

**Danish School of Media and Journalism**  
**Media Production and Management**  
**Course description**  
**Spring semester 2024**  
**Sustainability Leadership**  
**4<sup>th</sup> semester**

**Number of ECTS Credits:** 10

**Aims:**

This course offers students the opportunity to gain a deeper understanding of Sustainability Leadership in a global context.

All organizations must go through a green transition and both customers and the global community make the organization responsible for its operations. This applies to both media companies and other industries. The specific topics are offered as electives.

All companies and organizations must decide how they can implement a green transition, produce as sustainably as possible and comply with external requirements and expectations. This also applies to the smallest companies.

Companies will have to submit CO2 accounts, at least to their customers, who want to justify their actions. Organizations will have to implement sustainability strategies that contain specific and binding targets for the organization.

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Page 1 / 5

**Pedagogical and didactic approaches:**

The course begins with three weeks of joint study, after which the students choose a specialization track. The rest of the course is organized with the focus on a chosen Case-company (or organization), where the students, operates through desk research and field research (with contact to this company / organization). The elective tracks this year is:

Operations Management:

1. Sustainable Media Production (TV, Film, Print or Web production)
2. Sustainable Event Management
3. Sustainable Innovation Management: changing products, services and processes for more sustainable operations

Strategic leadership and tactical leadership/management

4. Green transformation phase one: changing organizational Purpose, mission, vision, strategy
5. Change Management: how to drive the green transformation project including transformational leadership, value based leadership, intuitional leadership and sustainability leadership
6. Sustainable accounting: ESG Reporting, mapping the Environmental, Social and Governance impact

**Group work:** In the first week, the teacher has formed the groups of 3-4 students, according to the students' national-cultural background (judged by country). The goal is to have as diversified groups as possible.

In the rest of the course, the students can form groups according to their personal interest (specialization interest). First, the students register for the track they wish, after which they can form their own groups within this track.

## **Learning outcomes:**

The students will obtain the following during the course:

Knowledge and understanding:

The students will obtain the following knowledge and understanding during this course:

- The differences in cross-cultural business behavior
- The difference between Leadership vs. Management
- The leadership concepts of: Sustainability Leadership, Change Management, Value-based Leadership and Transformational Leadership
- The Organization, its Supply and Value Chain and the organization's sustainability and environmental issues
- The Green House Gas Protocol, including Scope 1, 2 and 3
- In addition, the student will gain further knowledge of the theoretical principles within the subject of their chosen specialization track.

Skills:

After this course, the student should be able to participate in decision-making and professional discussions within the chosen areas. Including:

- reflect and discuss current and future sustainability issues
- engage in decision-making regarding these issues
- join a company which is in the middle of a green transformation or is facing it

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Page 2 / 5

Competences:

- the ability to assess an organization's Mission, Vision and Strategy Statement in relation to sustainability, as well as the ability to test these for any possible greenwashing risk
- the ability to see what climate and environmental challenges there are in an upcoming production/activity
- the ability to participate in a green transition within small and medium-sized organizations

**Literature** (to be purchased before the course begins):

Gesteland, R. R. (2012) *Cross-Cultural Business Behavior. A Guide for Global Management*. 5th edition, CBS Press 2012.

For the students who choose track 2, there will be an additional book to be purchased:

Bladen, C. Et al (2022) *Events Management - An Introduction*. 3th edition 2022, Taylor & Francis Ltd.

For the other electives, there will be no mandatory literature. However, an inspiration list will appear from the specific track assignment.

**Literature** (available online)

**MANDATORY**

Bano, Ishrat and Mishra (2020). Transforming Organization Through Value Based Leadership. International Journal of Scientific & Technology Research, Vol. 9, Issue 1, January 2020

Retrieved from <https://www.ijstr.org/final-print/jan2020/Transforming-Organization-Through-Value-based-Leadership.pdf>

CISL. (2011). Sustainability Leadership: Linking Theory and Practice. University of Cambridge Institute for Sustainability Leadership (CISL). Visser, W. & Courtice, P.

Retrieved from <https://www.cisl.cam.ac.uk/resources/sustainability-leadership/sustainability-leadership-linking-theory-and-practice>

CISL. (2017). Global Definitions of Leadership and Theories of Leadership Development: Literature Review. University of Cambridge Institute for Sustainability Leadership (CISL).

Retrieved from University of Cambridge Institute for Sustainability Leadership (CISL): <https://www.cisl.cam.ac.uk/resources/sustainability-leadership/global-definitions-of-leadership>

CISL. (2018, 2). Rewiring leadership: The future we want, the leadership we need. University of Cambridge Institute for Sustainability Leadership (CISL).

Retrieved from University of Cambridge Institute for Sustainability Leadership (CISL): <https://www.cisl.cam.ac.uk/resources/sustainability-leadership/rewiring-leadership-report>

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Page 3 / 5

CISL. (2018, 12). The future of Sustainable Business - Reflections from 30 sustainability leaders. University of Cambridge Institute for Sustainability Leadership (CISL)

Retrieved from <https://www.cisl.cam.ac.uk/resources/working-papers-folder/future-sustainable-business-reflections-30-sustainability-leaders>

CISL. (2020). Leading with a sustainable purpose Leaders' insights for the development, alignment and integration of a sustainable corporate purpose. University of Cambridge Institute for Sustainability Leadership (CISL).

Retrieved from: <https://www.cisl.cam.ac.uk/resources/sustainability-leadership/leading-with-a-sustainable-purpose>

CISL. (2020). Leading with a sustainable purpose Leaders' insights for the development, alignment and integration of a sustainable corporate purpose. University of Cambridge Institute for Sustainability Leadership (CISL)

Retrieved from: <https://www.cisl.cam.ac.uk/resources/sustainability-leadership/leading-with-a-sustainable-purpose>

Greenhouse Gas Protocol (2004). A Corporate Accounting and Reporting Standard. World Resources Institute, Washington DC, USA & World Business Council for Sustainable Development, Geneva, Switzerland

Retrieved from <https://ghgprotocol.org/sites/default/files/standards/ghg-protocol-revised.pdf>

Greenhouse Gas Protocol (2013). Technical Guidance for Calculating Scope 3 Emissions (version 1.0). Supplement to the Corporate Value Chain (Scope 3) Accounting & Reporting Standard. World Resources Institute & World Business Council for Sustainable Development.

Retrieved from [https://ghgprotocol.org/sites/default/files/standards/Scope3\\_Calculation\\_Guidance\\_0.pdf](https://ghgprotocol.org/sites/default/files/standards/Scope3_Calculation_Guidance_0.pdf)

Greenhouse Gas Protocol (2015) Scope 2 Guidance. An amendment to the GHG Protocol Corporate Standard. Author Mary Sotos. World Resources Institute, Washington DC, USA

Retrieved from [https://ghgprotocol.org/sites/default/files/standards/Scope%20%20Guidance\\_Final\\_Sept26.pdf](https://ghgprotocol.org/sites/default/files/standards/Scope%20%20Guidance_Final_Sept26.pdf)

Kotter, J. Leading Change: Why Transformation Efforts Fail. Harvard Business Review, March-April 1995 pp. 59-67

Retrieved from <https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>

Lambert & Cooper (2000) Issues in Supply Chain Management. Industrial Marketing Management 29, pp. 65–83 (2000). North-Holland. 2000 Elsevier Science Inc

Retrieved from <https://drdouglaslambert.com/wp-content/uploads/2020/05/Lambert-and-Cooper-Issues-in-Supply-Chain-Management-IMM-2000.pdf>

Mintzberg, Lampel, Quinn and Ghoshal (2003). The Strategy Process. pp. 209-226: The Structuring of Organizations (Mintzberg) 4<sup>th</sup> edition. Prentice Hall, 2003 (for international students only)

Retrieved from [https://www.academia.edu/28888391/Mintzberg\\_Structuring\\_of\\_Organizations](https://www.academia.edu/28888391/Mintzberg_Structuring_of_Organizations)

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Page 4 / 5

### **Preconditions for the exam:**

Fulfilment of attendance requirements and/or submission of assignments and projects etc. are required for being allowed to take an examination. In this course the preconditions are:

There are no exam preconditions in this course.

### **Exam:**

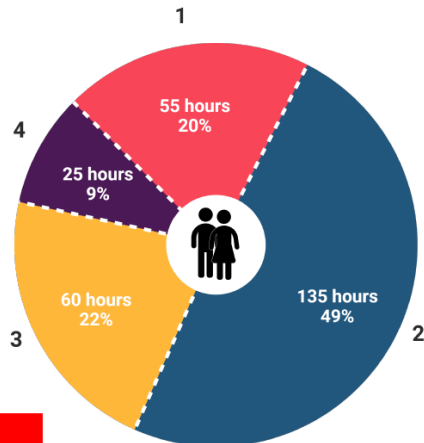
Exam form: The exam consists of two parts: A written group assignment and an individual online test under supervision, which lasts 50 minutes. For this online test, the student must use their own computers and it is permitted to use notes and literature for this part. The written assignment is prepared in groups of two to four students. The specific contribution for each group member must be clearly noted, to ensure individual grades. The students' writing and spelling skills will influence the grading.

### **Study Activity Model:**

## The Study Activity Model

### Sustainability Leadership

275 hours in total  
10 ECTS points



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#### Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

Traditional teaching  
Class exercises  
Class discussions  
Guidance  
Feedback and Q&A sessions

#### Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

Independent individual work:  
Literature reading  
Desk and field analysis, Analysis of info and data,  
Writing

#### Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

Group Work / Teamwork:  
Internal planning and discussions.  
Planning and Editing team-meetings

#### Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.

Follow-up after Q&Q and Feedback sessions  
Other self-planned activities

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Page 5 / 5

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