



BS 301 SOCIAL ENTREPRENEURSHIP AND LEADERSHIP FOR THE 21ST CENTURY: THE LATIN AMERICAN CONTEXT

IES Abroad Multi-location Emerging Economies

Course taught in Santiago

DESCRIPTION:

The course provides students with opportunities to engage with concepts around global corporate citizenship, ethical leadership, and social entrepreneurship. It focuses on examples and case studies from Latin America, with special attention paid to Chile. Additionally, the concept of “new” business as defined by Gunter Pauli will be explored. Through various course related trips and group activities, the students will have the opportunities to develop and learn about themselves, on a personal as well as professional level, through an active participatory process.

The course will have two parts. In the first part, the students will be introduced to notions of citizenship and ethical leadership with a focus on social responsibility. Each week a separate theme from a variety of perspectives (political, legal, academic, and popular) will be addressed, using a practical real-world example to analyze the topic.

In the second half of the course, students will explore new transformative business concepts and 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 allow students to develop a critical understanding of their application in differing fields.

Topics addressed will include corporate citizenship and governance, labor practices, and sustainable development. Course-related trips will include a visit to CORFO headquarters, Social Innovation Centre and a debate with social entrepreneurs from Chile. Course activities will 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: None

METHOD OF PRESENTATION:

Through lecture presentations, class discussions, case assignments, and problem-solving exams, students will demonstrate an understanding of the complexity of globalization, citizenship, and social responsibility as well as develop a critical understanding of the application of these concepts in a range of fields. Students will also critically examine fundamentals of corporate citizenship and governance, labor practices, and sustainable development, and apply them to business strategies.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Participation and Class Preparation - 10%
- Reflective Journals - 20%
- Midterm Exam - 25%
- Group Assignments - 10%
- Participation in Debate - 10%
- Final Project - 25%

Active Participation and Class Preparation

Student participation is critical to individual and group learning, because with dialogue, we are all teachers and learners and therefore, have a responsibility to share our experiences, values, and beliefs, and to listen to others. As such, student participation in

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class is highly valued and essential to success in the course. This 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, offering 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 the 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 making connections between book learning and practical knowledge.

Reflective Journals

Students will submit five reflective journal entries via the Moodle course site (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 essential 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 teamwork, 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.

Participation in Debate

Students will travel to the UC Innovation Centre to participate in a debate on the topics of global commodity chains, human rights and ethical labor to reflect and deepen the 2030 future of Social Innovation regarding the challenge of co-constructing more sustainable socio-environmental futures.

This activity will be with Social Entrepreneurs of the CoLab UC which is supported by Fundación Colunga, CORFO, the Government Laboratory and the National Council for Innovation for Development.

The students will be divided into teams of five or six members. Each team will discuss the UNHCR 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 leader to present their findings. Each team leader 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 on 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. Students will present their findings in a creative way to their fellow students, embodying the spirit of leadership through sharing knowledge. The minimum requirements are as follows:

- In the first part of the assignment, the students will 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 will require some industry research as well, so that the students 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?

These reports will be presented in the final weeks of class. One written report that will consist of 2500 words and a presentation that can be as creative as the students wish (a traditional PowerPoint, a Prezi, a pre-filmed mock commercial, a prepared speech, or through individual hand-outs). The following information must be presented.

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.

The student will have 15 minutes to present their company/industry. Examples of potential companies and/or industries include: Uber, Airbnb, companies with a new business model or game-changing product in the sustainable energy sector, Slow Food, Conscious Consuming, 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.) The written report will make up 20% of the student's final grade for the course. The presentation will be worth 5% of the student's final 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 November 24, submissions received between 12:31 pm on November 24 and 12:30 pm on November 25 will be deducted 10%.

LEARNING OUTCOMES:

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

- Demonstrate an understanding of the various theoretical perspectives and practical approaches to corporate citizenship in a global context.
- Demonstrate an understanding of 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 increasingly complex world.

ATTENDANCE POLICY:

Since IES Abroad Santiago 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 the final grade of 0.5 (out of 1-10 scale) points per missed class.

If a student shows a pattern of absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

When traveling in the weekends, students are strongly advised to return to Santiago 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:

Session	Content	Assignments
<p>Session 1</p>	<p>Concepts of Global Corporate Citizenship</p> <ul style="list-style-type: none"> • Multiple understandings of corporate citizenship and the disparity between theory and practice • Variation in ethics, moral standards, and socially acceptable business practices • The Davos Declaration • Corporate governance and regulation – critique of Davos World Economic Forum 	<ul style="list-style-type: none"> • Davos Declaration (2018) Conference of Ministers of Culture, January 20-22, Davos, Switzerland • Declaration (English), pp. 8-13 Context Document, pp. 3-16. • 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. • Panel discussion at Davos World Economic Forum YouTube- Rutger Bregman at Davos 2019. • Recommended Reading: <ul style="list-style-type: none"> ○ Bregman, R. (2017) Utopia for Realists: And How we can get there. New York: Bloomsbury Publish. • Journal Entry 1: 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.

Session	Content	Assignments
Session 2	<p>Understanding Corporate Citizenship in Relation to CSR</p> <ul style="list-style-type: none"> • Meaning of corporate citizenship as it differs from corporate social responsibility (CSR) • Distinguish the moral, social, and legal obligations of corporate citizenship • Carnes Manada case study: a Chilean startup that promotes social awareness for animal welfare and regenerative agriculture in the meat industry. • The effect of consumer pressure on larger corporate entities (i.e. meat) and the documentary, <i>What's wrong with what we eat</i> (2007) • https://www.ted.com/talks/mark_bittman_on_what_s_wrong_with_what_we_eat 	<ul style="list-style-type: none"> • Matten, D., Crane, A., & Chapple, W. (2003) Behind the Mask: Revealing the True Face of Corporate Citizenship, <i>Journal of Business Ethics</i> 45: 109-120. • McEarchern, M. (2015) Corporate citizenship and its impact upon consumer moralization, decision-making and choice, <i>Journal of Marketing Management</i>, 2015 Vol. 31, Nos. 3–4, 430– 452. • Review https://changingmarkets.org/wp-content/uploads/2018/10/Growing-the-Good-report-v3.pdf • Journal Entry 2: 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.
Session 3	<p>Environmental Challenges and Opportunities</p> <ul style="list-style-type: none"> • Evolution of environmental technology (e.g. solar panels) • Entrepreneurial solutions to ecological problems • Chilean renewable sources of energy expertise case study: how Chilean firms in the energy market, share the knowledge to the global community; look at the role of the Chilean government in the growth of the industry abroad; and consider the options for poorer countries who may lack the financial means for energy poverty prevention. We will pose the question, “Is there is an ethical model for sharing environmental technology?” 	<ul style="list-style-type: none"> • Klein, N. (2014) Introduction: One way of another, everything changes. In: <i>This Changes Everything</i> • <i>Capitalism vs. the Climate</i>. New York, Simon & Schuster. pp. 1-30. • Review the Chilean energy report for 2017-2018 • Journal Entry 3: 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?

Session	Content	Assignments
Session 4	<p>Socially Responsible Human Resource Management</p> <ul style="list-style-type: none"> • Course-related trip to the Chilean Government Laboratory: In this discussion with government officials, 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 from a public policy maker. • Policy making to diversity on the work floor • Models for integration • Developing a public-corporate culture • New ways of recognizing talent, rewarding cross cultural competencies and incorporating multiple perspectives into a corporate setting 	<ul style="list-style-type: none"> • OECD Guidelines for Multinational Enterprises 2017 Recommendations for responsible business conduct in a global context, pp. 13-66. • Case Study: Semco Partners-noncompetitive strategies • TED Talk Video – Ricard Semler: How to run a company with almost no rules • Journal Entry 4: 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?
Session 5	<p>Global Commodity Chains and the Human Rights Debate</p> <ul style="list-style-type: none"> • Course-related trip to UC Innovation Centre • Structured debate: Students will take part in a structured debate in which they will be asked to explore various positions on human rights using the UNHCR documents. The debate will focus on labor practices in newly industrialized countries and the export of raw materials from underdeveloped countries. Each team will have ten minutes to sum up the main points of the documents and their conclusions, and will have to respond to a series of questions related to the themes below: • Global commodity chains • Taxation and tax havens • Colonial legacies • Child labor in the supply chain • External monitoring and enforcement of regulations • International stakeholders 	<ul style="list-style-type: none"> • Declaration of human rights and laws: The United Nations Universal Declaration of Human Rights, pp. 1-8. • Declaration Toward a Global Ethic, adopted in 1993 by the Parliament of the World’s Religions, pp. 1-15. • The International Committee of the Red Cross explanation of International Humanitarian Law, pp. 1-2. • YouTube Video – Zambia: Good Cooper, Bad Cooper (2012), a documentary by Alice Odio and Audrey Gallet • Bartlett, C. A., Vincent, M. D., & Anders, S. (2006) “IKEA’s Global Sourcing Challenge: Indian Rugs and Child Labor (A)” Harvard Business School Case, May, pp. 906-914. • Ryan, C. (2016) Consider the source: Can we tolerate child labor in the supply chain and our closets? Harvard Kennedy School Review, Vol. 16, pp. 88-94

Session	Content	Assignments
Session 6	Ethical Solutions <ul style="list-style-type: none"> • Ethical solutions to global commerce • Theoretical underpinnings of social entrepreneurship • Processes of making ethical choices within a transnational corporation • The rise of transnational corporations in the 20th century and the expansion of the global economy 	<ul style="list-style-type: none"> • Jonkers, J. (2012) New Business Models: An exploratory study of changing transactions and creating multiple value(s). Working paper, Nijmegen School of Management, Raboud University Nijmegen, pp. 6-26. • Group Assignment 1: 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. Students will be evaluated on their ability to think through the ethical concerns.
Session 7	Challenges of the 21st Century <ul style="list-style-type: none"> • Challenges that economic inequality presents to global citizenship • Political, ethnic, and religious conflicts throughout the world • Urbanization in the 21st century • Social policies concerning public health, education, and youth employment • Corporate philanthropy and social investment • Corporate social entrepreneurship • Global tax and international income redistribution 	<ul style="list-style-type: none"> • Castells, M. (2015) Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge: Polity Press. pp. 159-219. • Piketty's 'Capital in the 21st Century.' Policy Research Working Paper, No. 7776. World Bank, Washington, D.C. pp 5-18. • Piketty, T. (2014) Capital in the 21st Century. Cambridge: Harvard University Press. • MIDTERM EXAM: Distributed at the end of Session 7; due in class in Session 8
Session 8	Framing New Business: Introduction to Concepts & Product Level <ul style="list-style-type: none"> • Introduction to three main levels of new business: Product level, process level, and systemic level • Product level: • 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 	<ul style="list-style-type: none"> • Akemu, O., Whiteman, G., & Kennedy, S. (2016) Social Enterprise Emergence from Social Movement Activism: The Fairphone Case Journal of Management Studies, 53:5, July 2016, pp. 846-877. • Kickul, J., & Lyons, T. (2016) Chapter 3, 'Recognizing Social Opportunities' In: Understanding Social Entrepreneurship the Relentless Pursuit of Mission in an Ever-Changing World, New York; Routledge. pp. 41-71. • Group Assignment 2: 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. • MIDTERM EXAM DUE

Session	Content	Assignments
Session 9	Framing New Business: Systemic Level <ul style="list-style-type: none"> • New business at the systemic level • Different internal organization structures • Different legal entities, like B-corp, cooperative, networks • New ways of collaborating in partnerships 	<ul style="list-style-type: none"> • Hogenstijn, M., Meerman, M., & Zinsmeister, J. (2018) Developing stereotypes to facilitate dialogue between social entrepreneurs and local government. <i>Journal of Innovation and Entrepreneurship</i>; 7:3. pp. 1-18. • Kickul, J., & Lyons, T. (2016) Chapter 7, 'Funding Social Ventures' In: <i>Understanding Social Entrepreneurship the Relentless Pursuit of Mission in an Ever-Changing World</i>, New York; Routledge. pp. 158-191. • Puma-Annual Report on Sustainability Available at Puma.com, pp. 56-89. • Journal Entry 5: 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?
Session 10	New Business Models <ul style="list-style-type: none"> • Transformative business and new business models • 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 	<ul style="list-style-type: none"> • Cramer, J., Jonkers, J., & van der Heijden, A. (2004) Making Sense of Corporate Social Responsibility- <i>Journal of Business Ethics</i>, Vol. 55, Issue 2, pg. 215- 222. • Meagher, Kate (2016) The scramble for Africans: demography, globalization and Africa's informal labour markets. <i>The Journal of Development Studies</i>, 52 (4). pp. 483-497. • Final Project 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 why the company or industry they have chosen embodies the spirit of social entrepreneurship.
Session 11	Systems Thinking <ul style="list-style-type: none"> • The principles of systems thinking • Interactions within systems in relation to the global environment, trends and crisis • Roles of business from a system's perspective 	<ul style="list-style-type: none"> • Meadows, D. (2008) Chapters 1 'System Structure and Behavior' & Chapter 2, 'Systems and Us' In: <i>Thinking in systems: A primer</i>. River Junction, VT, Chelsea Green Publishing. pp. 11-74. • Final Project: Pending approval of their topic students should begin working on their final project.

Session	Content	Assignments
Session 12	New Leadership Models <ul style="list-style-type: none"> • New leadership models (e.g. participatory leadership, servant leadership, and leadership for sustainability) and the principles behind them • Role of leadership in a complex world to transform business practices • Individual leadership qualities • Leadership and ethical dilemmas in a globalized world • Leadership in a comparative context 	<ul style="list-style-type: none"> • Wheatley, M. (2017) Who do we choose to be? Facing Reality Claiming Leadership. Berrett-Koehler Publishers. pp. 1-6. • Wheatley, M. (2013) Lost and Found in a Brave New World. Leader to Leader. Spring 2013, Issue 68, pp 46-51. • Kark, R. Waismel-Manor, R. & Shamir, B. (2012) Does valuing androgyny and femininity lead to a female advantage? The relationship between gender-role, transformational leadership and identification. In: The Leadership Quarterly 23(3): June. pp 620–640.
Session 13	Disruptive Technologies <ul style="list-style-type: none"> • Artificial Intelligence case study • What is Artificial Intelligence and Machine Learning? • How should we approach the ethical issues that surround these new technologies? • Interactive workshop with guest AI specialist 	<ul style="list-style-type: none"> • Berger, T. & Frey, C. (2016) Did the Computer Revolution shift the fortunes of U.S. cities? Technology shocks and the geography of new job. Regional Science and Urban Economics 57. Pp. 38– 45. • Damian, R., Spengler, M., Roberts, B. (2017) Whose Job Will Be Taken Over by a Computer? The Role of Personality in Predicting Job Computerizability over the Lifespan. European Journal of Personality, Eur. J. Pers. 31: 291–310. • Google Cofounder Sergey Brin warns of AI's Dark Side- Wired, April 27, 2018, pp. 1-3 • Joy, Bill, Why the future doesn't need us. Wired, April 1, 2000, pp. 1-14. • Kark, R. Waismel-Manor, R. & Shamir, B. (2012) Does valuing androgyny and femininity lead to a female advantage? The relationship between gender-role, transformational leadership and identification. In: The Leadership Quarterly 23(3): June. pp 620–640.
Session 14 & 15	Student Presentations	<ul style="list-style-type: none"> • Scharmer, O. & Kaufer, K. (2013) Chapter 5 'Leading the Personal Inversion from Me to We', Chapter 6 'Leading the Relational Inversion from Ego to Eco' and Chapter 7 'Leading the Institutional Inversion toward Eco-System Economies'. In: Leading from the Emerging Future: From Ego System to Eco System Economies. Oakland, CA: Berrett-Koehler Publishers. pp. 152-238.

COURSE-RELATED TRIPS:

- UC Innovation Centre
- Chilean Government Laboratory

REQUIRED READINGS:

Papers, Books, Chapters, and Working Documents

- Aguirre, M. C. D., Lagunas, E. A., Rodríguez, S. V. M., & Campbell, A. C. (2019). Entrepreneurship as a Boost of Economic Growth in Mexico and Chile. In *Regional Integration in Latin America: Dynamics of the Pacific Alliance* (pp. 167-176). Emerald Publishing Limited.
- Akemu, O., Whiteman, G., & Kennedy, S. (2016) Social Enterprise Emergence from Social Movement Activism: The Fairphone Case *Journal of Management Studies* 53:5 July 2016. pp. 846-877.
- Amorós, J.E., Poblete, C., & Mandakovic, V. J *Technol Transf* (2019). <https://doi.org/10.1007/s10961-019-09728-x>
- Bartlett, C. A., Vincent, M. D., & Anders, S. (2006). "IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A)." Harvard Business School Case, May, pp. 906-914.
- Berger, T. & Frey, C. (2016) Did the Computer Revolution shift the fortunes of U.S. cities? Technology shocks and the geography of new job. *Regional Science and Urban Economics* 57. pp. 38–45.
- Castells, M. (2015) *Occupy Wall Street in Networks of Outrage and Hope: Social Movements in the Internet Age*. Cambridge: Polity Press. pp. 159-219.
- Cramer, J., Jonkers, J., & van der Heijden, A. (2004) Making Sense of Corporate Social Responsibility- *Journal of Business Ethics*, Vol. 55, Issue 2, pg. 215-222.
- Damian, R., Spengler, M., & Roberts, B. (2017) Whose Job Will Be Taken Over by a Computer? The Role of Personality.
- 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.
- 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.
- Jonkers, J. (2012) New Business Models: An exploratory study of changing transactions and creating multiple value(s). Working paper, Nijmegen School of Management, Raboud University Nijmegen. pp. 6-26.
- Kark, R., Waismel-Manor, R., & Shamir, B. (2012) Does valuing androgyny and femininity lead to a female advantage? The relationship between gender-role, transformational leadership and identification. In: *The Leadership Quarterly* 23(3): June. pp 620–640.
- Kickul, J. & Lyons, T. (2016) *Understanding Social Entrepreneurship- The Relentless Pursuit of Mission in an Ever-Changing World*, New York; Routledge. Chapters Intro, 1, 2, 3, 4, 11 & 12, pp. 1-87, 262-312.
- Klein, N. (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.
- Lakner, C. (2016). The Implications of Thomas Piketty's 'Capital in the 21st Century'. *Policy Research Working Paper*; No. 7776. World Bank, Washington, D.C. pp. 5-18.
- Lozano, V. A., Moliner, L. A., Murillo, D., & Buckland, H. (2019). Understanding the effects of social capital on social innovation ecosystems in Latin America through the lens of Social Network Approach.
- Matten, D., Crane A., & Chapple, W (2003) Behind the Mask: Revealing the True Face of Corporate Citizenship, *Journal of Business Ethics* 45: 109-120.
- Meadows, D. (2008) Chapters 1 & 2, *Thinking in systems: A primer*. River Junction, VT, Chelsea Green Publishing. pp. 11-74.
- Meagher, K. (2016) The scramble for Africans: demography, globalization and Africa's informal labour markets. *The Journal of Development Studies*, 52 (4). pp. 483-497.
- McEarchern M, (2015) Corporate citizenship and its impact upon consumer moralization, decision-making and choice, *Journal of Marketing Management*, 2015 Vol. 31, Nos. 3–4, 430–452.
- Portales, L. (2019). *Social Innovation and Social Entrepreneurship*. Springer International Publishing.
- 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.
- Scharmer, O. & Kaufer, K. (2013) *Leading from the Emerging Future: From Ego System to Eco System Economies*. Oakland, CA: Berrett-Koehler Publishers. pp. 152-238.
- Wheatley, M. (2017) *Who do we choose to be? Facing Reality Claiming Leadership*. Oakland, CA; Berrett-Koehler Publishers. pp. 1-6
- Wheatley, M. (2013) *Lost and Found in a Brave New World. Leader to Leader*. Spring 2013, Issue 68, pp 46-51.

Protocols, Declarations, Reports, and Interviews

- Davos Declaration (2018) Conference of Ministers of Culture, January 20-22, Davos, Switzerland. Declaration (English), pp. 8- 13, Context Document, pp. 3-16.
- Declarations of human rights and laws: The United Nations Universal Declaration of Human Rights. pp. 1-8.
- Declaration Toward a Global Ethic, adopted in 1993 by the Parliament of the World's Religions. pp. 1-15.
- Harkin-Engel protocol on the ILO website-http://www.ilo.org/washington/areas/elimination-of-the-worst-forms-of-child-labor/WCMS_159486/lang--en/index.htm
- OECD Guidelines for Multinational Enterprises 2017 Recommendations for responsible business conduct in a global context. pp. 13-66.
- Puma Annual Report on Sustainability 2017, Available at Puma.com
- The International Committee of the Red Cross explanation of International Humanitarian Law pp. 1-2.
- Wired, April 27, 2018, Google Cofounder Sergey Brin warns of AI's Dark Side, pp. 1-3.
- Wired, April 1, 2000, Joy, Bill, Why the future doesn't need us. pp. 1-15.

Filmography

- Panel discussion at Davos World Economic Forum YouTube- Rutger Bregman at Davos (2019).
- TED: https://www.ted.com/talks/mark_bittman_on_what_s_wrong_with_what_we_eat
- YouTube Video: Raymond Arroyo, Employee Research Groups at Aetna Insurance Company (2011).
- YouTube Video: Zambia: Good Copper, Bad Copper (2012)- a documentary by Alice Odiod and Audrey Gallet

RECOMMENDED READINGS:

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