

Stern School of Business
Sustainability for Competitive Advantage
Course #: BSPA-GB.2305
Semester and Year: Spring 2026
Times: Wednesday 6PM - 9PM
Location: TBD (in-Person)

Faculty: Chisara Ehiemere

Office Hours: TBD

Teaching Assistant: TBD

Course Overview: This course is designed to assist students in developing the knowledge, skills, and perspective they need to understand and address environmental and social challenges in business, so that as leaders they reduce risk, create competitive advantage, and develop innovative services, products, and processes, all while building value for society and protecting the planet.

Due to a rapidly changing global ecosystem, businesses are facing constraints on natural resources, greater demands for transparency, less available water, a warmer climate and societal challenges related to growing inequity. At the risk management level, leaders need to understand how these changing factors can impact their businesses, much as they do for civil conflict, financial panics, and political upheavals.

But as is often the case, new risks create new opportunities: the business leaders who can manage such risks through effective innovation and collaboration will find solutions to these sustainability challenges that meet the needs of society while delivering returns to shareholders.

In this course, students will develop an effective leadership perspective through pursuit of the following *learning objectives*: 1) to become familiar with the key environmental and social issues affecting business today, 2) to understand the evolution of corporate response—from compliance to engagement to innovation, 3) to develop some of the skills and become familiar with the tools required for leading in this new social and political environment (e.g. multi-stakeholder management), 4) to explore the efficiencies and innovations being developed by corporate leaders in pursuit of sustainability, 5) to explore innovations in sustainable finance, 6) to become familiar with the latest consumer insight research on sustainability and 7) be able to design an effective embedded sustainability strategy that will deliver competitive advantage.

In short, this course is multi-disciplinary, and seeks to integrate across the functions of the firm to arrive at an effective firm-wide leadership sensibility. Student group projects will enable

them to act as management consultants and provide recommendations for developing and implementing a sustainability strategy for their chosen company,

The format of the course is a combination of lecture and *discussion seminar*. Class sessions will span a variety of activities, including guest lecturers from the business community, discussion, role-playing, and other participatory exercises. These various activities will be designed and facilitated by the instructor in order to allow students to engage in reflective dialogue with each other.

Course cases and readings will be posted on NYU Brightspace and students are expected to come to class ready to reflect upon their meaning with respect to the topics addressed in that class session.

The course proceeds cumulatively so that all themes, cases and readings inform subsequent discussions.

LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES

Due to the nature of this class and the potential disruptions caused by student use of electronic devices, students are not permitted to use any such devices during class without explicit permission from the instructor.

USE OF AI

Students are required to cite any use of AI in their papers, using the guidance below.

- If you did not use AI: "I did not use AI to research or write this paper."
- If you did use AI for research: "I used AI to do initial research, using the following prompts"
- If you cited AI generated text, you need to use it as though you were quoting a person: "The apparel industry generates xx tons of waste annually." (AI March 2025)
- If you did original research and writing, but used AI to clean up your writing, say so.

Grading:

Class Participation	30%
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Attendance in this course is mandatory. The policy on missed classes is as follows: The first two missed classes are excused, provided you submit notice for your absence for illness or otherwise. A third missed class will not be penalized if the student writes a short paper (2 pages, double-spaced, submitted to the course TA) summarizing and analyzing the missed readings. After 3 missed classes, the overall participation grade for the course will be affected.

Every class will be recorded; recordings can be accessed in the NYU Brightspace portal, under the MediaSite tab on the menu on the left-hand side.

Further details on participation grading can be found below.

Group Projects	30%
<p>During the course of the term, students will form groups, pick a company to track through each module, present a summary of the readings of one module and relate them to their company and present a final management plan for improving sustainability at the company. In addition, students will have an opportunity to reflect on the group dynamics and provide feedback on their group members' contributions.</p>	
Course Papers	40% (20% each)
<p>During the course of term, students will submit two 4-5 page papers, double-spaced, paper as per the instructions in the syllabus.</p>	

Course Schedule:

Notes:

- *The course will have regular guest speakers from business and civil society.*
- *PDFs of all readings and website links will be found in the Content section of NYU Brightspace.*

Module 1

Learning Objective: To introduce the course themes

<p><i>Wednesday, January 28</i></p>	<p>Readings: How are businesses approaching sustainability today and why?</p> <ul style="list-style-type: none"> ● HBR: Stakeholder Capitalism Still Makes Business Sense, August 2024 <hr/> <ul style="list-style-type: none"> ● HBR: Corporate Sustainability is in Crisis: What Should Companies do Now? April 2025 ● Trellis: No, Corporate Sustainability is not Dying, July 2025
<p>Module 2 Learning Objective: To provide an overview of the key environmental and social issues affecting business today</p>	
<p><i>Wednesday, February 4th</i></p>	<p>Readings: To look at the dark side: what causes companies to pursue the unsustainable path?</p> <ul style="list-style-type: none"> ● NYT: “The Extraordinary Science of Addiction to Junk Food” by Michael Moss ● HBR: Joseph L Bower and Lynn S Paine. “The Error at the Heart of Corporate Leadership,” May 2017 ● NYT: “How the Twinkie Made The Superrich Even Richer” by Michael Corkery and Ben Protess <hr/> <p>There are global standards that define material environmental, social, and governance issues by industry.</p> <p>Readings: Material environmental, social, governance (ESG) issues by industry</p> <ul style="list-style-type: none"> ● Sustainability Accounting Standards Board (SASB) and ISSB ● Global Reporting Initiative (GRI) ● CSR-D (Europe) ● “ESG Reports Aren’t a Substitute for Real Sustainability,” Tensie Whelan, HBR, 2022 <p>Paper Due 9AM, Monday, February 9: Topic 1: UPS materiality reporting</p> <p>UPS issues five separate reports to the guidelines of SASB, GRI and then to their own standards. Please write a 4-5 page response paper (12pt font, double spaced, Word format) articulating the differences between these reports.</p> <p>Link to Reports: https://about.ups.com/us/en/our-impact/reporting.html</p> <p>You must pick the GRI and SASB report and then a third report of your choosing. Given varying lengths, you can skim/peruse them as best you can to inform and guide answers to the following questions:</p>

	<ul style="list-style-type: none"> ● Why do you think UPS issues a variety of reports? What do you think that suggests about its reporting strategy? What does it suggest about whether sustainability is embedded in their business strategy? ● Focus on the GRI vs. SASB reports. Given what you know about these frameworks and their intended audiences, how informative do you think these frameworks are for communicating corporate sustainability priorities and progress? ● Taken together, what do these reports tell you about UPS’ sustainability priorities and impact? Where are they focusing on process (e.g. they have a climate policy) or performance impact (e.g. they reduced greenhouse gas emissions) ● Which reports and metrics do you find most compelling? ● Is there anything missing? <p>Deep dive into climate change</p> <p>Readings:</p> <ul style="list-style-type: none"> ● World Resources Institute: Sophie Boehm and Clea Schumer. “10 Big Findings from the 2023 IPCC Report on Climate Change,” March 2023. ● University of Michigan. Climate Change Science and Impacts Factsheet ● Climate-related Risks, Opportunities and Financial Impacts, TCFD
<p><i>Wednesday, February 11th</i></p>	<p>Deep dive into climate change</p> <p>Designing a Sustainability Strategy: Overview</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Tensie Whelan and Chisara Ehiemere. “Practitioners' Guide to Embedding Sustainability,” March 2023. Pgs 1-22 ● Review Unilever's Sustainability Strategy: The Unilever Compass for Sustainable Growth <p>Assignment: Write a 2 paragraph pitch for a company you would like to propose that the class work on together in a group. The company needs to be a public company and one that needs improvement in its sustainability strategy. Make sure to read the group project guidance in Brightspace before writing the pitch. The professor will pick 10 companies and students will join the group that is their first or second choice. They will work together as management consultants to develop a sustainability management plan for the company which they will present to the class at the end of the semester.</p>
<p>Module 3 Learning Objective: How to Map Material Sustainability Issues and Stakeholders In these classes we will build materiality matrices and map stakeholders for sample companies.</p>	

<p>Wednesday, February 18th</p>	<p>Determining What is Material to Business Strategy</p> <ul style="list-style-type: none"> ● Sustainability Materiality Matrices Explained ● Further discussion of IISB/SASB industry materiality <p>Readings:</p> <ul style="list-style-type: none"> ● BSR: Stakeholder Engagement Mapping ● Nespresso Stakeholder Case Study by NYU Stern CSB ● NYU: Higher Ground, Chapter 3. How to Build Stakeholder Trust. By Alison Taylor, February 2024 (read pages 1-10, the rest is optional).
<p>Wednesday, February 25th</p>	<ul style="list-style-type: none"> ● In-class work on materiality mapping for companies <p>Present your group's materiality matrix to the class. Your team to finalize the materiality mapping. Present in class in 5 minutes.</p>
<p>Module 4 Systems Thinking, Supply Chains, and Procurement Learning Objective: Understanding the Corporate Ecosystem through Systems Thinking</p>	
<p>Wednesday, March 4th</p>	<p>Readings: Systems Thinking (and Supply Chain Partners)</p> <ul style="list-style-type: none"> ● “Dancing with Systems,” Donella Meadows ● FabIndia, HBS case
<p>Module 5 Learning Objective: Understanding Sustainable Value Chains/Procurement</p>	
<p>Wednesday, March 4th - New module, same day</p>	<p>Readings:</p> <ul style="list-style-type: none"> ● GreenBiz: Terry F. Yosie. “A tectonic shift in supply chain governance,” May 2023 ● Financial Times. “So You Think You Know Your Supply Chain?” by Sarah Murray, March 2023 ● BSR: The Supply Chain Leadership Ladder (pgs 3-7)
<p>Wednesday, March 18th</p>	<p>NO CLASS - Spring Break</p>
<p>Wednesday, March 25th</p>	<p>Readings:</p> <ul style="list-style-type: none"> ● How Tony’s Chocolonely Created a Purpose-Driven and Profitable Supply Chain. HBR Sept 11, 2023 ● “19 Supply Chain Certifications for You and Your Company.” FSC, 2024 <p>Assignment: Please research on-line one sustainability certification standard of your choosing (e.g. Fair Trade, FSC, organic, cradle to cradle, Kimberly process, Rainforest Alliance, OEKOS, B-Corp, Energy Star, Better Cotton Initiative or others.) Explore the following questions for that standard:</p>

What change in practices is the standard aiming to make for those who use it? How does the certification process work? How widespread is the use of the standard? How do companies advertise the certification? Are there any studies available about the impact of the standard on changing practices? improving performance?

There is no paper due: Please come to class prepared to discuss your findings and the Tonys case

Life-Cycle Analysis and Scope 3 Emissions: How to Employ Value Chain Tools

Readings:

- View this video on Life-Cycle Analysis: https://www.youtube.com/watch?v=2s8wqa_lvoQ
- MBA Edge on Lifecycle Assessment 2021 Duke University
- MBA Edge on Greenhouse Gas Inventory 2021 Duke University

Module 6
 Learning Objective: How sustainable management is being used to fuel innovation and circularity

Wednesday, April 1st

Readings:

- Ivanka Visnjie et al, “Sustainability as Business-Model Transformation,” HBR, May-June 2025.
- Paine, Lynn S., Nien-he Hsieh, and Lara Adamsons. "Governance and Sustainability at Nike (A)." Harvard Business School Case 313-146, June 2013. (Revised September 2016.)
- BCG. Four Steps to Sustainable Business Model Innovation, 2021

Readings:

- MBA Edge: “Circular Economy: What Every MBA Needs to Know,” 2022
- Ellen MacArthur Foundation: [Living within Planetary Boundaries: The Circular Economy](#)

Paper #2 Due 9AM, XX date. Driving Innovation Through Sustainability.

Using the readings from March 25th and March 27th, as well as previous class discussions, please develop a sustainability-driven innovation strategy for a large real estate company tackling one of the four issues described below and write a 4-5 page paper (12pt font, double spaced, Word format).

The real estate company owns and manages commercial and residential real estate and undertakes construction projects for commercial customers and government across the U.S. It has identified its material ESG issues as 1) the impact of climate on its real estate, as well as its own significant GhG emissions, 2)

the need for healthy buildings in terms of air circulation and toxics in the building environment, 3) the waste generated by construction and the buildings residents and 4) sustainable sourcing of building materials and interior design and fixtures.

Please provide ideas for innovative strategies, processes, services, technologies that address these four material ESG issues and create opportunities for operational efficiencies, risk reduction, increased sales and customer loyalty, and overall competitive advantage. After you have described innovation opportunities in each of the four areas, together with the business case for them, please develop a final section that articulates an implementation plan and ways to structure the organization to deliver on these changes.

Feel free to explore how the real estate industry and specific companies are tackling these issues and use ideas you find in that research for your analysis and recommendations, just make sure to cite them.

Some resources:
 US Green Building Council: <https://www.usgbc.org/>
 WBCSD:
<https://www.wbcscd.org/Programs/Cities-and-Mobility/Sustainable-Cities/Transforming-the-Built-Environment>
 ULI Greenprint:
<https://americas.uli.org/research/centers-initiatives/greenprint-center/>

Module 7
 Learning Objective: Engaging today’s consumers in sustainability

Wednesday, April 8th

Readings:

- Strategy + Business: [A Better Way to Market Sustainable Products](#) by Tensie Whelan and David Linich
- MIT Sloan: [The B2B Opportunity in Corporate Sustainability](#) by Tensie Whelan and David Linich
- NYU Stern CSB and Edelman: Effective Sustainability Communications: A Best Practice Guide for Brands & Marketers (2023)

Assignment: Survey 5 friends and family to determine their approach to purchasing of sustainable products. Survey questions to be provided. Be prepared to discuss findings in class. How do your interviews differ or support the research findings?

Module 8
 Learning Objective: To explore Sustainability and Employees

<p>Wednesday, April 8th New Module, same day</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pete Stavros at TED: The Secret Ingredient of Business Success “ • How Financial Accounting Screws Up HR,” Peter Cappelli, HBR 2023 • CSB Case Study: Greyston Bakery Open Hiring • How Companies Are Navigating the DEI Backlash, NYT, 2/10/2-25
<p>Module 9 Learning Objective: To Begin to Develop the Business Case for Sustainability We will look at the drivers of financial performance resulting from sustainability initiatives and examine how to monetize them.</p>	
<p>Wednesday, April 15th</p>	<p>Readings:</p> <ul style="list-style-type: none"> • HBR: “How to Talk to Your CFO About Sustainability,” Tensie Whelan, Elyse Douglas. January 2021. • Kearny: Staying the course: CFOs and the Green Transition • Sustainable Brands: How Circularity Can Reduce Geopolitical Risk, Tariff Pain
<p>Hands-on Return on Sustainability Investment (ROSI) exercise</p>	
<p>Module 10 Learning Objective: To understand ESG (environment, social and governance) investing</p>	
<p>Wednesday, April 22nd</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Manning, T. CSB “Financing Mechanisms to Support Sustainable Practices” 2023. • HIP Investor: “ESG performance in Public Pension Funds: Red State Vs Blue State Performance”
<p>The ESG backlash</p> <p>Readings:</p> <ul style="list-style-type: none"> • FT: Sustainability is Real and Smart Investors Know It, Tensie Whelan, December 2023 • FT: ESG is Beyond Redemption: Let It RIP by Ashwath Damodaran 	

Module 11

Learning Objective: To look at how Companies Can Pursue a Net Positive Future

Wednesday, April
29st

Culture and governance:

Readings:

- Tensie Whelan and Chisara Ehiemere. "Practitioners' Guide to Embedding Sustainability," March 2023. Pgs 24-49
- Mandyck, John, "[Why Global Sustainability Efforts Will Continue Despite Trump](#)," HBR, 2025
- HBR: [Corporate Advocacy in a Time of Social Outrage](#) Alison Taylor 2024

Stern Alum Career Panel: Discussion with Stern alums who have found work in the sustainability space

Module 12

Learning Objective: To conclude the course by discussing the student consulting teams' recommendations for improved sustainability strategy and management at their chosen company.

Wednesday, May
6th

Student presentations

All students are required to turn their final project decks using the Assignments tab in NYU Brightspace. Integrated in NYU Brightspace is an online plagiarism prevention and detection software – Turnitin – that enables faculty to compare the content of submitted assignments to data on the Internet, commercial databases, and previous papers submitted to the system. Additional information about expectations regarding academic integrity appears below.

Group Presentation: Due 9PM, Wednesday May 6

During the course of the term, students will form groups, pick a company to track through each module and present a final management plan for improving sustainability at the company.

- Meet with your group members regularly to discuss the relevance of each module's discussion to your company. At least 1 month before the final presentation is due, meet to plan and prepare your presentation.
- The presentation should be a PowerPoint, prepared by a team of management consultants for the C-suite of the company. It can be no longer than 10 minutes and each team member needs to be part of the presentation.

The class will provide feedback on your presentation, adding points they think you may have missed and explaining why they agree/disagree with your conclusions.

Specific guidance for the group project content is in the Brightspace course site.

Papers:

Directions for the two papers are in the syllabus.

Papers should be submitted using the Assignments tab in NYU Brightspace. Integrated in NYU Brightspace is an online plagiarism prevention and detection software – Turnitin – that enables faculty to compare the content of submitted assignments to data on the Internet, commercial databases, and previous papers submitted to the system.

Class Discussion:

Faculty as well as students are responsible for maintaining a positive and constructive professional atmosphere within the classroom. Each student must engage in discussion during every class session in order to perform well in the course.

