

MKT 7080 (G08) (3.0 CH) **SUSTAINABILITY MARKETING** **WINTER 2022**

INSTRUCTOR

Name:	Raj Manchanda	Office Location:	480 Drake
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COURSE DESCRIPTION

Increasingly organizations are needing to adopt sustainable business practices in order to succeed in today's business, societal, and ecological landscape. Businesses are facing challenges across multiple fronts ranging from environmental degradation, burgeoning world populations, water shortages and the need for better energy solutions just to name a few. In addition, technology and changing consumer expectations are making transparency increasingly relevant to businesses. To address these growing concerns and associated future uncertainties companies need to discard their "business as usual approach" for more forward looking strategies that have potential to create a more flourishing sustainable world.

In doing so, organizations that adopt a sustainable approach will be at a competitive advantage and reap the many benefits that occur from demonstrating leadership in this arena.

This course will examine multiple strategies that organizations can adopt to be successful in meeting the triple bottom line (people, planet, profit) within the broader framework of sustainability. Topics that will be discussed in this context will include developing sustainable business models to drive innovation and create competitive advantage, using sustainability principles to provide leadership in the design of products and creation of value chains, understanding sustainable consumer behaviour, and communicating sustainable value propositions.

COURSE OBJECTIVES

On course completion, you should be able to:

- Have a better understanding of what is meant by sustainability
- Develop an appreciation for the relationship between sustainable business practices and societal and ecological welfare
- Recognize the interdisciplinary and multi-faceted nature of sustainability
- Learn about using sustainability to lead innovation and create competitive advantage
- Learn to use sustainability principles to provide leadership in product design and value chain creation
- Learn about sustainable consumer behaviour and how to communicate sustainable value propositions
- Begin to apply sustainability concepts to their own lives and business(es)

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	✓	Readings, discussions, case studies, assignments
	B. Students are able to identify different strategies.	✓	
	C. Students are able to perform a basic strategic analysis.	✓	
	D. Students are able to recommend strategic alternatives and their implementations.	✓	
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	✓	Video cases, Readings (e.g., bottom of the pyramid)
	B. Students have an awareness of different global perspectives.	✓	
	C. Students have been exposed to global business environments through course materials	✓	
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	Case studies, class discussions, guest speaker, assignments/presentations throughout the course
	B. Students demonstrate an understanding of ethical decision making.	✓	
	C. Students demonstrate moral development in ethical decision making.	✓	
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	✓	
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.	N/A	
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

No textbook required. Readings will be available online via UM Learn.

COURSE ASSESSMENT

Student progress will be assessed through:

Written Assignments	40%
Class Presentation	25%
Class Participation and Online Discussions	10%
Final Paper	25%

The course will incorporate both lecture and discussion, with extensive class participation and preparation of written assignments by you being necessary to maximize learning in this course. Written assignments, discussions, cases, and in-class activities are designed both to bring new perspectives to the material and to foster active application of what we learn. Preparation for class will often require you to complete a reading and/or written assignment. Each class, we will spend the first few minutes informally discussing current topics. You are encouraged to read up on sustainability issues and be willing to share ideas and thoughts with the class.

Written Assignments

Throughout the semester, you will be asked to complete a series of assignments. These assignments are tied directly to specific aspects of the course. Assignment specifics will be provided in class. If you will be out of town or otherwise unable to attend class on the day an assignment is due, please make sure it is submitted in advance. Late assignments will not be accepted except under extenuating circumstances. These situations should be discussed with the instructor beforehand (as far as possible) and will be dealt with on a case to case basis.

Class Presentations

Small groups will be formed in class to work on presentations. For the end of term presentations a list of suitable topics will be provided. You may also select to work on a topic not included on this list, but must first get the topic approved by me. The idea behind this assignment is for you to delve deeper into a topic of your interest and then share your expertise with the class. Your group will be expected to lead the class for 20-25 minutes. You may ask us to think about issues beforehand, or provide any reading material you think would be helpful

Rubric to be used for assigning marks to group presentations (both assignment 1 and end of term presentations)

Content (50%)	5	4	3	2	1
Well researched, intellectually stimulating, good ideas, thought-provoking	excellent content	very good content	good content	weak content	little by way of content

Delivery (50%) Well-presented, logical flow, listenable, interesting	5 excellent delivery	4 very good delivery	3 good delivery	2 weak delivery	1 poor delivery
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Note that for the group presentations (assignment 1 and end of term class presentation) as far as possible I expect all members of the group to present. The final mark for each student will be a combination of the group's overall mark and the individual students mark (weighted equally).

Class Participation and Online Discussions

Each of you is expected to contribute to class discussions. This includes preparation for class by reading assigned articles, presenting your thoughts and analysis of written assignments in class, contributing towards our discussion boards set up on UMLearn and contributing toward current topics discussions in class. I strongly urge you to participate actively, I have found that class discussion makes the learning experience more enjoyable and fulfilling for all involved.

