



Gustavson
School of Business
University of Victoria

CENTRE FOR SOCIAL AND
SUSTAINABLE INNOVATION

BUSINESS SCHOOL LESSON PLANS FOR THE SUSTAINABLE DEVELOPMENT GOALS

Heather Ranson
Rachel Bond



Table of Contents

SDG 1: NO POVERTY	2
SDG 2: ZERO HUNGER	5
SDG 3: GOOD HEALTH AND WELL-BEING	4
SDG 4: QUALITY EDUCATION	11
SDG 5: GENDER EQUALITY	17
SDG 6: CLEAN WATER AND SANITATION	21
SDG 7: AFFORDABLE AND CLEAN ENERGY	25
SDG 8: DECENT WORK AND ECONOMIC GROWTH	28
SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	31
SDG 10: REDUCED INEQUALITIES	35
SDG 11: SUSTAINABLE CITIES AND COMMUNITIES	41
SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION	44
SDG 13: CLIMATE ACTION	47
SDG 14: LIFE BELOW WATER	51
SDG 15: LIFE ON LAND	55
SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS	59
SDG 17: PARTNERSHIP FOR THE GOALS	63



Gustavson
School of Business
University of Victoria

CENTRE FOR SOCIAL AND
SUSTAINABLE INNOVATION



SDG 1: No Poverty - The Role of Business in Poverty Reduction

Topic Overview	Learning Objectives
<p>This lesson provides an overview of frameworks for poverty reduction, including the Base of the Pyramid, frugal innovation, and social innovation. The resources explore how businesses can provide innovative market-based solutions for poverty reduction, economic development, and sustainable development. Students are encouraged to view the base of the pyramid market as more than charity or exploitative labour, but as a mutually beneficial business opportunity.</p>	<ul style="list-style-type: none"> • Describe the role of business in poverty reduction • Identify and describe different mechanisms for reducing poverty and creating value for under-served consumers • Describe the relationship between social innovation, frugal innovation, and social entrepreneurship, and the challenges and opportunities of each • Analyze the market opportunity at the Base of the Pyramid (BoP)

Resource Summary

Hart, S. L. & Prahalad, C. K. (2002, January 10). The fortune at the bottom of the pyramid. *Strategy + Business, First Quarter 2002 (26)*. <https://www.strategy-business.com/article/11518?gko=9b3b4>

Summary: This article discusses the world’s poorest 4 billion people, coined the “Bottom of the Pyramid” (BoP), as potential consumers and a huge untapped market. They identify the four tiers of consumers and the inequity of wealth amongst the fourth tier. The BoP market is ideal for technology innovation and leapfrogging to advanced products for MNCs. Those who target this market could become industry leaders as first-movers, and greatly improve the livelihoods of those who live there.

For a recent update on the Bottom of the Pyramid, see:

Prahalad, D. (2019, January 2). The new fortune at the bottom of the pyramid. *Strategy + Business, Spring 2019 (94)*. <https://www.strategy-business.com/article/The-New-Fortune-at-the-Bottom-of-the-Pyramid?gko=c5f11>

Fahrudi, A.N.L.I. (2020) Alleviating Poverty through Social Innovation. *Australasian Accounting, Business and Finance Journal, 14(1)*, 71-78. <http://dx.doi.org/10.14453/aabfj.v14i1.7>

Summary: This article covers the framework for poverty reduction through social innovation, social entrepreneurship, and frugal innovation. Fahrudi discusses how social innovation can provide essential services, goods, and income for the poor. Additionally, they cover the constraints of social innovation, the base of the pyramid market, and the mechanisms required for enabling social innovation.

Agarwal, N. & Brem, A. (2017, September 26). Frugal innovation-past, present, and future. *IEEE Engineering Management Review, 45(3)* 37-41. <https://doi.org/10.1109/EMR.2017.2734320>

Summary: This resource discusses the origins of frugal innovation, the current state, and future conditions. Frugal innovation focuses on resource scarcity, simplicity, cost reduction, and achieving required functionalities. Lastly, the use of frugal innovation for inclusive growth, economic development, and poverty reduction is discussed.



Antúnez-de-Mayolo, C. (2012). The Role of Innovation at the Bottom of The Pyramid in Latin America: Eight Case Studies. *Procedia - Social and Behavioral Sciences*, 40, 134-140.

<https://doi.org/10.1016/j.sbspro.2012.03.172>

Summary: This article looks at eight case studies of Bottom of the Pyramid innovation in Latin America. The author uses the 4P's (Product, Process, Position, and Paradigm) to evaluate the innovation approach.

Homer, A. (2018). *Case Study: Social Innovation and Community Economic Development in Vancouver*.

Tamarack Institute. <https://www.tamarackcommunity.ca/library/case-study-social-innovation-and-community-economic-development-vancouver>

Summary: The case is an example of social innovation for community economic development in Vancouver, Canada. The program provides employment opportunities for low-income members of Vancouver's downtown Eastside while filling gaps of employment for local businesses. The program uses collective action to create a healthy and inclusive community.

Discussion and Exam Questions

1. Provide three examples of frugal innovation for the base of the pyramid and describe how they work to reduce poverty.
2. While frugal innovation is often targeted at developing regions, how can consumers in developed countries benefit from these types of products and services?
3. Explain the market opportunity available for businesses to target consumers at the base of the pyramid.
4. According to the Agarwa and Brem reading on frugal innovation, what are the three quantifying criteria for frugal innovation? (Answer: substantial cost-reduction, optimal performance level, and focus on core functionalities)

Additional Resources

[Examples of corporate social innovation](#)

[Examples of frugal innovation](#)

[TED Talk: Creative problem-solving in the face of extreme limits](#)

Related Business Topics

- Innovation
- Leapfrogging technology
- International business / marketing
- Entrepreneurship



Related Sustainable Development Goals Targets

[SDG 1: End poverty in all its forms everywhere](#)

1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day

1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.A Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

Suggested In-Class Activities

Activity: Mini Case

Isabelle is a Marketing Director at Azula, a large MNE that manufactures and sells consumer goods across Asia and parts of Africa. Their primary target market is middle to upper income consumers in urban areas and metropolitans. Isabelle’s department works on the product line of household cleaning supplies, soaps, and detergents. Recently, her team conducted a large market and industry analysis and believes there is a huge market opportunity for targeting consumers of the base of the pyramid in developing regions. She wants to launch a product line of cleaning supplies and soaps for low-income consumers in India, Nigeria, Kenya, and South Africa.

Part 1: Using the concepts you have learned from the base of the pyramid, frugal innovation, and social innovation, prepare a pitch for Isabelle to present to the executives for entering the market.

Part 2: To support her argument, brainstorm how you would market this product line to the targeted consumers. See examples below.

- Product – Selling a concentrated detergent solution, so consumers can add water and dilute at home (cheaper and easier to transport).
- Packaging – Packaging the soaps and detergents in small single-use pods (similar to laundry or dishwasher pods) for consumers who cannot afford to purchase in bulk.
- Price – Providing a discount for those who refill the original packaging.



SDG 2: Zero Hunger - The Business Case for Sustainable Food Systems

Topic Overview	Learning Objectives
<p>The second UN Sustainable Development Goal is to “[End] hunger, achieve food security and improved nutrition and promote sustainable agriculture.”</p> <p>Food insecurity is an issue that plagues millions of Canadians, yet simultaneously we struggle with vast amounts of food loss and waste. We are producing enough food for our population, but people are still going hungry. Evidentially the problem lies not with the supply, but the unsustainable system. This lesson outlines the current food system and identifies key areas of change required to adapt to our growing population and changing climate.</p>	<ul style="list-style-type: none"> • Understand the business case for reducing food loss and waste. • Describe the current global situation of food scarcity and waste, and the effect it has on climate change. • Describe the financial and economic cost of food waste. • Identify market opportunities and areas for innovation available in the food industry.
Resource Summary	
<p>EAT. (2017, October 31). <i>Feeding our brave new geopolitical world Dr. Jason Clay (WWF) at #EATapac</i> [Video]. YouTube. https://www.youtube.com/watch?v=18VogR0uFLI</p> <p><u>Summary:</u> Dr. Clay discusses the key issues and opportunities around food, and the exponential increase of global food production required to feed our growing population in the future. He discusses the effect of global politics, climate change, migration, food price volatility, and inefficiencies of production as factors in supplying food for our future.</p>	
<p>Hanson, C. & Mitchell, P. (2017, March). <i>The Business Case for Reducing Food Loss and Waste. Champions 12.3</i> https://champions123.org/publication/business-case-reducing-food-loss-and-waste</p> <p><u>Summary:</u> This report focuses on Sustainable Development Goal 12, target 12.3: <i>By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses.</i> The report defines food waste and food loss, and argues a business case for reducing food loss and waste. They provide a cost-benefit analysis of reducing food waste at the country, city, and company level. Lastly, the report discusses the financial and ethical case for changing the food systems.</p>	
<p>Doane, M. & Molnar, J. (2018, October 16). <i>Investing in a Sustainable Food System: Four Ways to Unlock the Value of Nature in Agriculture.</i> The Nature Conservancy. https://www.nature.org/en-us/what-we-do/our-insights/perspectives/investing-in-a-sustainable-food-system/</p> <p><u>Summary:</u> Doane and Molnar discuss the four ways to achieve sustainable food systems: working at scale, financing change, disruptive innovation, and empowering consumers.</p>	



Discussion and Exam Questions
<ul style="list-style-type: none">• Discuss the role of consumers, businesses, and government in reducing food waste and increasing food security.• Explain the difference between food waste and food loss, and the roles businesses play in each one.• Describe the effects of climate change on the future of our food systems.
Additional Resources
<p>Too Good to Go</p> <p>Love Food Hate Waste</p> <p>15 Emerging Technologies Helping Reduce Food Waste</p> <p>Food loss and waste must be reduced for greater food security and environmental sustainability</p> <p>Five Innovative Companies That Promote Sustainable Food Systems</p> <p>The Basics of Food Security</p>
Related Business Topics
<ul style="list-style-type: none">• Sustainable and resilient agriculture• Disruptive innovation• Sustainable food systems• Supply chain management
Related Sustainable Development Goals Targets
<p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p>2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.</p> <p>2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.</p> <p>2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.</p> <p>2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.</p> <p>2.A Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in</p>



order to enhance agricultural productive capacity in developing countries, in particular least developed countries.

Suggested In-Class Activities

Divide students into groups and have each group do an in-class web search for food waste along the supply chain. Specifically students could examine:

- Private homes (food spoilage)
- Restaurants
- Food transport companies
- Grocery stores
- Farms

Each group should be able to answer the following questions:

1. Where specifically along the supply chain does food waste occur?
2. How much (per year or measured in mass (kg)) food waste is estimated to occur?
3. What is the financial cost of waste to the business?
4. What are some preventative practices that business operators (chefs, farmers, grocery store operators) can put in place to prevent food waste?

Have the groups report out on their findings. Summarize the importance of preventative practices and encourage students to find ways to reduce waste at home (first in – first out inventory, freezing food to avoid spoilage, making soups and stews of older vegetables, using “ugly” fruit in baking products where their looks are not noticeable).



SDG 3: Good Health and Wellbeing - Mental Health in the Workplace

Topic Overview	Learning Objectives
<p>Mental health issues are common in the workplace, but rarely talked about and often stigmatized. In light of COVID-19, it is increasingly imperative that employers are responsive to and supportive of mental health in the workplace. This lesson covers many aspects of mental health in the workplace, such as burnout, cognitive diversity, accommodation, and how managers and leaders can support their employees and destigmatize the conversation around mental health.</p>	<ul style="list-style-type: none"> • Demonstrate the importance and benefits of prioritizing mental health in the workplace • Describe the cost of not addressing mental health (i.e. loss of productivity, employee retention, presenteeism etc.) • Discuss how leaders can destigmatize mental health in the workplace • Design a survey to gauge employees wellbeing
Resource Summary	
<p><i>Invisible Diversity in the Workplace: Capabilities, Challenges, and Strategies.</i> (2018). One Mind at Work. https://onemindatwork.org/report/</p> <p><u>Summary:</u> This paper provides a guide for employers to promote cognitive diversity in the workplace, referring to it as “invisible diversity.” There is growing evidence that neuro-diverse individuals (people with autism, dyslexia, and ADHD) or mental health conditions have unique skills and capabilities, which are often overlooked in the workplace. This paper aims to reduce the barriers and stigmatization around cognitive diversity in the workplace</p>	
<p>Weiss, L. (2020, October 20). <i>Burnout From an Organizational Perspective.</i> Stanford Social Innovation Review. https://ssir.org/articles/entry/burnout_from_an_organizational_perspective</p> <p><u>Summary:</u> This article reviews the signs and causes of burnout from a systems perspective. Weiss discusses the costs and risks of burnout (physical, economic, and social costs) resulting from overwork and insufficient resources. Lastly, they discuss how to create a burnout shield, including managerial behaviour, fairness and transparency, health intreprenuers, and focusing on team resilience.</p>	
<p>Greenwood, K. & Krol, N. (2020, August 7). <i>8 Ways Managers Can Support Employees’ Mental Health.</i> Harvard Business Review. https://hbr.org/2020/08/8-ways-managers-can-support-employees-mental-health</p> <p><u>Summary:</u> This article discusses the ways leaders can support employees’ mental health, including: displaying vulnerability, modeling healthy behaviours, creating a culture of connectivity, flexibility and inclusion, communication, increased training, modifying policies and practices, and measuring wellness.</p>	
<p>Mental health, accommodation, and the workplace (No. 2) [Audio podcast episode]. (2019, December). In <i>HRD Talk</i>. Human Resource Director Canada. https://soundcloud.com/user-67625283/episode-2-december-2019-mental-health-accommodation-and-the-workplace</p>	



Summary: Dr. Bill Howatt, Chief of Research, The Conference Board of Canada, shares his personal experience with mental health and accommodation. He discusses training resiliency and psychological safety, the different types of stigma, and how corporations can help individuals thrive.

Villegas, S. (2021, January 6). *Destigmatizing Mental Health In The Workplace Starts At The Top*. Forbes. <https://www.forbes.com/sites/forbesbusinesscouncil/2021/01/06/destigmatizing-mental-health-in-the-workplace-starts-at-the-top/?sh=68b7052835c4>

Summary: Villegas discusses the steps leaders need to take to destigmatize mental health in the workplace – starting with opening up the conversation from the top down. A paradigmatic shift in corporate culture is required, from viewing mental health as a “weakness” to empathetic and compassionate leadership. Transparent and honest communication is required for employee success, which is only achieved if mental health is prioritized by leadership.

Discussion and Exam Questions

1. What is cognitive diversity (invisible diversity)?
2. What are common barriers to invisible diversity in the workplace? Provide examples (i.e. hiring process, office setting, measuring success metrics etc.).
3. How can managers support the mental health of employees?
4. Why should managers care about mental health? (answers: it’s the right thing to do, financial costs, good for business, recruitment and retention, and it saves peoples lives)

Additional Resources

[Combat Mental Health Stigma with a Shift Towards People-First Language](#)
[Workplace Strategies for Mental Health](#)
[Mental Health - Having Courageous Conversations](#)
[What is psychological safety?](#)

Related Business Topics

- Leadership
- Mental health in the workplace
- Corporate culture
- Sustainable individual and team performance
- Diversity and inclusion
- Strategic HR

Related Sustainable Development Goals Targets

[SDG 3: Ensure healthy lives and promote well-being for all at all ages](#)

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.



3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

Suggested In-Class Activities

Activity 1: Burnout Discussion

Facilitate a class discussion based on the following scenario.

As a manager, you have noticed early signs of burnout from one of your star employees, Richard. Richard has always been highly productive and produced high quality work, but in the past few weeks he has seemed off. He has shown signs of reduced efficiency and energy, his work has had more errors than usual, and he has displayed increase irritability in insignificant situations. Concerned that there may be a deeper issue, you know you need to act sooner than later.

Based on the Greenwood and Krol article, *8 Ways Managers Can Support Employee's Mental Health*, how should you respond to the situation? Discuss how you would approach talking to Richard and the best way to offer support.

Activity 2: Pulse Survey

You are a manager at a tech company that has just transitioned to working remotely due to COVID-19.

The transition has gone smoothly, productivity is up and targets met, but you want to check on your team to see how they are handling the shift emotionally and mentally. Create a short mental health pulse survey to send to your employees to gauge their wellbeing and determine how you can best support them through this challenging time.

A pulse survey is a short and easy-to-complete set of questions to get a timely and accurate snapshot of employee's views towards work. The goal of the survey is to determine employees' mental, physical, and emotional wellbeing, any struggles they are facing, and how the organization can better support them. More information on pulse surveys can be found [here](#).



SDG 4: Quality Education - A Manager’s Place in Canada: An Introduction to the Indigenous Context

Topic Overview	Learning Objectives
<p>This lesson provides an introduction to the history of Indigenous Peoples in Canada. The resources cover Territorial Acknowledgements, the historical background in Canada, terminology, statistics on Indigenous Peoples in Canada, a brief history of Crown-Indigenous relations, and lastly, Indigenization and Decolonization. While this lesson is neither exhaustive nor absolute, it is a starting point to understand the historical Indigenous context for doing business in Canada, with a focus on reconciliation and decolonization.</p> <p>Please note this lesson is focused on the Indigenous context in Canada, specifically British Columbia. If teaching in a different region, it is best to refer to local community specific examples and practices.</p>	<ul style="list-style-type: none"> • Understand the history of the colonization and assimilation of Indigenous Peoples in Canada • Describe the Indigenous-Crown relations and significant acts and documents • Discuss the TRC Calls to Action framework for reconciliation in the business context • Analyze the relationship between decolonization, Indigenization, and reconciliation

Resource Summary

Territorial Acknowledgement

Chamberlain, T. (2015). Appendix E: Acknowledging Traditional Lands. *Pulling Together: A Guide for Curriculum Developers* (pp. 101-102). <https://ecampusontario.pressbooks.pub/indigenizationcurriculumdevelopers/back-matter/appendix-e-acknowledging-traditional-lands/>

Summary: This resource provides a brief explanation of why and how we acknowledge territories and the importance of the acknowledgment.

Start the class by acknowledging the land on which you are teaching and learning. For example:

[University of Victoria’s Territorial acknowledgement:](#)

“We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”

[University of Toronto’s Land acknowledgment](#)

“I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.”



Discussion

- What does traditional territory mean?
- Why do we do a territorial acknowledgment?
- Why do we 'acknowledge' the territory rather than provide a 'welcome' to the territory?

Facing History and Ourselves (2015). Historical Background. *Stolen Lives: The Indigenous Peoples of Canada and The Indian Residential Schools* (pp. 17-70). <https://www.facinghistory.org/purchase-stolen-lives>

Summary: *Stolen Lives* provides a historical background on Indigenous Peoples in Canada, describing colonization, assimilation, and cultural genocide by the government and churches, the atrocities of residential schools, formal apologies, and the Truth and Reconciliation Commission.

Terminology

Joseph, Bob. (2020). *Indigenous Peoples: A Guide to Terminology*. Indigenous Corporate Training Inc. <https://www.ictinc.ca/indigenous-peoples-a-guide-to-terminology>

Recommended Terminology to Cover

1. First Nations – pg. 9
2. Indigenous Peoples – pg. 12
3. Inuit – pg. 13
4. Métis Peoples – pg. 14
5. Band – pg. 19
6. Aboriginal Title – pg. 19
7. Chief: Band Chief and Heredity Chief – pg. 20
8. Indian Act – pg. 23
9. Reserve – pg. 27
10. Self Government – pg. 28
11. Traditional Territory – pg. 29
12. Treaty (treaty rights & treaty settlement land) – pg. 30

Note: while covering these terms, pay special attention to terms and phrases to avoid.

By The Numbers: Indigenous Peoples in Canada – 2016 Census

- People who report an Aboriginal identity: 1,673,785
- People who report being First Nations (single identity; status and non-status): 977,230
- People who report being Métis (single identity): 587,545
- People who report being Inuit (single identity): 65,025
- 4.9% of the Canadian population identify as Aboriginal
- There are more than 70 reported aboriginal languages spoken across Canada
- There are 12 language families: Algonquian languages, Inuit languages, Athabaskan languages, Siouan languages, Salish languages, Tsimshian languages, Wakashan languages, Iroquoian languages, Michif, Tlingit, Kutenai and Haida.



Statistics Canada (2018). *National Indigenous Peoples Day... by the numbers*.

https://www.statcan.gc.ca/eng/dai/smr08/2018/smr08_225_2018#a1

Indigenous-Crown Relations

First Nations and Indigenous Studies (2009). "The Indian Act". *Indigenous Foundations*. The University of British Columbia. Accessed 2021, February 22. https://indigenousfoundations.arts.ubc.ca/the_indian_act/

Brideau, I. (2019, June 12). *Background Paper: The Duty to Consult Indigenous Peoples*. Library of Parliament.

https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201917E#a3-4

Truth and Reconciliation Commission of Canada (n.d.). *TRC Findings*. <http://www.trc.ca/about-us/trc-findings.html>

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*.

http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

United Nations (n.d.). United Nations Declaration on the Rights of Indigenous Peoples.

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Indigenization and Decolonization

Antoine, A., Mason, Rachel., Mason, Roberta., Palahicky, S., & Rodriguez de France, C. (n.d.). Part 1. Section 1: Understanding Indigenization. *Pulling Together: A Guide for Curriculum Developers* (pp. 3-13).

<https://ecampusontario.pressbooks.pub/indigenizationcurriculumdevelopers/>

Summary: This resource discusses indigenization, decolonization, reconciliation, and the interrelationships between the three processes. Achieving reconciliation is primarily the responsibility of the settler, and Indigenous Peoples must lead decolonization. While this guide is intended for curriculum developers, creating pathways for reconciliation and Indigenization are highly relevant and valuable for this lesson and management education.

Discussion and Exam Questions

1. Describe the relationship between decolonization, Indigenization, and reconciliation.
2. As future managers and business leaders, why is it important to understand the history of Indigenous Peoples in Canada?
3. What is the corporate sector’s responsibility to the TRC Calls to Action, particularly number 92?

Additional Resources

[First Nations in BC Listing](#)

[Pronunciation Guide](#)

[Treaties and Agreements, Government of Canada](#)

[Indigenous Corporate Training eBooks](#)

[Indigenous Human Rights Set in BC Law](#)



[Centre for First Nations Governance](#)

[A Brief History of Indigenous Relations in Canada](#)

Further Recommended Readings

21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality, Bob Joseph

A Fair Country: Telling Truths About Canada, John Ralston Saul

Related Business Topics

- Canadian business environment
- Indigenous and stakeholder engagement
- Consultation and the Duty to Consult

Related Sustainable Development Goals Targets

[SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#)

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Suggested In-Class Activities

Activity 1: Native Land

Ask the class to write down the name of the Indigenous territories of their hometown or city. After everyone has attempted to answer the first question, have the students look up their hometown or city on [Native Land](#) and identify the territories, languages, and treaties of their home.

Discussion:

- How many students were able to name the Indigenous territories or traditional land of their hometown or city?
- If you do not know whose land you stand on, why do you think that is the case?
- Did you know the traditional name of the band or area? Or did you only know the Anglicized name?
- What is the significance of knowing whose traditional territory you stand on?



Activity 2: TRA Calls to Action

In 2015, the Truth and Reconciliation Commission of Canada published a report on the experiences and impacts of residential schools, with input from thousands of survivors. As a result of the report, the Calls of Action was published, a document outlining 94 calls to action covering topics such as child welfare, education, justice, health, language, and culture. While the majority of the calls of action are directed at government institutions, call 92 is directed at the corporate sector in Canada (see below for call 92 excerpt).

Part 1: have the class review Call to Action 92 and UNDRIP, and facilitate a discussion around the following questions.

1. What are some examples of corporations responding to this call to action (real or hypothetical examples)?
2. Do corporations have an obligation to respond to this call to action?
3. How does the TRC Calls to Action influence the business environment in Canada?

Part 2: Break students into small groups and have them discuss the following problem:

In August 2018, the long awaited decision of the Federal Court of Appeal rejected the Trans Mountain Pipeline (TMP) expansion due, in part to incomplete or badly managed consultation with indigenous peoples through whose traditional lands the pipeline was to run.

In a previous decision, the Supreme Court defined consultation as follows: **meaningful consultation “entails testing and being prepared to amend policy proposals in the light of information received, and providing feedback.”**

Criticisms of the consultation process included TMP staff taking notes at consultation meetings and promising to pass them along to the decision-makers at TMP. The judge found this process not to be consultation, as the decision-makers were not at the table listening to the feedback from indigenous groups and making amendments accordingly.

If you were the negotiation team at TMP, how would you design a consultation process so you receive meaningful feedback that you can act on to complete a successful consultation for this project?

Truth and Reconciliation Commission of Canada: Calls to Action

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.



iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism



SDG 5: Gender Equality - LGBTQ+ and Inclusive Language in the Workplace

Topic Overview	Learning Objectives
<p>Diversity and inclusion is becoming increasingly important for the workplace to address and foster. This lesson focuses on addressing gender diversity and LGBTQ+ inclusion in the workplace. The resources emphasize the importance of pronouns, gender-neutral language, and creating a trans-inclusive workplace. This lesson is neither absolute nor comprehensive, but aims to be a starting point for conversations around LGBTQ+ inclusion and gender equality in the workplace.</p>	<ul style="list-style-type: none"> • Understand the importance of inclusive language, and the implications of our current language use. • Create an argument for the use of pronouns in the workplace. • Understand the roots of stigma and discrimination against trans individuals. • Identify appropriate usage of pronouns • Describe basic trans-inclusive workplace policies

Resource Summary

Gelpi, M. (2020, May). *What’s Your Pronoun? Strategies for Inclusion in the Workplace*. Out & Equal. <https://outandequal.org/whats-your-pronoun-strategies-for-inclusion/>

Summary: This guide provides strategies for inclusion in the workplace, with an emphasis on pronouns. They provide tips for introducing pronouns, using gender-neutral language, addressing mistakes, and email signatures.

