

**Danish School of Media and Journalism****Corporate Communication**

Sustainability communication - Theories and practical approaches to communicating a trustworthy image of the organization as a responsible actor in society

**Course description****Spring semester 2025****Course: Sustainable entrepreneurship and business development****5. semester**

**Number of ECTS Credits:** 10 ECTS

**Aims:**

The second course of the semester focuses on introducing theories and methods in sustainable entrepreneurship, innovation, and business development, with an emphasis on sustainable value creation. The course aims to equip you with the knowledge and skills to identify and pursue opportunities for sustainable value creation and to give you practical experience in sustainable (business) development and innovation processes, particularly the early stages hereof. You will delve into the intersection of entrepreneurship and sustainability to understand how these fields can drive and reinforce each other. Furthermore, the course prepares you to actively contribute to change processes by developing practical skills to navigate the complexities and ethical dilemmas inherent in sustainable development. Through hands-on activities, you will build the confidence and autonomy required to engage effectively in sustainability transitions.

Through the course, you will learn:

- how entrepreneurship and sustainability combine.
- how sustainability can drive innovation - and vice versa
- what entrepreneurial thinking is, and how to approach problems and possibilities entrepreneurially.
- to assess existing business models from a sustainability perspective.
- to explore the sustainable potential in modifying established business models, or developing new ones that foster sustainability and offer new, innovative value propositions.
- to identify avenues for sustainable change and transformation.
- to identify, develop and test new ways of creating social, environmental, and financial value.
- to drive change processes via key internal and external change drivers, such as trends, user insights, co-creation, employee engagement, strategic partnerships etc.

22.01.2025

Side 1 / 5

**Pedagogical and didactic approaches:**

The course is structured around three entrepreneurial sprints, with different points-of-departure within sustainable entrepreneurship and innovation. *The first sprint* explores how familiar frameworks introduced in the first course (such as ESG, SDGs, value chain analysis etc.) combined with future-oriented theory of change and scenario thinking, can uncover opportunities for sustainable change and innovation. *The second sprint* shifts focus outward to how open innovation approaches, external trends, co-creation and strategic collaborations can inspire bold new approaches to drive sustainable value creation. The third sprint is a self-directed group process serving as the exam.

In each sprint you attain first hand-practical experience with specific entrepreneurial methods that enable value creation in a iterative process; from problem framing, to idea development and conceptualization, to prototyping and experiments. So, in combination the different sprints

provide you with a range of entrepreneurial methods, as well as first-hand experience in navigating the intricate complexities, uncertainties, and ethical dilemmas inherent in sustainable business development and innovation processes.

**Working methods:**

The course combines in-class teaching with both in- and out-of-class group work. Each student is assigned to a study group and collaborates with this group throughout the various sprints, including the exam sprint. Active class participation and thorough preparation are expected from all students. The structure and content of the course demand a high level of independent work, group collaboration, and active engagement.

**Learning outcomes:**

The students will obtain the following during the course:

**Knowledge about:**

- Fundamental concepts within innovation and entrepreneurship, with a focus on sustainability principles and practices.
- The concept of value and the various types of value and value creation, including economic, environmental, social, and cultural value, with an emphasis on sustainable development.
- External factors (e.g., cultural, social, technological, and economic) that influence organizations' efforts toward sustainable change and their impact on society and the environment.
- Internal factors (e.g., organizational culture, agency, employee engagement, strategy, supply chain management) that affect organizations' work on sustainable change.
- The definition and application of sustainable business models that incorporate environmental and social considerations.
- The role of the communicator and their opportunities to contribute to sustainable value creation.

22.01.2025

Side 2 / 5

**Skills in:**

- Organizing and executing innovation and entrepreneurship processes with a sustainability focus, including considerations of environmental and social impacts.
- Applying relevant methods to analyze an organization's external environment and identify opportunities for sustainable value creation.
- Using sustainable business models as tools to evaluate and develop environmentally and socially responsible solutions.
- Collaborating systematically with stakeholders (e.g., users, customers, citizens) to assess and improve the sustainability of potential value creations.
- Identifying relevant strategic partnerships that foster sustainable practices and value creation.
- Developing and delivering compelling pitches that bring sustainable value propositions closer to realization.

## Competencies in:

- Systematically and iteratively developing sustainable value propositions that integrate environmental and social considerations.
- Organizing, executing, and evaluating innovation and entrepreneurship processes, particularly in their early stages, with a strong focus on sustainability.
- Reflecting critically on one's own professional expertise and actions within the context of sustainable entrepreneurship, and assessing entrepreneurial competencies and agency.

## Literature (hand out):

- Boncheck, M. (2016). Why the Problem with Learning Is Unlearning, Harvard Business Review.
- Christensen, C. (2013). *The Innovator's Dilemma - When New Technologies Cause Great Firms to Fail*, Harvard Business Review Press, pp. 18- Christensen,
- Christensen, C. (2016): *Competing Against Luck: The Story of Innovation and Customer Choice*, chapter 1 and 5, Harvard Business Publishing.
- Dragt, E. (2020). How to research trends, chapter 2, pp. 35-56
- Elkington (2018). 25 Years Ago, I Coined the Phrase "Triple Bottom Line." Here's Why It's Time to Rethink It. *Harvard Business Review*, June issue. Available online at: <https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it>
- Knapp (2016): Sprint. Remix & improve & Lightning Demos, pp. 95-103
- Mukhopadhyay, B. and Mukhopadhyay, B.K. (2020). The Triple Bottom Line, The Sentinel.
- Osterwalder, A. & Pigneur, Y. (2015). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, pp. 11-30. Strategyzer
- Osterwalder, A. (2014). *Value Proposition Design - How to Create Products and Services Customers Want*. John Wiley & Sons, pp. 13-43.
- Ofek, E. & Wathieu, L. (2010). Are You Ignoring Trends That Could Shake Up Your Business? Harvard Business Review, <https://hbr.org/2010/07/are-you-ignoring-trends-that-could-shake-up-your-business>
- Porter & Kramer (2011). Creating Shared Value – How to reinvent capitalism – and unleash a wave of innovation and growth. *Harvard Business Review*, 89(1-2), pp. 62-77.
- Ries, E. (2011). *The lean startup, how today's entrepreneurs use continuous innovation to create radically successful businesses* (1. ed.). New York: Crown Business, pp. 15-24 & 92-113
- Sanders, L. B. (2014). Co-designing can seed the landscape for radical and sustainable change, i Christensen, P. & Junginger, S. (editors) *The highways and byways to radical innovation – design perspectives*, pp. 131-153.
- Sanders, E. & Stappers, P. (2008). *Co-creation and the new landscapes of design*, CoDesign, 4:1, pp. 5-18.
- Sarasvathy, S. (2001). *Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency*, i The Academy of Management Review, 26(2), pp. 234.
- Sarasvathy, S. (2005). What makes entrepreneurs entrepreneurial?
- Pisano, G. (2019). The Hard Truth About Innovative Cultures, Harvard Business Review, <https://hbr.org/2019/01/the-hard-truth-about-innovative-cultures>

22.01.2025

Side 3 / 5

- Yang, Vladimirova & Evans (2017) Creating and Capturing Value Through Sustainability, Research-Technology Management, 60:3, 30-39.

**Prerequisites for taking the exam:**

Fulfilling the requirements mentioned here is a prerequisite for the students to take the exam. Failing to fulfill requirements counts as a used examination attempt.

Compulsory attendance: All scheduled classes are compulsory.

Compulsory participation:

Assignments: All obligatory assignments are compulsory and must be submitted and/or presented in time and approved.

Group work: Participation in assigned group work is also compulsory.

Remediation

The possibility for remediation only applies in cases of lawful absence.

Substitute assignments: Scheduled classes can be substituted by one or more written assignments if the lecturer finds it necessary. This is always based on specific and individual assessment. If the student has more than 30% absence in scheduled classes, the student must resit the course.

**Exam/Grading:**

The course is assessed through a written group assignment, using the Danish 7-point grading scale with internal assessment. The exam groups are the same as the course's study groups. The students are assessed individually, and it must therefore be clear from the text of the assignment which students have been responsible for each individual section.

22.01.2025

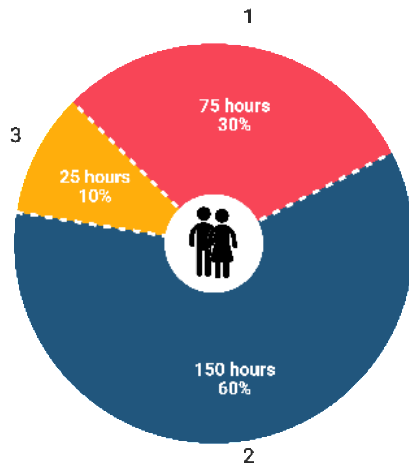
Side 4 / 5

**Study Activity Model:**

## The Study Activity Model

**Sustainable entrepreneurship and business development**

250 hours in total  
10 ECTS points  
6 weeks

**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.

Lectures, workshops, in-class group work, presentations etc.

**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.

Group work i.e. Planning, research, problem solving and discussions, ideation and prototyping, testing, preparing presentations

**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.

Readings and individual research

**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.

Godkendt, DTM, 21.01.2025

22.01.2025

Side 5 / 5