

## **Time to Walk the Talk**

Investigating the Incorporation of Sustainability at Lund  
University School of Economics and Management

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Master Thesis Series in Environmental Studies and Sustainability Science,  
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A thesis submitted in partial fulfillment of the requirements of Lund University  
International Master's Programme in Environmental Studies and Sustainability Science  
(30hp/credits)



# **LUCSUS**

Lund University Centre for  
Sustainability Studies



**LUND**  
UNIVERSITY

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## **Abstract:**

Business and management are key in the transition toward a more sustainable world. Educating leaders of tomorrow, business schools bear a profound responsibility to endow students with the right tools and knowledge to successfully manage the challenges of tomorrow. As students and staff recently raised the question if Lund University School of Economics and Management (LUSEM) does justice to its responsibility regarding sustainability, this thesis examines the incorporation of sustainability into the degree programmes of LUSEM and the underlying reasons for the status quo. In doing so, this study employs a sequential explanatory strategy. First, a content analysis of 174 course guides, 12 programme overviews and curricula has been conducted. Having found that only two out of twelve programmes feature a mandatory sustainability course, four programmes offer at least an elective course, while the rest of the programmes do not have any course in which sustainability is taught, this study concludes that sustainability has only been incorporated to a marginal extent. Secondly, in search of explanations to this finding, eight key informant interviews have been conducted. Using the Burke-Litwin model of Organizational Performance and Change as a diagnostic tool to identify barriers and drivers, it has been found that externally, pressures from companies, conservative journals, the university financing system and a lack of research funding impede the incorporation of sustainability. Even though government authorities provide most of the funding of LUSEM and sustainability has been integrated in the higher education act, they have not been named as a progressive actor. In contrast, the EQUIS accreditation system seems to be a major driver for the inclusion of sustainability into the public appearance and core documents of LUSEM. However, since internally LUSEM's leadership does not prioritize sustainability, most of the staff lack in knowledge of sustainability and there are no incentive structures in place to stimulate changes in favour of sustainability, only a few faculty members have created sustainability courses out of their own motivation based on their academic freedom. Finally, to advance the incorporation of sustainability, this paper proposes the dismantling of barriers to interdisciplinary work at Lund University and the creation of positive incentive structures for the incorporation of sustainability in the educational programmes both by the leadership of LUSEM and Swedish Government Authorities. Only by making sustainability a real vision for LUSEM and Swedish higher education institutions, not just fine words on letters of intent, the envisioned change will become possible.

**Keywords:** Business Education, Lund University School of Economics and Management, Organisational Change, Sustainability, Sweden.

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## List of Acronyms

ARIES	Australian Research Institute in Education for Sustainability
EQUIS	European Quality Improvement System
EFMD	European Foundation for Management Development
ESD	Education for Sustainable Development
HEI	Higher Education Institutions
IIIEE	International Institute for Industrial Environmental Economics
LUSEM	Lund University School of Economics and Management
LUCSUS	Lund University Centre for Sustainability Studies
OD	Organizational Diagnostics
PRME	Principles for Responsible Management Education
RCE	Regional Centre of Expertise
RQ	Research Question
SDGs	Sustainable Development Goals
UKÄ	Swedish Higher Education Authority
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
VR	Vetenskapsrådet

# 1 Introduction

The economy and the business sector have often been highlighted due to their negative impact on society and the environment and even been accused to "counteract sustainable development" (Eiríksdóttir & Engelmark, 2016, p. 5). While others have emphasized the contributions of the economy and businesses towards sustainable development (e.g. Verbeke & van Tulder, 2014) both sides probably agree that "business and industry are key to any shift recognized towards sustainability" (Tilbury, Crawley & Berry, 2004, p. 13). This has also been acknowledged by the United Nations (UN) Sustainable Development Goals (SDGs) recently, which emphasize the "key role of the business sector ... in achieving these ambitious targets" (Aima, 2016, para. 2; Ali, 2015).

Following these developments, managers and future business leaders are increasingly regarded to be a highly influential factor in the pursuit of sustainable development (Figueiró & Raufflet, 2015; Raufflet, Dupré & Lanchard, 2009; Rondinelli & Berry 2000). This in turn also put higher education in the spotlight, emphasizing the central role of universities in in the transformation toward a more sustainable world (Tilbury et al., 2004; Eiríksdóttir & Engelmark, 2016; Michael, 2008; Kurucz, Colbert & Marcus, 2014).

Higher education institutions[HEI] bear a profound, moral responsibility to increase the awareness, knowledge, skills, and values needed to create a just and sustainable future. Higher education plays a critical but often overlooked role in making this vision a reality... Universities prepare ... most of the professionals who develop, lead, manage, teach, work in, and influence society's institutions (Cortese, 2003, p. 16).

In the same way, also business and management schools have been called to take on responsibility regarding sustainability issues (Cornuel, 2005; Discroll, Price & McKee, 2017; Gardiner & Lacy, 2005). Discroll et al. (2017, p. 94) for example argue that "how business leaders and managers think about the relationship between business and the natural environment depends at least partly on the influence of business education" .

On that account, various initiatives like the "Principles for Responsible Management Education" (PRME) have been established to "develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21<sup>st</sup> century" (Figueiró & Raufflet, 2015, p. 23). Recognizing their central role, some universities and business schools have hence made some great efforts to include sustainability in their programmes and courses while other institutions barely

changed their curricula and teaching methods (see e.g. Beyond Grey Pinstripes 2012, Wu, Huang, Kuo & Wu, 2010; Naeem & Neal, 2012).

Especially in recent years, Sweden has acquired a track record of being a "pioneer in ethical and sustainable leadership" and "thus provides a fertile ground for ... work on ethics, responsibility and sustainability" (Andersson, in LUSEM PRME Report 2016, p. 3). These good preconditions of course also provide a "fertile ground" for Lund University School of Economics and Management (LUSEM), which is Sweden's largest business school containing "more than 4000 students and around 400 researchers, teachers and other staff" (Csanta, 2016a, para. 3). Indeed, accepting its responsibility Frederik Andersson, the dean of LUSEM has lately claimed that "While there has been a sharpened focus on ethics, responsibility and sustainability recently, the issues have been in focus in teaching, research and external engagement at LUSEM for a long time" (Andersson, in LUSEM PRME Report 2016, p. 3).

Having attended a recent event by Oikos Lund, a student organization devoted to sustainability in economics and management, LUSEM's commitment to sustainability was strongly called into question by students as well as a faculty member. On this account, this thesis aims at investigating the current state of sustainability incorporation into the degree programmes at LUSEM. Having found that there has been only a marginal incorporation of sustainability, the second part of this paper will explore the background and underlying reasons for the status quo using the Burke-Litwin Causal Model of Organizational Performance and Change (Burke & Litwin, 1992). Finally, some potential routes for the incorporation of sustainability will be highlighted.

This will be done by means of the following three consecutive research questions (RQs):

RQ 1: To what extent has sustainability been incorporated into the degree programmes at LUSEM?

RQ 2: What are the underlying reasons that have caused sustainability to be incorporated to such a marginal extent?

RQ 3: What are possible points of intervention that could facilitate a further incorporation of sustainability at LUSEM?

## 1.1 Sustainability Science

Asking and answering the above-named research questions, this thesis is situated within the field of sustainability sciences. According to Kates (2011, p. 19449) sustainability science is:

... an emerging field of research dealing with the interactions between natural and social systems, and with how those interactions affect the challenge of sustainability: meeting the needs of present and future generations while substantially reducing poverty and conserving the planet's life support systems.

Based on this, universities and business schools can be seen as essential institutions of our social systems that have a strong formative influence on (re-)defining nature-society relationships and creating pathways to sustainable futures (Barth, Michelsen & Sanusi, 2011; Wass, Verbuggen & Wright, 2010; Fadeeva & Mochizuki, 2010).

Following the classification of Jerneck et al. (2011), this thesis aims to combine a critical and problem-solving approach. While RQ2 asks the question how the status quo of the current incorporation of sustainability at LUSEM "came about" (Jerneck et al., 2011, p. 77), RQ3 seeks to point out "tactical actions" (Jerneck et al. 2017, p. 77) and points of interventions that could facilitate an increasing incorporation of sustainability at LUSEM.

## 2 Background

Ever since the 1992 UN Conference on Environment and Development (UNCED), education for sustainable development (ESD) has become internationally accepted as being central to the quest for sustainability. "Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues" (UNCED, 1992, p. 2).

To this day, more than "20 international binding agreements and declarations of higher education institutions to introduce sustainability in their research and teaching agenda" have been signed (Figueiró & Raufflet 2015, p. 22). Perhaps the most famous of these agreements is the UN Decade of Education for Sustainable Development which was adopted by the UN General Assembly in 2002 and would last from 2005 to 2014 (UNESCO 2005). In the declaration, which was co-authored by Sweden, the UN General Assembly invited governments to implement sustainability in their educational

strategies. Consequently, Sweden took action to follow this invitation and amended the Swedish Higher Education act in 2006 to include sustainability.

In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice. (Swedish Council on Higher Education 2006, Chapter 1, para. 5)

While the amended higher education act does not specify in what way sustainability is to be promoted or included in the various HEIs, many institutions have subsequently amended their strategies. Lund University for example “merely mentioned” Sustainable development in the strategic plan from 2002-2006. Even though there were research projects and Research Centres like the Centre for Environmental Studies (from 01.01.2005 onwards Lund University Centre for sustainability studies (LUCSUS)). However, sustainability was not included in the policy documents of the university so (Axelsson, Sonesson & Wickenberg, 2008, p. 471). This changed with the strategic plan from 2007-2011 and the strategic plan from 2017-2026 where sustainable development was included in various contexts.

Lund University shall assume great societal responsibility and meet global challenges, for example in its work for sustainable development (Lund University, 2016, p.5).

Lund University shall attract and retain committed and enthusiastic students and employees and emphasise sustainable development (Lund University, 2016, p.3).

These strengths will be all the more important in the next ten years as society faces great global challenges in the environment and climate, sustainable development, migration, digitalisation and demographic change (Lund University, 2016, p. 3).

In the same way, LUSEM followed the trend and integrated sustainability in their mission statement as well as into their core values.

Our School should prepare students to resolve global challenges through relevant, research-based and business-integrated education ... Taking an active part in developing a sustainable society building on innovative thinking (LUSEM, 2017a, para. 1).

Higher education and research shall contribute to democracy, sustainable development and liberation from oppression. Our University stands for goals and visions that inspire hope! (LUSEM, 2017b, para. 4).

Additionally, LUSEM signed the UN initiative PRME which aims at “encouraging business schools to strengthen their engagement with sustainability” (Perry & Win, 2013, p. 48). On that account, LUSEM’s PRME report 2016 sets out high aspirations: “Everyday life at LUSEM shall reflect the School’s ambitions in creating a sustainable world” (LUSEM, 2016, p. 3).

Whereas all these declarations and strategy statements paint a rosy picture, the Swedish Higher Education Authority (UKÄ) has come to a different result in their 2017 report on the integration of sustainability in higher education institutions in Sweden. The report concluded that “Lund University fell into the (...) 75% of Swedish higher education institutions that do not have enough work promoting sustainable education” (Hamilton, 2017, p. 1). Therefore, the report concluded that: “The institution’s process for work on sustainable development in education is in need of development” (UKÄ, 2017a, p. 12).

It follows that Lund University, as an institution, should do more work towards sustainability. However, as the university is comprised of the faculties within it, these faculties must fall under scrutiny. Based on this background, this study seeks to investigate to what extent LUSEM has incorporated sustainability in its educational programmes.

