IBH 3BA3

Understanding Entrepreneurship and Social Entrepreneurship
Course Outline

Fall 2020

Human Resource Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

In this course students will gain an understanding of both entrepreneurship and social entrepreneurship, both from a theoretical perspective, and from an experiential perspective. Students will learn of the context in which the current business environment and economic system have historically evolved, and how NGOs, bilateral, and multilateral organizations attempt to intercede and promote particular agendas. Students will learn both the theory and the historical background sufficient to begin engaging with international development discourse, practice, and activity. One of the goals of this course is to prepare students for a fourth-year capstone project that will engage them in economic development activities either in Canada or abroad.

INSTRUCTOR AND CONTACT INFORMATION

Name: Benson Honig	E-Mail:bhonig@mcmaster.ca
Class Times: Thurs, 12:30-15:20;	
Virtual Office Hours: TBA	
TA Javid Nafari	email: nafarij@mcmaster.ca
Virtual Office Hours TBA	

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- Develop comprehensive research skills
- Develop and enhance communication skills, both written and oral
- Apply ethical standards to a team- oriented project
- Develop critical thinking skills and apply them to practical problem- solving initiatives
- Develop applied idea and project development skills
- Develop a better understanding of community engagement
- Develop a better understanding of the global challenges of social entrepreneurship.

COURSE MATERIALS AND READINGS

Required Readings

- ➢ **Books (available in bookstore)**

Bornstein, David. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press, 2007.

- ➢ **Chapters and articles: Chapters available in A2L, articles students can find and download from the library:**

1. Alvarez, S and Barney, J.(2007). "Discovery and creation: Alternative theories of entrepreneurial action". Strategic Entrepreneurship Journal, vol1 (1):11-26.
2. Anderson. R; Camp, R. Dana, L.P. Honig, B. Nkongolo-Bakenda, J.M.; Peredo, A.M (2005) Indigenous land rights in Canada: the foundation for development? International Journal of Entrepreneurship and Small Business. Vol 2(2):104-133.
3. Arrighi, G.(2007). States, markets, and capitalism, East and West', in Adam Smith in Beijing, Lineages of the 21st Century, Verso, pp. 309-350.
4. Bolazni, D; Marabello, S.,Honig, B. (2020). Exploring the multi-level processes of legitimacy in transnational social enterprises. Journal of Business Venturing. 35

5. Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? A critical look at 'participation', 'empowerment 'and 'poverty reduction'. Third world quarterly, 26(7), 1043-1060.

6. Dana, L.P.; Honig, B. (2008) Communities of dis-entrepreneurship: A comparative cross-national examination of two cases of entrepreneurial demise. Journal of Enterprising Communities: People and Places in the Global Economy Vol 2 (1):5-20

7. Hancock, Graham. Lords of poverty: The power, prestige, and corruption of the international aid business. Atlantic Monthly Press, 1992. (One chapter on A2L, pp 35-76.).

8. Honig, B; Acquaah, M. (2016) Sustainable management and managing sustainability: The continued challenges of the African continent, Canadian Journal of Administrative Sciences Vol 25: 217-226.

9. Honig, B. (1998). What determines success? Examining the human, financial, and social capital of Jamaican microentrepreneurs. Journal of Business Venturing, Vol 13(5): 371-394

10. Honig, B;Katongole, C;Perry, M. (2014) Entrepreneurial Promotion and Sustainability: The Community as a Unit of Analysis in David Zoogah (eds) Advancing Research Methodology in the African Context: Techniques, Methods, and Designs (Volume 10 of Research Methodology in Strategy and Management Series).Emerald Publishers 167-188

11. Honig, B. (2018). Entrepreneurship as a Political Tool: The Implications of Compensatory Entrepreneurship In Mathers, C and Ligouri, E. (eds) Annals of Entrepreneurship Education and Pedagogy, 3e. Edward Elgar, Northampton, Mass. 203-217.(uploaded on A2L)

12. Honig, B and Siqueira, A. (under review). Entrepreneurial ingenuity, inclusion and impact: Using creativity and innovation to build socially and environmentally responsible organizations and create social change. Chapters 1 and 2. [in ATL]

13. Klitgaard, Robert E. Tropical gangsters. IB Tauris, 1991. (one chapter on A2L)

14. Siqueira, A; Honig, B; Mariano,S;Moraes, J. (2020) A Social Commons Strategy for Promoting Entrepreneurship: Community Currencies Issued by Microfinance Organizations Journal of Business Ethics

15. Lampel, J;Honig, B;Drori, I. (2014). Organizational Ingenuity: Concept, Processes and Strategies. Organization Studies. 35: 1-18

16. Marcado, G; Hjortsø, N., Honig, B. (2018). Decoupling from international food safety standards: How small-scale indigenous farmers cope with conflicting institutions to ensure market participation. Agriculture and Human Values: 1-19

17. Peredo, A.M.; Anders, R.,Galbraith, C; Honig,B; Dana, L.P. (2004). Towards a theory of indigenous entrepreneurship. International Journal of Entrepreneurship and Small Business, Vol. (1):11-20.

18. Radjou, N., Prabhu, J., & Ahuja, S. (2012). Jugaad innovation: Think frugal, be flexible, generate breakthrough growth. John Wiley & Sons. (one chapter on A2L)
19. Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review, vol 26(2):243-263.
20. Schumpter, J. (1947). The creative response in economic history. Journal of Economic History, 7, 149-159.
21. Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. Journal of Business Venturing, 34(1), 197-214.
22. Yitshaki, R;Kropp, F; Honig, B. (under review). The role of compassion in shaping social entrepreneurs' prosocial opportunity recognition

> **Custom Courseware – Required purchases of Cases [free cases will be available on A2L; purchased cases available for purchase with Iveycases.com, information on how to do that will be provided]**

1. Kimulu Fashionability (proprietary case provided free on A2L)
2. Rwanda Pool Testing (proprietary case provided free on A2L)
3. Juma, N; Kwesiga, E. Honig, B. (2016) Building a Symbiotic Sustainable Business Model: A Community Based Enterprise. Journal of the International Academy for Case Studies.22(3),110. (this case is free and will be available on A2L)
4. !Xaus Lodge: From White Elephant to the Heart of the Community Saifed Mohamad Fakhreddin; Stephen J. Mezias. (Available at iveycases.com, Product #: IN1156)
5. Building and Scaling a Cross-Sector Partnership: Oxfam and Swiss Re Empower Farmers in Ethiopia Jonathan P. Doh; Ted London. (Available at iveycases.com, Product #: W91C85)
6. SSISM Social Entrepreneurship or Chaos? (Available at iveycases.com, Product #: IMB479)
7. Aravind eye care system: Providing total eye care to the rural population. (Available at iveycases.com, Product #: 9B11A028).
8. Podcast: How elite do-gooders 'fixing' the world are part of the problem: Anand Giridharadas: https://www.cbc.ca/radio/ideas/how-elite-do-gooders-fixing-the-world-are-part-of-the-problem-anand-giridharadas-1.5441573

Supplementary Readings

1. Banerjee, Abhijit, and Esther Duflo. Poor economics: A radical rethinking of the way to fight global poverty. New York: PublicAffairs, 2012
2. Diamond, Jared. Guns, germs, and steel: The fates of human societies. New York: W.W. Norton & Company, 1999.
3. Elkington, John, and Pamela Hartigan. The power of unreasonable people: How social entrepreneurs create markets that change the world. Harvard Business Press, 2008.
4. Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. Academy of management learning & education, 4(2), 193-212.
5.
6. Kotler, Philip T., and Nancy R. Lee. Up and out of poverty: The social marketing solution. Upper Saddle River, NJ: Pearson Prentice Hall, 2009.
7. Kristof, Nicholas D., and Sheryl WuDunn. Half the sky: Turning oppression into opportunity for women worldwide. New York: Vintage Books, 2010.
8. Moyo, Dambisa. Dead aid: Why aid is not working and how there is a better way for Africa. New York: Farrar, Straus, and Giroux, 2009.
9. Sachs, Jeffrey D. The end of poverty: economic possibilities for our time. New York: Penguin, 2006.
10. Sinek, Simon. Start with why: How great leaders inspire everyone to take action. New York: Penguin, 2011.
11. Yunus, Muhammad. Creating a world without poverty: Social business and the future of capitalism. New York: PublicAffairs, 2007.