GLAAD *Media Reference Guide* (10th ed.). (2016, October). GLAAD. <https://www.glaad.org/reference>

Summary: The media reference guide provides extensive coverage of the correct terminology and phrasing to use (and avoid) with a focus on the LGBTQ+ community.

Grenier, A. & Hixson-Vulpe, J. (2017, September). *Beyond Diversity: An LGBT Best Practice Guide for Employers*. Great Place to Work & Pride at Work Canada. <https://prideatwork.ca/wp-content/uploads/2017/09/Beyond-Diversity-LGBT-Guide.pdf>

Summary: This guide provides 12 strategies to promote inclusion of LGBT people in the workplace. The guide addresses topics such as discrimination policies, gender-neutral language, inclusive benefits package, diversity training, gender transition, inclusive leadership, and a culture of inclusion.

Sawyer, K., Thoroughgood, C., & Webster, J. (2020). *How to make transgender employees feel valued at work*. (March–April 2020 ed.). Harvard Business Review. <https://hbr.org/2020/03/creating-a-trans-inclusive-workplace>

Summary: This article begins by discusses the negative implications of failure to adopt trans-specific policies (higher turnover, decreased productivity, and possible litigation) and the root of hostility and stigma towards the LGBTQ+ community. They discuss basic steps for supporting a trans workforce, such as trans-inclusive policies (bathroom access, dress code, and pronoun and name usage), how to support gender transitions, develop trans specific diversity training, and lastly, interventions to build resiliency and manage stress.



Discussion and Exam Questions

1. Why should you not assume someone’s gender or pronouns?
2. How can language choice help create a safe and inclusive work environment?
3. What are some of the basic workplace policies companies can adopt for a trans-inclusive environment?
4. As an employer, how can you support your trans workforce?
5. What can you do as an individual to challenge gendered and exclusionary language?
6. Words that are marked for masculine gender are problematic because:
 - a) They are exclusive
 - b) They support tradition in the workplace
 - c) They are intentionally hurtful
 - d) It is difficult to find replacements for them

Terminology

Transgender – **1 adj.:** a gender description for someone who has transitioned (or is transitioning) from living as one gender to another. **2 adj.:** an umbrella term for anyone whose sex assigned at birth and gender identity do not correspond in the expected way (e.g., someone who was assigned male at birth, but does not identify as a man).

Trans* – *adj.:* an umbrella term covering a range of identities that transgress socially-defined gender norms. Trans with an asterisk is often used in written forms (not spoken) to indicate that you are referring to the larger group nature of the term, and specifically including non-binary identities, as well as transgender men (transmen) and transgender women (transwomen).

LGBTQ; GSM; DSG – *abbr.:* shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. LGBTQ is Lesbian Gay Bisexual Transgender and Queer and/or Questioning (sometimes people add a + at the end in an effort to be more inclusive); GSM is Gender and Sexual Minorities; DSG is Diverse Sexualities and Genders

Cisgender /“siss-jendur”/ – *adj.:* a gender description for when someone’s sex assigned at birth and gender identity correspond in the expected way (e.g., someone who was assigned male at birth, and identifies as a man). A simple way to think about it is if a person is not transgender, they are cisgender. The word cisgender can also be shortened to “cis.”

Gender identity – *noun* : the internal perception of an one’s gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Often conflated with biological sex, or sex assigned at birth.

Gender non-conforming – **1 adj.:** a gender expression descriptor that indicates a non-traditional gender presentation (masculine woman or feminine man). **2 adj.:** a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as “GNC.”

Queer – **1 adj.:** an umbrella term to describe individuals who don’t identify as straight and/or cisgender. **2 noun:** a slur used to refer to someone who isn’t straight and/or cisgender. Due to its historical use as a derogatory term, and how it is still used as a slur many communities, it is not embraced or used by all LGBTQ



people. The term “queer” can often be use interchangeably with LGBTQ (e.g., “queer people” instead of “LGBTQ people”).

Ze / Zir / “zee”, “zerr” or “zeer”/ – alternate pronouns that are gender neutral and preferred by some trans* people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun “they/their” as a gender neutral singular pronoun.

Heteronormativity – *noun*: the assumption, in individuals and/or in institutions, that everyone is heterosexual and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities: when learning a woman is married, asking her what her husband’s name is. Heteronormativity also leads us to assume that only masculine men and feminine women are straight.

Reference

LGBTQ+ Vocabulary Glossary of Terms. Safe Zone Project.

<https://thesafezoneproject.com/resources/vocabulary/>

*All terms are taken directly from the Safe Zone Project. Further terminology and resources can be found here: <https://thesafezoneproject.com/resources/>

Additional Resources

[Creating Authentic Spaces: A Gender Identity and Gender Expression Toolkit](#)

[Words Matter, BC Government](#)

[A Progressive’s Style Guide](#)

Related Business Topics

- Human Resources
- Leadership
- Diversity and Inclusion
- LGBTQ2S+ rights in the workplace

Related Sustainable Development Goal Targets

[SDG 5: Achieve Gender Equality and Empower All Women and Girls](#)

5.1 End all forms of discrimination against all women and girls everywhere

5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



Suggested In-Class Activities

Activity: Pronouns at Work Case

As Human Resources Director for a small tech firm, Helen was used to fielding employee complaints and suggestions. Recently two employees had come to her separately to ask and suggest the use of adding gender pronouns to email signatures. Helen personally felt that adding pronouns to company email signatures should be a matter of personal preference, but Amanda, a trans-gender employee explained that she felt she had to add it to her signature to help people understand her chosen gender. She added that if no one else added the pronouns to their signature, it made her stand out, and perhaps opened her up to discrimination, whereas if everyone added the pronouns to their signatures as a company standard, the firm would appear to be standing up for trans rights and there would be no comparison between employees that opened up the door to discrimination based on gender. Helen felt this was worth raising at the Friday executive meeting, but she fully expected push back from other executives who were more traditional in their mind-sets.

Prepare a pitch for Helen to deliver to the executive at the Friday meeting.



<i>SDG 6: Clean Water and Sanitation - Water Scarcity: A Business Problem</i>	
Topic Overview	Learning Objectives
<p>According to the UN, 1 in 4 health facilities lack basic water services (Sustainable Development Goals, 2020), which exacerbates the effects of the spread of COVID-19. The water crisis not only affects the livelihood of the earth’s population, but also impacts businesses and costs the economy significantly. This lesson outlines why water scarcity should be at the forefront of al business leader’s decision-making.</p>	<ul style="list-style-type: none"> • Describe the issues businesses and the economy face by the increase of water scarcity. • Identify the industries that are most impacted by water scarcity. • Examine the multi-stakeholder relationships involved in the water crisis.
Resource Summary	
<p>Harmstone, A. (2019, September 18). <i>The Top Industries Imperiled by Water Scarcity</i>. Morgan Stanely. https://www.morganstanley.com/ideas/the-worlds-water-crisis-and-industries-at-risk</p> <p><u>Summary:</u> Harmstone identifies the top industries affected by water scarcity, including agriculture, oil and gas, utilities, and semiconductors.</p>	
<p>Hundertmark, T., Lueck, K., & Packer, B. (2020, May). <i>Water: A Human and Business Priority</i>. McKinsey Quarterly. https://www.mckinsey.com/business-functions/sustainability/our-insights/water-a-human-and-business-priority</p> <p><u>Summary:</u> The article discusses the current state of the water crisis (in 2020) and the risks imposed on communities and businesses. The article identifies three main areas that companies can help mitigate the water crisis: direct operations, supply chain, and wider basin health.</p>	
<p>Chipman, K. (2020, December 6). <i>Water Futures to Start Trading Amid Growing Fears of Scarcity</i>. Bloomberg News. https://www.bnnbloomberg.ca/water-futures-to-start-trading-amid-growing-fears-of-scarcity-1.1532657</p> <p><u>Summary:</u> In December 2020 CME Group Inc. announced that the trading of water futures of the stock market. The inclusion of water amongst gold and oil, commodities that shape the world economy, on the stock market is viewed as an indicator of the severity of the water scarcity crisis.</p>	
<p>Shimo, A. (2018, October 4). <i>While Nestlé extracts millions of litres from their land, residents have no drinking water</i>. The Guardian. https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water</p> <p><u>Summary:</u> This article shows a local view of the water crisis with interviews from members of the Six Nations of the Grand River Indigenous reserve who have been without clean drinking water for years.</p>	



Discussion and Exam Questions	
1.	Which industries are most severely affected by water scarcity?
2.	What is the impact of water futures trading on the stock market?
3.	What are the three main areas where businesses can help mitigate the water crisis?
Additional Resources	
Beyond COVID-19, A Looming Water Crisis, Horais	
Ripple effects: Why water is a CFO issue, Deloitte Insights	
Related Business Topics	
<ul style="list-style-type: none">• Risk management• Economics of natural resources• The Commons• Shared Value• Climate change effect on business• Stakeholder relationships	
Related Sustainable Development Goals Targets	
SDG 6: Ensure availability and sustainable management of water and sanitation for all	
6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all	
6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations	
6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally	
6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity	
6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate	
6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes	
6.A By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies	



6.B Support and strengthen the participation of local communities in improving water and sanitation management

Suggested In-Class Activities

Assign the [Guardian article](#) to the class as a pre-class reading. In class, review [Nestle Waters in Ontario Facts](#) page in response to allegations of Nestle draining Ontario's water.

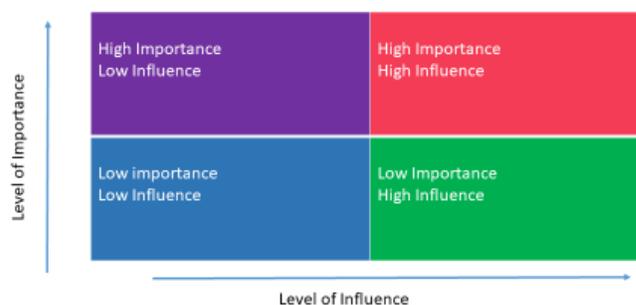
Alternatively, as a class review the [Business and Human Rights Resource Centre's summary](#) on the situation – including a summary of the Guardian article and Nestlé's response. This is a brief version of the above resources.

Apply this lesson and the Nestle case to the framework for analyzing stakeholder interests:

1. Explain the difference between primary and secondary stakeholders. Demonstrate using the following scenario: Jose was an entrepreneur who started a tech firm doing water analysis. His clients were primarily municipalities and cities who required water testing of lakes, reservoirs and streams. Last week Jose was called to take a water samples and analyze them from a stream that ran through a farmer's field. Jose found enough pesticide, fertilizer and manure indicators in the sample that he rushed the results back to City Hall. Jose knew that the city was his client, but he wondered if anyone else should know about the results of his testing.
Primary Stakeholders: City Hall, the farmer
Secondary stakeholders: the farmer's neighbours, Ministry of Environment, area water provider

2. Introduce the 2x2 interests and influence framework.

Stakeholder Analysis:



3. Demonstrate how you would place each stakeholder on the matrix.
4. Divide students into small groups and have them identify the primary and secondary stakeholders in the Nestle article.



Facilitate a discussion among the students on the issues of the water extraction in Ontario. Discuss the stakeholder relationships between Nestle, Six Nations of the Grand River, and the government (local and provincial).

5. Give students a blank [importance/influence matrix](#) and have them add the Nestle stakeholders to the table.
6. Explain that you could also sort the stakeholders by their power and interests on a second matrix.
7. Summarize with a discussion of how you would approach each stakeholder based on your new understanding of their position, influence and importance to the issues.