### **3 Theoretical Framework**

While Kezar and Eckel (2002, p. 296) regard “using theoretical or conceptual frameworks that show dynamic interactions” as “useful” they equally found that “the literature on change in higher education is typically atheoretical”. In the same way Figueiró & Raufflet (2015, p. 26) concluded their literature review on sustainability in management education with the statement that the debate on sustainability integration lacks “strong theoretical foundations”. On that account, this thesis is contributing to the depth of the debate on the integration of sustainability in higher education through the application of the Burke-Litwin Causal Model of Organizational Performance and Change.

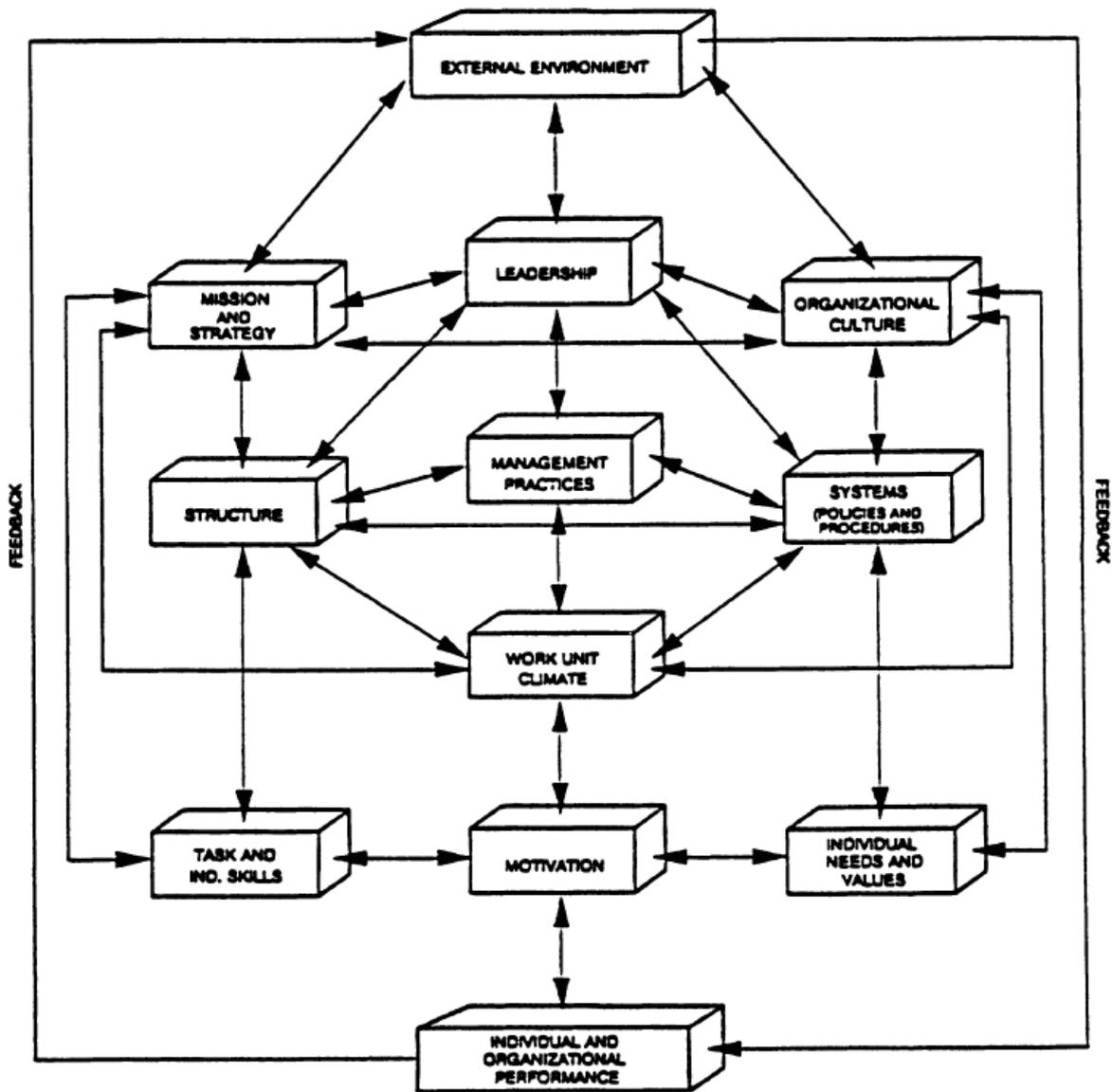
Originating in organizational diagnostics (OD) and management studies, the Burke-Litwin model (1992) has been primarily employed “in business and industry environments” (Smith & Martinez, 2015, p. 76). However, due to its comprehensive nature and ability to map complexity, the model has been increasingly used in studies on HEIs lately (see e.g. Hardy & Rossi, 2008; Kondakci, Van den Broeck & Devos, 2005; McKenzie, 2017; Smith & Martinez, 2015). Even though there is a multiplicity

of models for organizational change, the Burke-Litwin model has been chosen here due to its ability to generate an in-depth understanding of change in organizations that “are highly complex in nature and subject to external, financial and political pressures” (McKenzie 2017, pp. 86 - 87).

Designed as a diagnostic tool for identifying barriers and opportunities regarding change, the model provides a pathway towards “*what* needs to be changed as well as *how* to change” (Kondakci et al. 2006, p. 11, emphasis in the original) and therefore perfectly suits the research design of this study.

“The Burke-Litwin framework also provides a model which allows both planned and unplanned change to be studied and has been validated by researchers over the course of numerous practical studies. As such they conclude that the model provides a comprehensive framework which is highly appropriate for application in a study related to the complex nature of higher education” (McKenzie, 2017, p. 86).

The model (Figure 4) was developed by Warren Burke and George Litwin from 1989 to 1992. Aiming at understanding organizational change, the model was created to “to serve as a guide for both organizational diagnosis” and the management of organizational change (Burke & Litwin, 1992, p. 525). Generally, the model assumes that environmental factors constitute the most important drivers for change as change mostly can be traced back to external developments or changes. Overall, it comprises three dimensions “which contribute to the dynamic nature of the model: levels, magnitudes and weights” (Smith, 2011, p. 9). In addition, the model can be split into systemic, group and individual levels, which enables a more detailed understanding of each of these levels (Burke & Litwin 1992).



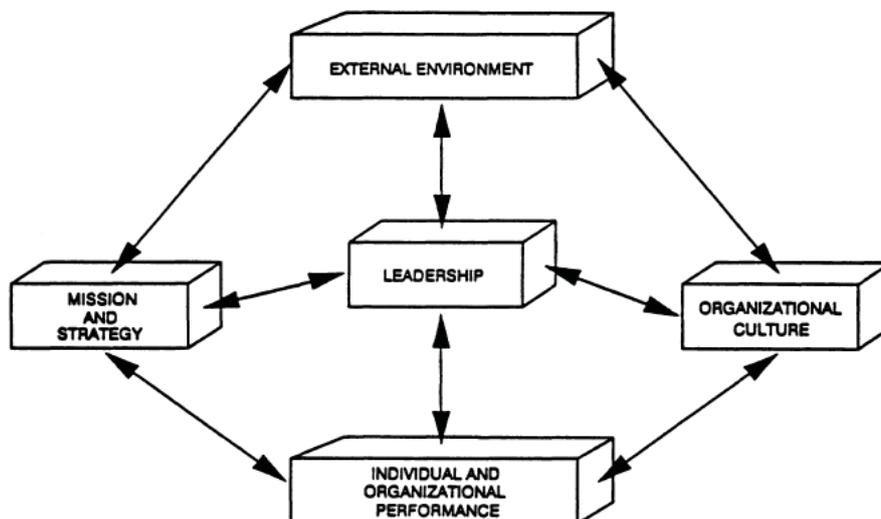
**Figure 1.** The Burke-Litwin Model of Organizational Change (Burke & Litwin, 1992, p. 528).

At the systemic level the model focusses on external environment, the mission and strategy, the leadership and the organizational culture of the organization in question. On the group level structure, management practices, systems and the work unit climate are investigated. Furthermore, on the individual level, individual needs and values, motivations and task requirements and individual skills and abilities are deemed most important. Finally, individual and organizational performance represents the outcome or the organizational output, which according to Burke and Litwin (1992) can be classified as both transformational and transactional.

An important facet to note is that all the components of the organization constantly influence each other. Therefore, individual components can be only understood in their relationship with others.

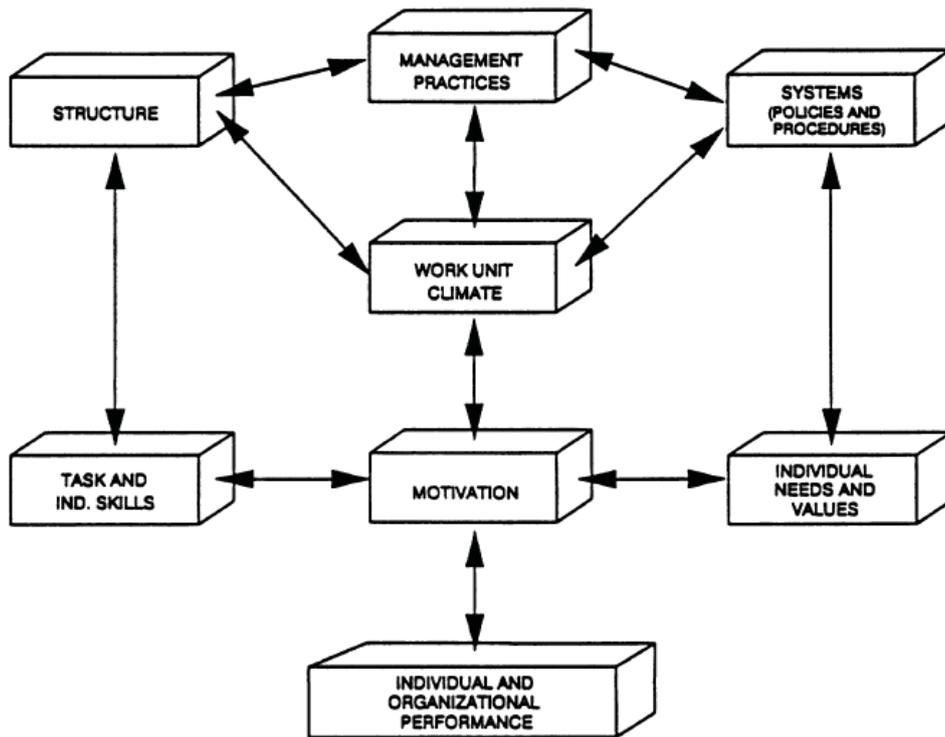
Additionally, Burke and Litwin (1992) argue that all the factors are integrated to a greater or lesser extent, so a change in one factor will inevitably lead to changes in other factors. To highlight this dynamic nature, the Burke-Litwin model has all its arrows pointing in two directions. Furthermore, the model is rimmed by a feedback loop, as the external environment constantly influences the organizational performance, however the organizational performance can equally directly influence the external environment.

In its second dimension, magnitude, the model distinguishes between transformational and transactional dynamics. Following Burke and Litwin (1992, p. 530) transformational change is mostly “initiated by forces from the organization’s external environment (e.g. changes in the competitive environment, government regulations, technological breakthroughs)”. Therefore, the external environment “has the greatest weight or influence upon components of organizational change” (Smith, 2011, p. 188), which represents the third dimension of the model. Figure 2 displays the transformational variables that when changed will require “entirely new behavior sets from organizational members” (Burke & Litwin, 1992, p. 529). So, in order for “major organizational change to occur, the top transformational boxes represent the primary and noteworthy levers for that change” (Burke and Litwin, 1992, p. 534).



**Figure 2.** Transformational factors (Burke & Litwin, 1992, p. 530).

As opposed to transformational changes, which have a great impact and therewith more weight on the whole organization, transactional changes (Figure 3) “are typically exchanges between organizational members, both individuals and groups, and are generally short-term in nature. In other words, “You do this for me and I’ll do that for you”” (Burke & Litwin 1992, p. 530).

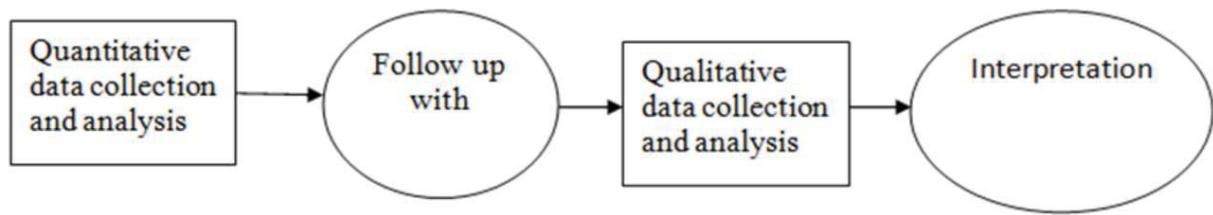


**Figure 3.** Transactional factors (Burke & Litwin, 1992, p. 531)

Having introduced the underlying assumptions made by the Burke-Litwin model, a detailed definition of each of the 12 factors of the model will be given in chapter 5.2 in connection to the results of this study.

#### 4 Research Approach and Philosophy

This thesis is conducted as an exploratory case study and based on complexity theory. The study is exploratory in nature since no previous studies on LUSEM regarding sustainability have been discovered. The aim of this study is therefore the “exploration of the hitherto unknown” (Streb, 2010, p. 373) and to create “in-depth understanding” (Merriam, 2001, p. 19) of the incorporation of sustainability at LUSEM and its underlying causes (barriers and drivers). On that account, this study uses a mixed-methods approach that is based on a sequential explanatory strategy (Creswell, 2003).



**Figure 4. Explanatory Sequential Design (Subedi, 2016, p.573).**

Additionally, this thesis is conceptualized as a ‘paradigmatic’ case study. It aims at detecting overarching principles and common patterns in two ways (Flyvbjerg, 2004; Pavlich, 2010). On the one hand, studying LUSEM, being one of the largest faculties at Lund University can uncover valuable insights regarding underlying patterns within Lund University. On the other hand, LUSEM being the largest school of business and management in Sweden, is embedded in the same regulatory, cultural and social environment as most other business schools in Sweden. Investigating LUSEM can therefore provide valuable knowledge about issues Swedish business schools face regarding the incorporation of sustainability.

While Burke and Litwin (1992) originally based their model of organizational change on open-systems-theory as developed by Katz and Kahn (1966), which emphasizes planned change and the predictability of results, others argue that this view on reality represents an obstacle for practitioners of organizational development in complex organizations (Shaw, 1997). To trace both predictable and unpredictable aspects of change, this study hence follows McKenzie’s (2017) approach to place the Burke-Litwin model within a complexity theory paradigm.

Cohen, Manion & Morrison (2011, p. 116) define complexity theory in the following way:

[A] complexity theory paradigm rests, in part, on an ontology of self-organized emergence and change through the unpredictable interactions and outcomes of constituent elements of a whole ecological entity, and on an epistemology that argues for understanding multiple directions of causality and a need to understand phenomena holistically and by examining the processes and outcomes of interactions.

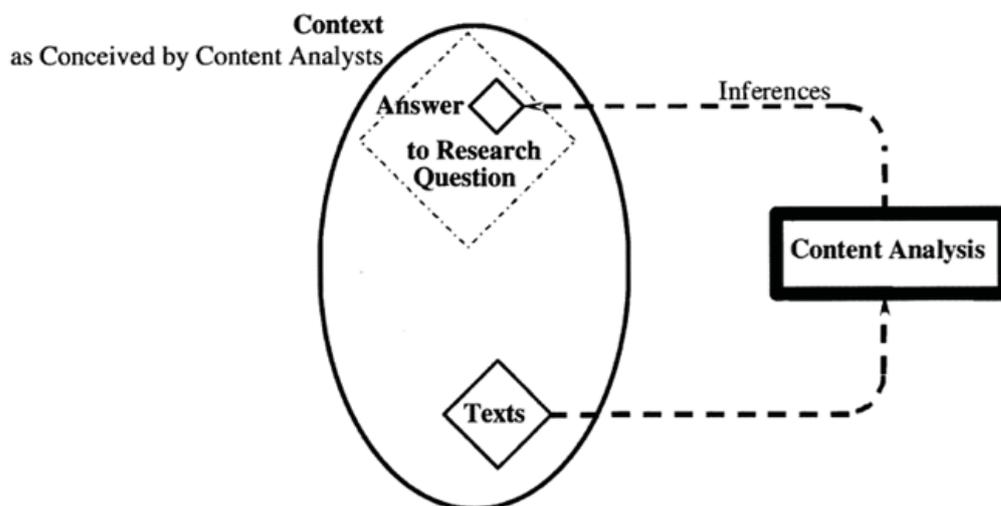
On that account, it has been argued that complexity theory is trying to account for all influencing factors and aims for a “more complete understanding of relationships and dependencies involved in knowledge production and change” (McKenzie, 2017, p. 73). Additionally, complexity theory does not focus on creating a universal understanding of change but to generate insights and knowledge to provide an understanding of complex phenomena. On these grounds, complexity theory seems to be well suited to provide the foundations for the aspirations of this study.

## 4.1 Methodology

By and large, this thesis follows the recommendation of Discroll et al. (2017, p. 110) who concluded their study about the incorporation of sustainability into Masters of Business Administration, stating that “future research could be conducted as case studies, incorporating in-depth interviews ... as well as the detailed analysis of text from web sites and academic calendars”.

Since the first aim of this thesis is to investigate to what extent sustainability has been integrated into the degree programs of LUSEM, a content analysis has been conducted. The reasons for this are that content analysis is a rather inexpensive research method in which large quantity of texts can be analysed in a short period of time and in an unobtrusive way (Krippendorff, 2004). Using Krippendorff's (2004) analytical framework (Figure 2), three types of text were defined as relevant sources to investigate the status quo of sustainability education at LUSEM.

- 1) Programme curricula (the summary of what is studied in the entire master's programme, including e.g. programme descriptions and learning outcomes);
- 2) Course syllabi for each course studied in all the programmes (mandatory and elective);
- 3) Programme overview (retrieved from the websites of the respective programmes).



**Figure 5.** Conceptual Framework for a content analysis (Krippendorff, 2004, p. 82)

The programme curricula and the course syllabi were chosen because they provide detailed information about the learning outcomes, course content and design of the degree programmes and individual courses. The programme overviews on the other hand were selected to explore if there are discrepancies between the way the programmes are advertised on the website and what is actually proven to be taught regarding sustainability. This was done especially since sustainability is

more and more used as a buzzword to greenwash existing programmes and organizations (Eiríksdóttir & Engelmark, 2016).

Table 1 shows a detailed list of the 12 programmes that were included in the analysis. While LUSEM offers in total 14 master’s programmes and one bachelor’s programme, the Master in ‘Economic Development and Growth’ was excluded since it is a joint-degree programme and a significant number of courses are hence obtained at other universities. However, most of the courses studied in the programme at LUSEM are nevertheless included in the analysis, since they are also part of the curriculum of other master’s programmes. Additionally, the programme ‘Accounting and Finance’ and the bachelor’s programme in ‘International Business’ could not be included since the data required could not be obtained.

**Table 1.** Educational programmes included in the analysis

	<b>PROGRAMME NAME</b>	<b>ECTS</b>
<b>1</b>	Economic Growth Population and Development	120
<b>2</b>	Economics	120
<b>3</b>	Entrepreneurship and Innovation	60
<b>4</b>	European and International Tax Law	60
<b>5</b>	Finance	60
<b>6</b>	Information Systems	60
<b>7</b>	Innovation and Global Sustainable Development	120
<b>8</b>	International Economics with a focus on China	60
<b>9</b>	International Marketing and Brand Management	60
<b>10</b>	International Strategic Management	60
<b>11</b>	Management	60
<b>12</b>	Managing People Knowledge and Change	60

The data was collected from January to March 2018. All the programme curricula, programme overviews and most of the course syllabi could be retrieved via the official LUSEM website of the programmes. Others were found on Live@Lund or acquired based on the instructions and the support of the programme coordinators.

Having collected the data, a content analysis was conducted using the keyword “sustainab\*” as search term. While a search for other keywords like environment, corporate responsibility or the like would have also been possible, I consciously chose only to search for ‘sustainab\*’. This is because for me sustainability is more than just a new word for environmentalism. It is a holistic concept that can

only be understood as a whole based on its intergenerational orientation and an integrated view of environmental, social and economic systems (Moore, 2005). So, while searching for the keyword 'environment' would have displayed courses that discuss for instance the economies impacts on the environment, a sustainability perspective requires an integrated assessment rather than just isolated environmental or societal impact assessments.

Subsequently, the results were assessed and categorized. In this process it became evident that in three courses "sustainab\*" was used in its literal sense (durable) or as an obvious buzzword. These incidences were systematically marked and have been not included in the results section (see Appendix I for a table of these instances). In total 12 programme overviews, 12 programme curricula and 174 course guides were analysed. Of the 174 courses, 78 are mandatory courses while 96 are electives

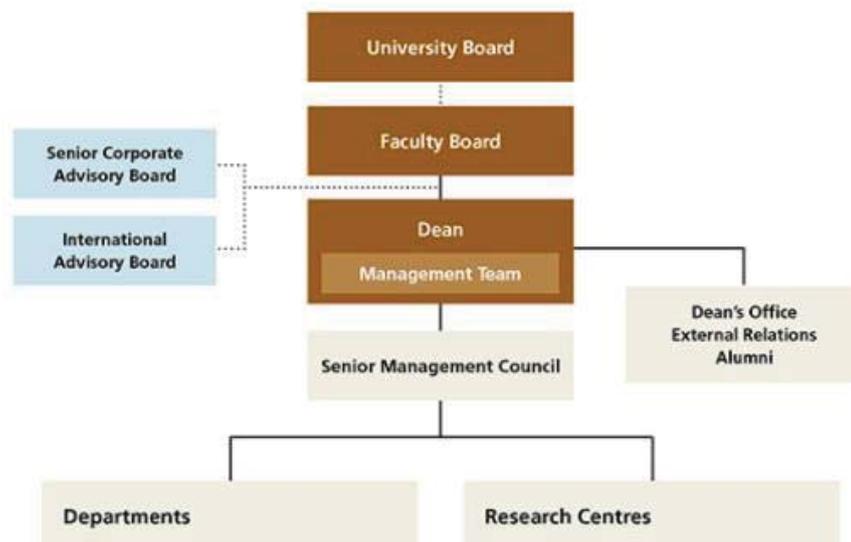
The analysis was based on the inference that the status quo of sustainability integration at LUSEM is inherently connected to the number of programmes and courses that cover sustainability. A high number of courses and programmes in which sustainability is discussed would therefore represent a well-advanced incorporation while a low number would present marginal integration. Finally, since Krippendorff (2004) argues that all content analysis should be validated if possible, the results of this content analysis were ex-post validated with interviews.

Besides of validating the data of the content analysis, the interviews were mainly conducted to provide a deeper understanding and to reveal the underlying reasons for the marginal integration of sustainability at LUSEM (RQ2), while laying the foundation for the identification of points of intervention (RQ3). As interviews are "most appropriate where little is already known about the study phenomenon" (Gill et al., 2008, p. 292), they have been chosen as an appropriate method for this thesis. On that account, eight interviews were conducted with key informants in March and April 2018. The interviewees were identified by a combination of purposive (6 interviewees) and snowball sampling (2 interviewees) (Bryman, 2016). Four target groups were strategically identified: 1) Management Team (Dean and Vice-Deans); 2) Faculty Board; 3) Directors of Studies; and 4) Faculty who teach a sustainability course.

