

ES/IB 311 MULTI-SECTOR STRATEGIES FOR SUSTAINABILITY

IES Abroad Freiburg

DESCRIPTION: The word sustainability is found in urban development plans, corporate, public and civil sector annual reports, academic curricula, stock market indices and myriad of other messaging and publicity sources. Many professionals working in the field suggest that over the last three decades the term sustainability has been so widely used in so many contexts, that the term has become void of any meaning.

Impact Sustainability refers to measurable and long term positive change driven by civil society, the private sector and government that contribute toward the longevity of our planet. Actors practicing impact sustainability demonstrate tangible and innovative approaches to improving ecosystems, reducing the impacts of climate change and health threats and ensure limited use of resources, without impeding an “acceptable” amount of economic growth. This course will introduce students to concepts and practice of sustainability efforts that have the highest *potential* for *long-term* impact and *systemic change*.

While in Freiburg, students will discover, observe and live impact sustainability on a daily basis. This course will introduce the concepts on a global level. They will have the opportunity to understand and embrace sustainable governance and practices in Freiburg, Germany and Europe, as well as link them to practices and implementation strategies in their home regions.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: None

PREREQUISITES: A course in Environmental Studies or International Business

METHOD OF PRESENTATION:

- Lectures
- Inspiring and instructional video Clips
- Student presentations, exchange and discussion
- Student simulations, scenarios and stakeholder-led problem-solving
- Study of current events demonstrating societies challenges (environment, climate, social, conflict, poverty) and application to the topics
- Workshop activities within class
- Field study to learn from local innovators in the Freiburg region as well as applying EU Member States Study Trip observations to course content

The course will be supplemented with local and current articles as well as case studies. Students will play an active role in selecting approximately half of the readings for this course to supplement readings in the syllabus and ensure that the course is adapted to student interests as best possible.

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Participation** – 20%
- **Student Statement** – 5%
- **Case Study** – 15%
- **Position Paper** – 15%
- **Presentations** – 15%
- **Group Written Assignment** – 15%
- **Final Exam** – 15%

Participation

- Active demonstration of knowledge of class readings
- Involvement in class activities
 - Student 3-5 minute review of a course Twitterfeed Tweet at the beginning of class. (1 x per student during the entire course)
 - Engagement in problem, stakeholder and action planning activities as well as adhoc in class activities and exchanges
- Professional and empathy-based commitment and approach to learning: towards classmates, professor, field study hosts, learning etc.

Student Statement-“Sustainability Challenges and How Sectors (might) View Them” (Approx. 500 words – Moodle Submission)

Part 1. – 3-4 sentences

Your personal view on “sustainability” and where or how society (nation or culture of your choice) is making progress or no making progress toward being “sustainable” . (This lets you provide your personal opinions, please do not reiterate class discussion or ppt notes. Your original ideas and position are required). (approx 2-3 paragraphs)

Part 2. 3-4 sentences

You will provide and describe one *specific* sustainability problem and why you believe that it will be a challenge to address and solve. (approx. 2-3 paragraphs.)

Please be specific. i.e. “climate-change” is too global of a response, rather than “ongoing large sovereign wealth investment in fossil fuels” which is specific.

Part 3

Provide 2-3 lines (per sector) on the perspective the following three sectors on your chosen problem in part 2 above:

- Civil society (people / communities/NGOs....other)
- The private sector
- The public sector
- Other sector

Sustainability Impact Case Study - GROUP

Students will be given a pre-selected case study and will include the following points

A Case Summary

- Identification of core and one peripheral sustainability problem in the case.
The key innovation behind the case?
- Identification of the direct stakeholders named in the case.
Identification the peripheral stakeholders and their key stake or interest.
- The case’s key weaknesses.
- Another line of action not included in your research that may help to address the problem while addressing the maximum of stakeholder interests possible.

Details in Lecture 1 and on Moodle

The case study is a group project to be handed on Moodle (see assignment description on Moodle). **(Maximum 3 pages)**

Position Paper for Problem Resolution: Stakeholder Interests and Strategy - SMALL GROUPS (10% for paper + 5% for first round of revisions)

A specific problem or risk to sustainability that affects multi-sectors of society will be given to students to solve within an action plan.



Using these problems, students will be given a stakeholder profile and *demonstrating their understanding of independent research and course content mid-way through the module*, they will prepare a stakeholder position paper to state the following:

- The specific challenges that the sustainability risk and problem hold for them (in their stakeholder role)
- Two specific ideas on addressing the problems that affect them (above)
- An integrated three-step strategy to implementing their two ideas (above)

Please support strategies based on external research (with referencing) i.e. when proposing a „proven“ strategy

This assignment must demonstrate mid-term module knowledge of course content .

This includes:

- Sustainability / Sustainable Development
- Resistance to sustainability due to perceived risk,
- Types of governance and related policy (where appropriate) that impact the stakeholder
Elements of innovation (social, environmental etc.) and where appropriate social entrepreneurship
- Considerations for financing of proposed ideas for the solving the sustainability problem.
Leadership + Empathy

Revisions

Based on the quality of requested revisions as per instructor feedback to help refine your profile and clarify issues for the presentation below.

This paper will serve as presentation material for the assignment “Presentations for Problem Resolution: Stakeholder Meeting, Scenarios and Strategies” below and used as a tool / preparation for the stakeholder meeting. Submit with mark-ups / change tracking.

Presentations for Problem Resolution: Stakeholder Meeting, Scenarios and Strategies SMALL GROUPS

This course deliverable serves to put students’ written stakeholder position paper (4. above) into action. All students hold a different stakeholder profile, yet face the same problems to the identified sustainability risk. Students will come together to discuss, exchange and determine a strategy for problem resolution. For this “presentation”-based activity students will be graded on the presentation of their revised position paper but in particular based on input into the discussions and achieving meeting goals. The individual presentations will be held during the first phase of the stakeholder meeting.

Peer and instructor feedback and questions will be submitted in writing to each student following their presentation. Revisions are to be submitted on Moodle with mark-ups / change tracking.

Group Written Assignment: Post Stakeholder Meeting Action Plan SMALL GROUPS (10% for draft, 5% for revisions)

Following the Stakeholder Meeting, student positions, resolutions and strategy and time-based action plan from 0 to 2 years must be documented. This is a group written submission and all parties must agree on the final document and will demonstrate students’ ability to document diverse multi-stakeholder view in a consensus-based, documented action plan. This consensus building activity will be held during assigned sessions to support the written portion of the assignment: the Action Plan

(See class and assignment schedule or Moodle for submission dates. Group format will depend on the number of class participants)

(Maximum 10 pages– Moodle Submission)

Final Exam

This final exam will cover all content and concepts covered during the entire course / module. The exam format will be communicated to the class for preparation and will be administered during Session 20.

The Moodle Link to each session will provide clear guidelines as to what content and knowledge that will be covered in the final exam to permit for final exam preparation as you do your readings for each session and throughout the course.



LEARNING OUTCOMES:

By the end of the course student will be able to:

- Define (and critique) sustainability as a term and observe sustainability initiatives from different contexts, sectors and cultures.
- Communicate the ecological, economic and social dimensions of the sustainability field.
- Develop an awareness of the policy role in developing markets for social and ecological change through economic value.
- Identify and tag leadership characteristics key to internationalizing organizational change via sustainable governance and practice, including the challenge of overcoming resistance to change.
- Demonstrate the ability to identify, and critically evaluate sustainability practices within an organization.
- Analyze the advantages and limitations of sustainability performance measurement.
- Tell a “sustainability story” via an acquired ability to give a pitch on a personal sustainability issue and communicate positions and beliefs through effective writing, group work and consensus building.
- Communicate the strategic importance of sustainability to an individual or organization (civil society, public and private sectors).
- Formulate a personal contribution to change the student's own role in developing and nurturing sustainable community, business, campus etc. Encourage others to emulate such actions.

POLICIES:

ATTENDANCE: IES Abroad courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction. **Regular class attendance is mandatory.** For **every day of unexcused absence** the final grade in the course will be reduced by one fraction of a grade (**i.e. A becomes A**).

