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
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, Odn/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:**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Concepts of Global Corporate Citizenship</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Multiple understandings of corporate citizenship and the disparity between theory and practice</td>
<td>• Davos Declaration (2018) Conference of Ministers of Culture, January 20-22, Davos, Switzerland</td>
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<td>• Variation in ethics, moral standards, and socially acceptable business practices</td>
<td>• Declaration (English), pp. 8-13 Context Document, pp. 3-16.</td>
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<td>• Recommended Reading:</td>
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<td>• 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.</td>
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<td>Content</td>
<td>Assignments</td>
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• Klein, N. (2014) Introduction: One way of another, everything changes. In: This Changes Everything  
• Review the Chilean energy report for 2017-2018 |
|         | • 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, What’s wrong with what we eat (2007)  
• 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. |
|         | • 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?” | • 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? |
<table>
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<tr>
<th>Session</th>
<th>Content</th>
<th>Assignments</th>
</tr>
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• 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 4** | • 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 | |
• 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 Odiot and Audrey Gallet  
| **Session 5** | • 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 | |
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<th>Session</th>
<th>Content</th>
<th>Assignments</th>
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• 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. |
|          | • 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 |
• MIDTERM EXAM: Distributed at the end of Session 7; due in class in Session 8 |
|          | • 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 |
• 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 |
|          | • 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 |
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<th>Content</th>
<th>Assignments</th>
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<td>Session 10</td>
<td><strong>New Business Models</strong>&lt;br&gt;• Transformative business and new business models&lt;br&gt;• Current global trends that affect business: transformative business vs. change management&lt;br&gt;• New business concepts at product, process, and systemic levels&lt;br&gt;• Relation between new business concepts to the bigger systemic picture</td>
<td>• Cramer, J., Jonkers, J., &amp; van der Heijden, A. (2004) Making Sense of Corporate Social Responsibility- Journal of Business Ethics, Vol. 55, Issue 2, pg. 215- 222.&lt;br&gt;• Meagher, Kate (2016) The scramble for Africans: demography, globalization and Africa’s informal labour markets. The Journal of Development Studies, 52 (4). pp. 483-497.&lt;br&gt;• 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.</td>
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<td>Session 11</td>
<td><strong>Systems Thinking</strong>&lt;br&gt;• The principles of systems thinking&lt;br&gt;• Interactions within systems in relation to the global environment, trends and crisis&lt;br&gt;• Roles of business from a system’s perspective</td>
<td>• Meadows, D. (2008) Chapters 1 'System Structure and Behavior’ &amp; Chapter 2, ‘Systems and Us’ In: Thinking in systems: A primer. River Junction, VT, Chelsea Green Publishing. pp. 11-74.&lt;br&gt;• Final Project: Pending approval of their topic students should begin working on their final project.</td>
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<td>New leadership models (e.g. participatory leadership, servant leadership, and leadership for sustainability) and the principles behind them</td>
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<td>Role of leadership in a complex world to transform business practices</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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<td>Artificial Intelligence case study</td>
<td>• Google Cofounder Sergey Brin warns of AI's Dark Side- Wired, April 27, 2018, pp. 1-3</td>
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<td>Interactive workshop with guest AI specialist</td>
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**COURSE-RELATED TRIPS:**
- UC Innovation Centre
- Chilean Government Laboratory

**REQUIRED READINGS:**
Papers, Books, Chapters, and Working Documents

• 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.

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: Zambia: Good Copper, Bad Copper (2012) - a documentary by Alice Odiot and Audrey Gallet

RECOMMENDED READINGS: