



DUQUESNE
UNIVERSITY

A. J. Palumbo School of Business Administration
John F. Donahue Graduate School of Management

SMBA 531 – Sustainable Applications
Spring 2008

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Classroom: Rock 509; 12:15 – 2:55

Public support for sustainable development is growing and corporations are increasingly expected to excel not only economically but also environmentally. Evidence from the national and global popular press suggests that environmental concerns are beginning to be taken seriously. Almost daily, the business press may report that industries or specific firms are being targeted by pending eco legislation, activist groups, and increased demands for greener products. The ironic problem is that environmental awareness and sustainable literacy are often lacking in modern corporations. The sustainability movement presents a tremendous innovation opportunity for businesses both domestically and globally. Managers now wrestle with a variety of pressures and make difficult decisions about how best to integrate the dimensions of social, environmental, and financial performance within business models and management systems. In this class we will hear from area business leaders about how green/sustainable practices are infiltrating businesses today, and how difficult multidimensional decisions are made.

The objective of the course is to build upon the fall semesters concepts by reviewing sustainable business applications/practices. Through a combination of student lead presentations, group projects, videos, web based information, field trips, and analyzing current readings/case studies, students will develop:

1. The ability to identify *sustainable* business opportunities.
2. A deep familiarity with sustainable business practices and the application of audits and decision making tools.
3. Familiarity with the core environmental drivers and measures companies may use to implement sustainable initiatives based on the actions companies have taken in response to certain forces and the results of these actions.
4. An understanding of the challenges of working within the developing and dynamic field of sustainable business practices.

Course Structure

Previous course material provides a solid foundation from which to understand the general sustainable contexts in which businesses operate. This course builds on these concepts to consider the sustainable challenges that businesses today face while hearing from area business leaders that have successfully been part of the sustainability journey that is shaping a new direction for business.

This course has a different structure designed to foster greater in-depth discussion and equip you with the tools and concepts to develop a better understanding of sustainability in practice. The course will combine training sessions based information from students for the first portion followed by guest speakers and case study discussion. Weekly objectives include the development of value propositions that contribute to the decision making model introduced at the end of last semester. Over a dozen business leaders have accepted invitations to come to this class and share their experiences. The speakers have also been invited to sit in on student presentations. Any additional time at the end of any session is reserved for in-class work on sponsored projects.

Course Materials

- All readings available via the class web page (Blackboard)

Case Studies

- Purchased on-line at the Harvard Business School Press, information and web link emailed to you and within Blackboard.

Performance Evaluation Opportunities:

Your final performance evaluation will be a composite of my assessment of your contributions to case discussions, discussion board, group presentations, and invited speakers. In-class contribution focuses on preparation for and verbal communication to our class discussions. The goal is to develop your ability to consider managerial decisions and situations related to sustainable development, to find, analyze and solve problems, to communicate ideas, and to appreciate a general management point of view.

Meaningful contributions to class discussion includes any comments, questions, or analysis which advances the general class understanding of the case, demonstrate understanding of the concept or issue, the major problems, key factors to consider, and appropriate decisions or plans of action that could be undertaken. I reward contributions that start us off productively, shape our discussion usefully, help us change direction when needed, provoke useful debate, and summarize the comments of others. Both quantity, and more importantly, quality are important. Each day after class I review each student's contribution to the class and assign from 0 to 5 points noting absences and tardiness. Students who say nothing get 0; those who make multiple, particularly valuable, insightful, in-depth contributions get 5. At the end of the course I sum the daily points and rank the class by these totals. I use these scores to evaluate participation, where to make breaks between the extremes, and trends. What this typically means is that the top 10% of the class will get the full 100% of participation; the next 20% of the class will get up to 90% of participation; the next 30% of

the class will get up to 80% of participation; the next 20% of the class will get up to 70% of participation; the remaining 10% of the class will get between 0% and 60% of participation. I will also provide a mid semester update as to your class standing.

In the written deliverables I will look for consistency, understanding, completeness, lack of loose ends, evidence of hard work and thoughtfulness. I will assign written evaluations in much the same way as to that described above for in-class contributions. The participatory responsibilities of the all teams include the formation of one insightful question (and the answer to that question) that we should be responsible for answering in our case discussion (given the flow of a case, not all questions may be asked during any one case discussion). The question and answer must be emailed to me no later than 5:00 PM the Friday before the case study is assigned.