Class discussion will be assessed using the following rubric:

<i>Grade</i>	<i>Criteria</i>
Excellent	An excellent student comes to class prepared; contributes readily to the conversation but does not dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups.
Better	A better student comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for other' views; participates actively in small groups.
Good	A good student comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Such students show interest in the discussion, listening attentively and taking notes. They may also participate fully in small group discussions.
Fair	A fair student participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, interrupt others with digressive questions, or bluff when unprepared. Such students also participate actively in small groups.
Poor	A poor student does not come to class prepared; does not contribute to discussion voluntarily or when called upon; and does not participate in small group discussions. Such students may listen attentively but fail to contribute due to lack of preparation.
Failing	A failing student disrupts class discussion, whether actively by being negative or rude to others, or passively by appearing distracted, bored or sleepy.

NYU Stern Policies:

ACADEMIC INTEGRITY

Our undergraduate [Academics Pillar](#) states that ***we take pride in our well-rounded education and approach our academics with honesty and integrity.*** Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the [NYU Academic Integrity Policies](#) as well as the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses.

For graduate students, information can be found here:

<https://www.stern.nyu.edu/uc/codeofconduct>.

For undergraduates, information can be found here:

<https://www.stern.nyu.edu/portal-partners/current-students/undergraduate/community/community-expectations>

To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

GENERAL CONDUCT & BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations

(https://www.stern.nyu.edu/portal-partners/registrar/policies-procedures/general-policies/cod_e-conduct)

(<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

GRADING GUIDELINES

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. There is no enrollment minimum for graduate courses to this rule, but applies to Undergraduate core with enrollments of more than 25 students. In Undergraduate core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

STUDENT ACCESSIBILITY

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility ([212-998-4980](tel:212-998-4980), mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website: <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

STUDENT WELLNESS

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU’s 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

NAME PRONUNCIATION AND PRONOUNS

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

RELIGIOUS OBSERVANCES AND OTHER ABSENCES

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

Except for religious observances or other absences that may be required in compliance with nondiscrimination law, this class otherwise requires attendance and participation and cannot accommodate conflicts. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, it is strongly recommended that you do not take this class.

LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES

Due to the nature of this class and the potential disruptions caused by student use of electronic devices, students are not permitted to use any such devices during class without explicit permission from the instructor.

INCLUSION STATEMENT

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

Recommended Books:

Paul Polman and Andrew Winston (2021) *Net Positive: How Courageous Companies Thrive By Giving More Than They Take*, HBR Press.

Wirtenberg, J. (2014). *Building a culture for sustainability: People, planet, and profits in a new green economy*. Santa Barbara, CA: Praeger.

Williams, E. F. (2015). *Green giants: How smart companies turn sustainability into billion-dollar businesses*. AMACOM.

Browne, J., Nuttall, R., & Stadlen, T. (2015). *Connect: How companies succeed by engaging radically with society*. WH Allen.

Henderson, Rebecca. (2020). *Reimagining Capitalism in a World on Fire*. Penguin Business

Anderson, Elizabeth (2017). *Private Government: How Employers Rule our Lives (and Why We Don't Talk About It)*. Princeton University Press

Joly, Hubert (2021). *The Heart of Business*. Harvard Business Review Press.

Edmans, Alex (2020). *Grow the Pie: How Great Companies Deliver on Purpose and Profit*. Cambridge University Press

Sisodia, R., Sheth, J. N., & Wolfe, D. B. (2014). *Firms of endearment: How world-class companies profit from passion and purpose*. Pearson FT Press.

Mackey, J., & Sisodia, R. (2014). *Conscious capitalism: Liberating the heroic spirit of business*. Boston, MA: Harvard Business Review Press.

Polman, Paul and Winston, Andrew (2021). *Net Positive: How Courageous Companies Can Thrive by Giving More Than They Take*. Harvard Business Review Press

Stout, Lynn. (2012) *The Shareholder Value Myth*. Berrett-Koehler Publishers.

Meadows, D. H., & Wright, D. (2008). *Thinking in systems: A primer*. White River Junction, VT: Chelsea Green Pub.

Winston, Andrew S. *The Big Pivot: Radically Practical Strategies for a Hotter, Scarcer and More Open World*. Harvard Business Review Press. 2015

Zammit-Lucia, Joe (2022). *The New Political Capitalism: How Business and Societies Can Thrive in a Deeply Politicized World*. Bloomsbury Publishing

Selected Organizations and Publications to Subscribe to:

Bloomberg Green (<https://www.bloomberg.com/green>)

BSR (www.bsr.org)

ESG Today (<https://www.esgtoday.com/>)

FT Moral Money (<https://www.ft.com/moral-money>)

GlobeScan (<https://globescan.com/>)

GreenBiz (<https://www.greenbiz.com/>)

SustainAbility (<https://sustainability.com/>)

Sustainable Brands (<https://sustainablebrands.com/>)

