

COURSE SYLLABUS



Sustainability and Innovation Management MGT303 Spring 2024

Course code: MG303

Term and year: Spring 2024

Day and time: Wednesday 14:45 – 17:15

Instructor: Mgr. Eva Švejdarová MBA. M.A., Ph.D.

Instructor contact: eva.svejdarova@aauni.edu, via MS Teams, NEO-e-learning platform

Consultation hours: 30 minutes before or after class, please make appointments

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	
Contact hours	42 hours	Course type	Bachelor Required

1. Course Description

- This course provides a holistic approach to environmental, social, and economic aspects of sustainability and innovation management. It focuses on consumer needs related to sustainability and the innovative processes necessary to create sustainable solutions. While exploring sustainability as a business opportunity for developing innovative products and services, students will employ 21. EWA (Empowering Wholeness Adaptive) Edu. learning methodology that allows them to enhance the skills and competencies needed for the 21st-century labor market. This capstone final project is designed for students who aspire to integrate sustainable practices into business strategies. Utilizing the Framework for Strategic Sustainable Development (FSSD), the course will guide students through the complexities and challenges of implementing sustainability and innovation in various business scenarios.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Understand sustainability and innovation management from a systemic, strategic perspective.
- Describe the field of sustainability and innovation and understand its relevance to managers and employees in work organizations, especially in a global economy.
- Apply relevant theories to the field.
- Apply Empowering Wholeness Agile (EWA Edu. – Švejdarová, Holman 2023) team project learning in the field of sustainability and innovation
- Understand sustainability and innovation as holistic disciplines
- Understand and critically analyze current VUCA realities, challenges, and opportunities
- Design a sustainable innovation-driven start-up company (As an outcome of EWA Edu. course)

While employing 21. EWA Edu. learning methodology, students will create an active learning sustainability and innovation management project. This project allows student groups the opportunity to investigate many angles of sustainability that we discuss in class, make professional recommendations to a sustainable startup company, and obtain practical experience with innovation processes.

3. Reading Material

Required Materials

Holman, David -- Švejdarová, Eva: *The 21st-Century Empowering Wholeness Adaptive (EWA) Educational Model Transforming Learning Capacity and Human Capital through Wholeness Systems Thinking towards a Sustainable Future*. [online]. 2023. <https://www.mdpi.com/2071-1050/15/2/1301>.

Gould, Rachael, et al. Using social sustainability principles to analyze activities of the extraction lifecycle phase: Learnings from designing support for concept selection. *Journal of Cleaner Production*, v. 140, n.1, p. 267-276, 2017.

Ten Types of Innovation: The Discipline of Building Breakthroughs by Larry Keeley, et al, 1st edition. (ISBN 9781118504246)

A list of additional obligatory readings will be provided on the course website.

Recommended Materials

A list of additional recommended readings will be provided on the course website.

4. Teaching methodology

EWA (Empowering Wholeness Agile) Edu. Learning and didactic model by Švejdarová and Holman, lectures, group discussions, presentations, role plays and exercises, feedback, examinations, article reviews, analysis of cases, homework readings and assignments with follow-up analysis and discussion in class, etc.

5. Course Schedule

Date	Class Agenda
Session 1 Feb 02	Topic: Introduction to subject, introduction to 21 st EWA Edu. Didactic model Description: Syllabus review. Discussion on class expectations. Reading: (Keeley, et al.), Hand-outs on the course website Assignments/deadlines:
Session 2 Feb 07	Topic: Introduction to Systems Thinking Description: Wise Balance - Driven Management, Guest speaker Reading: (Keeley, et al.), Hand-outs on the course website Assignments/deadlines: personal SWOT analysis
Session 3 Feb 14	Topic: Systemic Leadership for the 21st century Description: VUCA world, Sustainable Leadership, Disruptive Leadership Reading: (Keeley, et al.), Hand-outs on the course website Assignments/deadlines: flipped classroom assignment – sustainable start-up
Session 4 Feb 21	Topic: Sustainability in General Description: The 3Ps and Triple Bottom Line, Vision, Mission, and Values of a Sustainable Company, Effective and meaningful approaches to sustainability Reading: (Keeley, et al.), Hand-outs on the course website Assignments/deadlines:
Session 5 Feb 28	Topic: Business Innovation Foundations Description: Business innovations, why are they important, four types of innovation, innovative products, and services.