The overall performance evaluation will be assigned based on the following weightings:

Participation	20%	Daily in class, case questions emailed before class +/- & discussion board
Topic Presentations/Report	30%	Evaluated by audience and instructor
Book Reports	10%	Randomly picked for oral summary starting 2/25, due 4/15
Final Exam	15%	4/28
Project Connection	25%	(30% sponsor, 60% faculty, 10% team participation)

Deliverables:

Session Topics 30% (evaluated by audience and instructor, 2 students per group)

- 45 minute presentation, business attire required. Each team will be required to lead the class discussion in their assigned Topic and to submit a written report (maximum length 5 pages, excluding title page and appendices – the report should be double spaced, 12-point New Times Roman font, 1 inch margins).
- Must include research outside of readings utilizing the web and e-resources and databases supported by the library, e.g. Business Source Premier, ABI Informs, ProQuest... both practitioner and academic journal articles when available
- Sources of information should come from all of the following: 1) the web, 2) business press (Business Week, Fortune, Wall Street Journal), and 3) other relevant journals (academic or practitioner).
- Evaluation will be based on audience feedback and instructor's evaluation, a copy of the evaluation forms will be on blackboard
- The training sessions can be as creative as you are, skits, break out groups...
- Topic write ups and slides are due electronically by email the day of class by 10:00 AM.
- Topic teams also post questions on class Discussion Board based only the assigned readings the Friday before the presentation by 5PM. Non presenting teams should respond to the questions by 10AM the day of class.

Book Critique from each student 10% (discuss in class and report)

- Five minute oral summaries start 2/25. Three page single spaced summary due by 4/15. Report guidelines on Blackboard.
 - Book List Includes: Cradle to Cradle, The Triple Bottom Line, Green to Gold, Bottom of the Pyramid, Mid-Course Correction, Capitalism at the Crossroads, Cannibals with Forks, Natural capitalism, The Ecology of Commerce, The Corporation, Capitalism as if the World Matters, The Natural Step for Business, The Lexus and The Olive Tree, Change the World: How Ordinary People can Accomplish Extraordinary Results , The Tipping Point, The European Dream: How Europe's Vision of the Future is Quietly Eclipsing the American Dream, Changing Minds, The Adventure of a T-shirt in the Global Economy, Your Life Work Health and Wealth, Hard Facts, Small is Beautiful 25th Anniversary Edition, The Next Sustainability Wave.
- Book are assigned on a first come, first serve basis, authorized by the instructor, only one book per student, no duplicates.

Final Exam 15%

- TBD

Project Connection 25% (30% from sponsor, 60% from faculty, 10% team member evaluations)

- A single spaced, five page write up of your project will be due at the end of the semester. There can be as many attachments/appendices as necessary, but the body of the case should be single spaced and five pages in length. Usual rules of grammar, formatting, and citations apply.
- The write up should be a case study in the context of a manager facing a dilemma. Background of the company the manager works at, an industry context, the catalyst for the issue, potential conflicts, financial and measurement information, potential impact of the dilemma, and end the case with the manager trying to decide what they should do given their circumstances. The appendices and attachments can be of any length but must include the actual deliverables (written .doc, and presentation .ppt) to the project sponsor. Final Deliverables will be due within one week of the final exam.
- Each project team is to have a minimum of three meetings with the sponsor over the course of the semester. A kick-off meeting early in the Spring semester, a mid-semester meeting, and a final meeting for deliverables in the form of a written report and presentation to the sponsor.
- At the end of the semester evaluations of group projects will be based on feedback from your client, faculty, and students will be asked to evaluate each team member's contribution to the project.

My office number, phone and email are listed at the top of the syllabus. If you have any questions or concerns, please stop by my office or arrange an appointment via email.

Schedule and Topics

Week	Topics	Readings	Web Sources / Case Studies / Speakers
1-Tu 1/8	Orientation/Expectations Communication; Blackboard; Plagiarism; Performance Evaluation Case Analysis Teams	SOBA Code of Ethical Behavior-accessible through Blackboard "Six Steps Toward Sustainability"	http://www.business.duq.edu/other/docs/academic/CodeofEthics.pdf Case study: SelectPower – Green Energy in Ontario
2-Tu 1/15	Sustainable Business Practices Semester Projects	"Beyond the Green Corporation" "Bayer Corporation" "Green and Competitive: Ending the Stalemate"	Speaker: Robert McNeice "Fabric of Sustainable Industry" http://www.sustainablebusiness.org/ http://www.bsdglobal.com/tools/principles_sbp.asp
3-Tu 1/22	Product Innovation Student Team 1 (Phil, Reeti)	"A World of Abundance" "Frontiers in Green Chemistry" "The Value of Adding DfE to P2" "Business Case for Sustainable Thinking" http://www.youtube.com/watch?v=1B8fTujfL30	Speaker: Matt Mehalik, Program Manager at Sustainable Pittsburgh, "The Connection Between Sustainability and Innovation" http://www.sustainablebizness.com/ Case study: Toyota Prius, Harvard Business Press
4-M 1/28	Sustainable Products and Services Student Team 2 (Brian, Mike)	"Sustainability Self Assessment Tool" "Management of Pollution Prevention" "Continuous Improvement Gets a Green Makeover"	Speaker: Gaylyn Frosini, Health, Safety, and Environmental Specialist "Sustainable Efforts at Bombardier and FedEx" Case study: Timberland, Harvard Business Press
5-M 2/4	Waste Management	Field Trip to Recycle Management Inc.'s sorting facility on Neville Island-they support the City of Pittsburgh's recycling single stream program and the facility is fully automated with the latest technology (be there early)	Recycle Management Plant Controller: Tom Jackson Speaker: Dave Mazza, Western Regional Director, Pennsylvania Resources Council Inc. Why (and how) to Take a Plant Tour

6-M 2/11	Energy Issues and Policy Student Team 3 (Nicole, Courtney)	“Ecological Modernisation” “Energy Innovation”	Speaker: Patty DeMarco from the Rachel Carson Homestead “Energy Policy Implications for Sustainability” Consumption exercise
7-M 2/18	Energy Conservation Student Team 4 (Neeraj, Matt)	“Data Centers Go Green” “Design for Energy Efficiency and Selection” “Its all About Energy Stupid”	Speaker: Chris Steffy, President, Industrial Energy Engineering Case study: Hydro
8-M 2/25	Alternative Fuels/Renewable Energy Credits Student Team 5 (Jacqueline, Andrew)	“Alternative Energy Conference Brief” “Overcoming Obstacles to Implementation” “Carbon Neutrality Makes the Grade” “Make Me Green FAQ sheet”	Speaker: Nathaniel Doyno, Executive Director, Steel City Biofuels Speaker: David Grupp, Market Segment Director, Strategic Energy Book Summaries Start
9-M 3/3	Legal Aspects of Operations , Acquisitions, Brownfield Sites, Divestitures Student Team 6 (Alex , Chris)	“Sample self assessment” “Environmental Audits” “Environmental Due Diligence” “Review of Acquisitions”	Speaker: Roxanne Turner, Senior Attorney, Kennametal
10-Tu 3/25	LEED Certification 2 Hour Facilities Tour before class	“Building the Green Way” “Green Incentives from Local Governments”	Speakers: Diane Bossart, Education Manager and Eamon Geary, Project Specialist, Green Building Alliance Case study: Nestle’s Nescafe Partners Blend http://www.usgbc.org/
11-Tu 4/1	LEED and Facilities at Duquesne This tour will start at 10AM on 3/25 and end by noon	Plant and building tour on campus “Campus Sustainability and Planning” GIST “Achieving Sustainability Through Integrated Design”	Operations facility tour at Duquesne, Mike Bryer, Greg Farmin, and Devin Sufanski
Thur 4/2	Joint Session with Environmental Management - SMBA 550		Exercise: TBD, materials made available in class or posted to Blackboard.

12-Tu 4/8	Green Architecture, Retrofitting, Landscaping Student Team 7 (Liz, Ben, Holly)	New information forthcoming from US Green Building Council "MisUnderstanding Green Products"	Speaker: Marc Mondor , AIA, LEED AP, Principal, evolveEA http://www.evolveea.com/ http://www.greenbuildingconsultant.com/
W 4/9	Spring Project Status Meeting		
13-Tu 4/15	Decision Support Tools	"Analytical Hierarchy Process"	Case study: Interface's Evergreen Services Agreement Book Critiques Due
14-M 4/21	Sustainable Opportunities	"The People We Have Been Waiting For"	Sustainable Audit Framework Semester Review Case study: Ergonomics (group deliverables)
Tu 4/22	Joint Session with Accounting, Change Management, and Public Policy		Exercise TBD
4/28	Final Exam	Quote: "only a crisis, real or perceived, causes real change", Milton Friedmam	