In addition, you are responsible for individual posts to the discussion boards that are set up on UMLearn. You should strive for posts that refer to and build on others in the thread. As a general guideline I am not looking for a large number of posts from you but I am looking to see if you reading others posts and making contributions of your own on a regular or semi-regular basis.

While evaluation of individual contribution will be based on subjective judgment by the instructor, the following grading scale will serve as a guide for this judgment for the discussion board/posts component:

0	Does not post
1-2	Posts but does not add new information (e.g. posts to simply agree with others comments)
3-4	Posts basic information linking the material to the discussion question/issue
5-6	Offers a basic opinion related to the discussion question/issue
7	Engages in a meaningful discussion with other members of the class about the discussion question/issue
8	Shares an analysis using data or evidence from readings, experience, or additional research related to the discussion question/issue
9-10	Advances the classes understanding of a concept or case study through an instrumental insight or question related to the discussion question/issue

Final Paper

Students will choose one of five options for an individual term paper (maximum body of approx. 3,500 words) due on April 15,2022

Option A: Research and analyze two companies competing in the same category - one that genuinely incorporates sustainability marketing into its operations and one that either does not do any

sustainability marketing or that only superficially does so. Compare consumer perceptions of their respective brands, and predict the companies' relative long-term competitiveness in that category.

Option B: Forecast the future of sustainability marketing, using specific principles and concrete examples to support your arguments. Will the fields' future be positive or negative? For whom or for what? And based on whose standards? Recommend practical and constructive changes to the field of sustainability marketing.

Option C: Reflect on the key themes and principles of sustainability marketing from the course and its associated activities. Describe the most surprising, the most inspirational, and the most challenging aspects of the field of sustainability marketing, in your opinion. How will these insights influence and shape your professional practice?

Option D: Develop an environmental marketing plan for a real business of your choice.

Option E: If you wish to choose a different option than those provided above, this may be possible. However, please seek approval from the instructor beforehand.

While I plan to be using the following letter-grading scheme, please note that in the event of a skewed distribution of grades, the total course marks will be curved up or down as necessary (the weighting of each component will remain unchanged).

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

EVALUATION

Assignment Grading Times

Students can be expected to receive their graded assignments returned two weeks from the submission date.

Assignment Extension and Late Submission Policy

Assignments are due on the date assigned. All assignments are due by midnight of the date assigned. This is monitored by the date and time stamp provided by the UM Learn system when assignments are uploaded. Late submissions will not be accepted except under extenuating circumstances.

Final letter grades cannot be directly communicated to the students by the course instructor until approved. No grades are final until they are approved by the Department Head.

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

ELECTRONIC DEVICE POLICY

Please follow common courtesy. Try to ensure your cellphone does not ring during class and refrain from posting of messages during class. Do not video/audio record class lectures or take pictures of the screen or of other students without the instructor's permission.

OUT-OF-CLASS COMMUNICATION

PowerPoint files, assignment/project guidelines, other class-related files will be posted on UM Learn. Moreover, any announcements outside of class will be sent by e-mail from UM Learn. It is your responsibility to check your UofM e-mail account frequently so that you don't miss these emails.

There are many questions that cannot be answered succinctly over email. If you email me a question, please consider whether it can be easily and effectively answered by email. If it cannot, please talk to me directly via zoom or phone. If I receive a question that is difficult to answer electronically or will require a lengthy response, I will ask you to meet with me via zoom or phone to discuss instead.

REFERENCING STYLE FOR WRITTEN WORK

In the group project for this course, you are expected to use the APA style of referencing, for both the in-text citations and the Bibliography. To learn about the APA style, please consult a librarian in the Management Library or look up <http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers>.

COURSE SCHEDULE

Dates	Topics	Readings
Jan 25	Course Overview and Introduction to Sustainability Marketing	1, 2, 3 Assignment 1 provided
Feb 1	Business and Marketing Strategy	4, 5
Feb 8	Business and Marketing Strategy Class Presentations (Assignment 1)	Present Assignment 1

Feb15	Class Presentations (Assignment 1) BOP (bottom of the pyramid)	6,7
March 1	BOP GNH (Gross National Happiness) In class movie	6,7 Assignment 2 provided (Individual assignment based on movie seen in class, due March 15)
March 8	Social Marketing Consumer Behaviour	10, 8,9 Assignment 3 (paired assignment on social marketing due March 22)
March 15	Consumer Behaviour Product Design Discussion of Assignment 3 in class	11,12
March 22	Envisioning the Future: SET Marketing and other ideas. Final Presentations (Special Topics)	13, 14,15,16
March 29	Final Presentations (Special Topics)	
April 5	Final Presentations (Special Topics)	

Readings (Available through UM Learn)

January 25

- 1) A ROAD MAP FOR NATURAL CAPITALISM (Lovins, Lovins, and Hawken 1999).
- 2) TEACHING SUSTAINABILITY IN BUSINESS SCHOOLS (Willard).
www.greenleaf-publishing.com/content/pdfs/tbswillla.pdf
- 3) MARKETING ORGNIZATIONS AND SUSTAINABLE MARKETING (Arnould and Press).

