



MG/IR/BS 301 SOCIAL ENTREPRENEURSHIP AND LEADERSHIP FOR THE 21ST CENTURY

IES Abroad Amsterdam

DESCRIPTION:

The course aims to provide students with the tools to engage with current debates surrounding corporate citizenship, transformative leadership, and social entrepreneurship. Through various field trips and group activities, participants are taught through an active participatory process. The lectures and literature for the course will provide a basis for understanding the complexity of global commodity chains, as well as the interdependence of our current financial systems. The course provides background into the emergence of community based and socially responsible business practices as a response to the privatization of public services under neoliberalism in the late 20th C. The students will be introduced to various measures of innovation and transformation in business studies (e.g., "new" business characteristics as defined by Jan Jonker).

In the first half of the course, students will be introduced to interrelated concepts such as corporate social responsibility and corporate governance; environmental threats and opportunities; ethical managerial practices and new models of organization. In the second half of the course, students will be introduced to transformative business practices and the link between new forms of leadership and social entrepreneurship. We will use real-world industries and case studies (e.g. cocoa production, water management, smartphones) to discuss the innovative solutions to existing social and environmental problems and the application of this knowledge for social entrepreneurs.

Course-related trips will include a visit to the corporate headquarters of a social enterprise and a debate with students from Wittenborg University of Applied Sciences. Course activities will include a workshop and two guest lectures on course related topics (e.g., ethical human resource management, venture capital, cryptocurrency). Throughout the course, we will explore various theoretical models for evaluating social entrepreneurship (i.e., systems thinking, sense making methodology, etc.) and the influence of disruptive technologies and innovation on new paradigms for leadership. In the final weeks of the course, students will create and present a consultancy report on a new product or emerging industry that embodies the spirit of "new" business and social entrepreneurship.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: The cost of public transportation for course-related trips (e.g., corporate headquarters in Amsterdam) will be covered by the student.

METHOD OF PRESENTATION:

Lecture, discussion, and class activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

The course consists of 15 three-hour sessions total. The course will be assessed as follows:

- Active Participation and Class Preparation: 10%
- Reflective Journals: 20%
- Mid-term Exam: 25%



- Group Assignments: 10%
- Participation in debate: 10%
- Final Project: 25% (Paper: 20% & Presentation: 5%)

COURSE ELEMENTS:

Active Participation and Class Preparation

Student participation is critical to individual and group learning. In dialogue, we are all teachers and learners and therefore have a responsibility to both share our experiences, values, and beliefs, and to listen to others. As such, student participation in class is highly valued and essential to success in the course. Our class will be a collaboration in which our efforts will depend on the exploration of a number of perspectives and viewpoints.

Class participation therefore includes a variety of ways to contribute to the course development, including meaningful contribution to class discussions, small group work, oral and written reflections, and the like. Students should always come to class prepared through close readings of the required texts beforehand. Each week, two students will be asked to summarize the readings.

Regarding class dialogue: each person in this course has unique prior experiences and a distinctive viewpoint to share. The observations and interactions students will have during their experience abroad will be unique as well and framed by prior experience. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, we expect cooperation in maintaining an atmosphere of mutual respect through recognition of each other's humanity and intelligence as well as open mindedness as part of your study abroad experience.

In addition, we will be participating in several course-related trips as a class to visit organizations that work to address and promote issues of social entrepreneurship, leadership, and a global outlook. These excursions are designed to connect with various aspects of the course material. Participation in course-related trips is required and follows the same rubric for in-class participation. These course-related trips are an important part of connecting book learning and practical knowledge.

Grading Rubric for Student Participation

A	Excellent participation. The student's contributions reflect an active reading of the assigned literature. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities. Does not report unjustified or reports only one justified absence.
B	Very good participation. The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy. Reports two or more justified, but no unjustified, absences. A justified absence would constitute an excused absence. Examples are conflict with an exam or a debilitating illness. The instructor should be notified before the absence occurs and will decide in advance if the absence is justified. Public Transportation failure does not constitute a justified absence.
C	Regular participation. The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or poorly articulated with the discussion in hand. Reports three or more justified, but no unjustified, absences.

