



IB 301 SOCIAL ENTREPRENEURSHIP AND LEADERSHIP FOR THE 21ST CENTURY

IES Abroad Barcelona

DESCRIPTION:

This course aims to provide students with the tools to engage with current debates surrounding corporate citizenship, transformative leadership, and social entrepreneurship. Through discussions 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).

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

METHOD OF PRESENTATION:

Lecture, discussion, and class activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Participation, Class Preparation and Participation in Discussions: (10%)
- Practical cases: Group Assignments: (40%)
- Mid-term Exam: 20%
- Final Project: 30%

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 session, two students will be asked to summarize the readings.
- **Participation and interventions in the discussions** will be evaluated by your quality. Excellent participation is characterized, among other things, by the following:
 - Making parallels and applying conceptual knowledge.
 - In-depth analysis of concepts and cases, supported by facts and experience.
 - Integration of peer comments.

Regarding class dialogue: each person in this course has unique prior experiences and a distinctive viewpoint to share. The

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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.

Midterm Exam

The midterm exam will cover 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.

Group Assignments

Students will work collectively in groups on in-class assignments. This will provide the students with a chance to develop team building, leadership and listening skills. Each assignment will require the students to think creatively while considering 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.

Final Project - Final Exam

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. The written presentation will make up 20% of your final grade for the course. The presentation performance will be worth 10% of your final grade. The presentation should consist of a PowerPoint with bullet points. The student will have 15 minutes to present their company/industry.

LEARNING OUTCOMES:

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

- Summarize the evolution of social entrepreneurship and the economic, business and social relevance behind the innovation.
- Analyze the social entrepreneurship movement in practice in Europe
- List the pre-conditions of social innovation and social entrepreneurship, such as leadership, critical and creative thinking, ethical conduct, entrepreneurship, empathy and civic engagement.
- Discern the economic and social impact as well as policy implications of social entrepreneurship.
- Create a business/action plan for social innovation within a European context.
- Articulate and launch a personalized approach for leadership and application of the principles of social entrepreneurship and innovation for creating change locally and globally

ATTENDANCE POLICY

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course related excursion. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absence will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

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

Session	Content	Required Readings
S1	<p>Introduction to the course.</p> <p>Discussion of what social entrepreneurship means. Breaking ice.</p> <p>Concepts of Corporate Accountability vs Responsibility</p>	<p>Required Readings:</p> <p>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 Link:https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=b3c4034531be47267e95f86aa8a37c5acc1d9df1#page=34</p> <p>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.</p>
S2	<p>Concepts of Corporate Accountability vs Responsibility</p> <p>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:</p> <ul style="list-style-type: none"> • The variation in ethics, moral standards and socially acceptable business practices • Corporate governance and regulation • Critique of Davos World Economic Forum 	<p>Watch: Panel discussion at Davos World Economic Forum Youtube- Rutger Bregman at Davos 2019 (37 min)</p> <p>Recommended Reading:</p> <p>Bregman, R. (2017) Utopia for Realists: And how we can get there. New York: Bloomsbury Publish.</p>
S3	<p>Concepts of Corporate Accountability vs Responsibility</p> <p>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:</p> <ul style="list-style-type: none"> • The variation in ethics, moral standards and socially acceptable business practices • Corporate governance and regulation • Critique of Davos World Economic Forum 	<p>Team Assignment – Team Presentation</p> <p>In the first session, students 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:</p> <ul style="list-style-type: none"> ▪ Who defines CC? ▪ Who should define CC? ▪ Can we compare CC to individual citizenship? <p>Every team will present their analysis to the other students will be able to ask questions.</p>
S4	<p>Understanding corporate citizenship in relationship to CRS</p> <p>In this session, we will consider the meaning of corporate citizenship as it differs from</p>	<p>Chocolate's Child Slaves? Secrets of the Chocolate Industry</p> <p>https://www.youtube.com/watch?v=rcf2o42txUE (56 min)</p>