Target Group 1 and 2 were selected based on their strategic position within LUSEM (Figure 3).

The Dean is responsible for the School's strategy (including its implementation) and the School's relationship with the society and business community. The Dean also has the formal responsibility for staffing, financial administration, infrastructure etc. (Csanta, 2016c, para. 3).

The Faculty board is overall responsible for mission and vision, long-term strategy, funding and allocation of resources, recruitment and staffing, educational portfolio, quality of teaching, and research issues. (Csanta, 2016c, para. 1).



**Figure 6.** The Organizational Structure of LUSEM (Csanta, 2016b).

Additionally, Directors of Studies were chosen due to their position of overseeing the curricula and the courses taught at the various departments within LUSEM. Finally, target group 4 was selected because of their connection and involvement with sustainability.

Table 2 shows the distribution of the interviewees regarding the target groups. The interviews were conducted in English, lasted around 45 to 60 minutes and were all but one recorded with the consent of the interviewees. To enable further enquiries and emerging questions, the interviews were semi-structured (Bryman, 2016). This was especially important due to the exploratory nature of this thesis, as this way a deeper understanding regarding the barriers and drivers for the sustainability incorporation at LUSEM could be gained (see Appendix II for the interview guide).

**Table 2.** Distribution of interviewees within the target groups.

TARGET	GROUP	NUMBER OF INTERVIEWEES
1	Management team	1
2	Faculty Board	2
3	Director of Studies	2
4	Teachers of Sus. course	3

Throughout the interviewing process, I followed Bryman's (2016) ethical considerations. To guarantee absolute anonymity the positions of the interviewees are not displayed in connection to

the pseudonyms (numbers 1-8) since some target groups are rather small. Additionally, if a person is quoted due to their specific position, no pseudonym is denoted. Furthermore, preceding the interviews all interviewees were asked to sign a 'Participant Consent Form', providing them with the option to decide on anonymity and recording (Appendix III).

Having collected all the data, "clean read transcripts" were created, transcribing word for word but leaving out utterances like "uhms" and "ehms" and correcting for minor grammatical mistakes (Mayring 2014). Subsequently, the transcripts were coded with NVivo 11 using a mixture of deductive and inductive coding based on the research framework applied (Bryman, 2016). The initial categories were informed by theory, while in the course of time more categories have been added based on the content of the interviews.

## **4.2 Limitations**

While the selection of the programme curricula and course syllabi provided a comprehensive foundation for this study, the data acquired has limitations. On that account, the course programme curricula and course syllabi might not necessarily reflect 100% what is taught in the courses. Due to the lengthy process to renew them, some of those documents have not been amended for several years or are currently in revision. Therefore, course content might have changed and in some instances, sustainability might be included in courses where this study finds it is not. Nonetheless, due to the time limitations of this study and its comprehensive nature, this approach appeared to be the most suitable to provide a comprehensive picture of the incorporation of sustainability at LUSEM.

Regarding the interviews, it was unfortunately neither possible to interview at least one participant per department of LUSEM, nor two interviewees per target group. Doing this could have provided this thesis with more depth and equally would have made a comparison between departments possible. Additionally, the interviewees that responded to my call for interviews were preponderantly people that have some sort of connection to sustainability. Therefore, the opinions voiced in this study should not be seen as being representative for the attitudes and opinions at LUSEM as a whole. However, since the overall aim of the interviews was to explore the underlying barriers and drivers for the incorporation of sustainability the interviews have been proven to be expedient for this purpose.

## 5 Results

### 5.1 Content Analysis

Of the 174 courses analysed, 78 are mandatory courses and 96 are electives. The conducted keyword search found that in total 181 instances sustainab\* was mentioned. Table 3 shows a detailed record regarding the quantity sustainab\* was mentioned in the different programmes.

**Table 3.** Total count of sustainab\* occurrences per programme (including all three types of documents).  
\* indicates buzzword use of sustainab\* and sustainab\* in its literal (durable) sense.

	<b>PROGRAMME NAME</b>	<b>SUSTAINAB* MENTION</b>
1	Economic Growth Population and Development	16
2	Economics	(1*)
3	Entrepreneurship and Innovation	2
4	European and International Tax Law	(1*)
5	Finance	-
6	Information Systems	28
7	Innovation and Global Sustainable Development	72
8	International Economics with a focus on China	5 (+1*)
9	International Marketing and Brand Management	41 (24)
10	International Strategic Management	16
11	Management	-
12	Managing People Knowledge and Change	-
	<b>TOTAL</b>	<b><u>181</u></b>

The high occurrence of sustainab\* in the programme “International Marketing and Brand Management” is because one elective course, which mentions sustainab\* 17 times is counted twice since it can be chosen as an elective in both specialization tracks offered in the programme.

#### ***5.1.1 Mandatory and elective courses***

Regarding the 78 total mandatory courses, only three mention sustainab\*. This translates into less than 3,9% of the total amount of mandatory courses. Of these three courses two are taught in the

master's programme 'Innovation for Global Sustainable Development', while the third course 'IT, Innovation and sustainability' is taught at the programme 'Information systems'.

Of the 96 electives there are 11 electives that mention sustainab\*. In sum then, 8,7% of elective courses mention sustainability in their course syllabi. Four of these courses are taught in more than one program.

Furthermore, there are five courses that have sustainab\* in their name (2,9% of the total courses):

- 1) EKHM75: Economic History: Innovation for Sustainable Development (7,5 ECTS)
- 2) INFN25: Informatics: IT, Innovation and Sustainability (7.5 ECTS)
- 3) EKHM83: Economic History: Innovation, Energy and Sustainability (7.5 ECTS)
- 4) BUSO35: Business Administration: Sustainability and Marketing Ethics (5 ECTS)
- 5) BUSN14: Business Administration: Global Business and Sustainability (7.5 ECTS)

Adding up the total occurrence of sustainab\* in these course syllabi with the programme curriculum of the Master in 'Innovation and Global Sustainable Development' accounts for roughly 70% of the total number of sustainab\* mentioning of the whole faculty.

### ***5.1.2 Sustainab\* occurrence per programme***

Focussing the attention on programmes, two programme overviews mention sustainab\*, being 'International Marketing and Brand Management' (once) and 'Innovation and Global Sustainable Development' (six times).

Interestingly, seven programmes mention sustainab\* in their programme curriculum. In four of these, sustainab\* is just mentioned in a name of a course offered in the programme. In the remaining two programme curricula however, more attention is given to sustainability. Whereas one of these is again the master of 'Innovation and Global Sustainable Development', the other one is 'Entrepreneurship and Innovation'. Noticeable here is that it is claimed that "the balance of economic social and environmental sustainability is given attention throughout the programme", but surprisingly the analysis found that sustainab\* is not even mentioned once in any of the course syllabi of the programme.

Table 4 shows the final overview of this section, depicting in which programmes a course where sustainability is mentioned is offered.

**Table 4.** Courses within programmes in which sustainab\* is discussed to a minimum extent.

	<b>PROGRAMME NAME</b>	<b>MANDATORY COURSE</b>	<b>ELECTIVE COURSE</b>
<b>1</b>	Economic Growth Population and Development	-	1
<b>2</b>	Economics	-	-
<b>3</b>	Entrepreneurship and Innovation	-	-
<b>4</b>	European and International Tax Law	-	-
<b>5</b>	Finance	-	-
<b>6</b>	Information Systems	1	1
<b>7</b>	Innovation and Global Sustainable Development	2	1
<b>8</b>	International Economics with a focus on China	-	1
<b>9</b>	International Marketing and Brand Management	-	1
<b>10</b>	International Strategic Management	-	1
<b>11</b>	Management	-	-
<b>12</b>	Managing People Knowledge and Change	-	-

Overall, it can be said that there are two programmes ('Innovation and Global Sustainable Development' and 'Information Systems') which include sustainability beyond an elective course, and four programmes which at least offer an elective course. Six programmes do not discuss sustainability at all. Therefore, this section concludes that sustainability has only been incorporated to a marginal extent in the degree programmes at LUSEM.

## **5.2 Results of the application of the Burke-Litwin model with regard to the integration of sustainability at LUSEM**

Having established that sustainability has only been marginally incorporated into the educational programmes at LUSEM, this chapter seeks to establish an understanding why this is the case. Therefore, it builds upon the Burke-Litwin model and the interviews conducted in the course of this study. On that account, this chapter will provide an in-depth definition and display the results of all of the 12 factors with regard to the incorporation of sustainability at LUSEM.

### **5.2.1 External Environment**

External Environment is any outside condition or situation that influences the performance of the organization (e.g. marketplaces, word financial conditions, political/ governmental circumstances). (Burke & Litwin, 1992, p. 531)

In total eight environmental influences have been discussed by the participants of this study with regard to sustainability.

#### *5.2.1.1 Companies/ Employers*

Two participants (4 and 5) mentioned future employers or companies as external influences. One of them named companies as a direct influence as they “sometimes go around and tell what they want to be taught” (4). Key informant 5 on the other hand explained that employers “expect certain types of degrees” and certain types of knowledge to be reflected in these degrees. As sustainability is not really a known concept yet (for employers) but “on the other hand everybody knows what a person with a business degree or for that matter engineering degree (...) actually have been taught” university has to work “cautiously inserting novelty and variation into those pre-existing expectations among students and employers” (5).

#### *5.2.1.2 University financing system*

In sum three participants (3, 5, 8) named the university financing system as a barrier towards the implementation of more sustainability. Interviewee 5 explained that 70% of the income of the business school comes from education since LUSEM is paid for every student they are teaching. “If you attract students then you get money and you can hire teachers”. So, in fact LUSEM is “depending on the resources that the bulk programs in business produce” (5).

We all get some funding for student enrolment in the program, so each department is allocated some funding for their own teaching. So, if you start bringing more students from other faculties you would need to do it within that funding that is given to your faculty and to your department, so that in general the different departments are not willing to open the courses for students who are not enrolled in their programs. There is a lot of competition also between the different departments because they are very scarce resources for teaching. (8)

If we would say if we devote 1/3 of our educational resources into niche programs at the interface between technology and management and the environment or sustainability and management, we would go bankrupt (5).

This is mainly due to the reason interviewee 3 describes in the following statement:

Unfortunately, we have a very big problem at Lund University, which is overhead costs. So, if I borrow somebody from another faculty it costs four times as much as having somebody from our institution, even though it is the same organization, the same company. And this of course is a problem and a real barrier. The cost of moving people within the organization is ridiculous. It should be zero if you can get into an agreement or like 30% or a small surcharge. Of course, otherwise it is very hard for a dean to plan resources, but I mean if you want to take this seriously and you really want to do it you also need to change how we can or are allowed to interact internally. ... Otherwise it is too much paperwork and it is too much work.... Because if you involve the administration chances are 9 of 10 that you are a) not even allowed to do it or b) you can't possible do it because there is too much red tape and too much money involved. So that is the real barrier. (3)

To change this key informant 5 proposes that:

So, I would say if it is University policy to work more interdisciplinary, the vice Chancellor and his collaborators in the top of the University need to find novel ways of either pushing the government to fund education differently or perhaps allocating spare resources and endowments to educational programs which are of this more adventurous nature. We are not rewarded to be innovative in the sense to integrate sustainability into our core activities. We are rewarded to be attractive within the current system of expectations and demands ... (5).

#### *5.2.1.3 Research Funding*

Four participants (1, 3, 5, 8) named research funders as external influences. While three of them agree that increasing research funding for research projects could have a positive influence on the integration of sustainability in the faculty, they do not have the feeling that in comparison to 'conventional research' there is (much) money available for doing research on sustainability issues on the grant pages. Nonetheless, two of them (6, 8) have discovered a trend that more and more money is slowly becoming available for sustainability research projects.

