AGSM MBA Programs 2016

BUSINESS MANAGEMENT FOR A SUSTAINABLE ENVIRONMENT

Session 1, 2016

AGSM @ UNSW Business School
# COURSE OVERVIEW

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We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.
### Course schedule

#### Session 1 2016

**Business Management for a Sustainable Environment**

<table>
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<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assignment due (% weighting)</th>
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<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Participation is assessed throughout the session (20%)</td>
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<td>2</td>
<td>15 February</td>
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<tr>
<td>3</td>
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<td>29 February</td>
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<td>5</td>
<td>7 March</td>
<td>5</td>
<td>Assignment 1 due Monday 7 March by 9.30am Sydney time – Individual report (25%)</td>
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<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
<td></td>
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<td>7</td>
<td>21 March*</td>
<td>7</td>
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<td>8</td>
<td>28 March**</td>
<td>8</td>
<td>Assignment 2 due Tuesday 29 March by 9.30am Sydney time – Individual report (25%)</td>
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<tr>
<td>9</td>
<td>4 April</td>
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<td>10</td>
<td>11 April</td>
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<td>11</td>
<td>18 April</td>
<td>11</td>
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<tr>
<td>12</td>
<td>25 April***</td>
<td>12</td>
<td>Assignment 3 due Tuesday 26 April by 9.30am Sydney time – Team case study (30%)</td>
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* 25 March is Good Friday
** 28 March is Easter Monday
*** 25 April is Anzac Day
Course information

Course-level aims and learning goals

Business Management for a Sustainable Environment explores the principles, strategies and actions involved in the 21st century model of business decision-making. This new model protects the ‘natural capital’ on which societies and their economies depend. Natural capital refers to the stocks of natural assets (such as water, soil, air, flora and fauna). These assets give rise to ecosystem goods and services that ultimately provide people in places with water, energy, food and fibre, health and welfare, climate ‘stability’, natural flood defences, and other essential services.

Even though our economic systems are contingent on natural capital, accounting and reporting on its use has been ignored compared to manufactured and financial capital. The financial sector says this must change, and under the Natural Capital Declaration is working to integrate natural capital considerations into its financial products and services.

Increasingly a company’s CEO and executive, along with the Chair and company directors, are confronted with the materiality of natural capital issues including the costs of climate change, biodiversity loss and environmental degradation. These costs manifest as insurance risks, health risks and profit risks. A fuller cost accounting of environmental damage and unsustainable resource use would negate the profits of business sectors with high environmental impacts. There are also equity considerations: who receives what natural capital benefits and where? And who is harmed when natural capital is drawn down? What are the impacts on the poor?

Given the range of questions, how can business executives and company directors understand the sustainability challenge, and take responsible actions?

Over the 12-week period of the course, we answer this question by distinguishing between business practices based on an unsustainable linear economy model of ‘take, make, waste’ and a sustainable circular economy model of ‘make, use, return’.

The linear economy is based on high degrees of resource exploitation and legal entitlements to pollute air, land and water (i.e., negative externalities). In the linear model, business managers and leaders work in an economic system where waste is the last concern to be considered after resource extraction, production, distribution, and consumption – and where the state of natural capital is not considered.

In contrast, the 21st century circular economy model emphasises waste avoidance, resource recovery and the maintenance of natural capital (that is, eliminating negative externalities). In the 21st century sustainable business model, embraced by some enterprises already:
production is based on circular economy principles
consumption is about use, reuse and repair, and
natural capital is maintained or enhanced.

The new model requires business managers and leaders to assess and be knowledgeable about the full impact of their business on the environment and its sustainability. Among the most pressing issues are the realisation and acceptance that human activities cause climate change, that the impacts of this in both biophysical and socioeconomic terms are potentially dramatic, that the challenges in addressing both the causes of climate change and adaptation to it are enormous, and that the costs of inaction are far greater than the costs of action.

Concern about these costs has led to worldwide advocacy and adoption of sustainability goals, principles and practices as essential parts of economic activity. In the case of the business world, sustainability has come to mean meeting not just the traditional bottom line of financial goals, but also the simultaneous satisfaction of social and environmental goals. In addition, incorporating good governance, transparency and ethical practice in achieving sustainability is becoming paramount for organisations and businesses, which are continually scrutinised by an ever-increasing number and array of stakeholders and communities.

The 21st century company (or organisation more generally) must address sustainability issues. For some enterprises, the challenge of understanding sustainability is made all the more difficult because the picture painted here threatens their existence. The idea of de-carbonising an economy, for example, has financial implications in the fossil-fuel sector. The answer is that market economies are dynamic, and respond to signals. In the creative destruction of the marketplace, new opportunities arise when older ones decline.

This course provides a first step for understanding the context, challenges, constraints and opportunities for business and industry more generally deriving from environmental and, more broadly, sustainability concerns.

The organising framework for the course is to consider environmental sustainability as an overarching material and strategic issue for business. We are therefore interested in business strategy about the materiality of environmental impacts, including how to address them, but also more proactively, how to avoid such impacts from the outset.

Students completing this course will be well placed to take advantage of the opportunities provided by the ‘sustainability transformation’, and not just react to the emerging challenges and constraints.
Course learning outcomes

After you have completed this course you should be able to:

1. discuss why it is critical for businesses to understand and engage with sustainability and environmental management and recognise the drivers and barriers to this engagement
2. understand and analyse the constraints and opportunities for business and industry at present in relation to the environment and more broadly with regard to management for sustainability and the trends in this regard
3. apply principles of sustainable development within the context of your organisation, with consideration of external factors
4. explain what is meant by an environmental management system (EMS) for an organisation, and outline and critique the requirements for an EMS that is to be certified to ISO 14001
5. explain what is meant by an energy management system (EnMS) for an organisation, and outline and critique the requirements for an EnMS that is to be certified to ISO 50001
6. explain what is meant by corporate social responsibility (CSR) for an organisation, and outline and critique the requirements for CSR under ISO 26000
7. demonstrate understanding of key sustainability concepts to reduce material pressures on the environment, such as ecological footprint analysis, waste avoidance and resource recovery, industrial ecology, extended producer responsibility, and circular economy principles
8. outline the process of environmental impact assessment and examine how it relates to the organisation
9. discuss risk management in relation to the environment and how risk management relates to the organisation’s EMS
10. explain and appraise the role of experts, stakeholders and communities in environmental management, how this impacts on business, and develop strategies to engage stakeholders in decision making within your own organisation
11. evaluate and critique sustainability reporting and discuss its importance as a tool for continuous learning and feedback as well as providing transparent and voluntary information to stakeholders
12. explain what is meant by sustainability performance reporting for an organisation, and outline and critique the requirements for the Global Reporting Initiative’s (GRI) Sustainability Reporting Guidelines
13. translate application and analysis into written argument and perspectives
14. participate collaboratively and responsibly in teams.
Structure

Unit 1, *Sustainability is a business issue*. In the first Unit, we consider different perspectives on environmental management, sustainable development and sustainability, and critically appraise an environment-economy framework based on a circuit of relationships involving Driving Forces, Pressures, States, Impacts and Responses (DPSIR). We explain and consider how this framework can be used by organisations to investigate environment-economy interactions at their own organisations. We also investigate the distinctive features of sustainability such as triple bottom line accounting, capital assets and natural capital, the business idea of Creating Shared Value (CSV) and the role of the Board of Directors in decision-making. Business experience with sustainability is considered in initiatives at IKEA and the National Australia Bank.

Unit 2, *Macroeconomics, sustainability and the state of the environment*. The question, ‘where is the environment in economics?’ is considered with reference to critical differences between neoclassical and ecological economics and the need to account for natural capital in business. Absence of accounting for environmental impacts in the economy is evident in state of the environment (SoE) reports. We consider the pressure–state–response (PSR) framework for SoE reporting, the role of indicators for SoE reporting at global, national and local levels, and the need to pay more attention to natural capital. Examples of SoE reports are introduced.

Unit 3, *Economics and law for a sustainable environment*. The main principles of microeconomics are explained, and considered with regard to environmental issues in the first section of this Unit. The analytical and decision-making tools used by economists to determine what actions should be taken to improve environmental outcomes, and how an organisation (large or small) may adapt to them or choose to make use of them are also considered. As well, we examine how principles of sustainability may influence and inform economic principles and policy development. The second part of this Unit is about environmental law. We explain the sources, scope and purpose of environmental law, how principles of sustainability may influence and inform environmental legislation and decision-making, and why pro-active business decision-making can help businesses avoid legislation and regulation.

Unit 4, *Energy, climate change and carbon management*. This Unit tackles the question of whether fossil fuels are abundant or scarce, and introduces the ‘peak oil’ concept and its consideration in natural science and market economics. We then consider Australian energy statistics such as energy production and consumption by fuel, and energy trade issues, before turning to the topic of carbon management through carbon markets (taxes, emissions trading systems) and
regulation (reverse auction through Direct Action).

