NYU
STERN SCHOOL OF BUSINESS

Sustainability Impact Consulting & Business Innovation (SICBI): Costa Rica
SOIM.UB.2000.xx
Fall 2018
3-credits counts towards Stern’s co-concentration in sustainable business

Professors Whelan & Kowal
10/24 – 12/13
Tuesday & Thursday
9:30am – 10:45am
Room KMEC 4-110

Contact Information
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Office Hours

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Course Overview
Some of the most forward-thinking businesses interested in taking care of the environment and society can be found in the beautiful country of Costa Rica. Stern students will have the opportunity to work with small businesses in Costa Rica to help further develop their innovative sustainability programs. Since agriculture and tourism are Costa Rica’s top sources of domestic revenue, students will work with tropical fruit, chocolate and hotel companies, as well as other entities, to generate future sustainable growth and community development. Potential student projects include business and marketing plans for agricultural production, eco-tourism and environmental education for youths. This course will be worth 3 credits and counts towards Stern’s Co-Concentration in Sustainable Business. The course will include a 7 day J-Term trip to Costa Rica during which students will test their hypothesis on the ground with local partners and become immersed in Costa Rican culture.

Trip Dates
ARRIVE IN COSTA RICA: SATURDAY JANUARY 5TH
DEPART COSTA RICA: SATURDAY JANUARY 12TH

On the ground partner
https://www.horizontes.com/en/about-horizontes/academic-program

Sustainability Impact Consulting & Business Innovation (SICBI Goals
Classroom Norms
Participation is critical, and it includes being prepared for class discussions, attending every class session (arriving on time and not leaving early), and engaging in all scheduled activities while in Costa Rica. You need to inform us by email if you miss class for religious observance, civic obligation or illness. Repeated tardiness or more than one absence from the seminar may result in dismissal from the program.

Active discussion is an essential part of learning in this course, and given the shared, experiential aspect of the course, it will be especially important for us to establish and maintain a safe space for reflective dialogue.

Course Deliverables & Grading

Homework (20%)
Posting written reflections in response to Study Questions based on course readings is required for modules 1-4.

Participation (25%)
This will be based upon:
- Class attendance
- While at Stern: Participating in classroom discussions
- While in Costa Rica: assuming responsibility for & implementing at least ONE trip element. Choices include – leading a group reflection, tour guide during one bus ride, blog and/or Instagram our activities, taking video footage, etc.

Project Presentations (40%)
The class will be broken up into teams to work on challenges posed by the participating companies. The students will prepare powerpoint presentations with appendices that lay out their analysis of the challenge, research done, and recommendations made (with supplemental materials). These will be presented to the businesses.

Reflection Essay (15%): You will write a 5 page essay that includes your personal reflections on the course, the learning objectives, the trip to Costa Rica and on your aspirations and goals as a student and citizen of the world. Connecting class sessions, readings and your service in Costa Rica, your paper will address:
- How your expectations compare to your actual trip
- What you learned about yourself, your peers, and the issues worked with
- Highlights and challenges of the trip
- Reflections on public problems discussed in class and your team project – did you learn more while in Costa Rica? In what ways? Did you gain a greater sense of how your skills and knowledge can contribute to sustainability?
- What did you learn through working on the corporate challenge about how companies approach sustainability that was new or surprising?
- Will this experience change/play a role in your future personal/professional choices?
- Your suggestions for further enhancing this experience.
**Academic Integrity**

Integrity is critical to the learning process and to all that we do here at NYU Stern. All students are expected to abide by the NYU Stern Student Code of Conduct. To read the Stern Code of Conduct in full, go to [www.stern.nyu.edu/uc/codeofconduct](http://www.stern.nyu.edu/uc/codeofconduct).

As outlined in the Code of Conduct, a student's responsibilities include, but are not limited to:

- A duty to acknowledge the work and efforts of others when submitting work as one’s own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced.
- A duty to exercise the utmost integrity when preparing for and completing examinations, including an obligation to report any observed violations.

To help ensure the integrity of our learning community, all assignments you submit to NYU Classes will be checked by Turnitin which will cross-reference your submission against a database of all prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of Turnitin's database.

**Students with Disabilities**

Students whose class performance may be affected due to a disability should notify me immediately so that arrangements can be made in consultation with the Moses Center for Students with Disabilities. Please visit [http://www.nyu.edu/csd/](http://www.nyu.edu/csd/) for information.

**COURSE SCHEDULE**

For every class session, students are expected to read the assignments and be prepared to discuss them in class. Being unprepared does not excuse an absence, and students are expected to be present even if unprepared. If the student is unable to prepare for a class, they should notify the professor via email or in person prior to that class.

**READINGS**

All readings are located on NYU Classes

**MODULE 1: intro to Costa Rica and Sustainability Themes**

**Learning Objective:** Students learn about Costa Rica’s natural and social issues, sustainable development strategies and major sustainability challenges.

