DESCRIPTION:

The course aims to provide students with opportunities to engage with concepts surrounding global corporate citizenship, ethical leadership and social entrepreneurship. We will also explore the concept of “new” business as defined by Jan Jonkers. Through various course related trips and group activities, the course also provides opportunities for students to develop on a personal as well as professional level, allowing the participants to learn about themselves through an active participatory process. In the first part of this course, students will be introduced to notions of citizenship and ethical leadership with a focus on social responsibility. Each week the course will address a separate theme from a variety of perspectives (political, legal, academic, and popular). We will use a practical real-world example to analyze how the topic is being addressed. In the second half of the course, students will explore new transformative business concepts as well as the required leadership changes to operate in a world based on relations and interlinked systems.

The lectures and literature for the course will provide a basis for understanding the complexity of globalization, citizenship, and social responsibility as well as developing a critical understanding of their application in a range of discourses. Topics addressed will include corporate citizenship and governance, labor practices, and sustainable development. Course-related trips will include a visit to Adidas/Reebok headquarters and a debate with students from Wittenborg University. Course activities include an Artificial Intelligence robot building workshop. In the final weeks, 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

PREREQUISITES: None

ADDITIONAL COST: The cost of public transportation for course-related trips (e.g. Adidas/Reebok headquarters in Amsterdam Zuidoost) 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%)

Active Participation and Class Preparation: 10%
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.

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 follow 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**

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>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 unarticulated with the discussion in hand. Reports three or more justified, but no unjustified, absences.</td>
</tr>
<tr>
<td>F</td>
<td>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.</td>
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**Reflective Journals: 20%**

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/detailling how they went, students are expected to write about how they experienced...
 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: 25%**
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: 10%**
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: 10%**
Students will travel to Wittenborg University 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 UNHRC 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: 25%**
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. Examples of companies and/or industries: Uber, Airbnb, companies with a new business model or game-changing product in the sustainable energy sector, Slow Food, Conscious Consuming, Moyee CoffeeLOHAS, Socially responsible investing (e.g Triodos, incl. Triodos’ judicial structure in the banking sector) 3D printing, Bitcoin or other alternative currencies, Micro Finance, Patagonia, Buurtzorg, MyWheels, Odin/Estafette, True Price, etc..

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 and practical approaches to corporate citizenship in a global context.
- Understand management practices in different cultural environments and the various interpretations of socially responsible organizational practices.
- Identify ways of sustaining environmental resources.
- Develop personal approaches to managing social, environmental and ethical challenges.
- Demonstrate the ability to present arguments and articulate a variety of perspectives on ethical labor practices.
- Identify the factors that influence how decisions are made in an international business context.
- Analyze the concept of systems thinking in relation to the global environment.
- Discuss the nature of transformative business.
- Evaluate the role of leadership in an increasing complex world.

ATTENDANCE POLICY:
Since IES Abroad Amsterdam 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, regular class attendance is mandatory. In addition, students are expected to be on time for classes and course-related trips. Excused absence applies in cases of illness (including a doctor’s note and compelling circumstances beyond the student’s control; missing a flight on the day of class does not fit in this category). An unexcused absence will lead to a deduction of your final grade of 0.5 (out of 1-10 scale) points per missed class.

When traveling in the weekends, students are strongly advised to return to Amsterdam on Sunday evening. Travel delays on Monday morning are not accepted as an excuse for absence in class and will result in grade deductions as stipulated above.

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

CONTENT:

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<th>Week</th>
<th>Content</th>
<th>Assignments and Readings</th>
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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
- The Davos Declaration
- Corporate governance and regulation
- Critique of Davos World Economic Forum

Assignment One - Journal Entry One
In the first week, the student should describe their own vision for global citizenship and what they hope to gain from the course in the journal. Students should refer to the reading assignments in their essay.

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 Chocolonely, 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


**Review the Tony Chocolonely website**

**Read the Harkin-Engel protocol on the ILO website**

**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 entrepreneurial solutions to ecological problems. We'll explore Dutch water expertise as a case study. The Dutch are considered world leaders in the engineering of water management and flood prevention systems. In this case study we will explore how Dutch firms market water management knowledge to the global community; look at the role of the Dutch government


**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
in the growth of the industry abroad; and consider the options for poorer countries who may lack the financial means for flood prevention. We will pose the question, “Is there an ethical model for sharing environmental technology?”

### Week 4

**Session 4: Socially responsible human resource management**

Course-related trip to a multinational corporation with an international workforce

Adidas/Reebok has been named a top employer in the Netherlands for their commitment to diversity and their multicultural workforce. During this session, we will visit their headquarters in Amsterdam to discuss:

- Diversity on the work floor
- Models for integration
- Developing a corporate culture

In this discussion with managers from Adidas/Reebok, students will be able to pose questions concerning socially responsible business conduct, culturally sensitive business practices and strategies for maximizing the potential of the diverse workforce. We’ll discuss new ways of recognizing talent, rewarding cross cultural competencies and incorporating multiple perspectives into a corporate setting. This trip offers students the capacity to view a dynamic multinational work environment.

**Reading:** 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 Four:** 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 5

**Session 5: Global Commodity Chains and the Human Rights debate**

Course-related trip to Wittenborg University Amsterdam

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 UNHRC documents. Each team will have ten minutes to sum up the main points of the documents and


The International Committee of the Red Cross explanation of International Humanitarian Law pp. 1-2.

