WSB University				
Field of study: Management				
Course: Environmental management of enterprises				
Educational profile: General				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)				16
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	Prof. Joanna Kurowska-Pysz, PhD			
FORM	Lecture			
COURSE OBJECTIVES	The course aims to provide students with a comprehensive overview of environmental management within business enterprises. It focuses on integrating SDGs and other environmental principles into organizational strategy, operations, compliance, and leadership. It covers environmental management systems, legal and regulatory frameworks, sustainable development, risk management, and tools and techniques required for effective environmental performance in modern organisations.			
Reference to learning outcomes – Field-related learning outcome EFMD	**Description of learning outcomes**			
	Description of learning outcomes	**Teaching and learning methods**		**Verification of learning outcomes**
	Knowledge			
Responsible Leadership and Decision-making LO11 LO12	Students are familiarised with how organisations integrate environmental considerations into their strategies, operations, and culture, guided by leaders who prioritise ethical values, transparency, and responsibility. They comprehend how business decisions impact the environment and how to analyse and identify alternatives that balance organisational goals with environmental responsibility.	Teaching methods: 1. Interactive lecture 2. Socratic method Learning methods: 1. Flipped classroom - Individual analysis of the scientific text		Final (online) test

		Learning methods: 1. Answering students' questions written in the chat by teacher and other students 2. Written assignment	
Innovation and Change Management **LO13** **LO15**	Students understand how companies can implement environmental management practices and innovations to contribute to improved firm productivity. They comprehend how environmental management impacts resource allocation and improves a firm's managerial structure and processes, considering environmental innovation targets production processes and technologies. Students know how environmental management can create a culture that encourages innovation by setting sustainability goals, fostering stakeholder engagement, and responding to regulatory or market pressures. Change management practices help ensure these innovations are adopted and sustained throughout the organisation.	Teaching methods: 1.Interactive lecture 2.Socratic method 3.Oral quizzes 4.Discussion the chat (MSTeams) Learning methods: 1.Written assignments 2.Critical review of the post 3.Flipped classroom - Individual analysis of the scientific text 4.Flipped classroom - Literature review	Final (online) test 1st mandatory task 2nd mandatory assignment
Ethics and Sustainability **LO19** **LO20** **LO21**	Students understand the idea of SDGs, sustainability, inclusiveness and their relevance for environmental management. Students comprehend how environmental management decisions can impact not just the business, but also the natural world and society. They understand enterprises' responsibility toward minimising environmental harm and promoting the well-being of all affected stakeholders, including future generations. They know the principles of sustainable environmental management require implementing sustainability principles, which require balancing economic growth with ecological preservation and social responsibility.	Teaching methods: 1.Interactive lecture 2.Socratic method 3.Answering the questions written by students in the chat Learning methods: 1.Case study analysis – Quintuple Helix Model in sustainable development	Final (online) test
Skills & Attitudes			

Responsible Leadership and Decision-making LO11 LO12	Students can analyze and identify basic alternatives that balance organizational goals with environmental responsibility in the frame of ethical leadership. Students demonstrate awareness of the influence of environmentally responsible leadership on employee pro-environmental behaviour within enterprises. They can recognize the roles such as being a role model (citizen), expert, and facilitator, all highlighted in leadership ethics and environmental management contexts. Students are more likely to engage in environmental innovations and have ability to provide an environmental commitment within organizations.	Teaching methods: 1.Interactive lecture 2.Socratic method 3.Case study analysis 4.One Minute Essay 5.Answering the questions written by students in the chat Learning methods: 1.Case study analysis	Final (online) test 1st mandatory task

Full- time Participation in lectures = 16 Participation in classes = Preparation to classes = Preparation to lectures = 32 Preparation to an examination = 20 Project tasks = e-learning = Credit/examination = 1 others (indicate which) = 6 **TOTAL: 75** **ECTS points: 3** **Including practical classes: 3**	**Part-time** Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = **TOTAL:** **ECTS points:** **Including practical classes:**

PREREQUISITES	The knowledge of strategic management, SDGs, sustainability and inclusiveness
COURSE CONTENT (Division into contact hours and e-learning)	**Contact hours:** 1. Introduction to Environmental Management 2. Environmental Management Systems 3. Legal and Regulatory Framework 4. Tools and Techniques for Environmental Management 5. Sustainable Development and Continual Improvement 6. Environmental Risk Management and Emergency Planning 7. Energy and Resource Management 8. Environmental Leadership and Change Management 9. Contemporary Issues and Future Trends **E-learning: n/a**