Tests/presentations missed during unexcused absences cannot be made up. If a student misses a class it is his/her responsibility to catch up on everything that was covered in class. Please refer to full attendance policy in your IES Information and in the course syllabus

LATE SUBMISSION OF ASSIGNMENTS: Non-submission of assignments will be subject to a 3% per day penalty - including field trip days, statutory holidays and weekends. (This does not apply to non-submission due to illness with an excused absence).

USE OF DEVICES IN THE CLASSROOM: Given the (unfortunate) ongoing and repeat propensity for student use of devices for social networking, texting etc. during lecture time, they will **not be allowed unless the instructor specifically requests their use for a class activity**. Non-respect of this course policy will result in impact the 5 point (total course) reduction of student from the overall participation grade.

CONTENT:

Session	Content	Assignments
1	<p>Introduction: Course Description and Introductory Workshop</p> <p>This session will focus on group introductions as well as a review of the course content, evaluation, student deliverables and learning outcomes.</p> <p>Through a participatory workshop, we will exchange on views and understandings to of sustainability and threats to its impact on the long-term. This exercise will prepare students for their first assignment: “<u>Student Statement:</u></p>	<p>Required Preparation:</p> <p>Review Course Syllabus</p>

	<u>Weakness, Caveats and Threats to the term “Sustainability”</u>	
2	<p>The Evolution of “Sustainability”</p> <p>How do you define “sustainability”? Government, civil society, business and academia all use the term for a common purpose, or do they? Has a diverse pool of sectors made the term vague, self-interest-based megatrend and a deviation from the early common vision of sustainable development set out by the Club of Rome and the Brundtland Report? In this session and to set the context for the module, we will look at the evolution of the term sustainability and sustainable development its relation to society’s sectors.</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Kates ,R., T.Parris, and A. Leiserowitz "What Is Sustainable Development? Goals, Indicators, Values, And Practice”, in Environment: Science and Policy for Sustainable Development, Volume 47, • Number 3, April 2005. Pages 8–21. (Moodle) <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Markevich, A. "The Evolution of Sustainability”, in MIT Sloan Management Review. Fall 2009. (Moodle) • IISD Website: International Institute for Sustainable Development. https://www.iisd.org/sd/
3	<p>Change resistance, risk perception and strategies for action.</p> <p>Very few actors in society would stand-out against the principles of sustainable development. Why then, are we making only limited progress in key sustainability areas such as climate, ecological degradation, resource depletion, food quality and democracy and inclusion? In this section we will identify perceptions of risk and other barriers that prevent action for impact.</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Gilford, R, 2011. The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation.. American Psychologist, Vol. 66, No. 4, 290 –302. • Lourdel, N., Martin, J and O. Bérrerd. "Overcoming obstacles to understanding sustainable development - an approach based on personal experiences" Conference: Engineering Education in Sustainable Development (EESD 2006), Lyon 14 p. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Doppelt, R.. Leading Change Toward Sustainability: A Change-Management Guide for • Business, Government, and Civil Society, 2nd Edition. Greenleaf Publishing, 2010. Chapter 5. • van Vugt, M. and V. Griskevicius. "Going green? Using evolutionary psychology to foster sustainable lifestyles" in World Social Science report 2013 Changing Global Environments. ISSC, UNESCO 2013
4	<p>Governance Models that Support High Impact Sustainability</p> <p>Governance for sustainability implies more than just government. We will look at the role of governance in the sustainability space and in what way good governance can increase impact for sustainable development in all sectors.</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Corfee-Morlot, J. L. Kamal-Chaoui, M. G. Donovan, I. Cochran, A. Robert and P.J. Teasdale. Cities, Climate Change and Multilevel Governance. , OECD Environmental Working Papers N° 14, 2009. Chapters 4 and 5. pp 46-84. • Translating Environmental, Social and Governance Factors into Sustainable Business Value. United Nations Environmental Program Finance Initiative (UNEPFI) and the World Business Council for Sustainable Development (WBCSD)

		Recommended Reading: <ul style="list-style-type: none"> • K.C. Roy, C.A. Tisdell, (1998) "Good governance in sustainable development: the impact of institutions", International Journal of Social Economics, Vol. 25 Iss: 6/7/8, pp.1310 – 1325 (Moodle) • Puppim de Oliveira, J. Ed. (2012) Green Economy and Good Governance for Sustainable Development Opportunities, Promises And Concerns. Chapter 1, "Introduction: Framing the debate on the green economy and governance from different angle".pp 3-22.
5	Strategy, Sustainability and Best Practice in the Public Sector Space The public sector has great power to influence sustainable practices via policy and practice. We will examine best practice policy (2-3 varied sectors) and how public-led efforts can impact climate change, biodiversity, energy use, product and market development, to name a few.	Required Reading: <ul style="list-style-type: none"> • Birney, A. et al. Stepping up: a framework for public sector leadership on sustainability. February 2010. Forum For the Future. UK. pp1-18 Recommended Reading: <ul style="list-style-type: none"> • Case Studies from ICLEI Local Governments for Sustainability: at http://www.iclei.org/resources/publications/iclei-case-studies.html
6	The Role of Innovation We will discuss what forms of innovation drive sustainable development and look at the qualities for innovators in the sustainability sector.	Required Reading: <ul style="list-style-type: none"> • European Commission. "Social Innovation and the Environment" : Science for Environment Policy Report. Issue 10. February 2014. pp 1-41 • Brown. T and J. Wyatt. "Design Thinking for Social Innovation" in Stanford Social Innovation Review. Winter 2010. pp 30-35. Recommended Readings: <ul style="list-style-type: none"> • Gjoksi, N. "Innovation and sustainable development: Linkages and perspectives for policies in Europe". ESDN Quarterly Report. European Sustainable Development Network. June 2011
7	Strategy, Sustainability and Best Practice in the Private Sector Space This session will cover the impetus for private sector involvement in the sustainability space and consider why the private sector has engaged corporate social responsibility, why the industry, commercial and service sectors must engage further and what will it take for them to go beyond reporting (or greenwashing) to significantly change the way they "do business".	Required Reading and Preparation: <ul style="list-style-type: none"> • Students will each review interest-based Corporate Social Responsibility case (from CSRWire.com current articles or other current best practice) for class discussion. Recommended Reading: <ul style="list-style-type: none"> • http://www.sustainability.com/ (review Model Behavior 20 Business Model Innovations for Sustainability) • The Corporate Social Responsibility Newswire. http://www.csrwire.com/

		<ul style="list-style-type: none"> Corporate Social Responsibility Watch. http://www.csr-watch.com/
8	<p>Business Practices and Social Enterprise: Do they impact sustainability?</p> <p>Moving on from social entrepreneurship, we will look at how all sectors can engage in market and profit-driven approaches for scaling sustainability solutions to local and global problems.</p> <p>As progress toward linking profit to social incomes increases, so does the importance of <i>measuring impact</i> with data and metrics.</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Lowe, P. "Scoring Sustainability" in Stanford Social Innovation Review. Spring 2014 pp 15-16 CSR Wire (and other related course Twitterfeed content) <p>Recommended Reading:</p> <ul style="list-style-type: none"> Marquis. C. and A Park. "Inside the Buy-One Give-One Model"" in Stanford Social Innovation Review. Winter 2014 Mitra C. and A. Borza. "The Role Of Corporate Social Responsibility in Social Entrepreneurship" in Management & Marketing Challenges for Knowledge Society. 2010. Vol. 5, No. 2, pp. 63-76
9	<p>Leadership for Impact Sustainability</p> <p>This session will introduce the role of leadership in creating entrepreneurial and innovative approaches to solving the ecological and human problems. What role does leadership play in the sustainability movement? How does leadership act as a catalytic function of system change needed where the status quo is no longer "working".</p> <p>Students will reflect upon the tools, skills and experiences that are best suited to their styles and goals, and how they might support and lead change?</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Praszkier, R. and A. Nowak. Social Entrepreneurship: Theory and Practice. New York. Cambridge University Press. 2012. Ch. 11: A New Kind of Leadership. <p>Recommended Reading:</p> <ul style="list-style-type: none"> Antonakis J. (2006). Leadership: What is it and how it is implicated in strategic change? International Journal of Management Cases, 8(4),pp 4-20 Brown. T and J. Wyatt. "Design Thinking for Social Innovation" in Stanford Social Innovation Review. Winter 2010.
10	<p>Social Entrepreneurship: The potential of civil society</p> <p>This session will help students understand the concept of social entrepreneurship and how this high impact approach can flip problems into opportunities and drive systemic change for the good of the planet.</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Bornstein, D. 2004. How to Change the World: Social Entrepreneurs and the Power of New Ideas. New York. Oxford University Press. pp 1-60. Chapters 1-5. <p>Recommended Readings:</p> <ul style="list-style-type: none"> Martin, R. and S. Osberg. "Social Entrepreneurship: The Case for Definition" in Stanford Social Innovation Review. Spring 2007 . pp 28-39. www.ashoka.org Schwartz ,B. Rippling: How Social Entrepreneurs Spread Innovation throughout the World. San Francisco, Jossey-Bass. 2012
11	<p>Social Entrepreneurship 2</p> <p>We will take the concepts seen in session 7 and look more closely at case studies of social</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Students will read and summarize assigned social entrepreneurship cases for class discussion

	entrepreneurs working in the sustainability sector and how their approach, models and commitment drive change.	Recommended Reading: <ul style="list-style-type: none"> Schwab Foundation for Social Entrepreneurship http://www.schwabfound.org/ The Skoll Foundation http://www.skollfoundation.org/
12	Financing for Sustainability, Part 1 + 2	Required Reading: <ul style="list-style-type: none"> MONEYMOVES TWO: How Private Sector Finance Can Work for a Sustainable Future. June, 2013. The World Bank International Finance Corporation. pp 1-25. Recommended Readings <ul style="list-style-type: none"> Brest, P. and K. Born. "When Can Impact Investing Create Real Impact?" in in Stanford Social Innovation Review. Spring 2014 Organization for Economic Cooperation and Development (OECD). February 2015. Social Impact Investment: Building the Evidence Base. Paris. 136 p.
13	Everyone agrees that it must get done, but who will pay for it? This session will look at the different forms and mechanisms of finance and resource flows for sustainable projects, technologies, and companies as well as accompanying investment models.	
14	The Rising Potential of Sustainable, Social and Green Purchasing and Procurement This session will focus on sustainable procurement policy and practices and how they play a key role institutionalizing green practices as well as impacting supply chains, products and markets.	Required Reading: <ul style="list-style-type: none"> ICLEI: Local Governments for Sustainability. The Procura Manual. ICLEI European Secretariat GmbH, Freiburg, Germany, 2007. 86 p (sections will be selected together in class for discussion) Recommended Readings: <ul style="list-style-type: none"> Value of Sustainable Procurement Practices. INSEAD Business School, EcoVadis, Price Waterhouse Coopers. December 2010.
15	Student Presentations: Stakeholder Meeting	Required Preparation: <ul style="list-style-type: none"> Finalization of the position paper which is to be submitted to the course professor before the meeting begins.
16	Stakeholders sharing a common sustainability risk will come together to state their interest, vision and ideas for problem resolution. The goal of this exercise is to introduce and understand multi-disciplinary risks and interests caused by the class defined problem. A clash of interests and personalities is expected as well as students' ability to draw from what they have learned to date during this module to work toward a common goal and action plan.	
17	Sustainability in the EU, Germany and in Freiburg – What do you know?	Required Reading: <ul style="list-style-type: none"> Student-led readings based on student knowledge and interest, when possible guest speaker.
18		Preparation

19	Strategic Meeting and for finalizing Stakeholder Action Plan The students will present their individual position papers during this meeting.	All students assume their assigned stakeholder profile, working toward solving problems to the identified sustainability risk. Students will come together to discuss, exchange and determine a strategy for problem resolution. Student presentations are graded based on improvements to their position paper but in particular based on input into the discussions and achieving meeting goals.
20	Final Exam Course Wrap-up - Course Evaluations - Sustainability Statements	

REQUIRED READINGS:

- Antonakis J. (2006). Leadership: What is it and how it is implicated in strategic change? *International Journal of Management Cases*, 8(4), 4-20
- Birney, A. et al. Stepping up: a framework for public sector leadership on sustainability. February 2010. Forum For the Future. UK.
- Bornstein, D. 2004. How to Change the World: Social Entrepreneurs and the Power of New Ideas. New York. Oxford University Press. pp 1-60. Chapters 1-5.
- Brown. T and J. Wyatt. "Design Thinking for Social Innovation" in Stanford Social Innovation Review. Winter 2010. pp 30-35.
- Corfee-Morlot, J., L. Kamal-Chaoui, M. G. Donovan, I. Cochran, A. Robert and P.J. Teasdale. *Cities, Climate Change and Multilevel Governance*. , OECD Environmental Working Papers N° 14, 2009. 126 p.
- European Commission. "Social Innovation and the Environment" : Science for Environment Policy Report. Issue 10. February 2014. 41 p.
- ICLEI: Local Governments for Sustainability. The Procura Manual. ICLEI European Secretariat GmbH, Freiburg, Germany, 2007 86 p
- Kates ,R., T.Parris, and A. Leiserowitz "What Is Sustainable Development? Goals, Indicators, Values, And Practice", in Environment: Science and Policy for Sustainable Development, Volume 47, Number 3, April 2005. Pages 8–21.
- Lourdel, N.,J.Martinand O. Bérerd "Overcoming obstacles to understanding sustainable development - an approach based on personal experiences" Conference: Engineering Education in Sustainable Development (EESD 2006), Lyon
- Lowe, P. "Scoring Sustainability" in Stanford Social Innovation Review. Spring 201. 72p.
- MONEYMOVES TWO: How Private Sector Finance Can Work for a Sustainable Future. June, 2013. The World Bank International Finance Corporation.
- United Nations Environmental Program Finance Initiative (UNEPFI) and the World Business Council for Sustainable Development (WBCSD) *Translating Environmental, Social and Governance Factors into Sustainable Business Value*.

RECOMMENDED READINGS:

- Ashford, .N. " An Innovation-Based Strategy for a Sustainable Environment" in ZEW Economic Studies Volume 10, 2000, pp 67-107
- Brest, P. and K. Born. "When Can Impact Investing Create Real Impact?" in in Stanford Social Innovation Review. Spring 2014
- Brown. T and J. Wyatt. "Design Thinking for Social Innovation" in Stanford Social Innovation Review. Winter 2010.
- Doppelt, R.. Leading Change Toward Sustainability: A Change-Management Guide for
- Business, Government, and Civil Society, 2nd Edition. Greenleaf Publishing, 2010. Chapter 5.
- Gjoksi, N. "Innovation and sustainable development: Linkages and perspectives for policies in Europe". ESDN Quarterly Report. European Sustainable Development Network. June 2011
- ICLEI: Case Studies from ICLEI Local Governments for Sustainability:at <http://www.iclei.org/resources/publications/iclei-case-studies.html>
- Markevich, A. "The Evolution of Sustainability", in MIT Sloan Management Review. Fall 2009.
- Martin, R. and S. Osberg. "Social Entrepreneurship: The Case for Definition" in Stanford Social Innovation Review. Spring 2007 . pp 28-39.

- Marquis. C. and A Park. "Inside the Buy-One Give-One Model"" in Stanford Social Innovation Review. Winter 2014
- Mitra C. and A. Borza. "The Role Of Corporate Social Responsibility in Social Entrepreneurship" in Management & Marketing Challenges for Knowledge Society. 2010. Vol. 5, No. 2, pp. 63-76
- Organisation for Economic Cooperation and Development (OECD). February 2015. Social Impact Investment: Building the Evidence Base. Paris. 136 p.
- Puppim de Oliveira, J. Ed. Green Economy and Good Governance for Sustainable Development Opportunities, Promises And Concerns. 2012. United Nations University Press. Tokyo, Japan. Chapter 1, "Introduction: Framing the debate on the green economy and governance from different angle".pp 3-22.
- Praszquier, R. and A. Nowak. Social Entrepreneurship: Theory and Practice. New York. Cambridge University Press. 2012. Ch. 11: A New Kind of Leadership.
- Roy, K.C. and C.A. Tisdell, (1998) "Good governance in sustainable development: the impact of institutions", International Journal of Social Economics, Vol. 25 Iss: 6/7/8, pp.1310 – 1325 (Moodle)
- van Vugt, M. and V. Griskevicius. "Going green? Using evolutionary psychology to foster sustainable lifestyles" in World Social Science report 2013 Changing Global Environments. ISSC, UNESCO 2013