COURSE STRUCTURE

Pre-course seminars: The first class session will be devoted to preparing the students to maximize your experiential learning. All mandatory readings will be summarized and discussed in the following three seminars.

The first seminar will focus on social entrepreneurship

The second seminar will focus on Africa history, the colonial experience, and economic situation.

The third seminar will focus on social and international development issues related specifically to South Africa, so that you can be familiarized with various approaches before going on your virtual experiential trip.

Upon completion of your proposed models, there will be a 3-hour seminar to reflexively evaluate your experiences.

Please acknowledge intellectual debts and facts and figures in your project using a superscript number and endnotes to reports. Draw on the library citation guide (https://library.mcmaster.ca/sites/default/files/businesscitation.pdf) paying particular attention to page 6 and page 15 for endnote and citation support.

COURSE OVERVIEW AND ASSESSMENT

Activity	Delivery	Description	Tools
Lecture Core Content	Synchronous	Live lecture	Zoom
Readings	Asynchronous	Tied to weekly discussion prompts	Readings linked in Avenue, from coursepack, or in assigned textbook
Tutorials	Synchronous	1hr. live session with TA; discuss readings and participate	Zoom or WebEx
Group Discussions	Both	Synch: Breakout rooms during lecture Asynchronous: Microsoft Teams private groups regarding project proposals and development	Synch: Zoom or WebEx Asynchronous: Microsoft Teams

Components and Weights

ENGAGEMENT (INDIVIDUAL)	25%	**12.5%: ATTENDANCE & CONTRIBUTIONS ON ZOOM** **12.5%: CONTRIBUTIONS TO WEEKLY DISCUSSIONS**
Quizzes (individual)	15%	Quizzes: 8
Article discussion (group)	10%	Each group to lead a discussion of two articles (marked ***)
Case Reports (group)	10%	Teams of ~7 present a business case discussion in class
Final group reports on Idea with presentation(group)	25%	Teams of ~7 hand in and present a written consulting report regarding the agreed upon NGO project
Reflection report: weekly journal essays and final reflection (individual)	15%	Individual reflection regarding learning that took place during course

Presentations (weekly) (10%)

Your group will be required to evaluate and present to the class your summary of one of the weekly assigned readings (those in the syllabus marked by ***). A short two-page written summary will be submitted, along with the group class presentation. ***Groups will be six students each, and assigned for the duration of the semester, for all group activities.***

Reading quiz (weekly) (15%)

8 Quizzes will be given at various times during the class each weak to access your completion of the assigned reading for that week.

Classroom engagement and discussion (25%)

Classroom discussion represents a unique opportunity to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences. Classroom engagement comprises two components: classroom discussion of cases and daily discussions and evaluations of experiential learning during remote skype visits.

You are expected to come to each class, having read cases and assigned readings and with a readiness and willingness to contribute to the class discussion. Your contribution to the learning of others, through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity and consistency. Some of the things that will determine a contribution include:

- Are you listening, not just for a few minutes, but the duration of the class?
- Are your contributions relevant to the discussion? Do your comments relate to the comments of others and to the themes that the class is exploring together? Do you build on the class discussion?
- Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- Are you willing to challenge the ideas that are being expressed in the classroom?
- Are you willing to test new ideas or are all comments "safe"?
- Do you bring in your own experience, personal or professional, in order to add value to the class discussion?
- Use of the 'chat' function in zoom will also be included in your class participation evaluation

Case Presentations and written answers to written questions (10%)

This will be a weekly component of the course. Each group will be responsible for leading the discussion in at least one of the 8 assigned cases. Groups will be evaluated on their clarity, consistency, and ability to relate the material to their own experiences and their observations of the Canadian environment. (same groups) . Each group (including those that are NOT presenting) will also have to hand in written answers on 1-2 pages (2 pages double spacing max) for each weekly case, including the case they present.