	<p>corporate social responsibility (CSR) and distinguish the moral, social and legal obligations of corporate citizenship.</p> <p>We will analyze the case of Tony Choclonely, 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</p>	<p>Required Readings: Mars, Nestle and Hershey to face child slavery lawsuit in US (The Guardian)</p> <p>Africa: Child Labor in Cocoa Fields/ Harkin-Engel Protocol: Read the Harkin-Engel protocol on the ILO website</p> <p>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.</p> <p>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.</p> <p>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. https://www.tandfonline.com/doi/full/10.1080/0267257X.2014.974658#d1e120</p>
S5	<p>Understanding corporate citizenship in relationship to CRS</p> <p>In this session, 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.</p> <p>We will analyze the case of Tony Choclonely, 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</p>	<p>Team Assignment – Team Presentation</p> <p>In this session, the student will have to prepare with their team a 15-minute presentation 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.</p> <p>Every team will present their analysis to the other students will be able to ask questions.</p>
S6	<p>Environment Challenges and Opportunities</p> <p>During these two sessions, 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</p>	<p>Required Readings: 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.</p> <p>Mazzucato, M. (2016) The Entrepreneurial State: Debunking Public Vs. Private Sector Myths. Harlow, England, Penguin Books. Introduction, p. 1-17, Chapters</p>

	<p>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?”</p>	<p>3, p. 63-77 & Chapter 7, p. 153-176</p> <p>Watch: TED Talk Video: Mariana Mazzucato-What is economic value and who creates it? (18:45min)</p> <p>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</p>
S7	<p>Environment Challenges and Opportunities During these two sessions, 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?”</p>	<p>Team Assignment – Presentation</p> <p>What are the business opportunities and ethical choices facing corporations regarding 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?</p> <p>Every team will present their analysis to the other students will be able to ask questions.</p>
S8	<p>Social Enterprises Business Models In this session, 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?</p>	<p>Required Readings for 1st Discussion Round</p> <p>Brinson, K. (2016) The Founder of TOM's on Reimagining the Company's Mission. Harvard Business Review.</p> <p>Marquis, Ch., Park, A. (2014) Inside the Buy-One Give-One Model. Stanford Social Innovation Review.</p> <p>In the first discussion students will receive 5 questions and they will present the answers together with their team.</p>
S9	<p>Social Enterprises Business Models In this session, 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</p>	<p>Team Assignment – Presentation</p> <p>Review the Tony Choccolonely website, a manufacturer of fairtrade chocolate bars in the Netherlands that promotes social awareness for the use of child labor within the chocolate industry.</p> <p>In team students will be given a business case study.</p>

	<p>discuss the rise of social enterprises because 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?</p>	<p>Together, the students will conceptualize characteristics of New Business Models including:</p> <ul style="list-style-type: none"> ▪ 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. <p>Every team will present their analysis to the other students will be able to ask questions. 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.</p>
S10	<p>Global Corporate Entrepreneurship</p> <p>Today we start with readings and discussions on Corporate Entrepreneurship, also known as intra-entrepreneurship or internal entrepreneurship.</p> <p>The objective that emerges from this module is that at the end of it you will have the broadest possible vision of how to become an entrepreneur for others. Although it may seem a contradiction or an oxymoron, large companies increasingly value the entrepreneurial initiative of its employees in order to innovate quickly and agile to adapt to changing consumer demands and trends in global markets. Each team will have ten minutes to sum up the main points of the documents and their conclusions. The debate will focus on:</p> <ol style="list-style-type: none"> 1) Identify the Value Drivers of the company and put them in value and 2) with these Value Drivers we identify, how do we innovate and create new products, in this case at the Base of the Pyramid? 	<p>Required Readings for 2nd Discussion Road:</p> <p>Safaricom M-Pesa (2013) Cisco and/or its affiliates.</p> <p>What are the Key Value Drivers for a Company? https://eqvista.medium.com/what-are-the-key-value-drivers-for-a-company-8a959e83792b</p> <p>Innovation and creativity at the bottom of the pyramid https://www.econstor.eu/bitstream/10419/185677/1/v11-i1-p13-25-innovation-creativity.pdf</p> <p>Viewing: Stealing Africa: Why Poverty? https://www.youtube.com/watch?v=WNYemuiAOfU (58 min)</p>
S11	<p>Global Corporate Entrepreneurship</p> <p>The objective that emerges in this session is that at the end of it you have a vision as broad as possible of how to become an employee entrepreneur. Although it may seem a contradiction or an oxymoron, large companies increasingly value the entrepreneurial initiative of its employees in order to innovate quickly and agile to adapt to changing consumer demands and trends in global markets.</p>	<p>Assignment- Debate</p> <p>Every team will present their analysis to the other students will be able to ask questions.</p> <p>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.</p>

	<p>Corporate Entrepreneurship can be described as:</p> <ul style="list-style-type: none"> ▪ An internal business development activity in a corporation that identifies, incubates and accelerates ideas, technology and innovation for key business lines. ▪ An ecosystem building activity that does not involve equity participation but focuses on supporting entrepreneurs who wish to scale. ▪ A commercial investment activity in the form of corporate venture capital, seeking debt, equity or quasi-equity participation. <p>On this conceptual basis, I propose to all of you to focus the debate on the M-PESA case. Please also take into account the requirement readings of Session 10 on the M-PESA case.</p> <p>a) Identifying the company's Value Drivers and highlighting them, and b) with these Value Drivers we identify, how do we innovate and create new products, in this case at the Base of the Pyramid?</p>	
S12	<p>Challenges of the 21st century</p> <p>In this session, 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.</p> <ul style="list-style-type: none"> • Corporate philanthropy and social investment • Corporate social entrepreneurship • Global tax and international income redistribution 	<p>Required Readings:</p> <p>Wheatley, Meg (2007) Leadership of Self Organized Networks: Lessons from the War on Terror, Performance Improvement Quarterly, 20 (2) pp . 59-66</p> <p>Castells, Manuel (2015) Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge: Polity Press. Pp. 159-219.</p> <p>Recommended Reading: Piketty, Thomas (2014) Capital in the 21st Century. Cambridge: Harvard University Press.</p>
S13	<p>Challenges of the 21st century</p> <p>In this session, 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.</p> <ul style="list-style-type: none"> • Corporate philanthropy and 	<p>Required Readings:</p> <p>Wheatley, Meg (2007) Leadership of Self Organized Networks: Lessons from the War on Terror, Performance Improvement Quarterly, 20 (2) pp . 59-66</p> <p>Castells, Manuel (2015) Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge: Polity Press. Pp. 159-219.</p> <p>Recommended Reading: Piketty, Thomas (2014) Capital in</p>

	socialinvestment <ul style="list-style-type: none"> • Corporate social entrepreneurship • Global tax and international income redistribution 	the 21st Century. Cambridge: HarvardUniversity Press.
S14	Framing new Business Entrepreneurial Thinking In this session, 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 centerof the framework through a multidisciplinary interconnected and iterative approach. This will result in: <ul style="list-style-type: none"> • Different internal organizational structures • Different legal entities, (i.e. B-corp,cooperative) • Different ways of collaborating in partnerships 	Required Readings: Akemu, O., Whiteman, G. and Kennedy, S. (2016) Social Enterprise Emergence from Social Movement Activism: The Fairphone Case Journal of ManagementStudies 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: changingthe way products are made
S15	Midterm Exam	
S16	Framing New Business Product Innovation In this session, we will explore each level of new business, starting with: <ul style="list-style-type: none"> • Technological product inventions, including circulareconomy 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 fundamentalsystemic 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 systemiclevel by eliminating diesel engines from public works vehicles.	Pupils should review the existing PR material from the website www.newelectric.nl and from their YouTube channel. https://www.youtube.com/user/NewElectricPowerbo at
S17	Framing New Business Product Innovation	Group Assignment - team presentation

	<p>We will explore each level of newbusiness, starting with:</p> <ul style="list-style-type: none"> • Technological product inventions, including circulareconomy innovations. • Technological sustainable solutions. • Clever use of current practices and available networks and systems, like the internet and apps. <p>This type of new business searches for fundamental systemic changes.</p> <p>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 systemiclevel by eliminating diesel engines from public works vehicles.</p>	<p>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 todiscuss the details.</p>
S18	<p>Sense Making and Social Entrepreneurship This session students will be asked to explore theconcept of transforming organizations through intrapreneurship and utilizing new business strategies in a corporate environment including:</p> <ul style="list-style-type: none"> ▪ 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 andsystemic levels ▪ Relation between new business concepts to thebigger systemic picture 	<p>Required Readings:</p> <p>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.</p> <p>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.</p>
S19	<p>Sense Making and Social Entrepreneurship In this session students will be asked to explore theconcept of transforming organizations through intrapreneurship and utilizing new business strategies in a corporate environment including:</p> <ul style="list-style-type: none"> ▪ Sense Making Methodologies ▪ Different legal entities, like B-Corp, cooperative,networks. ▪ Current global trends that affect business ▪ Transformative business vs. change management 	<p>Final Exam Research Proposal Students should submit a proposal for their final project consultancy report. The subject of the reportis 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.</p>