F	Insufficient participation. Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, shows lack of interest in constructing over others' ideas and has several unexcused absences.
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Reflective Journals

Students will submit five reflective journal entries via the Moodle (4% each). Topics/focus questions and deadlines are outlined in the syllabus. Journal entries must be at least 1000 words and reference class readings. These written assignments are intended to provide students with the space to reflect on the assigned readings, course-related trips, and enduring questions throughout the seminar. They should incorporate references to key points from the assigned readings and course-related trips. Rather than summarizing the events of class or describing/detailing how they went, students are expected to write about how they experienced the class, pertinent communities, and activities in the context of the course material. Reflective writing is a personal response to information, events, and situations – a way for students to process new ways of thinking and learning.

Midterm Exam

The midterm exam will be a take-home exam that covers the course material presented in the first half of the semester. This will include demonstrating knowledge of the various concepts related to citizenship, ethical labor practices, sustainability, an ability to apply the various theories discussed to these topics, and evaluating the application of various practices as they relate to the notion of corporate governance. The exam will consist of a series of short-answer and essay questions, including one case study.

Group Assignments

Students will work collectively in groups on two in-class assignments (5% each). This will provide the students a chance to develop team building, leadership and listening skills. Each assignment will require the students to think creatively while taking into account ethical and social dimensions of entrepreneurial endeavors. The group assignments will include a short oral presentation in which the main points of the group's discussion are summarized and the results are presented for the class.

Participation in Debate

Students will travel to Wittenborg University of Applied Sciences in Amsterdam Zuidoost to participate in a debate on the topics of global commodity chains, human rights and ethical labor with third year students from [Wittenborg's](#) BBA program. The students will be divided into teams of five or six members. Each team will discuss the assigned documents and describe their main conclusions. The teams will also be given three speaking points from which they are to articulate a standpoint. Each team will elect a captain to present their findings. Each team captain will be given the opportunity to make a short opening statement (10 min). Following this we will ask each team to respond to a question concerning the speaking points (listed in the syllabus). The teams will be evaluated for the depth and originality of their arguments, their capacity to work as a unit and their presentation skills.

Final Project

Students will be asked to create a consultancy report on a burgeoning industry or company that embodies the spirit of social entrepreneurship by incorporating elements of new business practices, models or objectives. These reports will be presented in the final weeks of class and should consist of 2500 words. The written report will make up 20% of your final grade for the course. The presentation will be worth 5% of your final grade. The presentation should consist of a PowerPoint (8 pages) with bullet points. The student will have 15 minutes to present their company/industry.

Students will present their findings in a constructive and creative way to their fellow students, embodying the spirit of leadership through sharing knowledge. The presentation can be as creative as you choose, but please ensure that you present the required information in a clear manner. Some options include: a traditional PowerPoint, a Prezi, a pre-filmed mock commercial, a prepared speech, or through individual hand-outs.

- In the first part of the assignment, the students should describe the company-how does it fit into Jan Jonker's definition of 'new' business?
- How do the company's practices differ from pre-existing modes? This implies some industry research as well, so that the student can make a comparison with the common practices in the industry.
- Does it challenge the current ways of doing business in a systemic way?



- How does the ethos of the company incorporate the human centric approach?
- Look critically at the company. What are the potential challenges with this new model? Where could the company still make improvements?

The papers will be graded on the depth of their analysis and ability to apply concepts and models from the class literature. A paper that uses unsupported ideas, is irrelevant to the subject matter and does not demonstrate an understanding of the subject matter will result in a failing grade.

Policy on Late Assignments:

All written assignments must be submitted by the start of class on their respective due dates. An additional 10% of the final assignment grade will be deducted for each 24-hour period after the required date and time of submission. For example, if an assignment is due at 12:30 pm on 24 May, submissions received between 12:31 pm on 24 May and 12:30 pm on 25 May will be deducted 10%.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Understand the various theoretical perspectives on corporate citizenship, social entrepreneurship and leadership.
- Demonstrate the ability to present arguments and articulate a variety of perspectives on the relationship between business and government.
- Understand and contrast management practices in different organizational environments.
- Identify new methods of sustaining and preserving environmental resources.
- Develop personal approaches to managing social, environmental and ethical challenges.
- Identify the factors that influence the organizational logics of social entrepreneurs.
- Analyze the concept of systems thinking in relation to the global environment.
- Discuss the nature of new business models and corporate social responsibility.
- Evaluate the role of leadership in an increasingly complex world.