February 1

- 4) CREATING SUSTAINABLE VALUE (Hart and Milstein 2003).
- 5) INVESTING FOR A SUSTAINABLE FUTURE

February 8

No readings

February 15 & March 1

- 6) THE FORTUNE AT THE BOTTOM OF THE PYRAMID (Prahalad and Hart)
- 7) THE GREAT LEAP: DRIVING INNOVATION FROM THE BASE OF THE PYRAMID (Hart and Christensen 2002)

Case: Unilever (Annapurna Salt). Video. In class.

March 8

- 8) What the “green” consumer wants: MIT Sloan Management Review.
- 9) Cultivating the Green Consumer: Stanford Social Innovation Review
- 10) CBSM (community base social marketing) overview by Doug McKenzie-Mohr.
Note: Fostering Sustainable Behaviour-Book Available free from www.cbsm.com

March 15:

- 11) Mindful Consumption: a customer-centric approach to sustainability
- 12) How Sustainability fuels design innovation (Hopkins)

March 22

- 13) Mindfulness: Its Transformative Potential for Consumer, Societal, and Environmental Well-Being
- 14) Sustainable Marketing Based on Virtue Ethics.... (Dyck and Manchanda)
- 15) Business, Society, and the future of capitalism
- 16) Marketing and Sustainability: Business as Usual or Changing worldviews?

March 29 & April 5

No readings

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MScM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

PEER EVALUATION FORM

Each individual must submit this form electronically via dropbox in um learn at or before the due date of project report. This form is to be used for the first assignment and the final in class presentations. Therefore 2 submissions will be necessary.

Objective: I will assign a score to each team project and then adjust each member's individual score by his or her evaluations received from peers. These evaluations provide you with protection against team members who wish to receive a good grade without doing the work.

Procedure: You are to assign **100 points** among yourself and the members in your group for each of the two questions below. If, say, there are four members in your group and all made equal contributions, then each member, including yourself, would receive 25 points on each question. If, however, three members did most of the work and the fourth member malingered, your point assignment might be 27 points to each of the three workers and only 19 points to the malingerer.

Note: Each team member is required to submit a peer evaluation form. Failure to submit a peer evaluation form will result in a penalty of one letter grade. I will allocate points among team members based on the peer evaluation forms that I receive.

How would you characterize the amount of time and effort each group member spent on the project?

Member 1 (yourself) _____ points _____

Member 2 _____ points _____

Member 3 _____ points _____

Member 4 _____ points _____

Total Points = 100

How would you characterize the overall contribution of each group member in connection with the project?

Member 1 (yourself) _____ points _____

Member 2 _____ points _____

Member 3 _____ points _____

Member 4 _____ points _____

Total Points = 100

NOTE: IF YOU AWARDED ONE OR MORE TEAM MEMBERS LOWER POINTS THAN THE OTHERS, PLEASE EXPLAIN THE REASONS FOR YOUR DOING SO ON AN ADDITIONAL PAGE.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

Rajesh V. Manchanda

Department: Marketing

I.H. Asper School of Business

Raj has two broad areas of research, the first of which revolves around understanding the role of negative affect in marketing. His study of negative affect has included emotions such as embarrassment, guilt, and feeling offended (or shocked). He is interested in understanding the underlying causes and antecedents of these emotions as they arise in the consumer context as well as their outcomes (e.g., cognition's and behaviors) and its implications for marketers. His second area of research interest, is that of sustainability and social marketing. He is interested in studying health related issues (e.g. anti-smoking efforts and tobacco control), as well as green marketing, sustainable living, and environmental issues – from a consumer and an organizational viewpoint. A more recent and developing interest is examining these and other sustainability issues from an indigenous perspective/lens.

Raj's research has appeared in leading journals such as the *Journal of Consumer Research*, *Journal of Consumer Psychology*, *International Journal of Research in Marketing*, *Journal of Advertising Research*, *Journal of Business Research*, *Journal of Product and Brand Management*, and *Marketing Letters*.

His teaching expertise focuses on the areas of advertising and promotions management, consumer behavior, and sustainability and social marketing. He teaches at both the undergraduate as well as the graduate level (MBA and Ph.D.) and has been the recipient of numerous teaching awards at both the Asper School and University level. In addition to his academic qualifications, he brings to the classroom the experience of having worked at the Kellogg Company, the Procter and Gamble Company, and the J. Walter Thompson Advertising Agency.

Raj received his Ph.D. (Marketing) and M.S. (Advertising) from the University of Illinois at Urbana-Champaign, and his MBA and B.Com from the University of Bombay. He has been at the University of Manitoba since 1997.

Raj enjoys travelling, playing sports (particularly golf and pickleball) and enjoys trying new and different foods. He is married with 2 teenage “children” and 2 cats- who listen to him more than his “kids”! And if you know cats they don’t listen particularly well☺