SDG 7: Affordable and Clean Energy - The Path Towards Affordable and Clean Energy

Topic Overview	Learning Objectives
<p>It is widely known that the burning of fossil fuels is a significant cause of climate change. In order to stay below the 2 degrees Celsius of global warming promised in the Paris Agreement, we need a serious shift away from carbon intensive energy. This lesson covers the transition to clean and renewable energy to fight climate change, focusing on the future of energy and investment. Additionally, innovative technologies and the servitization business model are studied to ensure wider and affordable access to clean energy.</p>	<ul style="list-style-type: none"> • Describe the current shift towards affordable and clean energy. • Define the carbon budget and carbon bubble. • Apply the as-a-service business model to carbon intensive industries in the transition to clean and affordable energy. • Examine the business case for companies to transition to clean and renewable energy sources.
Resource Summary	
<p>Günther, M. (2017, January 23). <i>An introduction to fossil fuel divestment — what is the current status and does it work?</i> The Beam. https://medium.com/thebeammagazine/fossil-fuel-divestment-3fc31cee1693</p> <p><u>Summary:</u> This article provides a brief introduction into fossil fuel divestment, discussing which institutions are divesting and the impact on the financial sector.</p>	
<p><i>Terms List.</i> Carbon Tracker. Accessed 2021, January 27. https://carbontracker.org/resources/terms-list/</p> <p><u>Summary:</u> This resource covers the terminology associated with the discussion around divesting from fossil fuels. Including unburnable carbon, carbon budgets, carbon bubble, and stranded assets.</p>	
<p>McKibben, B. (2016, February 15). <i>Why We Need to Keep 80 Percent of Fossil Fuels in the Ground.</i> Yes! https://www.yesmagazine.org/issue/life-after-oil/2016/02/15/why-we-need-to-keep-80-percent-of-fossil-fuels-in-the-ground/</p> <p><u>Summary:</u> McKibben explains in this article that we need to keep 80% of the fossil fuels we know about in the ground, otherwise there will be dire consequences for the world.</p>	
<p>Favaloro, G., Healy, T., & Winston, A. (2017). <i>Energy Strategy for the C-Suite.</i> Harvard Business Review. January - February 2017 edition. https://hbr.org/2017/01/energy-strategy-for-the-c-suite</p> <p><u>Summary:</u> This article discusses a strategy for executives to view energy as more than just a cost to be managed. For firms wanting to shift perspectives, this article provides a playbook of five integral steps for corporations to follow. The steps include C-level mandate, energy integrated into the company’s vision and operations, tracking and measuring energy, renewables and new technologies, and engage stakeholders.</p>	



TEDx. (2019, September 12). How to pull the plug on climate change | Steve Oldham | TEDxPortland [Video]. YouTube. <https://youtu.be/ZQGGhtguHns>

Summary: Steve Oldham is the CEO of Carbon Engineering, a B.C. company that has commercialized two disruptive technologies to significantly reduce carbon in the atmosphere. “Direct Air Capture” pulls carbon out of the atmosphere and sequesters it deep into the earth. Oldham explains global warming using the metaphor of a bathtub, and that we need to pull the plug on carbon to save our environment with these new technologies.

The technology is further explained in this Forbes article, [The Future Is Now: This Start-Up Offers Carbon-Free Shopping](#). The author discusses the new industry labelled “Carbon Sequestration-as-a-Service” (CSaaS) and how it could transform the future of commerce.

Corno, V., Karamitsos, D., Maggiora, C. D., & Motmans, T. (2020, November 20). *What is Servitization and How can it Help Save the Planet?* The World Economic Forum. <https://www.weforum.org/agenda/2020/11/what-is-servitization-and-how-can-it-help-save-the-planet/>

Summary: This article discusses the basics of servitization as a business model and how it can be mainstreamed for cooling. The servitization model can be applied to many other energy-intensive industries to reduce the global carbon consumption.

Cooling as a Service. BBC StoryWorks. Accessed 2021, January 29. <http://www.bbc.com/storyworks/building-a-better-future/base>

Summary: The short video describes how the Basel Agency for Sustainable Energy (BASE) reimagines cooling-as-a-service (CaaS) to provide air conditioning and refrigeration for developing communities. This business model provides an affordable and sustainable alternative to traditionally carbon intensive goods.

Discussion and Exam Questions

- What is fossil fuel divestment? What does divestment represent as a shift in society?
- What is the effect of fossil fuel divestment on the financial sector?
- How can the servitization (or as-a-service) business model help reach the UN Sustainable Development Goal 7 of affordable and clean energy?
- What is a leader’s responsibility in divestment, servitization and embracing renewable energy?

Additional Resources

[The Role of Oil and Gas Companies in the Energy Transition](#)

[Global Warming’s Terrifying New Math](#)

[The Growing Concern Over Stranded Assets](#)

[The Myth of “Stranded Assets” in Climate Protection](#)

[Carbon capture: what you need to know about catching CO2 to fight climate change](#)



Related Business Topics
<ul style="list-style-type: none"> • Divestment from fossil fuels • Innovation • Disruptive technologies • Clean energy • Servitization and XaaS (Everything as a Service) business models
Related Sustainable Development Goals Targets
<p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p>7.1 By 2030, ensure universal access to affordable, reliable and modern energy services</p> <p>7.2 By 2030, increase substantially the share of renewable energy in the global energy mix</p> <p>7.3 By 2030, double the global rate of improvement in energy efficiency</p> <p>7.A By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology</p> <p>7.B By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support.</p>
Suggested In-Class Activities
<p><u>Activity 1: As-a-Service Business Model</u></p> <p>CaaS can help people/businesses in developing countries gain access to affordable and clean cooling services, such as air conditioning and refrigeration. By providing this as a service, more people are able to access cooling with less carbon intensive technology. Have the class watch the Cooling as a Service (CaaS) video and read the article What is Servitization and How can it Help Save the Planet?</p> <p>Using this business model, what other every day necessities and goods that are traditionally owned can be switched to as-a-service business model to increase access for all and reduce the environmental impact? Have the students brainstorm services that would replace energy and carbon intensive operations or goods. Some examples that are currently in use include:</p> <ul style="list-style-type: none"> - Light as a service (Phillips) - Printing as a service (Xerox) - Transportation as a service— pay by the hour (Rolls-Royce) <p><u>Activity/Assignment 2: Taking a Leadership Role in Clean Energy</u></p> <p>In conjunction with a conversation on persuasion, leadership and reliable research, have students create a short presentation to the Board of a firm recommending divestment from carbon assets or investment in renewable energy. Have the rest of the class evaluate the presentations for persuasiveness, authenticity, and credibility.</p>



SDG 8: Decent Work and Economic Growth - Sustainable Investing

Topic Overview	Learning Objectives
<p>Sustainability and social responsibility in finance have traditionally been viewed as a cause for reduced profits or loss of return in finance. Today, the sentiment has changed, and sustainability has become a significant area in corporate finance. This lesson aims to provide an overview of the areas of sustainable investing, including ESG, SRI, and impact investing.</p>	<ul style="list-style-type: none"> • Define the different areas of sustainable investing – ESG, SRI, and impact investing. • Describe the history of socially responsible and sustainable investing. • Analyze how the future of investing may change to combat the climate crisis. • Describe the impact of COVID-19 on sustainable investing.

Resource Summary

Townsend, B. (2020). From SRI to ESG: The Origins of Socially Responsible and Sustainable Investing. *The Journal of Impact & ESG Investing*, 1 (1). Bailard. <https://www.bailard.com/wp-content/uploads/2020/09/History-Socially-Responsible-Investing-and-ESG-Investing.pdf>

Summary: This article provides an extensive history of sustainable investing, from SRI to ESG. Townsend discusses the influence of the faith and anti-war movements on exclusionary investing, the 2008 financial crisis influence on the increase of corporate governance, and finally the climate crisis impact on the global economy.

Global Impact Investing Network (n.d.). *What You Need to Know About Impact Investing*. <https://thegiin.org/impact-investing/need-to-know/>

Summary: The GIIN provides a brief overview of impact investing.

McKnett, C. (2013, November). *The investment logic for sustainability*. TED Institute. https://www.ted.com/talks/chris_mcknett_the_investment_logic_for_sustainability?utm_campaign=tedsread

Summary: Chris McKnett makes a case for large institutional investors (private sector) to be the catalysts of environmental progress by sustainable investing. He argues that investors need to look at a company’s ESG structures just as much as financial data.

Morgan Stanley. (2020, April 30). *The Butterfly Effect & COVID-19: Six Implications for Sustainable Investing in an Interconnected World*. <https://www.morganstanley.com/im/en-us/financial-advisor/insights/investment-insights/covid-19-six-implications-for-sustainable-investing-in-an-interconnected-world.html>

Summary: This article discusses six implications of the COVID-19 pandemic on sustainable investing. Topics include the impact on the bond market, the role sustainable investing will have on reshaping the economy, the integration of sustainability into valuation and risk/return models, an increased role of active engagement by fixed income investors, improved holistic risk assessment and disclosure practices, and greater preparedness and resilience for long-term risks.



Discussion and Exam Questions
<ol style="list-style-type: none">1. Identify events in recent history that may have pushed society to more sustainable and responsible investing practices – i.e. the 2008 financial crisis changed requirements around corporate governance.2. Discuss how sustainable finance can be utilized to build resilience during the pandemic.3. Compare and contrast impact investing and ESG investing.4. What are the effects of COVID-19 on sustainable investing?5. What kind of role will sustainable investing have in the recovery and/or reshaping of the economy post COVID-19?
Additional Resources
<p>Financial Performance with Sustainable Investing, USSIF A Short Guide to Impact Investing, The Case Foundation Calculating the Value of Impact Investing, Harvard Business Review</p> <p><u>Industry Examples:</u> BCI: Founding signatory of principles for responsible investment Sustainability Accounting Standards Board: Materiality Map Task Force on Climate-related Financial Disclosures Root Capital Global Impact Investing Network (GIIN) Raven Indigenous Capital Partners</p>
Related Business Topics
<ul style="list-style-type: none">• Corporate finance• ESG, SRI, or Impact investing• Risk assessment and management• COVID-19 and the global economy
Related Sustainable Development Goal Targets
<p>SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p> <p>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead</p>



8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

Suggested In-Class Activities

For homework, ask students to research a public company that has strong ESG principles. In class break students into groups and have them compare their companies, note their stock value and historic stock values, and compare the stock value to the major indices.

Debrief with students about their findings:

- Which firms increased the most in value?
- What message does ESG performance send to shareholders?
- Can you build a well-balanced portfolio out of ESG conscious firms?

Alternatively, have students work in groups to determine criteria by which they would include a stock in an ESG portfolio. Specifically, they should consider a company's waste, emissions, water usage, community connections, worker health and safety, board conflicts of interest etc.

Have students choose two companies in the same industry, one that fits ESG principles and one that does not. Have them compare the stock price and valuation of the firm over time.



SDG 9: Industry, Innovation and Infrastructure - Biomimicry: Design Inspired by Nature

Topic Overview	Learning Objectives
<p>Biomimicry is the practice of creating innovative solutions learned and mimicked from the strategies found in nature to solve human design challenges. Biomimicry is key practice in sustainable growth and innovation.</p>	<ul style="list-style-type: none"> • Describe the usage of biomimicry in solving human issues for innovation and design. • Analyze how biomimicry could benefit climate action and sustainable development. • Identify examples of biomimicry in action. • Develop an SDG solution using the biomimicry principles.
Resource Summary	
<p>Benyus, J. (2005, February). <i>Biomimicry’s Surprising Lessons from Nature’s Engineers</i>. TED Institute. https://bit.ly/37Q2wCW</p> <p><u>Summary:</u> Janine Banyus, an expert on biomimicry, gives a TedTalk introducing the science of Biomimicry and describes how we can use nature to inspire innovation.</p>	
<p>Farnsworth, M. (2020). Chapter 2: On Mountain Goats and Citizenship – the Nike Story of Biomimicry. <i>Biomimicry and Business: How Companies Are Using Nature’s Strategies to Succeed</i> (pp. 11-22). Routledge. https://doi-org.ezproxy.library.uvic.ca/10.4324/9781003092605</p> <p><u>Summary:</u> This chapter uses Nike as a case study on the early days of how the company used bio-inspiration and biomimicry to improve their shoes, and discusses the strategies used to gain support from executives to designers at Nike.</p>	
<p>The Biomimicry Institute (2019, September 10). <i>The Future of Innovation is Here: 8 Inventions from Nature’s Laboratory</i>. https://biomimicry.org/the-future-of-innovation-is-here-8-inventions-from-natures-laboratory/</p> <p><u>Summary:</u> The article provides 8 biomimicry inventions, including the problem solved, nature’s solution, and market readiness of each invention.</p>	



Natural Geographic. (2018, May 29). *See How Termites Inspired a Building That Can Cool Itself; Decoder.* [Video] YouTube. <https://youtu.be/620omdSzBs>

Summary: The video provides a quick and in-depth example of biomimicry in action of building and cooling a large scale building

Discussion and Exam Questions

1. Discuss how biomimicry can be used to work towards the sustainable development goals.
 - To solve problems (cleaning water, providing more food, reducing carbon in the atmosphere)
 - As a design process (looking at nature first when contemplating problems)
2. Discuss some of the major challenges and road blocks of biomimicry
 - Takes time
 - Requires expertise (specialized engineering knowledge and skills)
 - Requires investment (some technologies may not currently be available and need to be made)
 - Competition in the field means you are likely racing another team to a solution
3. What is the practice of creating innovative solutions learned and mimicked from the strategies found in nature to solve human design challenges? (Answer: Biomimicry)

Additional Resources

[Designlens: Life's Principles, Biomimicry 3.8](#)

[Asknature](#)

[Biomimicry Institute Examples](#)

[Biomimicry Toolbox](#)

Related Business Topics

- Innovation
- Design thinking
- Entrepreneurship
- Critical thinking and problem solving
- Strategy and competitive advantage



Related Sustainable Development Goal Targets

[SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation](#)

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending



Suggested In-Class Activities

Break up the class into groups. Have two envelopes with slips of paper, one with individual SDG's written on each slip, the other envelope with slips of paper with a nature example. Each group will pick a random piece of paper from each envelope. The groups will apply the concepts of biomimicry by coming up with an idea for a contribution to the SDG with inspiration from the nature example. The solution does not have to fit the nature example perfectly, it is intended to inspire and direct the discussion. For example, a group that has SDG 1, No Poverty may also pick farm animals and brainstorm ideas that farm animals can reduce poverty.

