



MKT382: BUSINESS AND THE ENVIRONMENT

FALL 2012

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Classroom UTC 1.116
Course Web Page via Blackboard
Lecture Times Tuesday and Thursday, 3:30 PM-4:45 PM

Course Overview

Environmental issues affect firms in many ways and often cross the boundaries of traditional disciplines, such as economics, marketing, engineering and law. In this course, we focus on issues in marketing strategy where environmental considerations are of primary importance. In some cases, the demand for environmental improvement stems from the political and regulatory arena, creating conflict for managers in the creation of value for customers and the firm. In other cases, demand for environmental improvements arises from the marketplace, creating a different set of challenges for the firm in terms of creating and delivering a unique and differentiated value proposition. The course integrates knowledge from industrial organization theory, micro-economics, and marketing to study topics at the intersection of environmental and resource economics and marketing strategy.

Leadership and this Course

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

This course will enhance your knowledge and understanding of marketing issues and their relation to the natural environment, an increasingly relevant area of business practice. Case preparation, discussion and written case reports will allow you to sharpen your communication and collaboration skills. With the case method, much of the responsibility for learning rests with you. Weekly case discussions critically rely on thorough preparation prior to class. cursory reading of a case leads to superficial discussion and diminished opportunity for learning. Finally, many of the topics discussed in this course require a global perspective.

Materials

Course Packet (required): The course packet, which contains the cases, will be available on the web at study.net (www.study.net). **Everyone must purchase their own copy of the packet. Please do not share copies of the packet as this is a violation of copyright.**

Lecture Notes: Soft copies of the lecture notes will be available on Blackboard.

Course Requirements and Grading

Your final grade in the course will be based on both individual and group work. Your final grade will be based on:

A. Case Discussion Contribution	20%
B. Mid Term Examination	25%
C. Individual Case Report	25%
D. Group Project	
Report Presentation	10%
Written Report	20%

A. CASE DISCUSSION CONTRIBUTION (20%)

This course utilizes the case method to provide an opportunity to apply theories, concepts, and analytical tools discussed in class to a simulated business environment. Case discussions allow you to present your analysis, argue for your recommendations, and to learn actively from others in the class. Case discussions depend crucially on your preparation and contribution. Lecture classes also offer the opportunity to contribute.

You will be evaluated on your class contribution. Some of general criteria for evaluating effective class contribution during case discussions include but are not limited to the following:

- Is the student present and on time? Regular attendance is required to receive credit.
- Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.
- Does the student make *quality* points? Concise and insightful comments backed by analysis are required for higher scores.
- Appendix A contains a more detailed description of the class contribution scoring process.

B. MID TERM EXAMINATION (25%)

The mid-term examination, tentatively scheduled for Tuesday October 23, will be a closed book, in-class examination. The examination will cover topics addressed in the first two course modules.

Course Requirements and Grading (continued)

C. INDIVIDUAL CASE ASSIGNMENT (25%)

Each individual must complete an assignment on the Hayward Lumber case. The assignment will consist of a problem set and short answer questions. The assignment will be due in hard copy format at the beginning of class on November 15. Further details will be provided later in the semester.

D. GROUP PROJECT (30%)

Students will form teams of three to four people (pending final class size) and work together to write a 10-20 page paper on a topic of their choosing. Each group should schedule time to meet with Professor Sonnier in early September to discuss their topic. Progress reports are due on October 25th. Final group presentations will take place in class after the Thanksgiving break. The due date for the paper is to be determined.

Class Schedule

Module 1: Economic and Public Policy Foundations

DATE	TOPIC	LECTURE/CASE
Th 8/30	<i>Course Introduction</i>	Lecture
Tu 9/4	<i>Property Rights, Externalities, and Environmental Problems</i>	Lecture
Th 9/6	<i>Economics of Pollution Control</i>	Lecture
Tu 9/11	<i>Policy in Practice</i>	Lecture
Th 9/13	<i>Carbon Trading</i>	Case
Tu 9/18	<i>The Adoption of Electric Powered Vehicles in the U.S.</i>	Case
Th 9/20	<i>Benefit/Cost Analysis and Environmental Valuation I</i>	Lecture
Tu 9/25	<i>Benefit/Cost Analysis and Environmental Valuation II</i>	Lecture
Th 9/27	<i>Dynamic Efficiency; Sustainable Development</i>	Lecture

Module 2: Environmental Sustainability: Marketing and Economic Issues

DATE	TOPIC	LECTURE/CASE
Tu 10/2	<i>Guest Speaker-Tim Mohin, Director of Corporate Responsibility at Advanced Micro Devices</i>	---
Th 10/4	<i>Sustainability at Millipore</i>	Case
Tu 10/9	<i>Polyface: The Farm of Many Faces</i>	Case
Th 10/11	<i>Cook Composites and Polymers</i>	Case
Tu 10/16	<i>FIJI Water: Carbon Negative</i>	Case
Th 10/18	<i>Genzyme Center</i>	Case

Mid-Term Exam/Project Work

DATE	TOPIC	LECTURE/CASE
Tu 10/23	<i>Mid-Term Exam</i>	---
Th 10/25	<i>Group Project Work: Progress Reports</i>	---

Module 3: Clean Technology Marketing

DATE	TOPIC	LECTURE/CASE
Tu 10/30	<i>KiOR: Catalyzing Clean Energy</i>	Case
Th 11/1	<i>Nanosolar</i>	Case
Tu 11/6	<i>Hydro: From Utsira to the Future</i>	Case

Module 4: Environmental Products

DATE	TOPIC	LECTURE/CASE
Th 11/8	<i>Arcadia Biosciences</i>	Case
Tu 11/13	<i>Clearwater Seafoods</i>	Case
Th 11/15	<i>Hayward Lumber (Individual Case Assignment Due)</i>	Case
Tu 11/20	<i>Natureview Farms</i>	Case

Group Project Presentations

DATE	TOPIC	LECTURE/CASE
Th 11/22	<i>THANKSGIVING HOLIDAY</i>	---
Tu 11/27	<i>Group Project Work</i>	---
Th 11/29	<i>Group Presentations (Final)</i>	---
Tu 12/4	<i>Group Presentations (Final)</i>	---
Th 12/6	<i>Group Presentations (Final)</i>	---

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp>. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

APPENDIX A: Case Discussion Contribution Scores

Your contribution to case discussions will be scored on a ten-point scale. It's been said that half of life is just showing up. In Business and the Environment, showing up counts for 70%! Below is an approximate guide to how we score your contribution to case discussions.

- 10** Contributions in class reflect exceptional preparation. Comments and analysis offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion.
- 9** Contributions in class reflect thorough preparation. Comments and analysis offered are substantive and insightful. Arguments are generally well substantiated and persuasive.
- 8** Contributions in class reflect some preparation. Ideas offered generally reflect case facts. Little is offered in terms of analysis or argument.
- 7** Student is present in class, but does not contribute.
- 6** Student is present in class, but is unprepared to contribute.
- 0** The student is absent from class.