Reflections (15%)

A key aim of this course is to provide the opportunity for students to think critically about issues presented and their experiences, their career goals, and their possible goals for doing community engagement work. Each student will be responsible for diarizing their weekly activities, providing a thorough, critical, and thoughtful summation of their experiences as a student in this course. Students are encouraged to actively reflect on what they have learned during the course and news, current events, or other relevant material related to this course. At the conclusion of the course, students will submit structured reflections.

Submissions will only be accepted through Avenue. Reflections must be **no more than 3 pages**, **12-point Times New Roman font, 1.5 line spacing, and 1 inch margins. Reflections should be submitted in Word (or equivalent) format.** Late submissions will be penalized at 10% a day. Please acknowledge intellectual debts and facts and figures in your reflection using a superscript number and endnotes to reports. Draw on the library citation guide (https://library.mcmaster.ca/sites/default/files/businesscitation.pdf) paying particular attention to page 6 and page 15 for endnote and citation support.

Group Social Entrepreneurship Project (25%)

Each group will complete a final project of a proposed social entrepreneurship project, conceived to be located either in Canada or in an emergent/developing economy. Alternatively, you may have an opportunity to work as a team supporting an existing entrepreneurial startup in an emerging economy. Project proposals will be presented in the final class for discussion and critique. Written outlines will be up to 10 pages, **12-point Times New Roman font, 1.5 line spacing, and 1-inch margins. Reflections should be submitted in Word (or equivalent) format.** Late submissions will be penalized at 10% a day. Participation will be graded that will include a peer grading component for this project.

Please acknowledge intellectual debts and facts and figures in your project using a superscript number and endnotes to reports. Draw on the library citation guide (https://library.mcmaster.ca/sites/default/files/businesscitation.pdf) paying particular attention to page 6 and page 15 for endnote and citation support.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term.   Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to;

www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using A2L and email. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 3BA3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

IBH 3BA3
Understanding Entrepreneurship and Social Entrepreneurship

Fall 2020 Course Schedule

Week	Overview and Learning Goals	Readings and Cases
1. Sept. 10	**Introduction to this course**	- Expectations and reading requirements explained - How experiential learning works (Kolb and Kolb) - Group formation - Discussion of entrepreneurship and social entrepreneurship: What it means to us and if and why it might be important
2.Sept. 17	**Introduction to Entrepreneurship** - What is entrepreneurship? - How can it be studied? - Why is there so much attention to entrepreneurship in the media? What are entrepreneurial theories and how can they be used?	- Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, vol 26(2):243-263.*** - Schumpter, J. (1947). The creative response in economic history. Journal of Economic History, 7, 149-159***.
3 Sept. 24	**Introduction to Social Entrepreneurship** - How is social entrepreneurship defined? - How is social entrepreneurship measured? - What does research say about social entrepreneurship? Case: Kimulu Fashionability (proprietary case provided)	- Bornstein, David. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press, 2007. Chapters 1-3 - Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. *Journal of Business Venturing*, *34*(1), 197-214.*** - Yitshaki, R;Kropp, F; Honig, B. (under review). The role of compassion in shaping social