Refer to [Designlens: Life's Principles](#) for the six life principles for guidance:

1. Adapt to changing conditions
2. Be locally attuned and responsible
3. Use life-friendly chemistry
4. Be resource efficient (material and energy)
5. Integrate development with growth
6. Evolve to survive

Envelope One (SDG's)	Envelope Two (Nature)
1. No Poverty	1. Birds
2. Zero Hunger	2. Grasslands, swamps, and bogs
3. Good Health and Well-being	3. Lakes and rivers
4. Quality Education	4. Fresh water fish
5. Gender Equality	5. Trees and forests
6. Clean Water and Sanitation	6. Algae and seaweed
7. Affordable and Clean Energy	7. Rainforests
8. Decent Work and Economic Growth	8. Desert
9. Industry, Innovation and Infrastructure	9. Beaches
10. Reduced Inequality	10. Bugs and insects
11. Sustainable Cities and Communities	11. Farm animals
12. Responsible Consumption and Production	12. Mountains, caves, and rocks
13. Climate Action	13. Coral reefs
14. Life Below Water	14. Barnacles and mussels
15. Life on Land	15. Cacti and succulents
16. Peace and Justice Strong Institutions	16. Glaciers
17. Partnerships to achieve the Goal	17. Beehives



SDG 10: Reduced Inequalities - Stakeholder Dialogue

Topic Overview	Learning Objectives
<p>This lesson covers an overview of stakeholder dialogue as part of a CSR strategy. This lesson plan includes:</p> <ul style="list-style-type: none"> • The purpose of stakeholder dialogue • The costs and benefits of stakeholder dialogue • Guiding steps to stakeholder engagement • Different levels of stakeholder engagement 	<ul style="list-style-type: none"> • Identify the importance and purpose of stakeholder engagement. • Identify the potential costs of not engaging with stakeholders. • Analyze the different levels of stakeholder engagement, and identify key features in each level. • Classify stakeholders using the power/influence matrix.
Resource Summary	
<p>Dorobantu, S. & Flemming, D. (2017, November 10). <i>It's Never Been More Important for Big Companies to Listen to Local Communities</i>. https://hbr.org/2017/11/its-never-been-more-important-for-big-companies-to-listen-to-local-communities</p> <p><u>Summary:</u> The article makes an argument for the need of stakeholder dialogue; listing the costs and benefits from the perspective of the corporation. The typical budget for stakeholder engagement is miniscule, and ignoring stakeholders can lead to significant costs incurred from delays, protests, and legal action. Effective social engagement and communication can prove to be invaluable in the long term, with the benefits significantly outweighing the costs.</p>	
<p>Hohnen, P. (2007). Part 3: The importance of stakeholder engagement 76. J. Potts (Ed.), <i>Corporate Social Responsibility: An Implementation Guide for Business</i> (pp. 76-85). International Institute for Sustainable Development. https://www.iisd.org/system/files/publications/csr_guide.pdf</p> <p><u>Summary:</u> This guide provides an overview of stakeholder engagement, covering what it is, why it matters, and how to approach it. The author provides a five-step process for stakeholder engagement, as follows: Identify stakeholders; understand the reasons for stakeholder engagement; plan the engagement process; start the dialogue; and maintain the dialogue and deliver on commitments.</p>	
<p>Guibert, L. & Roloff, J. (2017, September 18). Stakeholder Dialogue: Strategic Tool or Wasted Words? <i>Journal of Business Strategy</i>, 38 (5). https://doi-org.ezproxy.library.uvic.ca/10.1108/JBS-07-2016-0071</p> <p><u>Summary:</u> The article covers the different levels of stakeholder engagement of a company (ie examples of low vs. high engagement) and identifies four types of stakeholder dialogue, measured by levels of stakeholder engagement and CSR strategy maturity. Three main issues are identified, first, companies only engage in dialogue occasionally, which limits trust building and constructive discourse; second, there is a lack of feedback loops between the managers and stakeholders. There needs to be increased communication between parties,</p>	



especially after the fact (follow up meetings); third, managers struggle to open the dialogue to a broader group of stakeholders, and to address controversial topics.

Discussion and Exam Questions

1. What are the costs and benefits (economic and social) of stakeholder dialogue?
2. What are the five main steps of stakeholder engagement?
3. Identify possible challenges and obstacles a business may face during stakeholder engagement.

Related Business Topics

- Stakeholder engagement
- Community relationships
- Equality

Related Sustainable Development Goal Targets

[Goal 10: Reduce inequality within and among countries](#)

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

Suggested In-Class Activities

Stakeholder engagement is an important component of any project or business venture. Split the students into pairs or small groups, assign each group a stakeholder case, and complete the following activities.

Activity 1: Stakeholder Mapping

Have students map the relevant stakeholders from each case using a Power/Influence Matrix (see below for template). For each stakeholder, justify the positioning of power and influence. Groups with the same case should compare results and observe similarities, differences, and discuss the challenges of stakeholder mapping.

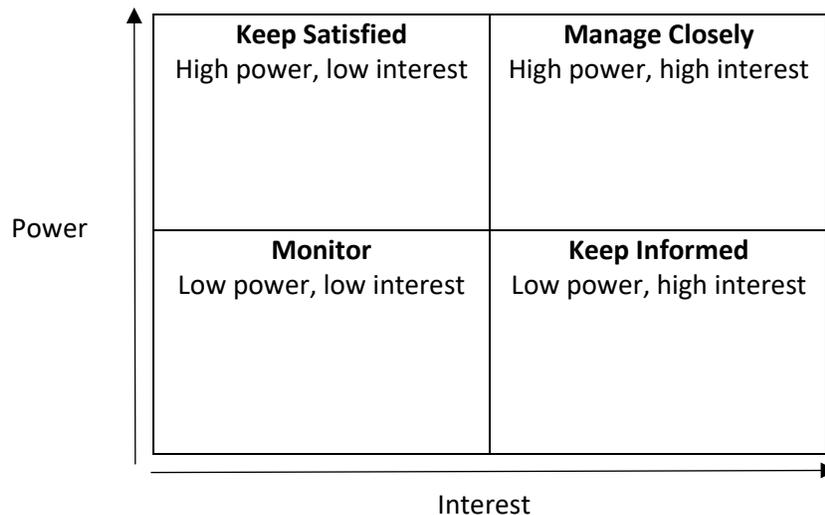
Activity 2: Stakeholder Engagement

After identifying the key stakeholders, develop a plan for engagement and dialogue. Use the following questions for group work or a class discussion.

- What are the first steps to engaging with your stakeholders?



- What are the objectives of engaging with each stakeholder group?
- How will you change your strategy for engaging with each stakeholder group?
- What obstacles and challenges do you expect to face?



Adapted from Mendelow, A.L. (1981). 'Environmental Scanning - The Impact of the Stakeholder Concept,' ICIS 1981 Proceedings, 20.

CASE STUDY 1: Country Hills Campground

Who are you and what are you doing?

You are a small business with three private campgrounds on Vancouver Island. Your campgrounds welcome RVs and tents and are used primarily in the summer months, but you operate year round. Each of the campgrounds have family oriented pools with waterslides, and are located near hiking and biking trails. You would like to build a new campground on forested government land near Nanaimo. You have a lease on the land and a permit to bring in hydro electricity and city water. Yesterday a backhoe operator found old human bones in an area he was excavating. A local first nation band is claiming that the area is of historic importance to them.

What are you hoping to achieve?

To build a 100 unit campground near Nanaimo BC.

In order to meet your objective you need to get further permission to continue digging and installing power lines. This will require completing many government documents, but first, many people want to talk to you about the project.

Who are you trying to influence? Potential audiences:

Government agencies such as:

Ministry of Environment,



Farming, Natural Resources and Industry Ministry (Archeology branch),
Ministry of Forests, Lands and Natural Resource Operations (First Nations Branch),
Local first nation band,
City of Nanaimo,
BC Hydro

Additional background information:

You have a staff of 10 regular employees, most of whom help run the campgrounds. You are on your own to get through the red tape on this project, but you have a good relationship with the chief of one of the two bands who have claims on the territory where your new campground is located.

CASE STUDY 2: Herb Shop

Who are you and what are you doing?

You are a local entrepreneur who owns and operates a chain of five private liquor stores in Victoria, BC. You have been running your business successfully for over ten years and want to expand into selling legal cannabis. You have located a building that meets the specifications of the city bylaws, but you are encountering resistance from the School Board and parents, as the shop would be close to a school. The law permits cannabis dispensaries at least 300 metres from schools. Your store is 305 metres from the local high school, but visible to the school users. Since you are not allowed to sell cannabis to anyone under 19, you don't see the school as a problem to your location.

You want this location primarily for its access to bus transportation and heavy traffic from the neighbouring grocery store, fast food restaurant, drug store and one of your own liquor stores.

What are you hoping to achieve?

Open a new, independent, legal cannabis store.

You would sell dried cannabis by the gram, cannabis oil and seeds. You would like to open your store by December 1 in order to capitalize on potential Christmas sales.

Who are you trying to influence?

City of Victoria staff (licencing),
Victoria School Board (elected officials),
Parents,
Local community members (cannabis users and non-users),
Federal government (licencing),
Provincial government (licencing),
Shopping centre owner

Additional background information:

Your store location meets the federal, provincial and city guidelines in the location and layout. You have a clean record with your liquor stores for not selling to minors. You are prepared to add security to the store in alarms as well as uniformed security which was a request from the building owners when you signed the lease. You know that the community is important to the success of your store, and you would like to bring all the stakeholders around to tolerate (and perhaps support) your store.



CASE STUDY 3: The Rusty Plow Cafe

Who are you and what are you doing?

You are a farmer on Vancouver Island. You grow a historic varietal of wheat called red fife, which you sell to a local bakery, as well as corn, strawberries, beets and lettuce. Two years ago, you opened a café at the farm to service the locals who shop at your farm stand. You started by serving coffee and baked goods made by your baker-friend, and it has expanded to other brunch items. Customers sit at picnic tables around the parking lot, with umbrellas in case of rain. The café is now making almost as much in revenue as the crops, due to local shoppers and many cycling groups who stop to eat.

Last week you received a notice from the Agricultural Land Reserve (ALR), a part of the provincial government tasked with preserving farmland to be maintained as farmland. The letter advised you that the café was not in compliance with ALR usage of the land and must be shut down. Fifteen people will lose their (mostly part-time) jobs if you have to close the café. You want to reason with the ALR. Over 90% of your land is under cultivation. The café kitchen a professional, commercial kitchen, inspected by the local bylaw officers, located in the garage of the house you live in. The seating is on the fringe of the parking lot. Closing the café will not result in more land being cultivated.

You have contacted the Ministry of Agriculture, but they have not offered any help.

What are you hoping to achieve?

You would like to keep the café open, with the approval of the ALR.

Who are you trying to influence? Potential audiences:

Agricultural Land Reserve (ALR officers)
Provincial government (Ministry of Agriculture)
Your local MLA
Customers
Employees

Additional background information:

Customers started a petition and have over 200 signatures on it. They are solidly behind you. Your neighbouring farms (which have chickens, pork and beef) appreciate your business (as you buy ingredients from them) and the additional traffic they have noticed since you opened the café.

CASE STUDY 4: Hard Rock Hills Holdings

Who are you and what are you doing?

You are the owner of a contaminated soil holding service on Vancouver Island. Landowners with contaminated soils (from former gas stations, coal fired factories etc.) truck their soils to your 200 hectare, former quarry for disposal. You operating a holding area in compliance with the Ministry of Environment guidelines, and are inspected regularly by the Ministry of Environment staff. Your permit allows you to accept 100 000 tons of contaminated soil every year. To be in compliance you have liners, berms and covers for your soil deposits. The Ministry inspects your leachate collection twice a year including soil and water sampling.



When you built the business ten years ago, you were the only business in the area and residents were mostly users of summer cottages around a local lake. In the past ten years, several new sub-divisions have been built and now over 12,000 people live in the area.

Recently, a group of local homeowners in the area started voicing concern over the possibility of the contaminated soil leaching into the lake and contaminating the drinking water for the community. The Ministry of Environment tested the lake and found no leachate or other contamination in the water, however community members have started picketing the entrance of your property and are starting to get in the way of the deliveries you receive every day. They have sent you letters stating that they will protest until the Ministry revokes your permit.

What are you hoping to achieve?

You want to be a good neighbour, but you also want to run your business. There is no other place to take contaminated soil in the region. If you go out of business, truck drivers will have a reduced workload, and contaminated soil owners may have to barge their soil off the island to a more willing community on the mainland.

