / Peak Oil

**Reading due: (Now prioritized)**

- World Business Council for Sustainable Development (WBCSD): [www.wbcd.ch](http://www.wbcd.ch). "About the WBCSD": Read this section. Scan the pages for the main categories in the left margin.
- From reader, *Walking the Talk: The Business Case for Sustainable Development*, pp. 12-38, 83-102.
- Go to Center for International Regulatory Assistance (CITRA) <http://www.citra.duq.edu/index.htm>. The intent is to get a feel for the European mindset and env. regulations driving changes in product design and packaging globally. Read "about," "CE Mark," "Environment," and click on [CITRA's Handbook on European Environmental Initiatives](#). Once there read the main page, "The Administrative Framework" (note the goals and the use of the precautionary principle) "European Environmental Policy," "Directives Implementing the EU Environmental Policy," then check out specific standards: [Packaging Waste](#), [Hazardous substances in electrical and electronic products \(RoHS\)](#), [The EUP](#), [Waste electrical and electronic equipment \(WEEE\)](#), [Chemicals \(REACH\)](#) / [Environmental Liability](#), [Eco-design](#), [Eco-Labeling](#), Eco-Management and Audit System (EMAS) , [The European Energy Star Program](#).
- **Corporate Ecosystem Services Review (ESR) tool:** Got to <http://www.wri.org/project/ecosystem-services-review> and read the brief description, then download the ESR Complete Publication or download it from BlackBoard. Scan the entire document to get a sense of the business case being made and the actual process/tool available for organizations to use.
- **Agenda 21:** The goal is to get a feel for the scope of international thought that has gone into creating sustainable societies. Scan the full Table of Contents for Agenda 21 at <http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21toc.htm>. Download the Press Version from BlackBoard and scan it to get a feel for the depth of the initiatives.
- **Peak oil:** [www.theoil drum.com](http://www.theoil drum.com), read Our Mission, Peak Oil Overview, Peak Oil Update
- **The Oil Depletion Protocol:** [www.oildepletionprotocol.org](http://www.oildepletionprotocol.org), read The Protocol and scan sections in What Can I Do?
- **Index of Sustainable Economic Welfare:** Go to <http://community.foe.co.uk/tools/isew/index.html>, read: the intro: ISEW explained > See how these factors affect the value of ISEW > add item, until you get through all of them; View the Results; International Examples.

**Assignment Check:**

- Due dates coming up in next couple of days – Eco-matrix (4/22), final report (4/23), and presentation (4/27)!

**Class 8. Sunday, Apr. 27****A. Synthesis**

**Scales of Sustainability / Conversing about Eco-Commerce Models**

**Reading due:**

- From reader, Scale of Sustainability.

**B. Student Green Business Report Presentations**

**Assignments due** (see Assignment Details below):

- Final version of Green Business Report and accompanying Green Business Checklist (via email).
  - Presentation of Green Business Report.
  - Eco-Commerce Matrix (if need to turn in a hard-copy format).
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12. Disclaimer

Include: This syllabus is subject to modification. The instructor will communicate with students on any changes.

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**13. Assignments**

Assignment Due Dates & File Names:

- ASSIGNMENT 1: Feb. 18: 15% Green business initial site assessment summary, completed Green Business Checklist, and solid waste audit with cost-benefit analysis (submit 2 electronic Word documents)
  - File name: SE5210 BusinessName InitialAssmt LastName&LastName 2008-02-18
- ASSIGNMENT 2: Mar. 26: 10% Draft green business project report (submit 1 electronic Word document)
  - File name: SE5210 BusinessName ReportDraft LastName&LastName 2008-03-26
- ASSIGNMENT 3: Apr. 22: 10% Eco-matrix of ECM models (submit 1 electronic Word, Excel, or Adobe document or hard copy if that is not possible)
  - File name: SE5210 Eco-matrix LastName 2008-04-22
- ASSIGNMENT 4: Apr. 23: 20% Final green business project report, with updated Green Business Checklist as an addendum (submit 2 electronic Word documents, or final report can be adobe if many appendices and it is greater than 5 MB)
  - File name: SE5210 BusinessName ReportFinal LastName&LastName 2008-04-23
- ASSIGNMENT 5: Apr. 27: 10% Green business project presentation
- ASSIGNMENT 6: April 23 or following week: a hard copy of your final report and checklist delivered to your business. This should ideally be done in person for 15-30 minutes, concentrating on the executive summary and summary of recommendations. Send an electronic copy to them as well as follow-up.