	Questions for case to be provided:	entrepreneurs' prosocial opportunity recognition*** Podcast: How elite do-gooders 'fixing' the world are part of the problem: Anand Giridharadas
4. Oct. 1	**Analysis of External Environment** ● How does entrepreneurship compare across different communities? ● What are the path dependent aspects of entrepreneurship? ● What are the political dimensions of entrepreneurship? Case: Juma, N; Kwesiga, E. **Honig, B**. (2016) Building a Symbiotic Sustainable Business Model: A Community Based Enterprise. *Journal of the International Academy for Case Studies.*22(3),110. Questions for case: 1. Does ADCAM (Kenya) fit the model of a social enterprise? Does it fit the model of a sustainable enterprise? Differentiate a social enterprise from a sustainable enterprise. 2. What leadership qualities does Rosa bring to the project? Why is her experience and vision relevant to our discussion? 3. Why do family owned businesses engage in corporate social responsibility? 4. How does this case demonstrate the role of entrepreneurs within impoverished communities from developing economies?	Dana, L.P.; Honig, B. (2008) Communities of dis-entrepreneurship: A comparative cross-national examination of two cases of entrepreneurial demise. *Journal of Enterprising Communities: People and Places in the Global Economy* Vol 2 (1):5-20*** Arrighi, G.(2007). States, markets, and capitalism, East and West', in Adam Smith in Beiging, Lineages of the 21st Century, Verso, pp. 309-350.*** Podcast: How elite do-gooders 'fixing' the world are part of the problem: Anand Giridharadas https://www.cbc.ca/radio/ideas/how-elite-do-gooders-fixing-the-world-are-part-of-the-problem-anand-giridharadas-1.5441573

5. , Oct.8	**Ingenuity, discovery, and appropriate technology** ● How can ingenuity be employed in a social entrepreneurship setting? ● What is the difference between discovery and creation? ● What are the constraints of not adapting technology to the local environment? Rwanda Pool Testing (proprietary case provided) Questions for case to be provided:	Lampel, J;Honig, B;Drori, I. (2014). Organizational Ingenuity: Concept, Processes and Strategies. *Organization Studies.* 35: 1-18*** ● Alvarez, S and Barney, J.(2007). "Discovery and creation: Alternative theories of entrepreneurial action". Strategic Entrepreneurship Journal, vol1 (1):11-26.*** Bornstein, David. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press, 2007. Chapter 16
Reading week Oct.15	**No Class**	
6. Oct. 22	**The historical context of international business relations** ● Path dependent processes ● How to focus on grass roots development Case: !Xaus lodge Questions for case: 1)The Lodge's major asset is its uniqueness. What would be the consequences for the brand if other lodges were to open in the Kgalagadi Transfrontier Park?x 2)Is the concept embedded in the Lodge too centred on African community culture and therefore difficult to transfer successfully to other cultures and geographies? 3)Could the Lodge concept successfully be extended to non-community categories?	Marcado, G; Hjortsø, N., Honig, B. (2018). Decoupling from international food safety standards: How small-scale indigenous farmers cope with conflicting institutions to ensure market participation. *Agriculture and Human Values*1-19 *** Honig, B;Katongole, C;Perry, M. (2014) Entrepreneurial Promotion and Sustainability: The Community as a Unit of Analysis in David Zoogah (eds) Advancing Research Methodology in the African Context: Techniques, Methods, and Designs (Volume 10 of Research Methodology in Strategy and Management Series).Emerald Publishers 167-188*** Bornstein, David. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press, 2007. Chapter 18

| 7.Oct. 29 | Indigenous rights, and social entrepreneurship
Historical complications for indigenous populations
Who needs help and who gets help?
Evaluating inequality
Case: Building and Scaling, Oxfam

1)How do organizations that traditionally do not cooperate with entities in other sectors overcome internal suspicion and skepticism regarding such collaborations in order to begin a productive conversation?
2. How do organizations that have decided to embark on cross-sector collaborations build trust, confidence, and the ability to share and learn with counterparts who may have very different backgrounds, motivations, and interests so they can move from discussion to implementation?
What are the key organizational challenges in transitioning from a pilot to scale in cross-sector collaborations, and how can they be overcome to create sustainable initiatives with broad, viable, and long-lasting impacts across geographies and populations? l
Question4. What can this collaboration tell us about the opportunities and difficulties of private and non-profit organizations working together to respond to broad societal challenges, such as poverty and climate change?