The general observation is that most funding bodies are turning to sustainability and more and more calls are in sustainability related issues, even VR [Vetenskapsrådet], which has been hitherto quite neutral and focused on basic science has opened a specific call on resilience and sustainability” (8).

#### *5.2.1.4 Accreditation agencies*

Accreditation agencies have been discussed by five interviewees (3, 5, 6, 7, 8). While one interviewee does not believe that these accreditation agencies are triggering the implementation of sustainability in education (7) the other four are of the opposite opinion.

...and at least one of these, the European one which is called EQUIS expect every school to have a let's say sustainability or resilience strategy (5).

I think we present ourselves as a sustainable faculty and sustainable Institution much because we know that that is expected from the accreditation bodies (6).

Apparently, the faculty needs to start organizing research in sustainability for all these issues related to ranking and accreditation. So, it is actually one of these things they need to do for accreditation (8).

#### *5.2.1.5 Students*

Students can be a pressure from both the external environment and from within the organization.<sup>1</sup> As external influences, students have been portrayed both as progressive (3, 6, 7, 8) and conservative (4, 5) during the interviews.

Swedish students tend to focus on programs that are easily identified on the domestic labour market. In that sense, student demand perpetuates and induces classical patterns of educational offerings. So, my colleagues in the universities that work with educational policies struggle with that student demand tends to be a bit conservative in how adventurous it is in relation to new areas and so forth (5).

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<sup>1</sup> Due to the fact that the role of students was mainly discussed as an external influence by the participants of this study, their role will be only discussed here.

On the other hand, it has been argued that student demand is definitely a progressive force. One participant explained that s/he was responsible for revising and redeveloping the programme that is now called 'Innovation and Global Sustainable Development'. The programme focuses now on Sustainable Development. S/he explained that after the change of conception the programme went from 130 to 750 applications and added: "That has not gone unnoticed at the head of the faculty".

#### 5.2.1.6 International Academic Community

Six out of eight participants (1, 2, 4, 5, 6, 7) talked about the international academic community and its influence on LUSEM. All of them agree that LUSEM does to a certain extent make its "decisions on the teaching based on observing what are the trends in our discipline and what are the people doing across the world" (1).

There is an international curriculum, what is supposed to be inside a course, or the education of economics. It is rather standard I should say, what is inside of these curricula (2).

So, if a new trend is observed "on a larger scale by institutions, researchers, big schools, and this becomes a question of prestige... then our school picks up" (1). Two of the interviewees (4, 5) see this as a progressive force since sustainability is more and more seen as "cutting edge" (4) and has a "futuristic air" (5) in the international academic community. They predict that more and more researchers will be likely to engage with sustainability if this trend continues.

And that is not because these people [researchers] obey orders, but it is because they are part of a global academic community which exploits and explores issues which are in the air. I think this is definitely a very strong and progressive push that our versatile faculty represents (5).

On the other hand, informant 6 is more pessimistic since s/he views "the old structures in Academia" as "a big problem" since they are inherently opposing "interdisciplinarity and therewith research in the area of sustainability.

I think the most powerful institution in the academic world are the journals, because the editors of the journals decide what will be published and most of the most influential journals are not in the area of sustainability, they are old traditional journals that publish old traditional research which is done by old traditional researchers. (...) most journals are not interested in publishing interdisciplinary research, they are interested in publishing hardcore finance research, hardcore law research, hardcore accounting research but not interdisciplinary research. So even if my boss would say that it is as prestigious for you to publish on

sustainability, so we will reward you for your publication, the international academic community would not look at it as prestigious as my boss (6).

#### 5.2.1.7 Swedish Government Authorities

All of the participants talked to a certain extent about the UKÄ and its influence on LUSEM regarding sustainability. Nonetheless, since the interview guide included one question on the change of the higher education act, this high number does not necessarily correspond to the importance of the government as an external influence.

Five interviewees (3, 4, 5, 6, 8) indicated that there is either not much or no pressure at all from UKÄ to include sustainability in teaching and research activities. In the same way, those five participants declared that the inclusion of sustainability in the higher education act was seen as having no effect on universities.

The state, I mean it's in there in the higher education law which is typical of Sweden that it says in the law universities should take into account sustainability, but it doesn't mean anything! I mean we will not be thrown out of the family of Swedish universities if we don't act here to do this. It is a symbol, it is a token rather than something sturdy. The state is more or less invisible as a driving force (5).

In the same way, one key informant that teaches a sustainability course stated on the question if the amendment in the higher education act had any impact on the faculty replied "None whatsoever. And that is my honest answer since I did not even know about it, I would say no."

Furthermore, one participant (7) added that the evaluation of the universities last year might have triggered work in many departments, faculties and universities due to the bad publicity. However, participant (1) maintained that since then nothing changed or happened.

### **5.2.2 Mission and strategy**

Mission and strategy is what the organization's (a) top management believes is and has declared is the organization's mission and strategy and (b) what employees believe is the central purpose of the organization. ... Strategy is how the organization intends to achieve that purpose over an extended time scale (Burke & Litwin, 1992, p. 531).

As I have shown in the background report above, sustainability has been integrated into the core values and the mission statement of LUSEM. Four out of five interviewees in whose interviews this question came up knew about this (3, 6, 7, 8). Additionally, none of the questioned persons knew about a sustainability strategy of LUSEM or denied that such a strategy exists (3, 8). However, there might be some sort of development in this regard as interviewee 8 stated that there has been a meeting recently of all the sustainability interested people of the faculty which might be aiming to create a strategy for LUSEM.

### ***5.2.3 Leadership***

Leadership is executives providing overall organizational direction and serving as behavioural role models for all employees. When assessing this category, we would include followers' perceptions of executive practices and values. (Burke & Litwin, 1992, p. 532).

From the six participants that talked about the leadership of LUSEM, four (1, 3, 6, 8) agree that sustainability is not a priority for the leadership.

And it is the top that really talks a lot [about sustainability] but do they really push it to appear that I suspect that this is not the case.... I will make a funny quote. It is not exactly about sustainability but about big data, but you can easily replace big data: Big data is a bit like teenager sex, everybody is talking about this, but nobody is actually doing it. You can replace this with sustainability. It is a good quote (1).

Nonetheless, the interviewee of the faculty leadership team emphasized that while they do not enforce that sustainability is included in programmes they "implicitly expect it".

On the contrary, participants 5 and 7 believe that sustainability is about to become a priority for the faculty leadership as the management team is acknowledging the importance of sustainability (for the accreditation agencies (5)). However, participant 8 is questioning whether sustainability will become a real priority for the faculty or if the new attention is just "greenwashing" and compliance with the accreditation agencies standards.

### ***5.2.4 Organizational Culture***

"Culture is the way we do things around here." ... culture is the collection of overt and covert rules, values and principles that are enduring and guide organizational behaviour.

Understanding an organization's history, especially the values and customs ... is key to explaining culture (Burke & Litwin, 1992, p. 532).

In total four participants (3, 5, 7, 8) provide detailed information about the organizational culture at LUSEM. Interviewee 3, 5 and 8 describe that the culture in the faculty is very "individualistic" and stated that "you can't order people around" here (3).

We have 150 teachers in this school and everyone is an aristocrat and thinks he or she grasps the universe far better than the heads of departments or vice deans (5).

Interviewee 5 further explained that Swedish Universities are hybrids and modelled in between the German University system where individual professors run their own subjects, having their "own kingdom and can do as they please" and the American system of departments where there is clear top-down decision making and the heads of departments can "be very decisive". According to him, the Swedish system is located in between those two extremes as the "departments can mildly steer and instigate change" (5).

This fuzziness is typical for Swedish society as a whole (...) on the one hand it is very atomized as such and that there is very little top-down steering but that there is a certain directionality to it (5).

### **5.2.5 Structure**

Structure is the arrangement of functions and people into specific areas and levels of responsibility, decision-making authority, communication, and relationships to assure effective implementation of the organization's mission and strategy (Burke & Litwin, 1992, p.532).

While most of the part in 5.2.4 Organizational Culture could also be categorized as the structure of the organization, it equally reflects "the way we do things around here" and has therefore been categorized as organization culture. It is of course closely interrelated with the structure however the above-named statements e.g. "you can't order people around here" or "this fuzziness is typical for Swedish society" transcend structure and can only be really understood in combination with the organizational culture. Nonetheless, the department system and the high individual freedom researchers and teachers enjoy forms the basis of the structure of LUSEM.

Besides of the above, interviewees 3, 5, 6, 7 and 8 mentioned mono disciplinarity as a main barrier

and that it is “extremely difficult to collaborate with other faculties and other departments for teaching” (8). For that matter, the rigid faculty structure within the university has been explicitly described as an obstacle for the incorporation of sustainability.

### ***5.2.6 Management practices***

Management practices are what managers do in the normal course of events to use the human and material resources at their disposal to carry out the organization’s strategy. By practices we mean a particular cluster of specific behaviours (Burke & Litwin, 1992, p. 532).

None of the participants mentioned any management practices which are aimed at the integration of sustainability. This was also confirmed by the interviewee from the faculty management team:

“we don’t have a steering core at the centre of the school which says that now we make monthly inspection rounds to ensure that sustainability is around”.

### ***5.2.7 Systems***

Systems are standardized policies and mechanisms that facilitate work, primarily manifested in the organization’s reward systems, management information systems, and in such control systems as performance appraisal, goal and budget development and human resource allocation (Burke & Litwin, 1992, p. 532).

Only participant 6 gives an in-depth account of the relationship between systems and the integration of sustainability in LUSEM. Interviewee 6 mainly concentrates on two issues. First, s/he mentions that “if you want to make an academic career you have to aim at strictly mono-disciplinary “old journals, prestigious journals” (6). Since “most of these journals are not in the area of sustainability” s/he concluded that “if you want to make a career do not go into sustainability and interdisciplinary research” (6).

Secondly, s/he explained that:

... as a researcher and as a teacher you are required to produce output okay, that’s what you get paid for and that is what the management appreciates. So, if you want to be a professor you need to publish articles and the cost for an article is pretty high for a researcher, since it is lots of work to do that. So, if you produce an article you do that on things you know of course. (6)

Since the costs for each publication are high, people tend to do research related to their PhD and start repeating what they have done “over and over” (6). So, the requirement to publish constantly is essentially an obstacle for researchers to change “their research to a more sustainability perspective because it costs too much” (6). Hence, “if the management wants us to focus more on sustainability their incentive structure, their management is very much contrary to that development” (6).

Additionally, s/he gave an example of the difficulties of doing interdisciplinary research, in this case writing an interdisciplinary book:

But when this is finally published I just get half the credit as I would have gotten if I would have published it myself. So, it is a better book, it was much harder to write, but it's just worth 50% (6).

### **5.2.8 Climate**

Climate is the collective current impressions, expectations and feelings that members of local work units have that, in turn, affect their relations with their boss, with one another, and with other units (Burke & Litwin, 1992, p. 532).

When asked about if they feel that sustainability is priority for their colleagues, four participants (3, 4, 6, 8) answered with a clear “no” (6) or “not at all” (8). Moreover, when pushing and pointing to the urgency of a transition towards sustainability interviewee 8 felt like s/he was labelled as “catastrophist”. S/he guessed that there are maximum 5 to 10 people in the whole faculty that are really interested in sustainability. On that account, s/he added that people working with sustainability “have been feeling like isolated cases in a mainstream economics faculty” because they “are still a very small group if you compare it to the entire faculty”.

On a completely different note, participant 3 named “good relationships with colleagues from different schools” as one strategy to go around the strict department structures to enable for instance some interdisciplinary teaching. Since the administration would not allow things because they are too expensive or “there is too much red tape around it ... you do each other favours and you leave the administration out of it” (3).

