

## **Tips for Teaching *Navigating Sustainability in Asia***

This guide is intended for instructor use only and should not be distributed to students.

This guide is designed to help instructors teach the book confidently, constructively, and safely across undergraduate, MBA, EMBA, and executive education settings. The book is intentionally comparative and context-driven; effective teaching depends on framing, sequencing, and sensitivity to institutional and cultural differences.

### **1. How to Teach Asia Without Stereotyping**

#### **Key Principle**

Asia is not one market — and should never be taught as one culture.

Encourage students to distinguish between:

- Institutional structures (law, regulation, ownership)
- Political economy (state–market relationships)
- Corporate governance norms
- Business culture (decision-making, communication styles)

#### **Avoid:**

- Cultural determinism (“Asians value harmony...”)
- Moral hierarchies (“Western governance is superior”)
- Over-generalisation from one country to the region

Effective prompt:

“Which constraints here are institutional, and which are managerial choices?”

## 2. Cultural Nuances by Market (Teaching Shortcuts)

### China

- Frame discussions around policy–market alignment, not ideology
- Emphasise predictability, incentives, and execution
- Avoid binary “state vs market” framing
- Useful lens: *What problem is the regulator trying to solve?*

### Japan

- Emphasise incremental change and consensus
- Highlight governance reform as evolutionary, not activist-led
- Board independence  $\neq$  board confrontation
- Useful lens: *How does trust substitute for formal enforcement?*

### Korea

- Teach chaebol governance as a trade-off, not a flaw
- Focus on control vs minority protection
- Show how ESG reframes reform debates
- Useful lens: *What reforms are feasible without destabilising control?*

### India

- Emphasise scale and capacity constraints
- Regulatory ambition often exceeds enforcement
- Infrastructure and social inclusion are central
- Useful lens: *What works under imperfect enforcement?*

## **ASEAN**

- Avoid treating ASEAN as homogeneous
- Highlight regulatory fragmentation and supply-chain exposure
- Stress operational ESG risk
- Useful lens: *Where does private governance substitute for public governance?*

## **Australia**

- Teach ESG through fiduciary duty, litigation risk, and capital markets discipline
- Emphasise climate risk as a financial and governance issue, not values-based CSR
- Highlight the role of institutional investors and disclosure regimes
- Show how political contestation can coexist with strong formal rules
- Useful lens: *How does a strong legal and disclosure framework shape corporate ESG behaviour — and where does it still fall short?*

## **New Zealand**

- Teach sustainability as values-led governance within a market system
- Emphasise long-term stewardship and intergenerational thinking
- Highlight principles-based regulation and social licence
- Show how trust and culture substitute for formal enforcement
- Useful lens: *How do values, trust, and social cohesion influence sustainability outcomes in smaller capital markets?*

### **3. How to Frame Geopolitics in the Classroom**

#### **What Works Well**

- Frame geopolitics as risk management, not foreign policy
- Focus on business exposure, not political alignment
- Use scenarios rather than opinions

Suggested framing:

“How does geopolitical uncertainty change capital allocation or supply-chain design?”

#### **What to Avoid**

- Normative political debates
- Asking students to “take sides”
- Moral judgement of national strategies

#### **Effective tools:**

- Scenario planning
- Boardroom decision simulations
- Risk-pricing discussions

## **4. Teaching ESG Controversies Safely and Productively**

### **Best Practice**

- Focus on process, response, and governance
- Separate facts from interpretations
- Emphasise decision-making under uncertainty

### **Safe framing:**

- “What went wrong operationally?”
- “How could governance have reduced risk?”
- “What options were realistically available?”

### **Avoid:**

- Public shaming of companies or countries
- Assigning moral blame to individuals
- Encouraging activist rhetoric

### **Instructor tip:**

Treat ESG controversies as stress tests of systems, not moral failures.

## **5. Comparing Asian and Western Governance Structures**

### **Core Teaching Message**

**Difference does not imply deficiency.**

Encourage comparison across:

- Ownership concentration vs dispersion
- Board role vs shareholder role
- Informal vs formal enforcement
- Relationship-based vs rule-based governance

Suggested comparison prompt:

“What governance mechanism substitutes for shareholder litigation in this market?”

Common pitfall:

Equating formal independence with real influence

## **6. Structuring Debate in Multicultural Classrooms**

### **Why This Matters**

Students from different regions may:

- Have unequal comfort with confrontation
- Interpret critique as personal or cultural
- Experience power asymmetries in discussion

### **Practical Techniques**

- Use role-based debate (investor, regulator, board)
- Assign positions rather than opinions
- Rotate spokespersons
- Use small-group breakout before plenary discussion

### **Effective formats:**

- Boardroom simulations
- Investor–company dialogues
- Structured “pros / constraints / trade-offs” debates

### **Avoid:**

- Open-ended “What do you think?” prompts
- Public challenges to cultural or national identity

## **7. Sequencing the Book for Teaching**

Recommended flow for one- or two-class use:

1. Why Asia matters (structure first)
2. Power and institutions
3. ESG as execution, not disclosure
4. Decision-making by boards and investors
5. Applied cases and simulations

Key instructor reminder:

Students should leave with better judgement, not just more frameworks.



## **8. Final Teaching Advice**

This book teaches best when:

- Treated as a decision-making manual, not a doctrine
- Used to surface trade-offs, not prescribe answers
- Anchored in realism, not aspiration

The instructor's role is not to provide answers, but to help students ask:

“Given these constraints, what would you do — and why?”