FB8060I: INTRODUCTION TO ESG PRINCIPLES

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
Introduction to ESG Principles

Subject Code
FB - College of Business (FB)

Course Number
8060I

Academic Unit
College of Business (CB)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
D8 - Professional Doctorate

Medium of Instruction
Chinese (Putonghua)

Medium of Assessment
Chinese

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
In today's business environment, the integration of Environmental, Social, and Governance (ESG) principles is crucial for organizational success. This course explores the foundational concepts, rationale, and operational frameworks that

underpin effective ESG practices. Through the critical analysis of key ESG issues and opportunities, learners will develop skills to evaluate the impact of ESG strategies on business operations and societal welfare. They will be prepared to leverage ESG principles as transformative tools, shifting reporting practices into sustainable strategies that align profitability with social and environmental responsibilities. As the importance of the ESG agenda grows in response to increasing stakeholder expectations and market dynamics, this course equips participants with the knowledge and skills necessary to navigate the evolving landscape of responsible business practices.

Course Intended Learning Outcomes (CILOs)

	CILOs	**Weighting (if app.)**	**DEC-A1**	**DEC-A2**	**DEC-A3**
1	Articulate essential concepts, rationales, drivers, and processes of Environmental, Social, and Governance (ESG) in organizations.	30%		x	x
2	Articulate the distinction between ESG as a voluntary and mandatory practice in organizations as well as the different regulatory standards in ESG.	25%	x	x	
3	Analyze critical issues and opportunities in ESG in organizations.	25%		x	x
4	Apply ESG as a reporting practice and transform it into a sustainable strategy that serves the interests of profit, people, and the planet.	20%	x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	**Brief Description**	**CILO No.**	**Hours/week (if applicable)**
1	Lectures	Students will attend interactive sessions introducing ESG concepts, principles, and case studies to enhance understanding.	1, 2, 3, 4	
2	Class Exercises	Students will participate in the problem-solving activities and discussions to analyze and apply ESG frameworks in practical scenarios.	1, 2, 3, 4	

3	Group Project	Students will engage in a collaborative project to develop a sustainable ESG strategy for a real-world organization.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Case Discussion	1, 2, 3	25	The case discussions will analyze management and innovation cases. Teams will lead the class in case analysis and present solutions, fostering active participation and the application of key concepts. The use of generative AI tools is recommended. However, copyright compliance must be carefully considered to avoid legal risks.	Yes
2	Individual Assignment	1, 2, 3, 4	30	An individual assignment will require students to analyze a specific ESG case study and propose recommendations. This task aims to evaluate students' ability to articulate ESG principles and apply them critically. The use of generative AI tools is recommended. However, copyright compliance must be carefully considered to avoid legal risks.	Yes

3	Group written report 15% + presentation 15%	1, 2, 3, 4	30	Students will engage in a group project to develop a sustainable ESG strategy for a real organization. This project includes a written report and a presentation, assessing their ability to apply ESG principles effectively in a real-world context. The use of generative AI tools is recommended. However, copyright compliance must be carefully considered to avoid legal risks.	Yes
4	Class Attendance and Participation	1, 2, 3, 4	15	Active participation in class discussions, engagement in activities, and regular attendance will be assessed to gauge students' involvement and understanding of ESG Principles. The use of generative AI tools is recommended. However, copyright compliance must be carefully considered to avoid legal risks.	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Case Discussion (25%)

Excellent

(A+, A, A-) The group could facilitate very active discussion among the class members on key issues in the case. The group could lead the class to clearly understand ESG concepts relevant to the case. The recommendations are highly justifiable/innovative.

Good

(B+, B, B-) The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand ESG concepts relevant to the case. The recommendations are well justified.

Fair

(C+, C, C-) The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the ESG concepts learnt. Some justifications of recommendations are given.

Marginal

(D) The analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor answers to the case questions with weak justification of recommendations.

Failure

(F) Very little analyses done. Lack of understanding of the ESG concepts. Extremely poor answers to the case questions with no justifications.