**Green Business Certification Assistance Project**

Background for all assignments related to the green business project (all assignments except for the Eco-matrix)

Note:

- This is a pilot project which is being evolved. There will likely be adjustments to this throughout the semester.

**Objective**

For Green MBA students to assist Bay Area organizations in preparing for their Bay Area Green Business Certification

## Overview

Most Bay Area counties have a backlog of businesses that are interested in gaining their green business certification. At this point there is limited funding and human resources available through the counties to develop the capacity to assist them.

Teams of 2 Green MBA students each will work with a bay area business to assess their current readiness and advise them on how they can be more prepared for their Bay Area Green Business certification, and document their findings in a comprehensive report. The entire project from beginning to delivery of final report will be conducted over the semester.

The relevant green business checklist will be used by student teams to both prepare for the audit and to develop prioritized lists of recommendations in each of the 5 categories in the checklist: general measures, solid waste reduction and recycling, energy conservation, water conservation, and pollution prevention (includes grease). Student teams will determine how best to split up the work as well as synthesize it.

Note that the scope of recommendations created by students is limited to helping their organization achieve "beyond compliance" per the ABAG checklist, while "compliance" issues will be left to other agencies.

## About the Organizations You Are Assisting

The organizations have expressed interest in the Green Business program in their county, but have not necessarily gone through the relevant green business checklist or submitted it to the county. They may have compliance issues they need to remedy, as well as the need to implement a variety of changes per the Green Business checklist that takes them beyond compliance. Their participation is optional.

## Protocols for Students

- Use time efficiently: Business owners and employees are extremely busy.
- Be professional: Students are not only representing themselves, the Green MBA program, and Dominican University, but are also seen as an extension of the county green business program. Professional/appropriate business attire is required when meeting with business and city representatives, and communication should always be professional, courteous, and respectful.

## Student Preparation

- Study all green business related material provided as listed in the syllabus. Create a plan-of-attack for each encounter with the organization. Determine a system for recording your findings for each of the sections. Do mach trial runs at home or your own place of work if possible.
- Research the organization you are going to be working with ahead of time (check on-line for info on it or drop by or ...).
- Take a digital camera to on-site visits if you have one and ask for permission to document your findings.

## Primary Greening Strategies for Student Work with Businesses

While there are many choices on the green business checklist for how businesses can go beyond compliance, the following specific tasks from the checklist are the most feasible areas where students can assist businesses in working toward their certification.

### WASTE:

- ✓ Look for opportunities to increase waste diversion through recycling & composting. Special attention is to be given here: a breakdown of their waste stream just before the waste is picked up should be obtained through a "dumpster dive." See the Solid Waste Audit requirements in the Reader for specifics on the needed pie chart of the waste breakdown and the cost-benefit analysis.
- ✓ Ensure that a robust recycling and composting program is in place.
- ✓ Look upstream for options to reduce the amount of waste coming in.

- ✓ Look for opportunities to increase recycle content in purchases or increase re-use.
- ✓ Ensure that Styrofoam is no longer in use. Offer information on cornstarch alternatives.

#### **WATER:**

- ✓ Toilets are low-flow.
- ✓ All faucets have aerators.
- ✓ That there are no leaks.
- ✓ Kitchen sinks for commercial (restaurant-type) use should have a pre-rinse spray nozzle.
- ✓ Irrigation in minimal and landscaping is low water use, etc.

#### **ENERGY:**

- ✓ Lighting:
  - All lighting is energy efficient fluorescents (T8 or T5 linear fluorescents or CFLs). MR-16 permitted for ambience. Parking areas have different options for energy efficiency.
  - Record an inventory of all inefficient fixtures used, with number of, wattage, and hours typically "on." This can be used to determine potential the cost and potential savings.
- ✓ Record all appliance model numbers and age to determine if energy efficient. Compare with newer models and compute savings.

#### **OTHER:**

- ✓ Ensure all unwanted, unused toxic materials (paints, janitorial cleaning chemicals, burnt fluorescent lamps) are properly disposed off.
- ✓ Eliminate products in aerosol packaging, as much as possible.
- ✓ Signage throughout facility (encouraging recycling/composting in kitchen, water conservation in restrooms etc.).
- ✓ Environmental Policy in place with environmentally preferable purchasing guidelines.
- ✓ Food and other products are sourced locally (record any obstacles). Explore introducing organic food item(s).
- ✓ Develop appropriate material for inclusion in employee training manual.

The actual number and type of items addressed will be dependent on the business's needs. The above items should be dealt with at a minimum (as possible), and additional items from the checklist should be considered, particularly if the business has already implemented many of the above items.

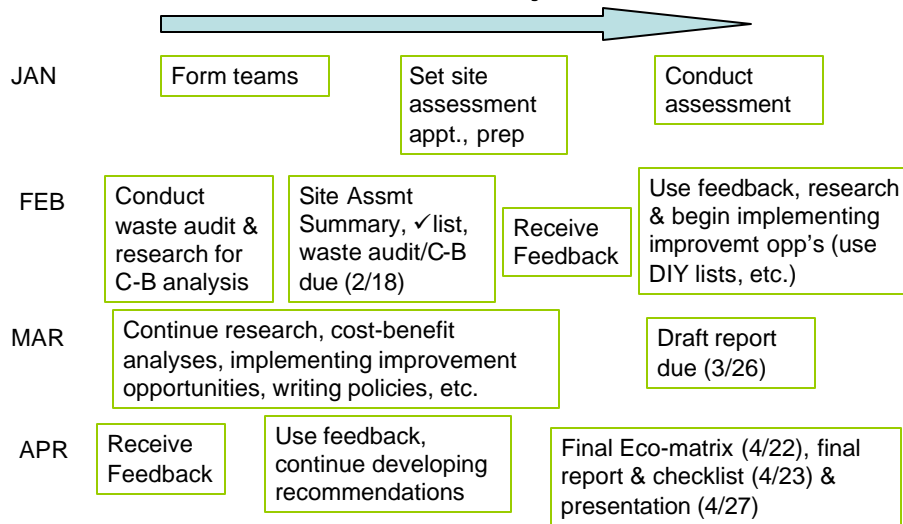
Student involvement on these items could include educating staff about desired changes, research on sources and pricing of items or workers needed, cost/benefit analysis of possible or actual changes made, physical assistance in placement or installation of simple items such as signage or waste bins, producing needed documentation on procedures, etc. The degree of actual involvement (how hands on) should be determined with appropriate business personnel.

**Special attention should be given to quantifying the environmental and cost benefits from the changes and including them using simple diagrams/tables in the final report.**

All changes related to the green business certification that are implemented after the initial audit at the beginning of the project should be captured as such in the appropriate place(s) in the final report and also updated on the final checklist.

#### **Timing of Key Activities - Overview**

# Green Business Project Overview



Eco-Commerce Models  
greenOMBA

## Resources Available to Students

The Marin County Green Business Coordinator is available on a limited basis primarily regarding water and energy-saving issues. TBD.

## Working in Teams

Students will be working in teams of two with one business. As soon as the teams are identified students should begin to create a plan for working together including:

- Describing and agreeing on the understanding of the project process overall, and deliverables
- Creating a detailed work-break-down of who will be doing what along with timing. This should be evolved on an ongoing basis and new information is uncovered. It should include both the break-down of the research and working with the restaurant, and in writing the report.
- Work should be divided generally equally keeping in mind: how to be most efficient, what strengths each person brings, what skills/knowledge each person would like to develop, and other criteria you feel is relevant.
- Determining a communication plan for: how you will keep each other up-to-date; how you will handle it if you cannot meet a deadline that's been set; how you will communicate with restaurant personnel and SF Green Business team members, etc.
- Other items you find are relevant or necessary.

