



## COURSE SYLLABUS

# Accelerating a Sustainability Transition, 15 credits

*Accelerating a Sustainability Transition, 15 högskolepoäng*

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<b>Course Code:</b> JASG14	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Council for Undergraduate and Masters Education Feb 2, 2024	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Aug 19, 2024	<b>Subject group:</b> FE1
<b>Version:</b> 1	<b>Specialised in:</b> G1N
	<b>Main field of study:</b> Business Administration

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### Intended Learning Outcomes (ILO)

On completion of the course the students will be able to

Knowledge and understanding

1. Understand the global context of sustaining humanity within planetary boundaries.
2. Develop theoretical sustainability expertise to facilitate organizational transformations and multi-stakeholder collaboration for sustainability transition.
3. Explain the complexity and the various tasks related to the transformation of organizations and their ecosystems for sustainability.

Skills and abilities

4. Analyze how an organization can transform to contribute to regenerative ecosystems and net zero targets.
5. Integrate the inner development goals.

Judgement and approach

6. Lead sustainability transitioning at the organization level. Help participants leverage their expertise to drive the Agenda 2030 in line with Science Based Targets Indicators.
7. Create systemic transformational strategies for social-ecological and economic development within planetary boundaries.

### Contents

This course is designed to inspire and enable participants to collaborate and lead effective change towards sustainability. The course supports innovators for sustainability and broadens their understanding of global risks, international standards and regulations. By studying value chains, ecosystems, we explore how to align with 1.5 degree target and overall Agenda 2030 goals.

The course is created to empower and prepare anyone that is willing to coach their organization or another organization into accelerating their sustainability transition. Participants are invited to explore their own resilience and role by unfolding the Inner Development Goals and exploring their personal values and impact.

This journey is supported by regular dialogs, coaching, and mentoring sessions to help participants reflect, engage and work on their identified goals.

### Connection to Research and Practice

Based on the global calls for decarbonization and creating a regenerative economy, this course introduces the global context for sustainability, the SDGs and the IDGs to facilitate sustainable innovation, the social dynamics of transformation, innovation within the organization, innovation within the infrastructure/environment to create a roadmap to sustainability transformation based on science based targets (SBTI).

### Type of instruction

This course will be delivered online with a mix of recorded short lectures, seminars and workshops.

The teaching is conducted in English.

### Prerequisites

General entry requirements and English proficiency is required and evidence of at least three years of professional work experience.

### Examination and grades

The course is graded Fail (U) or Pass (G).

Assessment:

The ILOs listed above are assessed through the following types of examination: Individual assignment (ILOs: 1, 2, 3, 4, 5, 6, 7) representing 7 credits

Group assignment (ILOs: 1, 2, 3, 4, 5, 6, 7) representing 8 credits

To pass the course, participants must pass each module successfully:

Registration of examination:

Name of the Test	Value	Grading
Individual Assignments <sup>1</sup>	7 credits	U/G
Group Assignments <sup>1</sup>	8 credits	U/G

<sup>1</sup> Registration of examination:

All parts of compulsory examination in the course must be passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, the programme evaluators in the course must be contacted. In the middle of the course, the examiner should meet the programme evaluators to identify strengths/weaknesses in the first half of the course.

At the end of the course, the examiner should remind students to fill in the survey. The examiner should also call a meeting with the programme evaluators to debrief the course, based on course

evaluation data and comments. The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluations.

At the end of each study period, JIBS' Director of Quality and Accreditation crafts a "Course Evaluation Quarter Report", presenting the quantitative results from course evaluation surveys. The Associate Dean of Education, The Associate Deans of Faculty, Programme Directors, and JSA President and Quality receive the report.

### **Other information**

#### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarising. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarising called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

A reading list will be supplied at the course introduction.