ATTENDANCE POLICY:

Since IES Abroad courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e., on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

Irregular attendance may result in a lower grade in the course, and/or disciplinary action. If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Absences will be authorized for the following reasons:

- Health issues (including a doctor's note);
- A recognized religious holiday traditionally observed by the particular student;
- A grave incident affecting family members;
- Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing an alarm or missing a flight) are unexcused.

Additionally, arriving **more than 10 minutes** late to class may count as an unauthorized absence.

What to do if you are going to be absent

In any case where you are not going to attend class or are expecting be late, **you must notify your professor**. Please note, it is not sufficient to send a message with a friend or notify your professor after the class has started.

Please keep in mind that IES courses meet only once a week rendering your attendance at each lesson even more important.



IES Amsterdam COVID-19 Absence Policy

In the event that a student tests positive for COVID-19 and is required to self-isolate, students will be instructed as follows:

Isolating students will be assigned one of two options:

- Students will be required to join **synchronous** online classes
- **OR** students will be provided with a form of alternative assignment/assessment by the professor.

It is the professor's discretion to decide whether the student will join virtually or whether they will be assigned an alternative assignment/assessment. If your professor decided on an alternative assignment/assessment, your absence from class will be authorized.

For our policy regarding synchronous online classes, please see below:

- The Academics Team will send you links and instructions via email, for all the classes that occur during the length of your isolation
- If you require any assistance with joining virtually you can contact Cathleen (cowens@iesabroad.org) or Diana (dkaekebeke@iesabroad.org)
- You must be on time for each online class, and you must stay for the entire length of the class to be counted as present.
- As a courtesy to your professor and other students, please try to join the session **five minutes before the start of class** so that no class time is wasted in resolving technical issues
- If you are too ill to attend an online class, the absence must be reported in the same manner as any other absence.

In the case of a large-scale outbreak among students, it is at the discretion of IES to decide to conduct classes online temporarily. Additionally, if a faculty member is required to self-isolate and is non-symptomatic, the class will be conducted virtually. In the case that the professor is too ill to teach, the class will be rescheduled.

Please note that online classes will be offered ONLY for students who are isolating due to COVID-19. Any other reasons will not be considered.

IES will be carefully monitoring any updates to the government guidance on close contacts and quarantines for the fully vaccinated and will update the COVID-19 attendance policy accordingly.

****Please note:** Required readings, academic reflection questions, and assignments are tentative and may change.

CONTENT:

Week	Content	Assignments and Readings
Week 1	Session 1: Concepts of Corporate Accountability vs. Responsibility The concept of corporate citizenship is relatively new and thus there are many different interpretations of what it means to be a global corporate citizen. In the first lesson, we'll review the multiple understandings of the concept and the disparity between theory and practice. We'll also focus on: -The variation in ethics, moral standards and socially acceptable business practices -Corporate governance and regulation	Hamann, R. Acutt, N. & Kapelus, P. (2003) Responsibility versus Accountability? Interpreting the World Summit on Sustainable Development for a Synthesis Model of Corporate Citizenship. Journal of Corporate Citizenship, vol. 9, pp. 32-48 Crane, A., Matten, D. & Moon J. (2004) Stakeholder as Citizens? Rethinking, Rights, Participation and Democracy, Journal of Business Ethics, vol 53, 107-122.