LITERATURE (compulsory reading)	1. Johnson, Matthew P. "Sustainability management and small and medium-sized enterprises: Managers' awareness and implementation of innovative tools." Corporate Social Responsibility and Environmental Management 22.5 (2015): 271-285. 2. Roome, Nigel. "Developing environmental management strategies." Corporate Environmental Responsibility (2017): 323. 3. Prieto-Sandoval, Vanessa, et al. "Key strategies, resources, and capabilities for implementing circular economy in industrial small and medium enterprises." Corporate Social Responsibility and Environmental Management 26.6 (2019): 1473-1484. 4. Welford, R. (2016). Corporate environmental management 3: Towards sustainable development. Routledge. 5. Ervin, David, et al. "Motivations and barriers to corporate environmental management." Business Strategy and the Environment 22.6 (2013): 390-409. 6. Mårtensson, Kjell, and Karin Westerberg. "Corporate environmental strategies towards sustainable development." Business Strategy and the Environment 25.1 (2016): 1-9.
OPTIONAL LITERATURE	1. Greenland, S. J., Saleem, M., Misra, R., Nguyen, N., & Mason, J. (2023). Reducing SDG complexity and informing environmental management education via an empirical six-dimensional model of sustainable development. Journal of Environmental Management, 344, 118328. 2. Internet website: https://sdgs.un.org/goals 3. Dey, M., Bhattacharjee, S., Mahmood, M., Uddin, M. A., & Biswas, S. R. (2022). Ethical leadership for better sustainable performance: Role of employee values, behavior and ethical climate. Journal of Cleaner Production, 337, 130527. 4. Azhar, Z., Iqbal, T., & Imran, M. (2025). The Role of Ethical Leadership in HRM-driven Corporate Social Responsibility (CSR). Journal of Management & Social Science, 2(1), 158-176. 5. Muangmee, C., Dacko-Pikiewicz, Z., Meekaewkunchorn, N., Kassakorn, N., & Khalid, B. (2021). Green entrepreneurial orientation and green innovation in small and medium-sized enterprises (SMEs). Social Sciences, 10(4), 136. 6. Dentinho, T. P., Kopczewska, K., De Francesco, G., Pascariu, G. C., Kourtit, K., Nijkamp, P., ... & Türk, U. (2023). Sustainable Development Goals. People and Places chose what they do not have. In Resilience and Regional Development (pp. 169-188). Edward Elgar Publishing. 7. Gross-Gołacka, E., Kupczyk, T., Siuta-Tokarska, B., & Dzieńdziora, J. (2023). Integration of intellectual capital, sustainable development, and Business 5.0. In Innovation in the Digital Economy (pp. 135-148). Routledge. 8. Makieła Z., Stuss M., Borowiecki R., 2022, Sustainability, Technology and Innovation 4.0., ROUTLEDGE, Taylor& Francis Group, London
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	1. Monteiro, A. P., Vale, J., Leite, E., Lis, M., & Kurowska-Pysz, J. (2022). The impact of information systems and non-financial information on company success. International Journal of Accounting Information Systems, 45, 100557. 2. Cappellano, F., Kurowska-Pysz, J., & Ciszewska, K. (2024). Energy Transition and Knowledge Flows in the Border Region of Silesia. In INTERNATIONAL SYMPOSIUM: New Metropolitan Perspectives (pp. 20-29). Cham: Springer Nature Switzerland. 3. Ibrahim, S. S., Samour, A., Almassri, H., & Kurowska-Pysz, J. (2024). Renewable energy, financial globalization and load capacity factor in the US: Ecological neutrality in the context of natural resources. Geological Journal, 59(11), 3017-3032.
TEACHING AIDS	PC, MsTeams, Microsoft 365, source texts and other stuff like videos, pictures, charts, animations etc. multimedia presentation (ppt)

PROJECT (if implemented in the framework of a classes module)	Not applicable
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	A final grade will be assigned to the student based on the grades come from: - two written assignments completed on the WSB Platform – the average of these two grades is 50% of the final grade the final exam after the last lecture in the course - 50% of final grade Students can take an early exam after the last class. Students who pass the early exam (grade 3,0 or more) do not have to take the exam during the examination session. The early exam addresses the same rules as exams during the examination session. Exams during the examination session: The 1st round of the exam The 2nd round of the exam **The exam form and rules:** open, semi-open, closed questions, problem questions, and sentences to complete (word matching) **Students can take an early exam after the last class.** **Students who pass the early exam do not have to take the exam during the examination session.** **The early exam addresses the same rules as exams during the examination session.** **Evaluation criteria**: **A student who passes the online exam (WSN Online Platform) achieves more than 51–60% of correct answers receives a grade of 3 (satisfactory);** other grades: 61-70 % of correct answers – a grade of 3,5 (satisfactory plus) 71-80 % of correct answers – a grade of 4,0 (good) 81-90 % of correct answers – a grade of 4,5 (good plus) 91-100 % of correct answers – a grade of 5,0 (very good) **0-50 % of correct answers – a grade of 2,0 (bad)**

** L-lecture, C- classes lab- laboratory, pro- project, e- e-learning*