	<ul style="list-style-type: none"> ▪ New business concepts at product, process and systemic levels ▪ Relation between new business concepts to the bigger systemic picture 	
S20	<p>System Thinking This session we 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:</p> <ul style="list-style-type: none"> • 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 	<p>Required Readings 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. https://www.bkconnection.com/static/Leading_From_the_Emerging_Future_EXCERPT.pdf</p> <p>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. https://research.fit.edu/media/site-specific/researchfit.edu/coast-climate-adaptation-library/climate-communications/psychology-and-behavior/Meadows-2008.-Thinking-in-Systems.pdf</p>
S21	<p>System Thinking We 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:</p> <ul style="list-style-type: none"> • 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 	<p>Pending approval of their topic, students should begin working on their final project.</p>
S22	<p>Social Investment or Impact Finance This session will focus on the study of partnership and financing models for entrepreneurship, corporate or start-up, and both of impact.</p>	<p>Required Readings: Social Investment Manual. An Introduction for Social Entrepreneurs. Technische Universität München, Schwab Foundation for Social Entrepreneurship. Hehenberger L., Mair J., Seganti S. „Impact Investing: Financing Social Entrepreneurs” (2018)</p>
S23	<p>Social Investment or Impact Finance This session will focus on the study of partnership and financing models for</p>	<p>Discussion Round</p>

	entrepreneurship, corporate or start-up, and both of impact.	
S24	Final Exam - Final Project Team Presentation	<p>The final document of the presentations has to be uploaded onto Moodle before beginning of the class.</p> <p>In the final sessions, students will present their Final Project to their fellow classmates.</p>

REQUIRED READINGS:

- Akemu, O., Whiteman, G. and Kennedy, S. (2016) Social Enterprise Emergence from Social Movement Activism: The Fairphone Case Journal of Management Studies 53:5 July 2016. pp. 846-877.
- Boersma, Martijn (2018) "Between norms and practice: Civil society perspectives on the
- Brinson, K. (2016) The Founder of TOM's on Reimagining the Company's Mission. Harvard Business Review.
- Castells, Manuel (2015) Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge: Polity Press. Pp. 159-219.
- [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/>
- 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.
- 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
- Greenleaf, Robert (1991) The Servant as Leader, Indianapolis; R.K. Greenleaf Foundation. pp. 1-15
- 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.
- Hehenberger L., Mair J., Seganti S. „Impact Investing: Financing Social Entrepreneurs” (2018)
- 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.
http://www.ilo.org/washington/areas/elimination-of-the-worst-forms-of-child-labor/WCMS_159486/lang--en/index.htm
<https://www.theguardian.com/global-development/2021/feb/12/mars-nestle-and-hershey-to-face-landmark-child-slavery-lawsuit-in-us>
- Jaffee, Daniel (2014) Brewing Justice. University of California Press. Introduction, Chapter 1 and 2, p. 1-23
- 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.
- 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.
legitimacy of multistakeholder initiatives to eliminate child labor.” Business Strategy and the Environment, Special Issue, Wiley. Vol. 27 Issue 5, p. 612-620.
- Liedtka, J. (2020) Putting Technology in its place, California Technology Review. Vol 62 (2) pp. 53-83
- Malherbe L. et al, (2019) Cryptocurrencies and Blockchain, International Journal of Political Economy; 48, pp. 127-152.
- Marquis, Ch., Park, A. (2014) Inside the Buy-One Give-One Model. Stanford Social Innovation Review.
- [Mars, Nestle and Hershey to face child slavery lawsuit in US](#) Available at:
- 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.
- 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
- 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.
- OECD Guidelines for Multinational Enterprises 2017 Recommendations for responsible business conduct in a global context.

pp. 13-66

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