	-Critique of Davos World Economic Forum	Matten D, Crane A and Chapple W, (2003) Behind the Mask: Revealing the True Face of Corporate Citizenship, Journal of Business Ethics 45: 109-120. Watch: Panel discussion at Davos World Economic Forum Youtube- Rutger Bregman at Davos 2019 Recommended Reading: Bregman, R. (2017) Utopia for Realists: And How we can get there. New York: Bloomsbury Publish. Assignment One-Journal Entry One In the first week, the student should describe their own vision for corporate citizenship (CC) and what they hope to gain from the course in the journal. Students should refer to the reading assignments in their essay to answer the following questions: Who defines CC? Who should define CC? Can we compare CC to individual citizenship?
Week 2	Session 2: Understanding corporate citizenship in relationship to CSR In this week, we will consider the meaning of corporate citizenship as it differs from corporate social responsibility (CSR) and distinguish the moral, social and legal obligations of corporate citizenship. We will analyze the case of Tony Chocopolony, a manufacturer of fairtrade chocolate bars in the Netherlands that promotes social awareness for the use of child labor within the chocolate industry. We will also review the effect of consumer pressure on the larger corporate entities (i.e. Nestlé) and watch the documentary, The Dark Side of Chocolate (2012), https://www.youtube.com/watch?v=7Vfbv6hNeng	Cocoa's Child Laborers, Washington Post June 5, 2019 Mars, Nestle and Hershey to face child slavery lawsuit in US Read the Harkin-Engel protocol on the ILO website Boersma, Martijn (2018) "Between norms and practice: Civil society perspectives on the legitimacy of multistakeholder initiatives to eliminate child labor." Business Strategy and the Environment, Special Issue, Wiley. Vol. 27 Issue 5, p. 612-620. Ryan, C. (2016) Consider the source: Can we tolerate child labor in the supply chain and our closets? Harvard Kennedy School Review, Vol. 16, p.88-94. McEachern M, (2015) Corporate citizenship and its impact upon consumer moralisation, decision-making and choice, Journal of Marketing Management, 2015 Vol. 31, Nos. 3-4, 430-452. Assignment Two- Journal Entry Two In the second week, the student will have to write about two opposing perspectives on corporate citizenship. In preparation for this exercise, we will discuss various ethical dilemmas in a corporate environment which can be used as examples in the

		essay. The students should reflect on what they have learned from the discussion in their journal.
Week 3	Session 3: Environmental Challenges and Opportunities During this session, the students will be asked to reflect on the evolution of environmental technology (e.g., solar panels) and private/public solutions to ecological problems as described by Naomi Klein. We'll explore the role of governments in orchestrating public/ private partnerships via the work of economist Mariana Mazzucato and explore the options for poorer countries who may lack the financial means for infrastructure. We will look at the role of the U.S. government in the growth of the telecommunications industry and consider the question, "Is there an ethical model for sharing technology?"	Klein Naomi (2014) Introduction: One way or another, everything changes. In: This Changes Everything: Capitalism vs. the Climate. New York, Simon & Schuster. pp. 1-30. Mazzucato, M. (2016) The Entrepreneurial State: Debunking Public Vs. Private Sector Myths. Harlow, England, Penguin Books. Introduction, p. 1-17, Chapters 3, p. 63-77 & Chapter 7, p. 153-176 Watch: TED Talk Video: Mariana Mazzucato-What is economic value and who creates it? Recommended Reading: Mazzucato, M. & Robinson, D. (2018) Co-creating and directing Innovation Ecosystems? NASA's changing approach to public-private partnerships in low-earth Orbit. Technological Forecasting and Social Change 136. p. 166-177 Assignment Three- Journal Entry Three What are the business opportunities and ethical choices facing corporations in regard to their ecological footprint? What institutional structures are necessary for us to commit to sustainability and preservation of the environment? Will social change come through technological innovation or through cultural and value change, or some combination of both?
Week 4	Session 4: Social Enterprise Solutions In this week, the students discuss the foundations of ethical solutions to global commerce. We'll explore the theoretical underpinnings of social entrepreneurship as a means to understanding the processes of making ethical choices within a transnational corporation or as an entrepreneur. We'll also discuss the rise of social enterprises as a result of the tensions between privatization of public services corporations and the left's response to neoliberalism. How did the political landscape around social enterprises shift at the end of the 20th Century?	Duff, R. and Bull, M. (2016) The Politics of Social Enterprise, Chapter 3 in Understanding Social Enterprise: Theory and Practice, Second Edition, Sage, London, pp. 88-116 Jonker, J. (2012) New Business Models: An exploratory study of changing transactions and creating multiple value(s). Working paper, Nijmegen School of Management, Radboud University Nijmegen. pp. 6-26. Review the Tony Chocologely website , a manufacturer of fairtrade chocolate bars in the Netherlands that promotes social awareness for the use of child labor within the chocolate industry.

		Assignment Four- Group Assignment One The students will be paired into groups of two and will be given a business case study. Together, the students will conceptualize how the case study demonstrates Jan Jonker's characteristics of New Business Models. ▪ Principles of shared value creation ▪ Collective organizing (organizational ecology) ▪ Money not the only medium of exchange ▪ Focused on use and needs, not on property ▪ From ownership to access ▪ Long term commitment (governance) ▪ Contribution to the circular economy. They will also be asked to think about the challenges the company would face in the time of Covid-19. They will present their analysis to the group and other participants will be able to ask questions. The students will have to create a summary of their notes (to be uploaded on the moodle).
Week 5	Session 5: Ethical human resource management Guest Lecture- Serena Haenen, Hogeschool van Amsterdam, Nyenrode Business University lecturer, trainer/entrepreneur In this discussion with HRM specialist Serena Haenen, students will be able to pose questions concerning socially responsible and culturally sensitive business practices and strategies for maximizing the potential of the diverse workforce. We'll discuss strategies for recognizing talent, rewarding cross cultural competencies and incorporating multiple perspectives into a corporate setting. This guest lecture offers students the capacity to understand HR policy and strategy in a dynamic multinational work environment.	OECD Guidelines for Multinational Enterprises 2017 Recommendations for responsible business conduct in a global context. pp. 13-66 Case Study: Semco Partners- non competitive strategies Watch: TED Talk Video: Ricardo Semler: How to run a company with almost no rules Assignment Five-Journal Entry Four Using Ricardo Semler's HRM philosophy and Semco partners as a case study, the student will discuss the following questions in their journal; What can we learn from other approaches to management? Are our managerial techniques outmoded in a globalized world?
Week 6	Session 6: Global Commodity Chains and the Human Rights debate Course-related trip to Wittenborg University Amsterdam of Applied Sciences, Herikerbergweg 260, 1101 CT Amsterdam Phone: +31 (0)88 6672 689 In this week, the students will take part in a structured debate in which they will be asked to explore various positions on human rights using the readings for the week. Each team will have ten	Mook, A. and Overdevest, C. (2018) Does Fairtrade Certification Meet Producers' Expectations Related to Participating in Mainstream Markets? An Analysis of Advertised Benefits and Perceived Impact. Sustainable Development; 26. p. 269-280. Jaffee, Daniel (2014) Brewing Justice. University of California Press. Introduction, Chapter 1 and 2, p. 1-23 Recommended viewing: Stealing Africa: Why Poverty? Assignment- Debate Participation (mandatory)

	minutes to sum up the main points of the documents and their conclusions. The debate will focus on labor practices in newly industrialized countries and the export of raw materials from underdeveloped countries. Where and when are corporations accountable? Each team will have to respond to a series of questions relating to the themes below. -Global commodity chains -Colonial legacies -Child labor in the supply chain -External monitoring and enforcement of regulations -International stakeholders	You will be judged based on the strength and originality of your arguments, your ability to draw from the readings and also your communication skills within the group.
Week 7	Session 7: Challenges of the 21st century In this week, we will discuss the challenges that economic inequality presents to global citizenship. We'll also assess political, ethnic and religious conflicts throughout the world, urbanization in the 21st century, and social policies concerning public health, education and youth employment. -Corporate philanthropy and social investment -Corporate social entrepreneurship -Global tax and international income redistribution	Wheatley, Meg (2007) Leadership of Self Organized Networks: Lessons from the War on Terror, Performance Improvement Quarterly, 20 (2) pp . 59-66 Castells, Manuel (2015) Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge: Polity Press. Pp. 159-219. Recommended Reading: Pikkety, Thomas (2014) Capital in the 21st Century. Cambridge: Harvard University Press.
Week 8	Session 8: Framing New Business- Entrepreneurial Thinking In this week, we will explore the relationship between new business models and transformative change by introducing the concepts of Effectuation, Bricolage and Design We will look at industry leaders and organizations that achieve strategic transformations by focusing from the outset on people (the complete ecosystem of users both visible and invisible) and keeping them at the center of the framework through a multidisciplinary interconnected and iterative approach. This will result in: • Different internal organizational structures • Different legal entities, (i.e. B-corp, cooperative)	Akemu, O., Whiteman, G. and Kennedy, S. (2016) Social Enterprise Emergence from Social Movement Activism: The Fairphone Case Journal of Management Studies Vol 53 (5) pp. 846-877. Liedtka, J. (2020) Putting Technology in its place, California Technology Review. Vol 62 (2) pp. 53-83 Watch Ted Talk by Bas van Abel- Fairphone: changing the way products are made Assignment Six- MIDTERM EXAM- Distributed at the end of Session 8 due at the beginning of Session 9.