	<p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Session 6 Mar 6	<p>Topic: Creative Thinking</p> <p>Description: Growth Mindset, ways to enhance team collaboration and creativity, benefits, and barriers to creativity</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Session 7 Mar 13	<p>Topic: Sustainable Innovation</p> <p>Description: What is sustainable innovation? the United Nations Sustainable Development Goals, differences between sustainable innovation and traditional innovation, change through sustainable innovation design.</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Session 8 Mar 20	<p>Topic: Leading Innovation and Sustainability</p> <p>Description: Creating Sustainable and Innovative Culture in Organization, Why Do Some Organizations Fail at Innovation?</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Mar 27	Mid-Term Break
Session 9 April 3	Mid-term- presentation of the project
Session 10 Apr 10	<p>Topic: the Framework for Strategic Sustainable Development, Sustainable Development and Growth Strategy</p> <p>Description: introduction to FSSD, aligning innovation to strategy, market research, types of innovation, and opportunities for innovation.</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines: 2nd personal SWOT analysis</p>
Session 11 Apr 17	<p>Topic: Insight-Driven Innovation</p> <p>Description: Introduction to Design Thinking, DT implementation into sustainable innovation, Creative Toolbox</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Session 12 Apr 24	<p>Topic: Sustainability, Innovation, and Organizational Context:</p> <p>Description: Customer Engagement, Competencies, Advantages, Resources, and the Competitive Frame for Sustainability</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
May 01 and May 8	State Holiday
Session 13 May 15	<p>Topic: Case studies</p> <p>Description: Sustainability Innovation Leaders – Planet, People, Profit. The best practices.</p> <p>Reading: (Keeley, et al.), Hand-outs on the course website</p> <p>Assignments/deadlines:</p>
Session 14 May 22	<p>Topic: Feedback and Final Exam/Overall Performance.</p> <p>Final Group Presentations</p> <p>Description:</p> <p>Reading: N/A</p> <p>Assignments/deadlines: individual reflection, final report</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	10%	Self-management, ability to self-discipline, learning how to get engaged	1, 2, 3
Individual Reflection	15	15%	Ability to self-discipline, reflection, self-evaluation, critical assessment	1, 2, 3
Team Presentation	28	30%	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge, apply theory to current business practice, critically evaluate the covered concepts, effective team cooperation	1, 2, 3
Mid-term home assignment	15	15%	Explain, discuss, and apply theoretical concepts, tools and methods; give appropriate examples	1, 2, 3
Final Team Project	50	30%	Creating a report for a company, assessing problems, and developing solutions and recommendations based on theoretical concepts, tools and methods from a sustainability and innovation perspective	1, 2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Attendance and Active Class Participation based on 21st EWA Edu:

Participation is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending

every class is not participation. If you are not sure, please ask your course leader what you can do to increase your participation.

Your participation grade will be evaluated, (at the end of the course), as follows:

- Outstanding: Contributions provided important insights for the class. Arguments were well supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
- Good: Contributions were on target, fairly well supported, and persuasive. If this student were not a member, the quality of the class would have been slightly less.
- Attending nonparticipant: Contributed nothing to the class. The student attended every class but was silent and did not participate.
- Repetitive: If a student's class comments were repetitious and obvious and did not add value to the class.
- Unsatisfactory: Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.

Assessment breakdown

Assessed area	Percentage
Quality contributions to class discussions	35%
Focus – paying attention to class activities (no browsing of the internet, FB, txt messaging etc.)	30%
Quantity of contributions to class discussions	35%
Total	100%

Assignment 2: Individual Reflection

During the semester, you kept an up-to-date diary, reflecting on your role within the team as well as your knowledge, skills, and competencies that you need and learn to master human resources management such as communication, conflict resolution, consensus finding, critical thinking, cooperation, and creativity.

The following exercises will help you: a personal SWOT analysis (SMART or GROW model if you wish)

Instructions for individual work - reflection

Individual work (each team member for her/himself) has a written form. The maximum range is 2 A4 in Word. (This is a text range of 1,800 characters (symbols and spaces), which corresponds to thirty lines of sixty characters or approximately 250 words of regular text.)

Part 1 - 1 page A4

Assignment: Describe the settings of a personal development program for managing sustainable managerial work.

What did you learn in the course, and what did you miss?

How was the course useful to you, which skills and competencies did you practice or deepen?

Has the 21st EWA Edu. way of teaching in seminars helped you?

What else would you like to learn to do in the course?

Part 2 - 1 page A4

Assignment: Define your own strengths and weaknesses in working on a team project and evaluate the team project as such.