## **ASSIGNMENT 1: Initial Site Assessment Summary, completed Green Business Checklist, and solid waste audit with cost-benefit analysis Requirements**

Each student team must together create a summary of their initial site assessment. One Word file should contain the following elements that are in bold, italics. This is intended to result in a fair portion of your final report getting drafted:

- Cover letter (1)
- Cover page (1)
- Table of Contents (1) (with page numbering)
- Executive Summary (1)
- Introduction (1-1.5)

- Problem/purpose report is addressing, BRIEF background about the business, scope of the report, methodology used to conduct the assessment and findings
- Summary of Recommendations (1-2)
  - Measures Needed for Certification
    - Separate sub-headings for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
  - Measures Recommended for Beyond Certification
    - Separate sub-headings as relevant for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
- Analyses, Recommendations, and Resources (4-10)
  - Separate sub-headings as needed for the various areas researched
  - There should be one section for the Solid waste audit and cost-benefit analysis per the Reader
- Conclusions (<1)
- Appendices
  - Summary of Completed Measures (2-6)
    - Separate sub-headings for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
    - (Within each sub-heading you can put observations before listing completed items. Put "required" next to required measures.)
  - Include additional sections as appropriate for resources or other information (use MLA style guide)

(Cover page specifics: This should include name of business, who it's to - name and title, date, your names and affiliation and title - Dominican Green MBA Candidate, your email. A photo of the business is a nice touch.)

The Green Business Checklist should be checked off appropriately in the Word file to indicate which items are completed and be submitted as a separate file.

## **ASSIGNMENT 2 and 4: Green Business Report Requirements**

Each student team must together create a draft and final report of the green business project. It should be written with the business owner/manager as the primary target audience. It should be written in a consistent voice, style, and tone, which will require coordination and review within the team before drafts or final versions are turned in. Teammates are expected to review and critique each other's writing and analysis and integrate it before it is submitted.

The report should be 12-21 pages long from cover letter through first appendix item, and additional pages as needed for additional appendix items and references (see number of recommended pages next to each item below). The report should be single-spaced. Power Language guidelines on cover letter writing, report writing, etc. should be followed. The report is expected to contain strong visual elements including helpful labels/sub-labels, and key diagrams and tables to express information succinctly and clearly. The draft should be complete and fully-proofed. The report should contain the following elements:

- Cover letter (1)
- Cover page (1)
- Table of Contents (1) (with page numbering)
- Executive Summary (1)
- Introduction (1-1.5)
  - BRIEF background about the business, problem/purpose report is addressing, scope of the report, methodology used to conduct the assessment and findings
- Summary of Recommendations (1-2)
  - Measures Needed for Certification
    - Separate sub-headings for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
  - Measures Recommended for Beyond Certification

- Separate sub-headings as relevant for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
- Analyses, Recommendations, and Resources (4-10)
  - Separate sub-headings as needed for the various areas researched, including one for the Solid Waste Audit and Cost-Benefit Analysis
  - (Make it visually easy to pick out the different topics using subheadings or bulleting as appropriate.)
- Conclusions (<1)
- Appendices
  - Summary of Completed Measures (2-6)
    - Separate sub-headings for: General Measures, Solid Waste Reduction & Recycling, Energy Conservation, Water Conservation, Pollution Prevention
    - (Within each sub-heading you can put observations before listing completed items. Put "required" next to required measures.)
  - Include additional sections as appropriate for resources or other information (use MLA style guide)

(Cover page specifics: This should include name of business, who it's to - name and title, date, your names and affiliation and title - Dominican Green MBA Candidate, your email.)

**ASSIGNMENT 5: Green Business Report Presentation**

Each team is to prepare and deliver a 5-minute presentation of the findings and recommendations in your green business report, as if you were presenting the report to your client (the restaurant in this case). Even if you worked in student teams you will be presenting as an individual so that you get practice with all the elements of creating and delivering a presentation. Presentations will be timed & each presenter given a 1-minute notice. Consult Power Language chapters 6 and 7 for planning and practicing your presentation.

- Presentations will be videotaped for review and feedback during class.

**ASSIGNMENT 3: Eco-Commerce Matrix**

Complete an Eco-Commerce Matrix with the year of conception, target audience, mission, distinguishing features, and limitations - for each of the models listed below. It should be created in Word or Excel and emailed.

Ecological Footprint	ABAG's Green Business Program	
GEMI	ISO 14000	Natural Capitalism
Industrial Ecology	The Natural Step	Emissions Trading
Cradle to Cradle/ MBDC	Agenda 21	WBCSD

*End of document*