	• Different ways of collaborating in partnerships	
Week 9	Session 9: Framing New Business Product Innovation Site Visit to a local company-New Electric, Cruquiusweg 78 B,1019 AJ Amsterdam www.newelectric.nl In this week, we will explore each level of new business, starting with: -Technological product inventions, including circular economy innovations; -Technological sustainable solutions; -Clever use of current practices and available networks and systems, like the internet and apps. This type of new business searches for fundamental systemic changes. New Electric is a good example of how product innovation is driven by a niche novelty market but has the potential to change business at the systemic level by eliminating diesel engines from public works vehicles.	MIDTERM EXAM DUE before 9 AM Pupils should review the existing PR material from the website newelectric.nl and from their youtube channel. https://www.youtube.com/user/NewElectricPowerbo at Assignment Seven- Group Assignment Two Students will be tasked with the challenge of executing an assignment for New Electric, a social enterprise that converts classic cars and other vehicles to electric. During the site visit, pupils will meet with the engineers and staff of New Electric to discuss the details.
Week 10	Session 10: Sense Making and Social Entrepreneurship In this week, students will be asked to explore the concept of transforming organizations through intrapreneurship and utilizing new business strategies in a corporate environment including: -Sense Making Methodologies -Different legal entities, like B-Corp, cooperative, networks. -Current global trends that affect business -Transformative business vs. change management -New business concepts at product, process and systemic levels -Relation between new business concepts to the bigger systemic picture	Cramer, J, Jonker, J & van der Heijden, A. (2004) Making Sense of Corporate Social Responsibility- Journal of Business Ethics, Vol. 55, Issue 2, pg. 215-222. Hogenstijn M., Meerman, M. & Zinsmeister, J. (2018) Developing stereotypes to facilitate dialogue between social entrepreneurs and local government. Journal of Innovation and Entrepreneurship; 7:3. pp. 1-18. Assignment Eight-Journal Entry Five- Research Proposal Students should submit a proposal for their final project consultancy report. The subject of the report is pending approval of the instructor. In the proposal, the student should explain from a personal perspective why the company or industry they have chosen embodies the spirit of social entrepreneurship.

Week 11	Session 11: Systems Thinking Session 15- Guest Lecturer Carol Tarr, Portfolio Manager at Kavadon Capital In session 15, Carol Tarr, portfolio manager for a VC firm that focuses on circular economic principles, will describe the demand for new voices in the world of venture capital and the role of leadership to transform business practices. We will discuss: -The principles of systems thinking -Interactions within systems in relation to the global environment, trends and crisis -Role of business from a system's perspective - Barriers to technological innovation	Scharmer, O. & Kaufer, K. (2013) Chapter Intro 'Breathing Life into a Dying System', Chapter 1 'On the Surface: Symptoms of Death and Rebirth' and Chapter 2 'Structure: Systemic Discourses'. In: Leading From the Emerging Future: From Ego System to Eco System Economies. Oakland, CA: Berrett-Koehler Publishers. pp. 1-66. Recommended Reading: Meadows, D. (2008) Chapters 1 'System Structure and Behavior' & Chapter 2, 'Systems and Us' In: Thinking in systems: A primer. River Junction, VT, Chelsea Green Publishing. Pp. 11-34. Pending approval of their topic, students should begin working on their final project.
Week 12	Session 12: New Leaderships models In this session, we will explore the principles behind new leadership models, like participatory leadership, servant leadership and leadership for sustainability. Topics will include: -Individual leadership qualities -Leadership and ethical dilemma in a globalized world -Leadership in a comparative context - Radical Collaboration - Servant Leaders - Post Covid 19 Leadership	Wheatley, Margaret (2017) Who do we choose to be? Facing Reality Claiming Leadership. Berrett-Koehler Publishers. pp. 1-6 Wheatley, Margaret (2013) Lost and Found in a Brave New World. Leader to Leader. Spring 2013, Issue 68, pp 46-51. Greenleaf, Robert (1991) The Servant as Leader, Indianapolis; R.K. Greenleaf Foundation. pp. 1-15
Week 13	Session 13: Disruptive Technologies: Case Study- Cryptocurrency Interactive workshop with guest lecturer, Daniel Versteegh. This week, we'll invite AI specialist, Daniel Versteegh, founder of AI Captain, to conduct an interactive workshop in which we engage with machine learning and cryptocurrency. In this special interactive session, we will engage with machine learning firsthand by building a human neural network.	Malherbe L. et al, (2019) Cryptocurrencies and Blockchain, International Journal of Political Economy; 48, pp. 127-152. Recommended reading: Cong, L. and He, Z. (2019) Blockchain disruption and smart contracts. The Review of Financial Studies, Oxford University Press. 32: 5, 1754-1797. Assignment Nine: Students should upload their powerpoint presentations before the beginning of Session 14. The presentations will be divided among the last two sessions.

	Innovative companies anticipate technological changes by implementing product and process innovations, often in relation to integral sustainable practices. For this lesson, we will discuss mass adaptation of cryptocurrency as well as the ethical issues that surround job replacement and machine learning.	
Week 14 & 15	Sessions 14 & 15: Student Presentations Presentations will enable the students to teach about new technologies, new industries and innovations in organizational models that allow for new modes of leadership and human centered business practices to thrive. These presentations will be made available for other classmates.	In the final two sessions, students will present their company consultancy reports for their fellow classmates by making an online presentation with either Zoom, Prezi or OBS software. Assignment Ten: Consultancy Report Due

COURSE-RELATED TRIPS:

New Electric- www.newelectric.nl

Wittenborg University Amsterdam www.wittenborg.eu

REQUIRED READINGS:

- Hamann, R. Acutt, N. & Kapelus, P. (2003) Responsibility versus Accountability? Interpreting the World Summit on Sustainable Development for a Synthesis Model of Corporate Citizenship, Journal of Corporate Citizenship. Vol. 9. pp. 32-48.
- McEachern M, (2015) Corporate citizenship and its impact upon consumer moralisation, decision-making and choice, Journal of Marketing Management, 2015 Vol. 31, Nos. 3-4, 430-452.
- Matten D, Crane A and Chapple W, (2003) Behind the Mask: Revealing the True Face of Corporate Citizenship, Journal of Business Ethics 45: 109-120.
- Boersma, Martijn (2018) "Between norms and practice: Civil society perspectives on the legitimacy of multistakeholder initiatives to eliminate child labor." Business Strategy and the Environment, Special Issue, Wiley. Vol. 27 Issue 5, p. 612-620.
- Ryan, C. (2016) Consider the source: Can we tolerate child labor in the supply chain and our closets? Harvard Kennedy School Review, Vol. 16, p.88-94.
- The Harkin-Engel protocol on the ILO website. Available at: http://www.ilo.org/washington/areas/elimination-of-the-worst-forms-of-child-labor/WCMS_159486/lang--en/index.htm
- Mars, Nestle and Hershey to face child slavery lawsuit in US Available at: <https://www.theguardian.com/global-development/2021/feb/12/mars-nestle-and-hershey-to-face-landmark-child-slavery-lawsuit-in-us>
- [Cocoa's Child Laborers, Washington Post June 5, 2019](https://www.washingtonpost.com/graphics/2019/business/hershey-nestle-mars-chocolate-child-labor-west-africa/) Available at: <https://www.washingtonpost.com/graphics/2019/business/hershey-nestle-mars-chocolate-child-labor-west-africa/>
- Klein Naomi (2014) Introduction and Chapter One: The right is right: the revolutionary power of climate change. In: This Changes Everything: Capitalism vs. the Climate. New York: Simon & Schuster. pp. 1-63.
- Mazzucato, M. (2016) The Entrepreneurial State: Debunking Public Vs. Private Sector Myths. Harlow, England, Penguin Books. Introduction, p. 1-17, Chapters 3, p. 63-77 & Chapter 7, p. 153-176
- OECD Guidelines for Multinational Enterprises 2017 Recommendations for responsible business conduct in a global context. pp. 13-66

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