**OCTOBER 25 - Class 1**

**READ**


pp. 1-22, 119-125

**HOMEWORK - Study Questions**
Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

OCTOBER 30 - Class 2

READ
“The Restoration Diagnostic: Case Example Costa Rica,” Kathleen Buckingham and Craig Hanson, World Resources Institute, 2015


HOMEWORK - Study Questions

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

MODULE 2: Sustainable Agriculture in the Tropics and CR
Learning Objective: Students learn about different approaches to sustainable agriculture, key standards and certification systems, and key challenges and opportunities in Costa Rica

NOVEMBER 1 - Class 3

READ
“The successes and shortcoming of Costa Rica exports diversification policies” Background paper to the UNCTAD-FAO Commodities and Development Report 2017 Commodity Markets, Economic Growth and Development

HOMEWORK - Study Questions

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes

NOVEMBER 6 - Class 4

READ

MODULE 3 Sustainable Tourism globally and in CR

Learning Objective: Students learn about different approaches to sustainable agriculture, key standards and certification systems, and key challenges and opportunities in Costa Rica

NOVEMBER 8 - Class 5

READ

The Case for Responsible Travel: Trends & Statistics 2017, Center for Responsible Travel 2017

Stock taking: Towards the Development of the Sustainable Tourism Program of the 10YFP, UNEP, 2014

https://www.gstcouncil.org/gstc-criteria/

HOMEWORK - Study Questions

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

NOVEMBER 13 - Class 6

READ

“Agrotourism and Agro-Ecotourism in Costa Rica,” Félix Zumbado-Morales e-Review of Tourism Research (eRTR), Vol. 8, No. 6, 2010


HOMEWORK - Study Questions

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

MODULE 4: Sustainability strategy and decision-making tools

Learning Objective: Students will learn how to use a variety of business sustainability tools and strategies ranging from materiality matrices and stakeholder mapping, to
sustainable supply chains and ecosystem services, to purpose marketing and how to determine the business case for sustainability initiatives.

**NOVEMBER 15 - Class 7**

**READ**

- Sustainability Materiality Matrices Explained

- Stakeholder Engagement Mapping
  [https://www.bsr.org/reports/BSR_Stakeholder_Engagement_Stakeholder_Mapping.final.pdf](https://www.bsr.org/reports/BSR_Stakeholder_Engagement_Stakeholder_Mapping.final.pdf)

- CSB: Nespresso Stakeholder Case study:
  [http://www.stern.nyu.edu/sites/default/files/assets/documents/Nespresso_Shared%20Value%20Case%20Study%208.29.16.pdf](http://www.stern.nyu.edu/sites/default/files/assets/documents/Nespresso_Shared%20Value%20Case%20Study%208.29.16.pdf)

**HOMEWORK - Study Questions**

What is a sustainability matrix and why is it important for companies as a management and strategy tool? What are the material ESG issues and stakeholders for a hotel located in a nature reserve?

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

**NOVEMBER 20 - Class 8**

**READ**

- Greening Supply Chains: From Blind Spots to Hot Spots to Action, 2016


**HOMEWORK - Study Questions**

Ecosystem services: What are the different types of ecosystem services? Give examples. Discuss the distinction between a company having an impact on ecosystem services and being impacted by ecosystem services. Give examples of brands you buy. Answer: should companies be paying ecosystem services? Why or why not?
Sustainable Supply Chains: How do you break down the different elements of a supply chain to understand its material ESG issues? Describe sustainable supply chain management for a pineapple supply chain.

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

NOVEMBER 27 - Class 9

READINGS
- Chapter 5: “Mainstream Appeal” from Green Giants, E. Freya Williams, 2015
- Big Brands, Big Impact: A Marketer’s Guide to Behavior Change
- Meet the Aspirationals: Designing Brands for Humans, BBMG

HOMEWORK - Study Questions

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

NOVEMBER 29 - Class 10

READINGS
- "The Comprehensive Business Case for Sustainability," HBR, Tensie Whelan and Carly Fink
- "How to Quantify Sustainability’s Impact on the Bottomline," HBR, Tensie Whelan, Bruno Zappa, Rodrigo Zeidan and Greg Fishbein

HOMEWORK - Study Questions

What are some of the ways companies can reap financial rewards through embedding sustainability in their business strategy? Why do you think many people talk about sustainability as a source of added cost versus a value generator and what is needed to change that perception?

Provide a written response (1 to 2 pages, double-spaced)
Due xx by 9:30am on NYU Classes.

MODULE 5 prep for group projects
Learning Objective: To work in groups understand and assess the participating businesses and develop preliminary analyses and recommendations for their challenges.

DECEMBER 4 - Class 11
Review company challenges

DECEMBER 6 - Class 12
Form groups, create work-plans


MODULE 6: Pre-Departure Presentations
RACHEL WHEN? Should this be classes INSTEAD?? Present initial ideas and research plan – 2 hours

TRIP
• ARRIVE IN COSTA RICA: SATURDAY JANUARY 5TH
• MODULE 7: Taking Stock of the Trip & Final Presentations
  FRIDAY JANUARY 11th in Costa Rica (last class)
• DEPART COSTA RICA: SATURDAY JANUARY 12TH