**Unit 5, Environmental management systems in organisations.** A well-designed environmental management systems (EMS) integrates environmental management into the functions of an organisation, and informs the organisation’s environmental policy in a continual improvement cycle. EMSs as prescribed in the ISO 14001 Standard are explained, their intended roles discussed and their uptake by various-sized organisations summarised. The role of EMSs in providing for better environmental outcomes is considered, and criticisms of ISO 14001 are discussed. Reference is also made to how the European Union’s standard, the Eco-management and Audit Scheme (EMAS), bridges business opportunities and environmental performance.

**Unit 6, Energy management systems and audits.** This Unit provides insights into energy use and costs in organisations and the role of formal management systems and audits in achieving better overall energy and greenhouse gas emission (GGE) performance. ISO has added the ISO 50001 Energy Management System standard to its suite of voluntary environmental standards – in this case to address energy as a gap in environmental performance that was not adequately addressed in its Environmental Management System standard ISO 14001. In this Unit, we will consider ISO 50001 EnMS, the procedures and skills required to identify key energy issues, and critically appraise why some energy-management strategies are not always implemented and how this can be improved. Business examples of an energy audit and the implementation of ISO 50001 are also provided.

**Unit 7, Management tools: Sustainability performance reporting.** In this Unit we emphasise responsibility and accountability in performance reporting. The point that ‘reporting matters’ is clearly made: all types of organisations need to report on actual corporate sustainability performance. To this end, we examine the GRI framework for reporting on sustainability under its Sustainability Reporting Guidelines. We also consider trends in GRI reporting and the costs and benefits of being a reporting entity. Not every organisation follows the GRI, however, so we distinguish between, and critically assess, three types of reports depending on the organisation’s reporting preference around Sustainability, Citizenship or Social Responsibility criteria. On the latter reporting format, the role of ISO 26000 CSR is also considered. The aim of the Unit is to identify the strengths and weaknesses of performance reporting, including stakeholder expectations, and whether and how corporations report substantively and meaningfully on material issues that have a bearing on company strategy.

**Unit 8, Managing waste materials and water.** This Unit provides a more in-depth examination of emerging trends and challenges in water and waste management at both global and local/regional levels.
Consideration is given to why a broad understanding of these issues is relevant to organisational management or because they have significant bearing on our lives outside work. We consider: sustainable integrated resource and waste management and compare Australia’s performance with that of other countries; your own organisation’s performance in sustainable resource and waste management (and potential improvement strategies); and how to articulate the benefits to your organisation and industry sector in proactively working towards sustainable consumption.

Unit 9, Management tools for environmental impact and risk assessments. Environmental Impact Assessment (EIA) is a special tool that some industries can use in the planning stage for a new development they want to undertake. EIA is a special tool legislated by state, territory and federal government authorities to vet the environmental impacts of a ‘project’, most notably a mining proposal, before approval is granted or rejected. The second part of this Unit is about risk assessment. There are close links between the process of risk management, that of preparing an EMS, and sustainability performance reporting. An organisation with an effective EMS in place under ISO 14001 is likely to also have most components of a risk-management process in place. This Unit explains risk, the special characteristics of environmental risk and the various steps in the process of risk management.

Unit 10, Sustainability: From ecological footprints to community attitudes. This Unit provides more in-depth accounts of why living off natural capital is not sustainable. Concepts such as ecological-footprint analysis, dematerialisation of economies, eco-efficiency, cleaner production, industrial ecology, extended producer responsibility (EPR) and life-cycle assessment (LCA) are explained to show how the sustainability of all materials and resources and their use are interrelated. The Unit also focuses on community attitudes towards sustainability issues, the political and social forces on business, and ethical decision-making.

Unit 11, Expert opinion, stakeholder engagement and public participation. The importance of stakeholder engagement, including engagement of the community, in environmental management and decision-making has been discussed throughout the course. With this context in mind, Unit 11 explains the rationale and need for inclusionary decision-making, and discusses some strategies and techniques for public participation and stakeholder engagement whenever expert opinion does not satisfy stakeholder demands. The aim of the Unit is therefore to analyse the role of and the need for expert opinion in addressing and solving environmental problems; to analyse the role of and the need for public participation in addressing and solving environmental problems; and to assess the link between stakeholder engagement, public participation and sustainability. It is important to understand stakeholders, techniques for public
participation and stakeholder engagement, and the principles of effective public participation.

**Unit 12, Government for sustainability: Policy topics on the board’s agenda.** In this Unit we consider how commitment to, and action on, environment, social and governance (ESG) responsibilities and accountabilities are influencing the board’s agenda (in addition to financial matters). The role of various United Nations sustainability initiatives in shaping strategic direction on sustainability are critical in this regard and include: the Global Compact, Principles for Responsible Investment (PRI), Equator Principles, and Sustainable Development Goals (SDGs). Increasingly, these initiatives need to be considered in the context of sustainable investment and leadership competencies in implementing sustainability strategies.