Who are you trying to influence? Potential audiences:

Ministry of Environment

Local Neighbours

Municipal water supply authorities

Employees

Contaminated Soil owners

Truck drivers

Local first nation community

Additional background information:

The local First Nation is angry that the Ministry of Environment, while meeting with concerned residents, did not also meet with them. The band draws water from wells that are fed by a local aquifer. To date testing has not shown any contaminants in the well water, but the nation is downhill from Hard Rock Hill Holdings, so they are also concerned about their water quality.

All case studies describe fictional businesses which are loosely based on real situations. Details have been added or changed to suit the case analysis.



SDG 11: Sustainable Cities and Communities

Topic Overview	Learning Objectives
<p>SDG 11 calls for cities and human settlements to be inclusive, safe, resilient, and sustainable. Today, over half of the world’s population live in cities, which is expected to increase significantly by 2030. Major cities are seen as the centre of the economy, but cities are responsible for 70% of global green house gas emissions. Therefore, cities play a pivotal role in limiting global warming and effecting change. The wake of COVID-19 has exasperated the inequalities present in many cities and communities; achieving SDG 11 is imperative for a sustainable and resilient recovery.</p>	<ul style="list-style-type: none"> • Describe the impact of cities on global warming. • Analyze business and investment opportunities related to sustainable and resilient cities. • Analyze the interconnected relationship between cities and businesses – considering social, economic, and environmental impacts. • Describe how businesses can address the targets of SDG 11. • Assess the resilience of cities using the OECD framework of Resilient Cities.

Resource Summary

Busch, C. & Hallie, K. (2016, February 9). *How sustainable cities can drive business growth*. GreenBiz. <https://www.greenbiz.com/article/how-sustainable-cities-can-drive-business-growth>

Summary: This article makes an argument for sustainable cities driving business growth, discussing a changing workforce, the smart choice for cities, and the business payoff. Some of the benefits of sustainable cities include increased time efficiency, lower costs, greater access to talent, and improved health and wellbeing.

Blanchett, T., Gomez, A., Sharma, V., Sterling, K., & Suzuki, K. (2016, December 14). *“Living Benefits” in Sustainable Cities Enabled by Business Solutions*. WBCSD Education <https://www.wbcd.org/Projects/Education/Leadership-program/Resources/Living-benefits-in-sustainable-cities-enabled-by-business-solutions>

Summary: The report discusses a visible for sustainable cities enabled by business solutions. The focal points of sustainable cities are included, such as urban mobility, green building, green spaces, water and sanitation, waste management, food systems, and e-governance. Case studies of living benefits are provided for each topic.

Molenaar, A., Sorkin, L. N., Tuts, R., Van den Berg, R. (n.d.). *WRI Commentary: Building Climate-Resilient and Equitable Cities During COVID-19*. World Resources Institute. <https://www.wri.org/news/building-climate-resilient-and-equitable-cities-during-covid-19>

Summary: This commentary discusses the response to COVID-19 as an opportunity to build green and resilient cities for the long term. The proposed solutions address equity, climate change, and COVID-19. The adaption addresses underlying inequalities, produces lifestyle changes, preservation of ecosystems, new communities



and institutions, and people centric city planning. Further than a response to COVID-19, the solutions aim to rebuild and improve our systems for a sustainable and resilient future.

TED. (2017, August 31). *7 principles for building better cities* | Peter Calthorpe [Video]. Youtube. <https://youtu.be/IFjD3NMv6Kw>

Summary: Peter Calthorpe discusses principles for building better cities to respond to climate change. He covers topics such as urban sprawl, mobility and transportation, health impacts, and mix-use development.

Discussion and Exam Questions

1. Discuss the business and investment opportunities available for building resilient and sustainable cities.
2. Why should businesses care about the sustainability of the cities in which they operate in?
3. What is the impact of cities on global warming?
4. What makes a city resilient? How has COVID-19 exacerbated the need for resilient cities?

Sustainability in Cities: Examples

- [Sponge Cities, China](#)
- [Electric Buses, Santiago](#)
- [Lighting our Neighbourhood, Salvador](#)
- [Electricity Generation from Landfill, Hanoi](#)
- [The Lowline, New York](#)
- [Smart Commuting, Israel](#)
- [Vertical Forests, Milan](#)

Additional Resources

- [Resilient Cities](#)
- [The Future of Nature and Business, Chapter 3](#)
- [World Resources Institute](#)
- [C40](#)

Related Business Topics

- Climate change
- Investment opportunities
- Disruptive technologies
- Sustainable development

Related Sustainable Development Goals Targets

[SDG 11: Make cities inclusive, safe, resilient and sustainable](#)

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons



11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.C Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

Suggested In-Class Activities

Part 1: How resilient is your City?

Break students into pairs. Each pair must evaluate a city based on one of the four factors of a resilient city: society, governance, environment or economy. Refer to the [OECD Framework on Resilient Cities](#) for metrics of resilience. Allow students to choose a city, or pre-assign cities from different countries to offer an international perspective. You could also choose cities according to a theme: capital cities, coastal cities, mountain cities, poor cities, small cities... etc. Then put four pairs together to build a holistic picture of how resilient that city is. Have students report out to the class on their results.

Part 2: Discussion

Run a large group discussion based on the question, would you open a small business in this city?

Sub questions:

- What kind of business would thrive in this city?
- What issues might a business face in this city?
- How could a business help the city to become more resilient?
- What role does investment play in making a city resilient?



SDG 12: Responsible Consumption and Production - Supply Chain Transparency & Sustainability

Topic Overview	Learning Objectives
<p>What is supply chain transparency?</p> <ul style="list-style-type: none"> • Two types of transparency: visibility and disclosure • Use of block chain and technology • Sustainable supply chains • Best practices and steps for improvement 	<ul style="list-style-type: none"> • Understand how technology plays a role in the future of supply chain sustainability. • Identify the steps to take to improve supply chain transparency. • Analyze the costs and benefits of supply chain transparency. • Describe the different types of transparency.
Resource Summary	
<p>Mutz, M. (2019, September). <i>How supply chain transparency can help the planet</i> [Video]. TED Institute. https://bit.ly/3dQq1iM</p> <p><u>Summary:</u> Markus Mutz discusses how blockchain technology can be used to track goods from extraction to consumption. The video covers transparent supply chains and how technology is used to create trustworthy products for consumers.</p>	
<p>Harbert, T. (2020, February 20). <i>Supply chain transparency, explained</i>. MIT Sloan. https://mitsloan.mit.edu/ideas-made-to-matter/supply-chain-transparency-explained</p> <p><u>Summary:</u> This article provides a comprehensive overview of supply chain transparency, defining the two types of transparency: visibility and disclosure. The article covers disclosure decisions, costs and benefits, and why consumers care.</p>	
<p>Bateman, A. & Bonanni, L. (2019, October 11). <i>What Supply Chain Transparency Really Means</i>. Harvard Business Review. https://hbr.org/2019/08/what-supply-chain-transparency-really-means</p> <p><u>Summary:</u> This article defines supply chain transparency and provides metrics on how to measure transparency. After determining a company’s transparency, the authors provide steps to take to move the organization up the scale through increasing transparency.</p>	
Discussion and Exam Questions	
<ol style="list-style-type: none"> 1. Discuss the challenges of transparency in a global supply chain. <ul style="list-style-type: none"> - Multiple suppliers with operations around the world (impossible to inspect them all) - Complying with ISO standards is time consuming and expensive - Laws vary across countries and even within countries - Quality varies across countries 2. What can businesses do to increase the transparency of their supply chains? <ul style="list-style-type: none"> - Require ISO certification or other industry standard certification 	



- Conduct reviews of suppliers
- Require suppliers to disclose sources for materials
- 3. Discuss how COVID-19 has affected the need for supply chain transparency.
 - Understand where your products are manufactured and how they are shipped to you
 - Evaluate the domestic production situation
 - Realize how a sick workforce impacts production
 - Design a production facility that minimizes the spread of disease

Additional Resources

Making traceable wool a reality. (n.d.). Fjall Raven. <https://foxtrail.fjallraven.com/articles/making-traceable-wool-a-reality/>

Summary: a good example of responsible supply chain management. Fjall Raven discusses how they source sustainable wool for their products.

Gioia, D. A. & Villena V. H. (2020). A More Sustainable Supply Chain. Harvard Business Review. March - April, 2020 Issue. <https://hbr.org/2020/03/a-more-sustainable-supply-chain>

Summary: This article outlines the importance of MNC’s focusing on the lower tier suppliers of their supply chain, and how to manage the sustainability associated with them. The authors describe how the trickle down effect of strict sustainability policies is ineffective for the lower-tier suppliers, and offers alternative solutions and best practices.

Tyler, O. (2017, December). *The Complex Path to Sustainability* [Video]. TED Institute.

https://www.ted.com/talks/olivia_tyler_the_complex_path_to_sustainability

Summary: Olivia Tyler discusses blockchain and technology usage to increase supply chain transparency.

A Guide to Traceability: A Practical Approach to Advance Sustainability in Global Supply Chains. (2014).UN Global Compact & BSR.

https://d306pr3pise04h.cloudfront.net/docs/issues_doc%2Fsupply_chain%2FTraceability%2FGuide_to_Traceability.pdf

Industry Example: [Wholechain](#)

A block chain based traceability system for supply chain transparency.

Related Business Topics

- Operations management
- Supply chain management
- Management information systems
- Innovative technology

Related Sustainable Development Goal Targets

[SDG 12: Ensure sustainable consumption and production patterns](#)

12.1 Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries



12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.A Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

Suggested In-Class Activities

Break the students into groups, and assign each group an item from the list of every day items. Students will fill in the worksheet with information found on their item. See below for fields to be answered by each group:

Worksheet: (this could also be presented on a slide or a Google Jamboard)

- Item name:
- Starting ingredient:
- Additional ingredients:
- Location from which the ingredients are sourced:
- Location of production facility (if different from above):
- Labour practices for harvest and processing:
- Transportation type, route and distance to your location (retail sales location):

Everyday Items:

- Cotton T-Shirt
- Water Bottle
- Glass on an iPhone
- Styrofoam Food Takeout Box
- Pizza Box
- Coffee Beans
- Pencil Eraser

After the groups have filled in their worksheet, one person from each group will share their results. After each group has shared, have a short discussion about their findings.

- Which items travelled the furthest? What is the impact of that distance and transportation method?
- Which items had the most ingredients? What is the impact of more ingredients on a product or on the environment?
- Are there better and worse options for ingredients (organic cotton for t-shirts, recycled paper for pizza boxes)?
- What is the end of life fate for each item?



SDG 13: Climate Action - The Business Case for Sustainability

Topic Overview	Learning Objectives
<p>Sustainability has been traditionally viewed as a trade off between profit and planet, with the only benefit of it being the “right thing to do.” The intention of this lecture is to teach students that doing business with sustainability is not only the right thing to do, but it is a strategic business move. Sustainability can lead to greater profits in the long term, access to new markets, and is a key to sustainable, long-term success.</p>	<ul style="list-style-type: none"> • Describe the business case for sustainability and creating shared value. • Summarize the difference between creating shared value (CSV) and corporate social responsibility (CSR) • Evaluate a situation to determine the business case for sustainability
Resource Summary	
<p>Kramer, M. R. & Porter, M. P. (2011) <i>Creating Shared Value</i>. Harvard Business Review. January – February 2011 Issue. https://hbr.org/2011/01/the-big-idea-creating-shared-value</p> <p><u>Summary:</u> The article provides a strong argument for replacing capitalism with creating shared value (CSV). They argue that shared value is not a trade-off of profits for society, but a mechanism to increase profits and create societal benefits, rather than diminish them. Shared value is the congruence between societal progress and productivity. They discuss the difference between CSR and CSV, and provide in depth examples of corporations who successfully utilize CSV.</p>	
<p>Carly, F. & Whelan, T. (2016, October 21). <i>The Comprehensive Business Case for Sustainability</i>. Harvard Business Review. https://hbr.org/2016/10/the-comprehensive-business-case-for-sustainability</p> <p><u>Summary:</u> The article provides a comprehensive case for business sustainability. Sustainability can have a positive influence on the following for businesses: competitive advantage, improving risk management, fostering innovation, improving financial performance, building customer loyalty, and attracting and engaging employees.</p>	
<p>Choi, A. (2015, November). <i>How to Make a Profit While Making a Difference</i> [Video]. TED Institute. https://bit.ly/2NMKxWS</p> <p><u>Summary:</u> Audrey Choi makes an argument for capital markets being the catalyst for social change. Individuals own half of all global capital, which gives them the power to make a difference by investing in sustainable and socially responsible companies.</p>	



Discussion and Exam Questions
<p>True/False</p> <p>Firms that adopt sustainable practice will attract new business revenue. (T)</p> <p>Multiple Choice</p> <p>Firms that adopt sustainable practices will gain advantages in the following areas:</p> <ul style="list-style-type: none">a) Human resources, waste management, energy management, revenue projectionsb) Human resources, waste management, reduced water expenses, revenue projectionsc) Human resources, reduced materials expenses, new revenue from green products, reduced transportation costsd) Human resources, reduced materials expenses, new revenue from green products, reduced access to credit
Related Business Topics
<ul style="list-style-type: none">• Strategy• Competitive advantage / differentiation• Corporate social responsibility (CSR)• Risk management• Innovation• Employee attraction and engagement• Customer Loyalty
Related Sustainable Development Goal Targets
<p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>13.2 Integrate climate change measures into national policies, strategies and planning</p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>
Suggested In-Class Activities
<p><u>Activity 1: The Hybrid Truck Decision</u></p> <p>Use the Erie Thames Powerlines: The Hybrid Truck Decision case to determine the financial business case and the non-financial business case for buying hybrid trucks. Run a discussion about the trade-offs and the value to the company.</p> <p><u>Activity 2: Business Case for Sustainability – SunReady</u></p> <p>Seven Sustainability Benefits</p> <ul style="list-style-type: none">1. Increased revenue and market share- More business to business and business to consumer revenue (new markets who want your new products, more loyalty from consumers who like how you do business)



- New revenue from new green products (e.g. organic produce and meat)
- New revenue from services and leasing

- 2. Reduced energy expenses
 - Office and plant energy savings
 - Reduced transportation costs

- 3. Reduced waste expenses
 - Less waste in materials reduces the cost of materials (do more with less)
 - Reduced shipping to landfills
 - Sales of waste products (e.g. frying oil turned into biofuel)

- 4. Reduced materials and water expenses
 - Substitution of more environmentally friendly materials in production
 - Re-using or recycling onsite waste
 - Product take-back to generate future materials (closed loop system)
 - Adopting low flow fixtures to reduce water usage
 - Re-using grey water for gardens or in production

- 5. Increased employee productivity and innovation
 - Alignment of employee values with company goals increases motivation, engagement and absenteeism
 - Engaged employees are more likely to come up with innovative ideas for the company
 - Engaged customers develop relationships with customer and increase customer loyalty

- 6. Reduced employee hiring and attrition expenses
 - Sustainable businesses are talent magnets
 - Studies link a company's CSR reputation to staff loyalty
 - Turnover costs include the cost of a position sitting empty, advertising for the position, time spent shortlisting, making the offer, and training the new employee.

- 7. Reduced risks
 - Regulation and compliance
 - Access to credit
 - Competition

Break the class into seven groups and assign each group a sustainability benefit. Give them seven minutes to develop the business case for the following firm to adopt that benefit.



Gustavson

School of Business
University of Victoria

CENTRE FOR SOCIAL AND
SUSTAINABLE INNOVATION

A beverage company called SunReady is considering building sustainability into its firm. The company produces ready-to-drink beverages in single service and family sizes. They also produce fruit based snacks. Determine how SunReady can use the seven advantages as a guide to building sustainability into the firm.

Have each group debrief and share their ideas with the class.



SDG 14: Life Below Water - A Sea of Plastic

Topic Overview	Learning Objectives
<p>Since the popularity of single use plastic cemented itself into society in the 1950s, the world has seen devastating impacts because of plastic pollution. Particularly, pollution in the ocean, often called marine pollution, is one of the most visible effects of the Anthropocene. This lesson covers the effects of plastic pollution in the ocean, how and why we got here, the role of businesses, and how COVID-19 has exacerbated the issue.</p>	<ul style="list-style-type: none"> • Describe the current state of plastic pollution in the oceans. • Identify the benefits for businesses to reduce plastic waste. • Understand the underlying issues of plastic pollution, and identify possible solutions. • Debate the responsibilities of consumers and producers for the plastic pollution problem.
Resource Summary	
<p>Ecologist. (2019, March 22). <i>Plastic Beach A film about ocean plastics on BC's coast</i> [Video]. YouTube. https://www.youtube.com/watch?v=y6v8eRENow8</p> <p><u>Summary</u>: A short film on the plastic pollution in the Clayoquot Sound, on BC's coast, by the local retailer Ecologist.</p>	
<p>Napper, I. E. & Thompson, R. C. (2020, April 6). <i>Plastic Debris in the Marine Environment: History and Future Challenges</i>. <i>Global Challenges</i>, 4(6). https://doi.org/10.1002/gch2.201900081</p> <p><u>Summary</u>: This paper provides an overview of plastic debris in the ocean, discussing the evolution of plastic, the accumulation and distribution of plastic pollution in the environment, the impact, and solutions and future challenges.</p>	
<p>Choi, A (2020, April 21). <i>Why Plastic Waste is a C-Suite Issue</i>. <i>Harvard Business Review</i>. https://hbr.org/2020/04/why-plastic-waste-is-a-c-suite-issue</p> <p><u>Summary</u>: Audrey Choi argues that plastic waste should receive greater attention from company executives. Choi discusses the five clear benefits from reducing plastic waste: to drive innovation, reduce operational costs, reduce capital costs, mitigate risk, and win new customers and increase loyalty.</p>	
<p>Kaplan, R. & Stuchtey, M. (2020, October 30). <i>Collateral damage: COVID-19's impact on ocean plastic pollution</i>. <i>GreenBiz</i>. Link</p> <p><u>Summary</u>: This article discusses the effects of the wave of plastic pollution and medical waste because of the COVID-19 pandemic. "Fighting the pandemic should not come at the cost of stemming the flow of plastic pollution into the environment." They discuss how waste management is imperative for the environment to recover from the pandemic and long-term solutions.</p>	



Discussion and Exam Questions	
1.	Is the plastic pollution problem a result of actions by consumers or corporations?
2.	Describe the opportunities and benefits available for businesses who work to fight against and reduce plastic waste.
3.	What can we learn from the pollution caused by COVID-19, specifically the mismanagement of disposable masks and PPE, for similar situations in the future?
Additional Resources	
The Social Cost of Water Pollution Breaking the Plastic Wave A Radical Plan to End Plastic Waste Introduction to Extended Producer Responsibility	
<u>Examples of plastic alternatives</u> Mushroom Packaging Haagen Daz Reusable Packaging Corona's Plastic-Free Six Pack Rings 16 Companies Rethinking Packaging Gone 4 Good	
Related Business Topics	
	<ul style="list-style-type: none">• Marketing• Consumer behaviour• Branding and packaging• Extended Producer Responsibility (EPR)• Corporate responsibility• Innovation and design thinking• Risk reduction



Related Sustainable Development Goal Targets

[SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development](#)

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

Suggested In-Class Activities

Activity: Consumer vs. Producer Debate – Who is to Blame?

Split the class into small groups, assigning half of the groups the position of consumer, and the other half the position of producer. Using a debate format, facilitate a discussion on corporate responsibility. Students who are assigned the consumer role will debate that the plastic pollution is the fault of the producers for creating disposable products. Students assigned the producer role will debate that the pollution is the fault of consumers, for improper use and disposal of the goods. The purpose of this exercise is to teach students that assigning absolute blame is nearly impossible, and changing the trajectory of our future is dependent upon all stakeholders and decision makers.

Typical debate format:

The first speaker on the producer’s team presents arguments stating that pollution is the fault of the consumer. (5 – 10 minutes)

The first speaker on the consumer team presents arguments stating that pollution is the fault of the producer. (5 – 10 minutes)

The second speaker on the producer team presents further arguments in support of single use plastics and other polluting items, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)



The second speaker on the consumer team presents further arguments against single use plastics and other pollution, identifies further areas of conflict, and answers questions that may have been raised by the previous “producer” speaker. (5 – 10 minutes)

The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)

The consumer team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes)

First rebuttal of the producer team (3 – 5 minutes)

Each team gets a second rebuttal for closing statements with the producer team having the last opportunity to speak. (3 – 5 minutes each)

Additional Debate Rules:

There cannot be any interruptions. Speakers must wait their turns. Decide if the class will vote for the winning debate or if the professor will make that decision.



SDG 15: Life on Land - Saving Biodiversity

Topic Overview	Learning Objectives
<p>This lesson provides an overview of biodiversity loss and the risks it poses to humanity. The resources cover the business case for investing in biodiversity, mitigating global risks, and the opportunity created by COVID-19 to rebuild a better future. Business is a significant part of the problem and plays an integral role in the solution. Without investing in biodiversity, businesses' long-term survival will be put at serious risk.</p>	<ul style="list-style-type: none"> • Understand the current state of biodiversity loss globally and the risks it poses on the earth. • Describe the social, environmental, and economic impacts of biodiversity loss and environmental degradation. • Explain the business case for investing in the prevention of biodiversity loss and deforestation. • Determine sector-specific strategies for businesses to protect biodiversity.
Resource Summary	
<p>Clay, J. (2010, July). <i>How big brands can help save biodiversity</i> [Video]. TED Institute. https://bit.ly/2O5cx8c</p> <p><u>Summary:</u> Using brands such as Ben & Jerry’s, Mars, and Coco Cola, Jason Clay makes the case for getting key industry players to sit down and work together to save biodiversity. If only 100 of the big brands agree to operate sustainably, they can shift industry standards and alter consumption habits. It is in the best interest to invest in biodiversity, because without these resources, there will no future for business.</p>	
<p>Faruqi, S. (2017, February 3). <i>The Business of Biodiversity</i>. Stanford Social Innovation Review. https://ssir.org/articles/entry/the_business_of_biodiversity</p> <p><u>Summary:</u> This article makes an argument for saving biodiversity by assessing the economic cost of biodiversity loss. It is more than just saving animals and forests, it directly affects the bottom line of business. Food, raw materials, ecotourism, and innovation are among the many factors that are impacted by biodiversity loss. The article proposes steps for businesses and government to foster and protect biodiversity, which will positively affect profit, innovation, and business sustainability.</p>	
<p>World Economic Forum (2020, January 15). Save the Axolotl: Dangers of Accelerated Biodiversity Loss. <i>The Global Risks Report 2020</i> (15th ed.). pp. 44-53. https://www.weforum.org/reports/the-global-risks-report-2020</p> <p><u>Summary:</u> The Global Risk Report provides an overview of the risks associated with accelerated biodiversity loss. The chapter covers the implications for humans, including food insecurity, health risks, exacerbation of climate change, business risk, indigenous livelihood, and cultural risks.</p>	
<p>Cook, J. & Taylor, R. WRI Commentary: Nature is An Economic Winner for COVID-19 Recovery. World Resources Institute. https://www.wri.org/news/coronavirus-nature-based-solutions-economic-recovery</p> <p><u>Summary:</u> This article argues that the key to “building back better” after COVID-19 is centered in the environment. We can use the response to COVID-19 as an opportunity to build a healthier and more</p>	



sustainable world. The article outlines the significant economic returns and employment opportunities for investing in protecting and restoring nature. We must ensure that short-term economic recovery plans do not accelerate biodiversity loss and deforestation, increase carbon emissions, and leave humans even more vulnerable. With more than half of the world’s GDP dependent on nature and its services, it is essential for nature to be at the centre of the COVID-19 response and rebuild.

Discussion and Exam Questions

1. What are the effects of business on biodiversity?
2. Explain the business case for corporations responding to climate change and biodiversity loss. What are the costs if we continue with business-as-usual?
3. How can we use the response to COVID-19 as an opportunity to protect the environment and create a more sustainable future?

Additional Resources

[1% for the Planet](#)
[Patagonia Activism](#)
[Case Studies, Nature Based Solutions](#)
[Google Earth Stories, Learning for Nature](#)

Related Business Topics

- The business case for sustainability
- Global risks
- Supply chain risks

Related Sustainable Development Goals Targets

[SDG 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss](#)

- 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
- 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
- 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species



15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.A Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.B Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.C Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

Suggested In-Class Activities

Activity: Sector-Specific Action

To reduce biodiversity loss and build business resilience, sector-specific action is required by businesses across all industries. Sector-specific action is a business is taking climate action that is most relevant to their operations and impact on the environment. [This article from GreenBiz](#) provides further examples for sector-specific strategies.

Part 1: Break the class up into small groups and assign each an industry (see table and example below).

For each industry, have the groups create a short list of some of the ingredients or raw materials that the industry would use in their products, and determine the most impactful environmental strategy the business could take. Depending on how detailed you want the activity to be, some research may be required by the students.

Part 2: Discuss amongst the class or as small groups the key findings from the activity.

- What would happen to the industry if a key ingredient disappeared or was too challenging to produce due to biodiversity loss?
- I.e. If palm oil could no longer be produced (or was severely limited), what industries would be affected? How would this impact the production of other oils? How would this change the costs of products for consumers, or the cost of production for businesses?