### **5.2.9 Individual needs and values**

Individual needs and values are the specific psychological factors that provide desire and worth for individual actions or thoughts (Burke & Litwin, 1992, p. 533).

Asked about if sustainability should be a priority for LUSEM, interviewees 2, 3, 5, 6, 7, 8 generally agree that it should be at least one of the priorities of the faculty. Several participants however, go beyond this and argue that sustainability should be incorporated in all education and teaching of LUSEM (3, 7, 8).

The same interviewees explained that they greatly value the room of manoeuvre that they enjoy as researchers and teachers.

As a teacher you have a lot to say about what is being taught. Whatever it says on the paper and you have a different agenda you can totally do that. So, if you want to be the rough agent and just talk about whatever you want to talk about, chances are pretty good that you can do that without it being noticed upwards. So, I would say you as an individual teacher or professor you have a lot of influence with regard to the students. And that's why I am here because I like teaching students (3).

#### ***5.2.10 Task requirements and individual skills/abilities***

Task requirements and individual abilities are the required behaviour for task effectiveness, including specific skills and knowledge required of people to accomplish the work for which they have been assigned and for which they feel directly responsible (Burke & Litwin, 1992, p. 533).

There has been relatively little discussion during the interviews regarding this variable. Nonetheless, participant 3 explicitly mentioned that many people in the faculty who do not have a background in something related to sustainability have difficulties understanding the concept in its holistic nature.

... if we take the whole business schools staff, not even 10 of us, out of the 500 people as I know have an actual education or understanding of the academic discussion around sustainability.... there are not enough people who have the right background to have a meaningful discussion (3).

While s/he acknowledges that you could acquire the knowledge also through passion, burning interest and reading up on the debate, s/he concludes that overall the knowledge and willingness to do this is not there (3).

This observation can be seen as being congruent with the findings of this thesis. Asked about the definition of sustainability, four participants 3, 6, 7 and 8 defined sustainability along the lines of the

Brundtland report, two (5, 8) mention the planetary boundaries and leaving resources for future generations, and two mention the triple bottom line (3, 7). The remaining three participants did not give a clear definition but emphasized that it is a very “broad” (4) and “fuzzy” (2) term which needs further specification. Participant 1 did at first neither connect sustainability with the environment or society nor to Sustainable Development at all but talked about sustainability in its literal sense and gave an example what the difficulties are to “sustain educational programmes” (1).

Additionally, participants 6 and 8 argued that most old researchers tend to be more sceptical towards sustainability and inclined to be uncritical in what they are doing. However, interviewee 8 also describes that is not only old people that have this “mental barrier” but also young people that have been only exposed to mainstream ideas during their education.

### ***5.2.11 Motivation***

Motivation is aroused behaviour tendencies to move toward goals, take needed action and persist until satisfaction is attained (Burke & Litwin, 1992, p. 533).

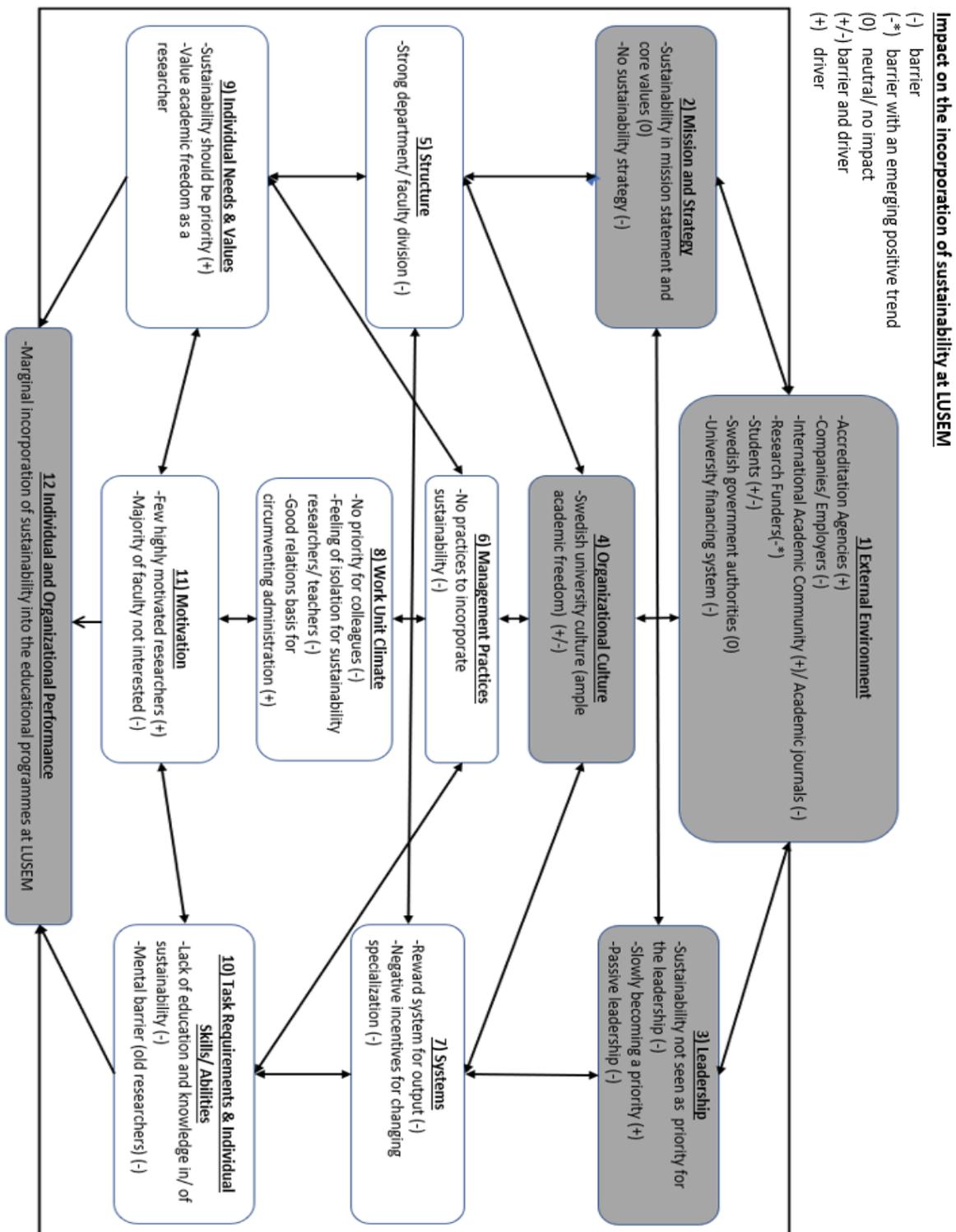
Despite the fact that there was no explicit question about motivation in the interview questions, several of the interviewees seemed highly motivated to integrate more sustainability in LUSEM. Interviewee 3 and 6 told about a new initiative s/he and some colleagues were establishing to create a network for the people working with sustainability in LUSEM. Furthermore, participants 3, 6, 7 and 8 spoke about courses and entire master’s programme they had created or restructured entirely bottom-up in which sustainability is discussed. Nonetheless, as explicated above, since most of the faculty members appear generally not interested, educated and passionate about sustainability (See 5.2.8 and 5.2.9) the “aggregate” motivation seems to be rather low.

### ***5.2.12 Individual and organizational performance***

Individual and organizational performance is the outcome or result as well as the indicator of effort and achievement (e.g. productivity, customer satisfaction, profit, and quality) (Burke & Litwin, 1992, p. 533).

Given that the Burke-Litwin model is utilised as a diagnostic tool in this study, marginal incorporation of sustainability at LUSEM has been ‘set’ as the Organizational Performance. However, as the results above have shown, the performance of certain individuals, establishing sustainability courses,

programmes and cooperation platforms deviates from the overall organizational performance and will be examined in detail in the discussion below.



**Figure 7.** The Burke-Litwin model summarizing the factors identified which are influencing the incorporation of sustainability at LUSEM. The transformational variables have been shaded grey (own illustration).

## **6 Discussion**

The purpose of the following chapter is twofold. On the one hand, it seeks to discuss and highlight the main findings that have been made in the previous result sections which relate to RQ1 and RQ2. Beyond that however, it also seeks to elaborate on possible points of intervention and address RQ3 by building on the previous findings and suggesting approaches to possible solutions.

### **6.1 Barriers and drivers of change**

Exploring why sustainability has only been marginally included at LUSEM, the previous section has exposed several issues that explain the status quo. First, as can be seen in Figure 7, the results display that most of the external influences mentioned by the interviewees constitute a barrier to the incorporation of sustainability. In this context, mainly companies and future employers, academic journals, the international academic community, research funders and the university financing system have been named. Whereas there is disaccord regarding the attitude of students in view of sustainability, internally the passive role of the leadership, the incentive structure within LUSEM, the lack of sustainability knowledge and education of faculty, and their scepticism toward sustainability have been mentioned as preventing a wider incorporation of sustainability at LUSEM.

On the other hand, as external drivers only EQUIS and to a lesser extent the international academic community have been put forward, whereas two interviewees reported about a trend of more money being available for sustainability research recently. Within LUSEM, only the engagement and motivation of individual researchers could be identified as facilitators regarding the incorporation of sustainability at LUSEM.

As one can deduce from this brief summary of the above-mentioned findings, the list of barriers by far outweighs the list of drivers and therewith perfectly matches the findings of the content analysis. Expanding on this analysis, the following sections will single out the main findings of this study and present possible points of intervention on the faculty, university and national level.

### **6.2 The role of government authorities**

Despite their high aspirations, neither the Swedish Higher Education Authority nor the change in the higher education act, have been named once as a driver from the external environment (See 5.2.1.7). The general insignificance of higher education policies might be due to reason that the reporting on sustainability issues was mainly based on self-evaluations and non-compliance does not lead to any

consequences or punishments (Holmquist 2018).

To exercise more influence, UKÄ, being the main financier of the educational system, could amend its payment systems. As the member of the management team mentioned, the current university payment system does “not necessarily favour adventurous inroads into sustainability”. This is due to the fact that:

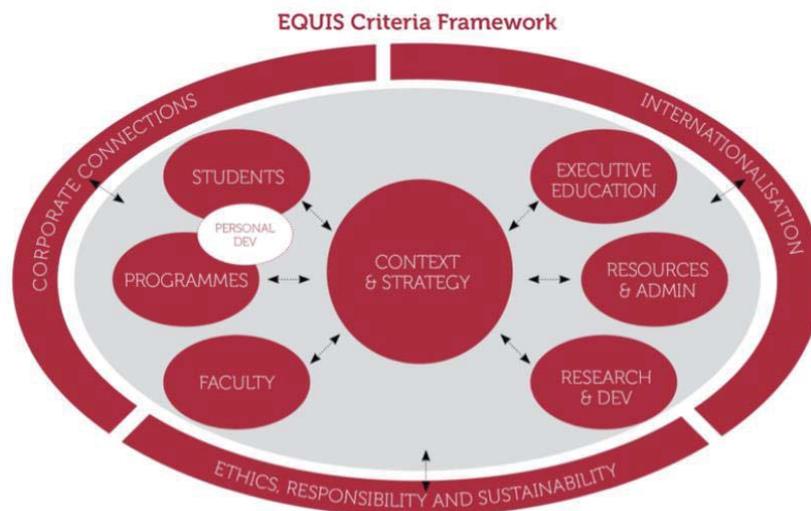
The funding for first (undergraduate) and second cycle (masters') courses and study programmes is based on the number of full-time equivalent students and the annual performance equivalent (UKÄ, 2017b, p. 2).

On that account, one possible but rather radical point of intervention could be to couple the payment system of universities/ faculties with their performance in view of sustainability. Alternatively, bonus payments could set incentives for universities to incorporate sustainability in their teaching and research (Hirche, 2016).

So, if the government would at one point in time earmark part of that funding to specific courses to come up, then that would be a very powerful incentive for any faculty or any University to actually change their teaching (8).

