

MKT 7080 (G01) (3.0 CH)
SUSTAINABILITY MARKETING
WINTER 2024

TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

INSTRUCTOR

Name: Raj Manchanda	Office Location: 480 Drake Centre
Phone: 431-777-8115 (mobile)	Office Hours: By appointment
Phone: 204-474-8967 (office)	Class Room: 115 Drake
Email: Raj.manchanda@umanitoba.ca	Class Time: Tuesdays 6.15-9.30 p.m.

COURSE DESCRIPTION

Increasingly organizations are needing to adopt sustainable business and marketing 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 sustainability 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, inspired by systems thinking, that have the potential to create a more flourishing and sustainable world.

This course will examine multiple strategies that organizations can adopt to be successful in adopting a *flourishing systems approach* that prioritizes social and ecological well being thereby contributing to a more just and equitable world. Topics that will be discussed in this context will include developing sustainable business models that use systems thinking to drive innovation to contribute to social and ecological flourishing, 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 and a flourishing systems approach.

- Develop an appreciation for the relationship between sustainable business and marketing practices and societal and ecological welfare
- Recognize the interdisciplinary and multi-faceted nature of sustainability
- Learn about using sustainability to lead innovation
- 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)

COURSE MATERIALS

No textbook required. All readings will be made available online via UM Learn.

COURSE FORMAT

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 Tuesday we will spend the first ten minutes of class informally discussing current topics. You are encouraged to read up on sustainability issues and be willing to share ideas and thoughts with the class.

COURSE ASSESSMENT

Student progress will be assessed through:

Written Assignments: (30%). There will be two written assignments comprising 30% of the overall grade(see details below):

1) Group assignment & presentation	20%
2) Individual or paired written assignment	10%
End of term class presentation (group)	25%
Course based self reflection report (individual)	10%
Final paper (individual)	25%
Class participation and Online discussion	10%

Written Assignments

Over the semester, you will be asked to complete 1-2 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%) Well researched, intellectually stimulating, good ideas, thought-provoking	5 excellent content	4 very good content	3 good content	2 weak content	1 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

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). Peer evaluations forms (included in this course outline) must be submitted by all members of the group.

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

Course-Based Self-Reflection Report (up to maximum 1000 words; 10%) (due April 2nd midnight, last day of class)

This assignment is designed to reward students for reflecting thoughtfully on the course readings and in-class activities. Students are encouraged to keep a notebook where they can write their reflections about the course throughout the term.

The end-of-term self-reflection report should be well-written and structured. For ease of marking, provide the headings and number each one of the 4 sub-points under each heading, using the following framework:

Introduction: A brief introductory paragraph, introducing a bit about yourself and an overview of your experience in the course.

- A) **Insights about self:** A list of three (or more) distinct insights your learned (or had affirmed) about yourself as a person during the term. These insights may be directly related to you as a MBA student per se, or they can be more general than that. They may be related to your relationship to social and/or ecological systems. For example, think about what the course helped you to understand about who you are and/or about what kind of a person (or manager) you want to become.
- B) **Insights about Marketing:** A list of three (or more) distinct insights you learned (or had affirmed) about marketing from a sustainability perspective.
- C) **Insights about how Sustainable Business/Marketing may affect your professional career:** A list of three (or more) insights you learned about Sustainable Business/Marketing more generally during the term that are relevant to your career and/or the management of organizations. List both the particular fact/concept/idea/theory you found helpful, and explain why you thought it was insightful (e.g., provide a situation that it helped you to explain that you had not understood previously).

On the very top line on the first page of your “Course based self-reflection report” you should provide the total number of words in their report (note that total word count does NOT include the appendix). **Note that marks may be reduced if they go beyond 1,000 words.** Note also that writing mechanics **will** be taken into account in the grading rubric, as specified below. **Note also that the thoughtfulness and insightfulness evident in the responses will be taken into account in the final grading.**

Rubric to be used for assigning marks to “Course based self-reflection” report:

	2 marks	1.5 marks	1 marks	0.5 marks	0 marks
Writing mechanics Spelling, word choice, sentence structure, paragraph structure	A pleasure to read	Some “hiccups”	Numerous errors	Errors get in way of message	Difficult to read

A. Insights about self Evidence of improved understanding of self (may be related to career)	4 discrete thoughtful points	3 discrete thoughtful points	2 discrete thoughtful points	1 discrete thoughtful point	0 thoughtful points
B. Insights about Marketing Evidence of rich understanding of sustainable approach to marketing	4 discrete thoughtful points	3 discrete thoughtful points	2 discrete thoughtful points	1 discrete thoughtful point	0 thoughtful points
C. Insights about Sustainable Business/Marketing Evidence of improved understanding of Sustainable business	4 discrete thoughtful points	3 discrete thoughtful points	2 discrete thoughtful points	1 discrete thoughtful point	0 thoughtful points

Final Paper

Students will choose one of several options for an individual term paper (maximum body of approx. 3,500 words) due on April 10, 2024. These options will be provided before the 4th class.

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

NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

I will then decide how to deal with the impact of the missed classes on your final grade.

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.

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.

ELECTRONIC DEVICE POLICY

Please make sure your cellphone does not ring during class. Practice self-control—don't browse the Internet or check your e-mail/social media/text messages while class is in progress. Do not video/audio record class lectures or take pictures of the screen without the instructor's permission.

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 23	Course Overview and Introduction to Sustainable Business	Readings 1 and 2
Jan 30	Sustainable Business and Marketing	Readings 3 and 4 Assignment 1 instructions provided
Feb 6	Bottom of the Pyramid	Readings 5 and 6
Feb 13	Class Presentations (Assignment 1)	
Feb 27	Class Presentations (Assignment 1)	
March 5	Bottom of the Pyramid Social Marketing	Readings 7 Assignment 2 instruction provided (individual/paired assignment due March 19)
March 12	Consumer Behaviour and Mindfulness Product Design Discussion of Assignment 2 in class	Readings 8 and 9
March 19	Discussion of Assignment 2 in class Envisioning the Future/Systems Thinking Final Presentations (Special Topics)	Readings 10 and 11
March 26	Final Presentations (Special Topics)	
April 2	Final Presentations (Special Topics)	Course based self reflection report due by midnight

Note: this course outline may be revised if necessary

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.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

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	Asper Graduate Student Resources
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.

AI TOOLS

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty

will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

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

Professor of Marketing
Associates Fellow in Sustainability

Raj has two broad areas of research, the first of which revolves around understanding the role of affect in marketing. His study of affect has included emotions such as embarrassment, guilt, feeling offended (or shocked), and more recently, nostalgia. His second and main focus of research interest, is that of sustainability and social marketing. Raj's research and teaching challenges current dominant world views. Viewed through alternative lenses, he seeks to re-envision many of the fundamental concepts and frameworks of Business, and specifically marketing. In so doing, he sees business and marketing as playing an important role in prioritizing social and ecological flourishing, and making valuable contributions to a more just and equitable world.

Over his career, he has been fortunate to be the recipient of many teaching and research awards. Most recently he was awarded the *Reg Litz MBA Luminary Teaching Award* in 2022 and the *Associates Fellowship in Sustainability* in 2023.

Raj's research has appeared in many leading journals and is frequently cited.

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.) 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 young adults and 2 cats- the latter listen to him more than his "kids"! And if you know cats, they don't listen particularly well ☺