Research on Social Entrepreneurship
   ● Examining different models
   ● Measuring 'success'
   ● Ensuring equity | Anderson. R; Camp, R. Dana, L.P. Honig, B. Nkongolo-Bakenda, J.M.; Peredo, A.M (2005) Indigenous land rights in Canada: the foundation for development? *International Journal of Entrepreneurship and Small Business.*Vol 2(2):104-133.***

Koehne, F;Woodward, R; Honig, B. (under review) Transnational Social Entrepreneurship Dynamics in Indigenous Spaces***

Honig, B. (1998). What determines success? Examining the human, financial, and social capital of Jamaican microentrepreneurs. *Journal of Business Venturing*, Vol 13(5): 371-394 ***

Bolazni, D; Marabello, S.,Honig, B. (2020). Exploring the multi-level processes of legitimacy in transnational social enterprises. *Journal of Business Venturing*. 35*** |
| 8. Nov.5 | **Innovation**

   ● Innovation in business models
   ● Is sustainability possible?
   ● Social Innovation
   ● Impact of Innovation on Culture | **Innovation**

   ● Honig, B and Siqueira, A. (under review). Entrepreneurial ingenuity, inclusion and impact: Using creativity and innovation to build socially |

	Case: SSISM Social Entrepreneurship or Chaos? Questions for case: 1.How can SSISM maintain its evangelistic vision and become a commercially viable professional organization? 2.While working to change the mindset of the local community, what activities and initiatives should Pranjal undertake to ensure the survival and growth of SSISM? 3.How can Pranjal disseminate his vision to his partners as he struggles to ensure survival of his missionary organization? 4.How can Pranjal change the mindset of the local community with respect to giving importance to education, especially for women and also to adopting to career choices which do not espouse corruption? 5. What challenges do you forsee for any other 'Pranjal' to make a success of a similar venture across different geographies in their country?	and environmentally responsible organizations and create social change. <u>Chapters 1 and 2</u>.*** • Radjou, N., Prabhu, J., & Ahuja, S. (2012). *Jugaad innovation: Think frugal, be flexible, generate breakthrough growth*. John Wiley & Sons. (chapter 2 pp. 29-56).***
9. Nov. 12	**The Development Industry,** · Realized and emergent strategy · Control and corporate governance · Organizational design and structure · Strategy and structure · Organizational culture • Ethics and the implications for international development projects Case: Aravind eye care system: Providing total eye care to the rural population. (Ivey 9B11A028). Questions for Aravind:	Hancock, Graham. Lords of poverty: The power, prestige, and corruption of the international aid business. Atlantic Monthly Press, 1992.(Pg. 35-76)*** Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? A critical look'participation','empowerment' and 'poverty reduction'. *Third world quarterly*, *26*(7), 1043-1060***.

1. What should the objectives for Aravind Eye Care Stystem, and what implications do these objectives have for rural markets? (As Aravind is the largest provider of eye care services in Tamil Nadue, the gap in the performance of cataract surgery between Tamil Nadu state and the stae of Gujarat may be used as an indicator of possible improvement performance for Aravind).
2. Examine the reasons for the poor acceptance of eye care services by rural consumers. This answer may require examining rural consumers' requirements and comparing them with Aravind's service offering.
3. Evaluate the options available to improve consumer acceptance, taking into consideration the poor acceptance identified above.
4. Recommend methods to improve the acceptance of eye care services among rural consumers.

10. Nov. 26	**Critical approaches,**	
	· Realized and emergent strategy	• Honig, B. (2018). Entrepreneurship as a Political Tool: The Implications of Compensatory Entrepreneurship In Mathers, C and Ligouri, E. (eds) *Annals of Entrepreneurship Education and Pedagogy, 3e*. Edward Elgar, Northampton, Mass. 203-217.(uploaded on ATL)
	· Control and corporate governance	
	· Organizational design and structure	
	· Strategy and structure	• Klitgaard, Robert E. *Tropical gangsters*. IB Tauris, 1991. (one chapter on ATL)
	· Organizational culture	
11. Dec. 3	**Class Presentations of project and turn in self-reflection manuscripts**	