**Program quality assurance**

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students' program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

**Program-level learning goals and outcomes assessed for AACSB accreditation**

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student's skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome
includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. **Knowledge:**

   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem-solving:**

   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.

   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:**

   Our graduates will be effective communicators in professional contexts.

   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

   Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:**

   Our graduates will be effective team participants.

   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:**

   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.

Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:

Our graduates will have an understanding of effective leadership.

Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.

Associated standards committees and accreditation agencies

AACSB:  [http://www.aacsb.edu](http://www.aacsb.edu)
Association to Advance Collegiate Schools of Business

EQUIS:  [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)
European Quality Improvement System

UNPRME:  [http://www.unprme.org](http://www.unprme.org)
UN Principles of Responsible Management Education

Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.
3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.

Other resources

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to http://www.businessthink.unsw.edu.au.
eLearning

To access Moodle, go to:

Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre
Hours: Monday to Friday: 8am – 8pm
Saturday and Sunday: 11am – 2pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
     External: 02 9385 1333
     International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support
Hours: Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
     External: 02 9385 3331
     International: +61 2 9385 3331

Administrative support

If you have administrative queries, they should be addressed to:

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052

Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au
Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  http://www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
  Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
  Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

It is noteworthy that the evaluations for both the course and teaching are very positive with a very high satisfaction rating. Feedback identifies the many aspects of the course content and delivery that have resulted in such positive evaluation. Feedback on best features of the course included the way the course was structured, fascinating readings, and how assignments provided opportunities for students to demonstrate their knowledge and heighten their understanding of topics. For the teaching, feedback included the facilitator’s excellent ability to relate to students’ comments in online discussions, providing different insights and viewpoints to the comments, raising excellent questions in the posts, and the facilitator’s experience in the field.

The few comments on course improvement were diverse and included points that some of the readings were out of date and that the context of some issues had changed.

Coordinator’s response

The course transitioned to Dr Robert Gale as the new coordinator in 2014. As part of the new MBA offering, Robert substantially revised the course in 2015. He has re-structured each unit to two to three overarching sections (themes) and replaced the previous multitude of exercises with one exercise per section. The assigned readings are placed at the end of each section so that they can be located quickly. Unit titles have been renamed and content changed or varied to reflect current developments on business and sustainability, and to include an appeal to thinking strategically about sustainability as a material issue for business management. New sections or topics have been added or
completely revised, including those on macroeconomics, natural capital, shared value creation, directors’ duties, energy management systems, ISO 50001, ISO 26000, ecological footprint analysis, dematerialisation, eco-efficiency, cleaner production, industrial ecology, sustainable finance, corporate governance, and the circular economy.

The course has many new readings, case vignettes and videos.

Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

**Dr Robert Gale**

Email: r.gale@unsw.edu.au

Robert has extensive experience in environmental management and sustainable development in academic, government and consulting roles. He has held positions with UNSW Australia; Royal Roads University, Canada; the Government of NSW; the Australian Government’s Department of the Environment; and the International Institute for Sustainable Development.

Robert has extensive online teaching experience in Canada and Australia. He has been involved in business and sustainability courses since 1998, including teaching *Sustainability* in the MBA program at Royal Roads University, and more recently *Business Management for a Sustainable Environment* at UNSW. Robert has a long-standing interest in business and sustainability. He completed the Australian Institute of Company Directors (AICD) Company Directors Course in 2013.

Robert has written more than 100 academic and technical reports. He is a Senior Fellow, Interdisciplinary Environmental Studies at UNSW.
Class facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by Student Experience. Details will also be available in the gallery section of your online class for face-to-face and distance classes.

Course authors

Dr Robert Gale

Robert created the new course for Business Management for a Sustainable Environment in 2015 by focusing on sustainability as a material and strategic issue for business managers, the executive, company directors, and sustainability leaders. The new course inevitably draws on the previous course of the same name, and the authors who contributed to the drafting of that course in 2008.

Previous authors

Dr Mehreen Faruqi, Academic Director of the Master of Business & Technology Program between 2011 and 2013, undertook the previous major re-draft, including sections on Environmental Impact Assessment and Environmental Management Systems.

Gerry Bates, author of Environmental Law in Australia, the standard text on the subject, drafted the earlier section on environmental law.

Dr Ronnie Harding, former Director of the Institute of Environmental Studies, UNSW, drafted earlier materials on waste, water, risk assessment and uncertainty.

Warwick Moss, economist, drafted earlier sections on Environmental Economics.