Industry	Company Examples
Cosmetics	L'Oréal, Estée Lauder, and Sephora
Produce	Dole Food Company, Sunkist Growers, and Chiquita
Coffee	Nabob, Starbucks, and Lavazza
Apparel	Levis, Nike, and Lululemon
Chocolate	Hershey's, Lindt, and Cadbury
Household cleaners and detergents	Lysol, Dawn, and Tide

Example:

Industry / Business	Raw Materials / Ingredients	Sector-Specific Action
Cosmetics (I.e. L'Oréal, Estée Lauder, Sephora)	Palm oil, coconut oil, Cochineal/carmine, xanthan gum (glucose or corn syrup)	- Zero deforestation for key ingredients (coconut oil, palm oil, etc.) - Commit to responsible extraction processes



SDG 16: Peace, Justice and Strong Institutions - Human Rights & Labour in the Supply Chain

Topic Overview	Learning Objectives
<p>There is a long history of human rights issues and unethical labour practices in the global supply chain, due to complexity, lack of transparency, and poor governance in supply chains. Despite an increase in consumer awareness and devastating events, the international labour standards are slow to change.</p>	<ul style="list-style-type: none"> • Describe the effects of outsourcing and global supply chains on fair labour and human rights. • Analyze the effects of consumer goods (i.e. fast fashion) on factory workers in developing countries. • Apply an ethical framework to decisions managers face in a global supply chain.
Resource Summary	
<p>Crisis, V. (2019, April 7) Corporate Social Responsibility, Human Rights and Clothing Workers in Bangladesh and Malaysia. <i>Asian Studies Review</i>, 43(2), pp.295-312. https://doi-org.ezproxy.library.uvic.ca/10.1080/10357823.2019.1588850</p> <p><u>Summary:</u> This article covers the human rights abuse and exploitation in the brand-name fashion industry in developing countries. The presence and effectiveness of CSR, supplier codes of conducts, and trade unions are discussed as well. Manufacturing of textiles in Malaysia and Bangladesh are used as case studies to analyze the relationship between trade unions, suppliers, buyers, and workers (domestic and immigrant).</p>	
<p>Mahmudur Rahim, M. (2020). Chapter 7: Humanising the global supply chain: building a decent work environment in the readymade garments supply industry in Bangladesh. In S. Deva & D. Birchall (Eds.), <i>Research Handbook on Human Rights and Business</i> (pp. 130-150). Edward Elgar. https://doi-org.ezproxy.library.uvic.ca/10.4337/9781786436405</p> <p><u>Summary:</u> The chapter discusses the aspects of decent work (a fair wage, safe work environment, and freedom of association), and how those rights are often interfered with suppliers, buyers, and governments. The chapter uses readymade garments (RMG) workers in Bangladesh as a case study.</p>	
<p>Patel, K. (2019, July 10). <i>End Slavery with Transparent Supply Chains</i> [Video]. TEDx Talks. YouTube. https://youtu.be/reCGfjg83g8</p> <p><u>Summary:</u> This TED Talk discusses the lowest tier of supply chains that uses modern day slavery for our consumer products (such as children mining cobalt for smartphones), and we don't even know it. They discuss how supply chain transparency can improve consumer education and change consumer demand, as few consumers would willingly purchase a product that was a result of slavery.</p>	
<p>Andre, C., DeCosse, D., Hanson, K. O., McLean, M. R., Meyer, M. J., Moberg, D., Shanks, T., & Velasquez, M. (2009, May). <i>A Framework for Ethical Decision Making</i>. Markkula Centre for Applied Ethics.</p>	



<https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/>

Summary: This resource provides a basic introduction to ethics, the sources of ethical standards, and a framework for ethical decision making. Use this resource to support the discussion for activity 3.

Discussion and Exam Questions

1. Why is the global supply chain buyer-driven (meaning that the buyers hold the power)? Do you see this changing in the future?
 - Buyers have significant purchasing power
 - Buyers are often located in western countries, but purchasing from developing nations. The value of the buyers currency, as well as the amount they are purchasing makes them valuable to the supplier.
 - Buyers often represent wholesalers or retailers that have stringent demands
2. What can be done to improve the rights of workers to a fair wage, safe work environment, and freedom of association?
 - Adherence to human rights legislation and UN Human Rights frameworks
 - Build a culture (demand) for slow fashion where styles change less often and quality is valued
 - Put penalties in place for producers who break human rights laws
 - Retailers enforce strict labour standards that their suppliers have to adhere to
3. Discuss the relationship between consumer demands and profit maximization of organizations, and how it affects the workers at the lower levels of the supply chain.
 - List stakeholders in a typical producer-supplier relationship
 - Consider country level values (hard work, personal wealth etc.) as well as corporate cultures

Additional Resources

[Clean Clothes Campaign](#)

[ILO Report: Ending child labour, forced labour and human trafficking in global supply chains](#)

[ILO Terminology](#)

[Responsible Sourcing Tool: Case Studies](#)

[Responsible Sourcing Tool: External Resources](#)

[UN Global Compact](#)

Related Business Topics

- Human Rights
- Ethics
- International Labour Standards
- Global Supply Chain Management
- Vendor / Supplier Selection

Related Sustainable Development Goal Targets

[SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels](#)

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children



16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.B Promote and enforce non-discriminatory laws and policies for sustainable development

Suggested In-Class Activities

Activity 1: Fashion Checker

Have students suggest their favourite apparel or footwear brands to look up on [Fashion Checker](#). Before revealing the results, have the students guess if the workers making that brand are paid enough. Afterwards, ask the students if the results changed their opinion of the brand.

Activity 2: A Case for Transparency – The Rana Plaza Collapse

Rana Plaza, a garment factory, collapsed in Bangladesh in 2013, killing 1,134 workers. Large cracks appeared on the building the day before the disaster, but workers were still forced to return to work the day of the disaster ([Clean Clothes Campaign](#)). The building collapsed on thousands of workers, resulting in mass injury and death. Show the [Bangladesh Factory Collapse](#) video to the class and have a mini-discussion around the responsibility of the western retailers.

1. Are the brands that ordered from the Rana Plaza factories complicit in the death and injury of thousands of people? Who should be held accountable?
2. What responsibility do retailers have when choosing to outsource to developing countries?
3. What could have been done differently by Loblaws, and other large retailers, to prevent disasters like this in the future?
4. Do consumers have a right to know if they are purchasing a good that was made in this kind of environment?
5. Do you care if the items you purchase are produced in this kind of environment?

Activity 3: Ethics in a Global Supply Chain Case

In early 2020 manufacturers in China were severely impacted due to COVID-19. Border closures, strict health and safety regulations, and delayed freight impacted retailers across the globe who relied on manufacturers in China.

PF Manufacturing is a medium sized manufacturer in Shenzhen, China, who produces textiles for retailers internationally, with a large portion of their goods exported to the United States. Every aspect of PF's business was impacted when COVID-19 broke out in Wuhan, which is only 1000km away from Shenzhen.

In March, PF Manufacturing was required to invest in PPE (personal protection equipment) for workers and install hand-washing stations throughout the factory. PF was unable to increase their prices to reflect the added costs of safety precautions as it is a highly competitive and price-sensitive environment, and they feared the buyers would go elsewhere. Additionally, the new social distancing mandates allowed fewer workers in the factory, resulting in a second shift working through night to fulfill orders. The second shift workers were paid



overtime for working through the night, and the factory overhead increased because of running machinery and electricity for twice the time to produce the same quantity of goods.

Despite the additional expenses and already razor thin margins, PF did not increase their prices, hoping that COVID-19 would be over soon. Unfortunately, the virus continued to spread and supply chains were under immense stress; freight and logistics were delayed and unreliable, and the retailer did not receive the supplies on time. As a result, the retailer ended the contract with PF in China, and moved their production to India, where COVID-19 hadn't impacted production yet.

The contract between PF and the retailer was on account, meaning that the supplier produced the goods on credit, with the promise of payment once the goods have been received. PF was not paid for any of the goods that had been manufactured, but not yet shipped, leaving them without revenue for the past two weeks worked. Without the contract of the retailer, PF went bankrupt and closed its doors, leaving hundreds of workers with unpaid wages. Many families working in factories were living pay cheque to pay cheque; they now had to find new jobs, and try to scrape by without receiving their last paycheque or severance pay. While the American retailer was also impacted by COVID-19, they still managed to maintain a profit by moving production to India.

Discussion:

1. Does the retailer have an ethical obligation to pay the worker's wages for the last two weeks? See *A Framework for Ethical Decision Making* reading to apply an ethical framework.
2. What level of due diligence is expected of MNE's to ensure ethical labour standards and fair treatment of workers in their supply chain?
3. What can MNE's do to protect the rights of workers, especially in when outsourcing in developing countries?



SDG 17: Partnership for the Goals - The Purpose of a Corporation: Past and Present

Topic Overview	Learning Objectives
<p>In 1970 Milton Friedman famously stated that the social responsibility of a business is to increase its profits for shareholders. The purpose of a corporation has been highly debated and has evolved over the past 50 years. With the current environmental and social movements, it is important to understand where society/business once was compared to today, and to analyze what the future might look like.</p>	<ul style="list-style-type: none"> • Describe how the purpose of a corporation has changed over time. • Identify the factors that led to the changed view of corporations. • Describe stakeholder capitalism and the steps to achieve it. • Analyze the varying views and opinions of the purpose of a corporation.
Resource Summary	
<p>Friedman, M. (1970, September 13). <i>A Friedman Doctrine-- The Social Responsibility Of Business Is to Increase its profits</i>. New York Times. https://www.nytimes.com/1970/09/13/archives/a-friedman-doctrine-the-social-responsibility-of-business-is-to.html</p> <p><u>Summary:</u> The Friedman Doctrine argues that the responsibility of a corporation is exclusively to earn a profit for its shareholders and does not regard stakeholders and society.</p>	
<p>TEDx Talks (2014, January 14). <i>Business is about purpose: R. Edward Freeman at TEDxCharlottesville 2013</i> [Video]. YouTube. https://youtu.be/7dugfwJthBY</p> <p><u>Summary:</u> Freeman discusses the purpose of business beyond profitability, with the ultimate purpose being value creation. He proposes that we need to look at profit maximization differently and create long-term stakeholder value through business.</p>	
<p>Schwab, K. (2019, December 2). <i>Davos Manifesto 2020: The Universal Purpose of a Company in the Fourth Industrial Revolution</i>. World Economic Forum. https://www.weforum.org/agenda/2019/12/davos-manifesto-2020-the-universal-purpose-of-a-company-in-the-fourth-industrial-revolution/</p> <p><u>Summary:</u> The Davos Manifesto is an updated version of the Friedman Doctrine, which states the purpose of a corporation is to create sustained and shared value for its stakeholders. This updated view reflects the recent transition towards social and environmental sustainability by businesses.</p>	
<p>Starr, K. & Sundheim, D. (2020, January 22). <i>Making Stakeholder Capitalism a Reality</i>. Harvard Business Review. https://hbr.org/2020/01/making-stakeholder-capitalism-a-reality</p> <p><u>Summary:</u> This article describes the history and present state of stakeholder capitalism, and the cultural shift that got us where we are today. The authors provide suggestions on how organizations can achieve stakeholder capitalism.</p>	



Porter, M. (2013, June). *The Case for Letting Business Solve Social Problems* [Video]. TED Institute.

<https://bit.ly/2O2CYLC>

Summary: In Michael Porter’s TED Talk, he argues that the solution to social problems is not going to come from governments or NGO’s, but from businesses. Business has two of the most important factors in solving social problems: scalability and profit. Businesses have the ability to generate revenue unlike non-profits, so they are self-sustaining. The current model lacks enough money to achieve solutions on a large scale. Scalability is a requirement for sustainability. Porter ends the talk by saying that businesses can save the world if we change our mindset of what businesses can do.

Discussion and Exam Questions

1. Analyze the changes in the relationship between corporations and stakeholders from the Friedman Doctrine to the Davos Manifesto.
2. Discuss what factors could have lead to the transition of the corporation within the past 50 years.
 - Media (and more recently social media)
 - Urbanization of populations (rise of the knowledge worker)
 - Growth of financial investors (institutional investors vs individual investors)
 - Technology (more access to media, global connections amongst people and organizations)
3. Hypothesize how the purpose of a corporation may change in the future. (I.e. will we have the same opinion in 2050?)
4. What are the costs and benefits of stakeholder capitalism?

Additional Resources

[The Purpose of Business is to Solve Problems of Society, Not to Cause Them](#)

[Statement on the Purpose of a Corporation](#)

[What is the difference between stakeholder capitalism, shareholder capitalism and state capitalism?](#)

Related Business Topics

- Stakeholder capitalism
- Stakeholder theory
- Strategy
- The history of business
- Business ethics

Related Sustainable Development Goal Targets

[SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development](#)

17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships



Suggested In-Class Activities

<p><u>Activity: Freidman vs. Freeman Debate</u></p>

<p>Split the class into two groups and have them debate the purpose of a corporation from the standpoint of Freeman and Friedman from the class readings.</p>

<p>“The 21st Century is one of “Managing for Stakeholders.” The task of executives is to create as much value as possible for stakeholders without resorting to tradeoffs. Great companies endure because they manage to get stakeholder interests aligned in the same direction.” — R. Edward Freeman</p>
--

<p>“There is one and only one social responsibility of business—to use it resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition without deception or fraud” – Milton Freidman, 1970</p>

END