Give examples of situations where you in teamwork:

- contributed to conflict resolution (e.g. conflict recognition, prevention, finding a constructive solution),
- helped to solve any problem (you helped the team members realize their potential and work together to solve the problem)
- applied your communication skills (e.g. listening without pre-evaluation, open communication, observing non-verbal communication of others, normal conversation with others),
- set realistic and relevant objectives for yourself or others,
- were able to divide the work and make the most of the collaborative potential of knowledge and personal skills,
- were able to motivate yourself and/or others,
- provided constructive feedback.

Evaluate your personal development, thank you.

Assessment breakdown

Assessed area	Percentage
Critical reflection; application of concepts, tools and methods; coherence	25%
Structure of the report, professional editing and formatting	25%
Quality and depth of analysis, time management	25%
Meeting all formal requirements, and keeping relevant deadlines	25%
Total	100%

Assignment 3: Team Presentation

In-class Team Presentations based on 21st EWA Edu and the Framework for Strategic Sustainable Development (FSSD):

Students are asked to prepare a final presentation based on their adaptive team project-based work during our classes. For this final assignment, you will integrate the Framework for Strategic Sustainable Development (FSSD) principles and 21st EWA Edu. to create an innovative and sustainable business model for a small startup. Your task is to envision a business that meets sustainability standards and stands out for its innovative approach.

The project requires you to make specific recommendations about what sustainable policies and innovation processes are appropriate for your business, applying the content from the class lectures to your small business. For example, one of the early lectures will go over systemic triple bottom line and wise balance practices. You will apply those topics to your company.

FSSD Application: Ensure that your business plan clearly applies FSSD principles, focusing on sustainability in a small business context.

Innovation and Sustainability: Integrate innovative strategies and sustainable practices into your business model. Consider aspects like the systemic triple bottom line and wise balance practices discussed in the course.

Final Presentation:

Format: A 20-minute Microsoft PowerPoint presentation.

Submission: Upload the final version to NEO 24 hours before the scheduled presentation.

Printout: Provide a printout on the day of the presentation, using PowerPoint's "handout" setting set to 3 slides per page.

You are responsible for keeping within the time limit!

Assessment breakdown

Assessed area	Percentage
Critical analysis; application of concepts, tools and methods; coherence; conclusions; recommendations	25%
Structure of the presentation; the validity of sources and references; bibliography; professional editing and formatting	25%
Quality of presentation (focus, analysis, critical application of concepts and methods, time management)	25%
Meeting all formal requirements, especially meaningful peer evaluations and keeping relevant deadlines	25%
Total	100%

Assignment 4: Mid-term home assignment

Students will provide an outline of their individual reflection as well as an outline of their team project. The purpose of the outline of the team project is to help students determine a research program, the report's organization, an approach to the problem, a breakdown of work responsibilities, a work schedule, etc.

Assessment breakdown

Assessed area	Percentage
Critical reflection; application of concepts, tools, and methods; coherence	25%
Structure of the report, professional editing and formatting	25%
Quality and depth of analysis, time management	25%
Meeting all formal requirements, and keeping relevant deadlines	25%
Total	100%

8. Assignment 5: Final Team Project**9. Final Report**

Based on your research and your presentation, students will submit a final report to NEO. Each team will prepare an 8-10 single-spaced page written case study report that executes the outline. This report should be typed using Times New Roman 12-point font, double-spaced, with 1" margins and be between six (6) and eight (8) pages including all tables and graphs (title page and citations do not count in page length).

Assessment breakdown

Assessed area	Percentage
Critical analysis; application of concepts, tools and methods; coherence; conclusions; recommendations	25%
Structure of the presentation; the validity of sources and references; bibliography; professional editing and formatting	25%
Quality of presentation (focus, analysis, critical application of concepts and methods, time management)	25%
Meeting all formal requirements, especially meaningful peer evaluations and keeping relevant deadlines	25%
Total	100%

10. General Requirements and School Policies

1. General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

2. Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

3. Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

4. Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

5. Late work: No late submissions will be accepted – please follow the deadlines.

6. Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

7. *Eating* is not allowed during classes.

8. *Cheating and disruptive behavior*

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

9. *Plagiarism*

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

10. *Use of Artificial Intelligence and Academic Tutoring Center*

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

11. Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

12. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Eva Švejdarová

Date: November 28, 2023

Approved by: Greg Pezda: Chair Department of Management

Date:

Approved by: Dean, School of Business Administration

Date: