

<b>Subject Code</b>	MM5684
<b>Subject Title</b>	Leading Global Sustainability
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Global Leadership in the Asian Context (MM5201)
<b>Objectives</b>	<p>This subject aims to develop effective communication and leadership skills in driving global sustainability in a multicultural and complex business environment. Students will gain a basic understanding of the Sustainable Development Goals and their underlying principles. Building on this, they will then learn about the principles of effective communication and leadership in promoting and implementing sustainable practices, responsible decision-making, and stakeholder engagement. They will also be exposed to cutting-edge knowledge on leading change and innovation for sustainability.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of the principles of Sustainable Development Goals and their significance in the international business environment</li> <li>Apply effective communication strategies to engage stakeholders, promote ethical decision-making, and drive sustainable initiatives within the international business setting</li> <li>Develop the ability to lead and manage teams, fostering collaboration and innovation towards sustainable business practices</li> <li>Implement change management strategies and effectively communicate the need for and benefits of sustainable practices in the business setting</li> <li>Foster a culture of sustainable innovation and effectively communicate the value of sustainable practices to drive long-term business success</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The subject will focus primarily on the leadership and communication elements rather than the specifics of the Sustainable Development Goals. Possible topics include the following (but changes may be made as new topics arise):</p> <ol style="list-style-type: none"> <li>Introduction to Sustainable Development Goals and the Role of Business</li> <li>Achieving the Future We Want through the Leadership We Need</li> <li>The Need for Impactful Communication in Leading Sustainability</li> <li>Attributes of Effective Communication for Sustainable Leadership</li> <li>Leading with Purpose</li> <li>Storytelling for Sustainable Leadership</li> <li>Building and Leading Sustainable Teams through Effective Communication</li> <li>Stakeholder Engagement for Sustainable Leadership</li> <li>Leading Change for Sustainability</li> <li>Leading Innovation for Sustainability</li> <li>Responsible Leadership for Global Sustainability</li> </ol>

	12. Communication and Leadership in an Interdependent World							
Teaching/Learning Methodology	This subject is conducted with a combination of case analysis, in-class exercises, and lectures. Students are required to participate actively in order to translate their communication and leadership knowledge into practical skills. Through active reflection, as well as graded assessment tasks, students are encouraged to explore their own passions and find their own roles in the promotion and implementation of global sustainability.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	Continuous Assessment*	100%						
	1. Personal Reflection on Sustainability Leadership	25%	✓	✓	✓		✓	
	2. In-Class Discussion and Exercises	20%	✓	✓	✓	✓	✓	
	3. Individual Sustainability Leadership Plan	35%	✓	✓	✓	✓	✓	
	4. Communication Video	20%	✓	✓	✓	✓	✓	
	Total	100 %						
	<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <p>Through the Personal Reflection on Sustainability Leadership, students are encouraged to explore their own passions and development stage in sustainability leadership, thereby uncovering their strengths and areas of improvement. The assessment will assess the attempt for self-awareness, as well as the depth of the self-reflection.</p>							

	<p>Active in-class exercises and discussion participation allow students to further explore their strengths and weaknesses, and afford a platform for them to transform knowledge into practical skills. There will be tangible deliverables for assessment in these exercises, such as short reflections.</p> <p>The individual Sustainability Leadership Plan pushes students to put in a concrete plan how they intend to lead global sustainability in their work and life, using the tools the subject has equipped them.</p> <p>Finally, students are to submit a short 2-minute video as a practice of succinct and effective persuasive communication in the context of leading sustainability.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Preparation for seminars	39 Hrs.
	▪ Preparation for assignment	39 Hrs.
	▪ Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p>Selected References:</p> <p>Jay, J. &amp; Grant, G. (2017). <i>Breaking through gridlock: the power of conversation in a polarized world</i>. San Francisco, California: Berrett-Koehler Publishers.</p> <p>Lin, L. H., Narendar, R., &amp; Zak, P. J. (2022). Why people keep watching: neurophysiologic immersion during video consumption increases viewing time and influences behavior. <i>Frontiers in Behavioral Neuroscience</i>, 16. <a href="https://doi.org/10.3389/fnbeh.2022.1053053">https://doi.org/10.3389/fnbeh.2022.1053053</a></p> <p>Saltmarshe, E. (2018). Using story to change systems. <i>Stanford Social Innovation Review</i>. Available: <a href="https://ssir.org/articles/entry/using_story_to_change_systems">https://ssir.org/articles/entry/using_story_to_change_systems</a> [2024, August 9].</p> <p>Sinek, S. (2017). <i>Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team</i>. London, UK: Portfolio.</p> <p>Suzuki, W. A., Feliú-Mójer, M. I., Hasson, U., Yehuda, R., &amp; Zarate, J. M. (2018). Dialogues: The Science and Power of Storytelling. <i>The Journal of Neuroscience : The Official Journal of the Society for Neuroscience</i>, 38(44), 9468–9470. <a href="https://doi.org/10.1523/JNEUROSCI.1942-18.2018">https://doi.org/10.1523/JNEUROSCI.1942-18.2018</a></p> <p>General References:</p> <ul style="list-style-type: none"> <li>▪ Stanford Social Innovation Review</li> <li>▪ Harvard Business Review</li> <li>▪ Wall Street Journal (Daily newspaper).</li> <li>▪ The Economist (Weekly magazine).</li> <li>▪ The Financial Times (Daily newspaper).</li> </ul>	