

Sustainable development analysis argumentative



**ASSIGN
BUSTER**

The Business Environment: Sustainable Development and PESTLE The Business Environment: Sustainable Development & PESTLE Lesson Plan Activity Presentation Tutor Notes: Resources: Powering presentation (available on the Sustainable Skills website [Org. UK/Projects/Sustainable-Skills-Project Background reading L\] Sustainable Development -A Quick Guide C\] ' Sustainable Development and PESTLE Analysis: The Business Case for doing the right thing' PESTLE and the 5 capitals Before starting the activities it would be really useful for the students to read the three handouts listed opposite.](http://www. Loge.</p></div><div data-bbox=)

This Will give them a starting point for the following activities. Activity 1: Ethical Logos Students to identify the logos that they recognize and identify the types of products these logos would be found on. Students should make a list of products for each logo The students should then rank the logos according to which ones they think are the most sustainable - giving reasons for their decisions.

If anally for this activity the students should discuss why businesses would want to attain these ethical standards Resources: Logo Sheet and logo cards Activity 2: SD Brainstorm The students should work in groups and each group is given one of the allowing industries: C] Chocolate company 0 Fashion retailer CLC Bank C] Fast food retailer 0 Car manufacturer Supermarket chain The students will then identify as many ways as they can how their business impacts both positively and negatively, on the three areas of sustainable development (environment, economy and society) Resources: ' Identifying the impact business has on Sustainable

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Development' handout Activity 3: Case study Analysis This activity can be done individually.

Using the three case studies from organizations that are signatories of the Global Compact, the students must read each one and then summaries them focusing on: C] The challenge CLC How the company addressed the challenge C] What the benefit(s)were for the company Resources: Case study handouts Activity 4: News Article Analysis The students could work either in pairs or individually to do this activity.

They are to be given two articles - one short article and one more in depth article per pair or per individual and they need to read through each one carefully and then complete the PESTLE analysis table identifying the external factors that have affected each of the companies or industries mentioned in the article and the implications for the company of these factors. Resources: News article selection and ' PESTLE News Article Report' handout Activity 5: SD in the PESTLE Students work in the same groups that they were in for Activity 2 and keep the same industry that they were working with in activity 2. Considering this industry they brainstorm as many sustainable development issues that may have an effect on their organization and they decide where in a PESTLE analysis these points would appear. It may be helpful for the students to refer back to the brainstorm that they did in activity 2.

Resource: ' Linking Sustainable Development issues with the PESTLE'

Continuation activity Produce a poster summarizing the information in the handout ' Sustainable Development and PESTLE Analysis - The business case

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for doing the right thing Resources: ' Sustainable Development and PESTLE Analysis - The business case for doing the right thing' Handout.

Sustainable Development - Quick Guide! So what is sustainable development? There are literally hundreds of different definitions of sustainable development; however the most popular one is that sustainable development " Development that meets the needs Of the present without compromising the ability of future generations to meet their own needs. "

The Borderland Report 1 987 Sustainable Development is broadly considered to have three main elements, and can be considered to work like a three legged stool. The world Economy Society Environment What would happen to the stool if you took one of the legs away? Please note: Although all three elements are very important, the environment underpins everything and ultimately we rely on it to sustain our lives. We can impact and adapt the environment; however we have the power to actually create our economic and social systems. The Five Capitals Model Another way of looking at sustainable development is to use the ' Five Capitals' del. This basically expands on the idea of the three legs model above.

If you think of each ' capital' as being like savings in a bank; if you look after those ' savings' you will get ' interest or an income from them. However, if you don't kick after the savings then they will dwindle and eventually disappear. The five capitals correspond to the three elements above. The Five Capitals Model and the Flows of Benefits Dimension Capital Natural capital: The resources and services provided by the natural world. For example: land, sea, water, livestock, energy, timber, ecological systems

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Human capital: The energy, motivation and opacity for relationships, and the intelligence of individuals.

For example: people's health, knowledge, skills, motivation. Social capital: The social groupings that add value to individuals.

For example: families, governance systems, voluntary organization, faith groups, communities, universities. Manufactured capital: The material goods that exist already.

For example: buildings, railways, tools and machines Financial capital: The money, stocks etc. That enable us to put a value on, and buy and sell the above resources Benefits gained from capital Energy, food, water, climate, waste disposal. Energy, work, creativity, innovation, love, happiness. Security, shared culture, education, inclusion Living/work/leisure places, access to other resources.

This has no inherent benefit; It is simply a means of valuing, owning and exchanging the other four capitals.