### **6.3 The power of accreditation and the lack of leadership**

As opposed to government authorities, accreditation bodies or to be more precise the EQUIS accreditation process was identified by the majority of the interviewees as having a strong positive influence on the incorporation of sustainability at LUSEM (5.2.1.4). EQUIS stands for European Quality Improvement System and is commonly regarded as a “leading international system of quality assessment, improvement and accreditation of higher education institutions in management and business administration” (LUSEM, 2018, para. 2). EQUIS is operated by the European Foundation for Management Development (EFMD) which is an international not-for-profit association. The influence of EQUIS on LUSEM might be traced back to the general high influence of accreditation agencies on business schools (Zhao & Ferran, 2016). Being seen as a guarantee for high quality education as well as signalling “progress and innovation” (5), most bigger business schools are accredited by at least one accreditation agency. On that account, since EQUIS adjusted its criteria framework in 2013 to include sustainability into its standards (Figure 8), LUSEM was required to follow or to lose its accreditation and the status and prestige that comes with it (Wanot 2013).



**Figure 8.** EQUIS Criteria Framework introduced 2013 (Wanot 2013)

On that account, when LUSEM did its last accreditation in 2016 it was required to prove that “ethics, responsibility and sustainability are reflected in the school’s *mission, vision and strategy*” (EQUIS, 2016, p. 14, emphasis added). Therefore, LUSEM integrated sustainability in its *strategy, mission and vision* (LUSEM 2017a).

Definitely, as I said when we did the last EQUIS accreditation. Actually, a new part of the EQUIS accreditation was sustainability issues, so then all of a sudden, we, at least on paper, had to have connections to sustainability in all aspects of the business school (3).

Additionally, the recent initiative on sustainability (5.2.2) possibly also originates from the mounting pressure of EQUIS.

My understanding of how this meeting actually has been taken place is on the one hand strategic because apparently the faculty needs to start organizing research in sustainability for all these issues related to ranking and accreditation (8).

Seen this way, EQUIS seems to be the strongest influence on LUSEM in view of sustainability as it has the ability to influence LUSEM’s strategy statement. What is more, EQUIS seems to have such high priority that the management team departs from its rather passive leadership approach (5.2.3) to demand certain changes from the faculty.

Oh we need you to do something, that never happens here, unless it is something with the accreditation processes. Then you got to do it, you get it from the top and then it normally turns out that it is not that great (3).

While the accreditation process seems to become more and more stringent as far as sustainability is

concerned (5) and might provide “an opening” (8) for the incorporation of sustainability into teaching and research, the last two quotes by interviewee 3 demonstrate a certain degree of scepticism about real progress resulting from the accreditation processes. This is closely connected with the perceived attitude of the faculty leadership regarding sustainability. As explained in 5.2.3, Interviewees 1, 3, 6 and 8 suspected that inclusion of sustainability in the mission statement and other papers is mere “lip-service” (3), “empty words” (6) or mainly “greenwashing” (8). This is seen in this way, since besides of the amendment of papers, e.g. the inclusion of sustainability in the core values and the mission statement, there has been no initiative or working-group called to live by the leadership on the topic of sustainability. LUSEM neither has a strategy on the incorporation of sustainability nor an established definition of what sustainability actually means and entails for the school. While the management team “implicitly expects” sustainability to be featured in their programmes, the interviews have shown that the management team does not facilitate the integration of sustainability into teaching. On the contrary, it appears that the leadership seems to count solely on external drivers coming e.g. from research funders or the international academic community. While a possible objection to this could be that the university culture does not allow for top-down commands since individual researchers and teachers do not obey orders, this study has not found any material indicators for initiatives or slight steering by the leadership in the direction of sustainability regarding teaching and research to this day.

While the leadership has signed the PRME initiative and also incorporated the EQUIS requirements in the school’s documents, besides of a change in public appearance these changes have as yet not translated in tangible change.

Exactly, so on paper it is there but nobody goes into it. If you look on what people do their work here. Well there is nothing here on sustainability [in the faculty] whereas here at this programme there actually is (3).

#### **6.4 Individual initiative creates sustainability courses & programmes**

Just in the last quote interviewee 3 touches on another main finding of this study. Given that the management team of LUSEM appears to be on the sidelines when it comes to instigating change in the educational programs regarding sustainability, the question arises how could the few courses on sustainability have been established and who did it? While I have not been able to talk to all departments in which sustainability courses are offered, the data I have collected for this study

strongly points in the direction of individual teachers and researchers who have taken the initiative and created a sustainability course by themselves.

The reason I am teaching it is because I am the only one who has actually any experience working with sustainability and also have an education within sustainability. That's pretty much why I am teaching this course. But the reason there is a course is because I built it.

In the same way, asking the question who had the idea to redevelop the programme 'Innovation and Global Sustainable Development' to the interviewee who has been primarily involved in this process, s/he answered that this was "only my idea; totally bottom up". As for the how individual researchers are able to do this, especially one aspect of the Burke-Litwin model comes to the fore, the organizational culture at LUSEM. Permitting individual researchers and teachers ample academic freedom (See 5.2.4. and 5.2.9.), highly motivated staff can use this leeway to follow their own aspirations and values, in this case through the creation of sustainability courses. Answering this question, the Burke-Litwin model displays its utility for organizational diagnosis and ability to understand an organization as a whole. Only by understanding the interconnections between variables 5.2.4., 5.2.9., 5.2.10., 5.2.11. and 5.2.12. the creation of the sustainability courses can be fully understood.

Regarding RQ2, being the attempt to comprehend why sustainability has only been integrated to this marginal extent at LUSEM, the understanding why those few sustainability courses exist today tells us the following. As long as the number of people that are passionate, motivated and educated with regard to sustainability science is low (See 5.2.8., 5.2.10. and 5.2.11.), a faculty wide integration of sustainability requires the support of the leadership. This point of view was explicitly supported by interviewee 7 who stated that in order to increase sustainability integration you cannot rely on individuals only (transactional), so the management team (transformational) has to enhance the individuals' willingness to do it and trigger the change process. This finding is also consistent with recent studies on the same topic: "the changes necessary for integrating sustainability into management education require institutional support and resources in order to "make it happen"" (Figueiró & Raufflet, 2015, p. 26).

This is even more so due to the organizational culture at LUSEM. While academic freedom opened individuals the possibility to create sustainability courses, the independence of course also allows non-interested teachers to continue teaching what they have always been teaching. In this sense, it should be concluded that the extended freedom of faculty should be seen both as a barrier and a potential to change.

## 6.5 Addressing the lack of sustainability knowledge

Pertaining to the lack of sustainability knowledge at LUSEM as described in 5.2.10, the findings of this study concur with findings in recent studies which describe the education of the educators as one of the main barriers for the integration of sustainability in the context of business and management education (Figueiró & Raufflet, 2015; Brumagim & Cann, 2012).

Well if you don't have teachers who know what it is or how to teach about it of course it will not be central part. It is not what they have been taught, that is not what they have been doing, that's not what they are doing their research on (3).

To remedy this situation several courses of action have been raised by the participants of this study: a) coaching and teaching staff and cooperating with other departments and faculties, b) hiring new PhDs on the topic; and indirectly c) changing incentive structures to make sustainability more attractive.

The first option to educate the educators would be to hire “someone that comes and helps departments to understand how to handle sustainability and how it enters in to their sphere of knowledge and how it is connected to it” (4). In this respect, trainings on sustainability could be organized providing basic knowledge about sustainability and know-how regarding the connection of sustainability with the respective departments. Attendance of these courses could be incentivized by the leadership (e.g. by counting the attendance of a seminar of several weeks like the publication of an article).

So, I think they [the management team] have to look over their incentives and give benefits to researchers that are taking on the challenge and doing on sustainability instead of those that are doing what they always have been doing (6).

Additionally, knowledge gaps could be filled by cooperating with other faculties and research institutions.

And I think we could remedy it very simply by just borrowing being smart, we could ask LUCSUS, we could ask IIIIEE, we could ask other institutions or professionals to do guest lectures (3).

Despite the fact that the knowledge is available at Lund University and this sounds like a reasonable solution, Chapter 5.2.1.2 and 5.2.5 have shown that there are huge obstacles facing interdisciplinary work at Lund University (“the costs of moving people within the organizations are ridiculous” (3)) in

general as well as between different departments at LUSEM. While it is commonly accepted that to tackle the great challenges of the future inter- and transdisciplinarity are urgently necessary (Frodeman 2016), unfortunately the current university leadership appears to fortify mono-disciplinarity instead of creating inter- and transdisciplinary spaces at Lund University.

I think the new rector is working against it in a sense. I mean addressing sustainability challenges requires really interdisciplinarity and interdisciplinary collaboration and for that you need to create a space for that and what this rector has done is putting all these inter and multidisciplinary centres in faculties including LUCSUS that will go to social sciences. So, for me that really goes against, I mean instead of pulling up sustainability as a kind of umbrella for different activities at the level of the University, you are actually putting it as being part of one faculty (8).

Given that faculty is faced with these barriers on a regular basis, some staff have come up with alternatives to “bridge faculties and departments” (8). According to Burke and Litwin this could be qualified as transactional development. As explained in 5.2.8 teachers try to get to know people from different faculties and departments and keep good relationships with them.

So, typically if I want to help out and somebody calls me from the business law school and they want me to do something I just do it on my free time, I do it basically on my research time (3).

While this seems to be an adequate emergency solution for teachers, it highlights the magnitude of administrative barriers between departments at LUSEM and faculties at Lund University.

So, to me it's like, that we don't do more interdisciplinary exchanges is like beyond me how stupid that is. And it takes away from the student's education (3).

Besides of the difficulty for knowledge exchange within the organization, there are equally “mental barriers”(8) that complicate the incorporation of sustainability. According to three interviewees of this study (3, 6, 8), older faculty members for example often display a greater resistance to the incorporation of sustainability as they lack in understanding for sustainability and the urgency thereof. Additionally, they have been portrayed as more unwilling to change their approaches to teaching and research.

If you actually have been working for 50 years in one particular line of thought, it is very difficult to change it or to bend it or to look at things in a different way (8).

This might be on the one hand due to the incentive structure which incentivises doing research in the areas where you know a lot and can produce output quickly (See 5.2.7), or on the other hand since

doing research and teaching about sustainability requires a shift "in mentality that is more difficult ... particularly to certain generations of teachers and researchers" (8). While the above-named interviewees agree that this is by no means true for all older researchers, they did emphasize the trend. However, it has also been mentioned that the 'mental barrier' also exists in younger generations (8). As educating (older) researchers therefore might be difficult, the recruitment of young "PhDs that do their research on sustainability" (6) has been proposed as a way forward to quickly built a "critical mass"(6) of sustainability oriented staff. Provided that this study originally only intended to focus on teaching and education at LUSEM, it was soon discovered in the course of the interviews that education and research should be viewed as inherently connected. Despite the fact that PhDs are mainly hired because of their research for example, their specializations or research interests will be sooner or later reflected in the educational activities they are involved in.

When I do supervision, there will be x amount of people who do something on sustainability because I am interested in that. So, if you want to have me as a supervisor, that is what you get to do.

In sum therefore, hiring PhDs that do their research on sustainability could be an adequate answer to 'quickly' increase the number of students with sustainability education or inclination, provided that sustainability inclined staff can be recruited. To avoid however that old professors recruit people and convince them "to conduct research like he or she did when s/he was a PhD" (6), active exertion of influence by the management is necessary.

... we have a lot of money here at the school, so we can do to it. So, what we are doing now is we are earmarking to recruit International post-docs and international students and International PhDs, but we could instead say that no, we recruit post-docs and PhD students that are interested in sustainability (6).

Hence, as the PhD example above demonstrates, earmarking money for sustainability can not only be done by the higher education authority but equally by LUSEM. LUSEM in fact does this already, however with the aim of further internationalisation and not sustainability incorporation. Besides of providing monetary incentives, LUSEM could equally reform its incentive structure for research output for faculty. On that account it has been proposed that publishing an article on a sustainability issue or something connected to Agenda 2030 could be awarded in the same way as publishing an article in an A rated journal (6). This way, researchers could be stimulated to acquire knowledge and engage in the current debate about sustainability despite the nature of old and prestigious journals as elaborated on in 5.2.1.6.

## 6.6 Vision

Concluding this chapter, Table 5 depicts the points of intervention that have been identified in this study through the lens of the Burke-Litwin model. It has been found that while LUSEM faces extensive external pressures that complicate the integration of sustainability, there are equally internal barriers that impede the spread of sustainability throughout the educational programmes.

**Table 5:** Points of intervention (Own illustration)

<b>Faculty</b>	<b>University</b>	<b>National</b>
- Change incentive structure for research	- Dismantle barriers to interdisciplinarity	- Create financial incentives for sustainability incorporation
- Create a sustainability strategy	- provide resources for interdisciplinary exchanges	- Couple University financing to sustainability integration
- Facilitate interdisciplinary research		- Punish universities/ faculties that fail to comply with the Higher Education Act
- Offer trainings on sustainability		
- Recruit PhDs that research on sustainability		

Recognizing that “universities are unique institutions where top leaders cannot decide to make changes and enforce them as academics enjoy much freedom in what and how they teach” (Exeter, Grayson & Mahler, p. 322) this study has proposed several ways how the management team could initiate change based on the Burke-Litwin model. In this regard, especially in complex organizations the “importance of vision, values and guiding principles of the organizations as the steering mechanism for the organization and not relegate these to the bottom of the drawer but ensure these are known and shared by all...” (Keene, 2000, p.16) has been emphasized in various studies (e.g. Marion & Uhl-Bien, 2001). Unfortunately, in the case of LUSEM, the integration of sustainability in the mission, vision and strategy and the core values appears to be ‘imposed’ on the faculty by EQUIS. Having achieved the accreditation, sustainability has been relegated back to the bottom of the drawer, as it does not appear to be a priority for the leadership (See 5.2.3). Unlike a real vision, sustainability does neither “permeate every fibre of the organization” (Keene, 2000, p.16) nor does it influence the decisions and actions at LUSEM. So as long as the management team does not promote

sustainability to become a real vision, like they have in connection with the internationalization of the faculty for example, the only hope for the incorporation of sustainability remains external pressures. While there surely will be new sets of requirements by EQUIS, intensified pressure by the international academic community and the UKÄ in the future, LUSEM can withstand much of this pressure or continue to do the bare minimum as up to now. This however does not fit together with LUSEM's outspoken self-conception of being a "driving force for society" (LUSEM, 2016, p. 5).

## **7 Future research**

Due to the research design of this study and its exploratory nature it was not possible to go into depth and do a more precise analysis of the nature of the sustainability courses taught at LUSEM. Since the course syllabi do not contain in-depth information about the contents of the courses, other methods are necessary to conduct a study with this objective. In this regard, it would be especially interesting to investigate what particular approach to sustainable development, for instance weak sustainability, strong sustainability, critical sustainability or human development is taught in the courses and programmes identified in this study (Faran, 2010).

Secondly, based on the disagreement of the interviewees of this study regarding the progressive or conservative attitude of students in view of sustainability, future research could systematically examine the attitudes of students. In this regard, it would be interesting to compare the attitudes of Swedish students, which have been portrayed as conservative by some participants in this study, to students from other countries. In the same way, it could be rewarding to categorize students attitudes (toward sustainability) regarding the study programs they are applying to in order to see if there are particular programmes or faculties that attract 'conservative' students whereas others attract more 'progressive' students.

Third and lastly, it would be interesting to conduct similar studies at different faculties at Lund University and other HEIs to compare their results. While one could assume some issues to be similar e.g. the obstacles to interdisciplinarity, there might be best practices other faculties and HEI can learn from. In the same way it would be intriguing to compare the different departments at LUSEM and provide explanations why some departments seem to be more inclined to adopt sustainability while others seem to face more difficulties.

## 8 Conclusion

This thesis set out to explore the incorporation of sustainability at LUSEM. Out of the twelve programmes investigated, six programmes do not feature any course where sustainability is discussed to a minimum extent while four programmes have one elective course. The remaining two programmes offer each one elective sustainability course and one, respectively two mandatory courses.

Consequently, in the second part of this study, underlying reasons why sustainability has only been incorporated to this marginal extent have been identified. Using the Burke-Litwin model of organizational performance and change as a diagnostic tool it has been found that the incorporation of sustainability into education faces major external and internal barriers. From the external environment, especially academic journals, the university financing system, the lack of research funding and companies and employers have been portrayed as impeding the incorporation of sustainability at LUSEM. On the other hand, only EQUIS and to a lesser degree the international academic community has been mentioned as a driver. However, it has been shown that whereas EQUIS definitely pushes the faculty management team to incorporate sustainability into the faculty, the verbal declarations to sustainability by the leadership have not (yet) been followed by action. As the leadership takes a passive role, the incentive structure, lack of sustainability knowledge and education of faculty and their sceptical attitudes toward sustainability prevent a wider spread of sustainability in the curricula of the programmes at LUSEM. Furthermore, this study found that the existence of the sustainability courses that exist today can in all probability be traced back to the initiative of individual researchers. Based on the extended freedom these researchers enjoy due to the organizational culture at LUSEM, they created sustainability courses based on their own motivations, values and academic backgrounds. However, since these faculty members only represent a small minority of the staff, sustainability has only been incorporated to the above-named marginal extent.

The last part of this study aimed at identifying possible points of intervention. On that account, possible solutions have been identified on three levels: the faculty, Lund University and nationwide by the Higher Education Authority. On the faculty level, it has been established that active leadership is necessary to advance the incorporation of sustainability in the education at LUSEM. In this connection the leadership could amend the incentive structures at LUSEM to stimulate research on the sustainability either by earmarking money or gearing the output requirements for researches toward sustainability. Additionally, the management team could recruit PhDs that do their research

on sustainability, try to educate their staff about sustainability by offering training sessions, and aim to cooperate (e.g. by inviting guest lecturers) with other faculties or research institutes that do research on sustainability. To make the last point possible however, it has been shown that the university leadership needs to dismantle the barriers to interdisciplinarity and encourage interdisciplinarity. Finally, on the national level, UKÄ could create financial incentives for the incorporation of sustainability into educational programmes or couple the university financing system to the integration of sustainability.

Regarding the theoretical framework of this thesis, the Burke-Litwin model has been proven very beneficial for this thesis. It has provided a useful lens for understanding the role and impact of the faculty leadership, individual researchers, university culture, the organizations structure and systems, its external environment and all of their interactions with regard to the incorporation of sustainability at LUSEM. The model has delivered a suitable explanatory approach for why sustainability is only incorporated to a marginal extent. As many factors of transformational components still represent barriers to the incorporation, transactional initiatives by individual researchers explain the marginal integration.

Given the importance of the economy and the business sector in the transformation to a more sustainable world, it is crucial that graduates from business schools have the capability to make well informed decisions about sustainability issues. Even four years after the end of the UN Decade of Education for Sustainable Development however, sustainability has only been integrated to a marginal extent at LUSEM. On that account, students, who will be in leading positions in businesses, government and other institutions for the next 50 years, still graduate without having learned and discussed about sustainability and the Agenda 2030.

While the importance of ESD is not denied by both faculty members and the leadership, LUSEM needs to do more to live up to its own ambitions (“creating a sustainable world” (LUSEM 2016, p. 3)). As this thesis has demonstrated once more, “vision alone is not enough to create change. Behavioural movement in the direction of the vision is required” (Lynch 2012, p. 13). Therefore, concrete steps and targets should be formulated and reviewed regularly. So, if LUSEM, Lund University or Sweden for that matter aim to be at “the forefront” of the transition toward a more sustainable world, as the representative of the management team claimed, it is time to start walking the talk.

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## 10 Appendices

### Appendix I: Excluded courses

COURSE NAME	PROGRAM	WORDING	JUSTIFICATION
NEKN74: THE CHINESE ECONOMY	MSc Economics	“China’s sustainable development”	The course is not about sustainability, but about Chinas economy and growth experience.
PROGRAMME CURRICULUM	MSc European and International Tax Law	“a sustainable European legal framework”	Use out of context, ‘sustainable’ in its literal sense (durable).
NEKN74: THE CHINESE ECONOMY	MSc International Economics with a focus on China	“China’s sustainable development”	The course is not about sustainability, but about Chinas economy and growth experience.

### Appendix II: Interview Questions

#### Entry question.

How did you end up being the (vice) Dean/ member of the Faculty board/ responsible for sustainability course?

#### *General questions*

- What is the role of business schools in the transformation towards a more sustainable world?
- How do you define sustainability? Is there a faculty wide definition?
- Do you think sustainability is should be a priority for economic education? Is it a priority at LUSEM?
- Do you believe it is a priority for your colleagues?
- Do you regard sustainability to be compatible with the content (theories, models, approaches etc.) taught at LUSEM/ in general in business education?

### ***Internal influences***

- What are barriers and potentials for the implementation of sustainability at LUSEM? (*Barriers*)
- Is there a strategy or a plan for implementing sustainability into the master's programme? Is there a process? What is the aim/ end of the process? (*Insertion or Integration?*)
- Did the integration of sustainability into the higher education act in 2005 influence LUSEM?
- Does your approach to teaching/ researching has to change with the inclusion of sustainability? (*Inter-, Multi-, Transdisciplinarity*)
- Finding sustainability in the mission statement and core values of LUSEM. Was the inclusion of sustainability in these documents (and the Signature of PRME) a bottom up or top down decision?
- Do you have an example where integration of sustainability into a LUSEM Master works well? Why does it work here (and not in other programs)?

### ***External influences***

- Who influences/ determines what is taught in the courses at LUSEM? When designing courses are there pressures from within/ outside of the faculty?
- Are there pressures (from other government, accreditation/ ranking bodies, universities, institutions, colleagues) to integrate/ not integrate sustainability in the curriculum?
- Do you perceive the driving forces for the integration of sustainability into the curricula of master's programmes inside (top-down or bottom-up) or outside the faculty?
- Are you familiar with the SDGs? If so, do you think they are reflected in the curricula at LUSEM? Or what according to you is the greatest challenge humanity will face in the coming years. Is this challenge reflected in the curricula at LUSEM?
- 'I have no further questions. Is there anything else you would like to bring up, or ask about, before we finish the interview?'

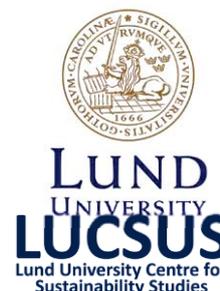
## Appendix III: Consent form

### Lund University Centre for Sustainability Studies

#### Informed Consent Form

*Researcher: Benedikt John*

*Research Project: Integration of Sustainability into Degree Programmes of the School of Economics and Management Lund.*



By signing below I agree that:

- I am voluntarily taking part in this project. I understand that I don't have to take part, and I can skip any question or stop the interview at any time.
- A transcript of the of this interview will be created and analysed by Benedikt John as research investigator (if you wish you will be provided with the transcript produced and given the opportunity to correct any factual errors).
- I don't expect to receive any benefit or payment for my participation.

*Please fill in the boxes.*

I agree to be recorded.

I agree that the researcher may publish documents that contain contents of this interview.

I agree to be quoted directly if my name is not published and a pseudonym is used.

The results of the research project can be shared with you if you are interested.

Thank you very much for your time and participation!

Date:

Name:

Signature: \_\_\_\_\_