Assessment Task

Group written report (15%)

Excellent

(A+, A, A-) The case presents a real ESG problem in an organization. The context and the situation are very clearly described in the case. The analysis clearly identifies the specific ESG issues. The analysis demonstrates an excellent use of ESG concepts to solve the ESG issues in the case.
Recommendations are very well justified. The writing is logical and free of grammatical mistakes. Appropriate referencing is given.

Good

(B+, B, B-) The case presents a real ESG problem in an organization. The context and the situation are clearly described in the case. The analysis identifies the specific ESG issues. The analysis demonstrates a good use of ESG concepts to solve the ESG issues in the case.
Recommendations are well justified. A few grammatical mistakes are found.

Fair

(C+, C, C-) The case presents an ESG problem in an organization. The context and the situation are partially described in the case. The analysis identifies a general ESG issue. The analysis demonstrates some use of ESG concepts to solve the ESG issues in the case. Recommendations are partially justified. Some grammatical mistakes are found.

Marginal

(D) The case presents an ESG problem in an organization. The context and the situation are barely described in the case. The analysis identifies a general ESG issue. The analysis demonstrates a limited use of ESG concepts to solve the ESG issues in the case.
Recommendations are hardly justified. Many grammatical mistakes are found.

Failure

(F) The case does not present an ESG problem in an organization. The context and the situation are barely described in the case. The analysis does not identify any ESG issue.
Recommendations are hardly justified. Many grammatical mistakes are found.

Assessment Task

Group presentation (15%)

Excellent

(A+, A, A-) An extremely well- structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Some thought- provoking questions were addressed to the audience. Excellent answers to the questions at the end of the presentation.

Good

(B+, B, B-) A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. A few thought- provoking questions were addressed to the audience. Good answers to the questions asked at the end of the presentation.

Fair

(C+, C, C-) Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.

Marginal

(D) Presentation structure barely coherent and presentation skills bordering on the unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at the end of the presentation.

Failure

(F) Presentation structure is not coherent and the presentation skills is unacceptable. Extremely weak audience impact. Very little research and analysis done on the topic. Very poor answers to the questions asked at the end of the presentation.

Assessment Task

Class Participation (15%)

Excellent

(A+, A, A-) Student almost always contributes to class by offering ideas and asking meaningful questions more than once per class.

Good

(B+, B, B-) Student frequently contributes to class by offering ideas and asking meaningful questions once per class.

Fair

(C+, C, C-) Student occasionally contributes to class by offering ideas and asking meaningful questions.

Marginal

(D) Student almost never contributes to class by offering ideas and asking meaningful questions.

Failure

(F) Engagement Student almost never contributes to class by offering ideas and asking meaningful questions.

Assessment Task

Individual Assignment (30%)

Excellent

(A+, A, A-) Makes a significant and meaningful contribution to the assignment, going above and beyond expectations.

Good

(B+, B, B-) Contributes effectively to the assignment, meeting expectations.

Fair
(C+, C, C-) Contributes to the assignment but with limited impact.

Marginal
(D) Contributes minimally to the assignment.

Failure
(F) Fails to contribute meaningfully to the assignment.

Part III Other Information

Keyword Syllabus

a. ESG (Environmental, Social, Governance)
b. Sustainability
c. Corporate Responsibility
d. Stakeholder Engagement
e. Reporting
f. Regulation
g. Impact Investment
h. Triple Bottom Line
i. Sustainable Development Goals (SDGs)
j. Ethical Governance
k. Climate Change
l. Social Impact
m. Transparency
n. Accountability
o. Materiality
p. Risk Management
q. Diversity and Inclusion
r. Corporate Citizenship
s. Sustainable Finance
t. ESG Integration

Reading List

Compulsory Readings

	Title
1	Book: ESG Matters: How to Save the Planet, Empower People, and Outperform the Competition (by Debra Brown & David Brown, 2021).
2	Book: Responsible Investing: An Introduction to Environmental, Social, and Governance Investments (By Matthew W. Sherwood, Julia Pollard, 2023)