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<th>Week 6</th>
<th>Session 6: Ethical Solutions</th>
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<td>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. We'll also discuss the rise of transnational corporations in the 20th century and the expansion of the global economy.</td>
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|        | Watch Youtube Video: Zambia: Good Copper, Bad Copper (2012)- a documentary by Alice Odiot and Audrey Gallet |

<p>|        | Assignment Five- Group Assignment One The students will be paired into groups of two and will be given a scenario, for example: the exportation of diamonds from a conflict zone. Together, the students will conceptualize the ethical dilemmas they would face in the scenario. They will present their ideas to the group and other participants will be able to ask questions. The students will be evaluated on their ability to think through the ethical concerns. |</p>
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<th>Week 7</th>
<th>Session 7: Challenges of the 21st century</th>
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<td>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.</td>
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<tr>
<td>-Corporate philanthropy and social investment</td>
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<td>-Corporate social entrepreneurship</td>
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<td>-Global tax and international income redistribution</td>
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<td>Assignment Six- MIDTERM EXAM- Distributed at the end of Session 7; Due in class in Session 8.</td>
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<th>Week 8</th>
<th>Session 8: Framing New Business- Introduction to concepts &amp; product level</th>
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<td>New business in itself is a fluid concept. In an increasingly complex and ever-faster changing world, today’s businesses are facing global and local challenges and the cry for systemic interventions, each requiring new answers. These answers can be categorized at three main levels: Product level, Process level &amp; Systemic level. In the coming weeks we will explore each level of new business, starting with the product level:</td>
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<td>-Technological product inventions, including circular economy innovations;</td>
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<td>-Technological sustainable solutions;</td>
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<td>-Clever use of current practices and available networks and systems, like the internet and apps.</td>
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<td>Assignment Seven- Group Assignment Two Students will be tasked with developing a proposal for a communal app that will enhance the lives of its users. This is a conceptual exercise to get them to engage with the needs of the community and how to facilitate a platform for communal change.</td>
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<td>MIDTERM EXAM DUE.</td>
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<th>Week 9</th>
<th>Session 9: Framing New Business Systemic level</th>
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<td>In this week, we will discuss new business at systemic level, which still takes place in the niche markets. This type of new business searches for fundamental systemic changes. New business at systemic level challenges our current economic and business paradigm of unlimited growth and competition. Social entrepreneurs using new business models need to show systemic, holistic, and integral views.</td>
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<tr>
<td>Areas of relevance for systemic level:</td>
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<tr>
<td>-Different internal organizational structures</td>
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<tr>
<td>Puma- Annual Report on Sustainability Available at Puma.com Read pp. 56-89</td>
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- Different legal entities, like B-corp, cooperative, networks
- New ways of collaborating in partnerships

Assignment Eight - Journal Entry Five
The student will reflect on the following question: What elements are essential to our understanding and articulating the roles and responsibilities of the corporate entity? What does good and effective corporate leadership look like to you?

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<th>Week 10</th>
<th>Session 10: New Business Models</th>
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| In this week, students will be asked to explore the concept of transformative business and new business models, including: 
- 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 |

Assignment Nine - 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 why the company or industry they have chosen embodies the spirit of social entrepreneurship.

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<tr>
<th>Week 11</th>
<th>Session 11: Systems Thinking</th>
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| In this week, we will apply the concept of systems thinking as pioneered by environmentalist Donella Meadows in relation to the global environment. 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 |

Pending approval of their topic students should begin working on their final project.
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<th>Session 12: New Leadership Models</th>
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<td>In this week, we will explore the principles behind new leadership models, like participatory leadership, servant leadership and leadership for sustainability. We will explore the role of leadership in a complex world to transform business practices. Topics will include:</td>
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<td>- Individual leadership qualities</td>
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<td>- Leadership and ethical dilemmas in a globalized world</td>
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<td>- Leadership in a comparative context</td>
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**Reading** |

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<th>Week 13</th>
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**Session 13: Disruptive Technologies: Case Study - Artificial Intelligence**
Innovative companies anticipate these changes by implementing game-changing product and process innovations, often in relation to integral sustainable practices. What is Artificial Intelligence and Machine Learning? How should we approach the ethical issues that surround these new technologies?

In 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 first hand by learning to program a robot with micro-bits.

**Reading** |
- Google Cofounder Sergey Brin warns of AI’s Dark Side- Wired, April 27, 2018, pp. 1-3

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<th>Week 14 &amp; 15</th>
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**Sessions 14 & 15: Student Presentations**
In the final two sessions, students will present their company consultancy reports for their fellow classmates. 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.


**COURSE-RELATED TRIPS:**
REQUIRED READINGS:

- The International Committee of the Red Cross explanation of International Humanitarian Law pp. 1-2.
- Puma Annual Report on Sustainability 2017, Available at Puma.com
- Wired, April 27, 2018, Google Cofounder Sergey Brin warns of AI's Dark Side, pp. 1-3
Damian, R., Spengler, M., Roberts, B. (2017) Whose Job Will Be Taken Over by a Computer? The Role of Personality in

Filmography:
- Panel discussion at Davos World Economic Forum Youtube- Rutger Bregman at Davos (2019).
- Youtube Video: Zambia: Good Copper, Bad Copper (2012)- a documentary by Alice Odiot and Audrey Gallet

RECOMMENDED READINGS: