McMaster University | DeGroote School of Business

IBH 2AF3
Global Business Experience
Fall 2025 Course Outline

Integrated Business and Humanities
DeGroote School of Business and GIMPA Business School
McMaster University

INSTRUCTOR AND CONTACT INFORMATION

**Thurs 8:30 – 11:20
Canada
Professor/instructorDr. Benson Honig Ph.D.**

Bhonig@mcmaster.ca
Office: DSB 407
Office Hours: before class
Tel: (905) 518-1716
Class Location see Avenue/Mosaic

**Ghana Professor/ Instructor:Dr. Daniel Gameti Ph.D.
EMail:**dgameti@gimpa.edu.gh
Office Location:SB 307

**Esther Pokuaa Agyemang
Course Mentor**

Office Location:SB 307

Classroom: As stated on the timetable

Class Time:12:30-15:20 Ghana

**Teaching Assistant
Thi Thuy Nguyen**

Office Hours: Email to set up a meeting
Email:**nguyt230@mcmaster.ca**

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

---

COURSE INFORMATION

Lectures. 3hr x1/wk
Course Delivery Mode: In-person
Course Description:

This course has two main objectives: 1) is to understand the role that business plays in the global economy, especially its role in global poverty as well as global peace by immersing students in an international learning experience. 2) For students to understand the historical, sociological, and economic impact in order to assess economic development projects in a developing country. In this course students will learn how globalization connects the developed and developing worlds; how business and the economy maintain structural inequalities and global wealth disparities; the global economic, social, and environmental impact of Western business decisions; the historical, political, geographical, gendered, and cultural context in which business operates, and the impact of economic development policies.
Lectures (3 hours)

NOTE: This course is developed with participation from students at the GIMPA, Ghana. Students will work in teams identifying and developing projects suitable for implementation in Ghana. Students will learn to collaborate internationally, and develop an understanding of the environmental, social, governance and economic challenges in emerging economies.

MEETING DETAILS

This optional panel can be customized to include information regarding meetings. You can detail whether they are online or in-person, availability, how to request meetings, etc.

The **first class** for each section will be Sept. 3, 2025. This will include an introduction by both the Ghanian and Canadian Lecturers.

The last 30 minutes of class on various days TBA will be dedicated to team meetings between Canadian and Ghanian Students

Students will be divided into 8 teams = and team meetings will take place on Wednesday afternoon each week, supported by a facilitator from Ghana

Punctuality is the sign of a true professional and shows self-discipline and respect for others. Please make whatever arrangements are necessary to begin work at 8:30 a.m.

IMPORTANT LINKS

- Mosaic
- Avenue to Learn
- Student Accessibility Services - Accommodations
- McMaster University Library

COURSE LEARNING OUTCOMES

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

Course Learning Objectives

- ➤ **Cultural Competence:** Gain an understanding of Ghana's history, culture, and socio-economic conditions.
- ➤ **Practical Experience:** Apply business concepts in real-world settings in virtual teams with Ghana students.
- ➤ **Social Impact:** Learn about social entrepreneurship and its impact on community development.
- ➤ **Analytical Skills:** Develop problem-solving and analytical skills in a cross-cultural context.
- ➤ **Professional Development:** Enhance teamwork, leadership, and communication skills, particularly in a cross national virtual environment.
- ➤ **Learn how to read a scholarly piece of research** – how to approach research paper reading, and how to get the most out of reading academic papers.

COURSE LEARNING GOALS

➢ Begin to understand relationships in the global business environment, particularly vis-à-vis Ghana
➢ Begin to understand the terminology and models of social entrepreneurship theory and practice and how these models differ across international and local, non-profit and for-profit contexts.
➢ Learn to work in a cross-national team, bridging international cultural boundaries
➢ Begin to understand the implications of history on the contemporary business environment
➢ Begin to understand how to analyze a development project's internal and external environment in support of social entrepreneurship development
➢ Begin to understand how social organizations create value and how organizational requirements differ across non-profit and for-profit contexts
➢ Begin to understand how social entrepreneurship can lead to either success or failure
➢ Begin to identify measurement criterial for social entrepreneurship outcomes.
➢ Begin to understand the ethical dimensions of entrepreneurship, social entrepreneurship, and international development activities.
➢ Begin to learn how to appreciate and evaluate individuals with very different opinions and approaches than you might currently have.

Classroom or Group Work Norms

- Everyone has the right to be heard.
- Be respectful while still being critical.
- No name calling.
- One person speaks at a time.
- Maintain confidentiality.
- Hold yourself and each other to high standards of excellence at all times.
- Have the humility to recognize that you do not know everything and that everyone can stand to improve.
- Recognize that everyone will start from different bases of knowledge.

REQUIRED MATERIALS AND TEXTS

These items are an integral part of the lesson plan for the course, and not having these materials could have a negative impact on a student's learning outcomes for the course.

Required:
- We will use the following materials for the course:

Required Readings:

1. *Born a Crime* by Trevor Noah Part 1 and Part 2 pp 6-31. Anchor, Canada, 2016.

2. Siqueira, A; Honig, B; Mariano, S; Moraes, J; Cunha, R.M. (2023) Creating economic, social, and environmental change through entrepreneurship: An entrepreneurial autonomy perspective informed by Paulo Freire. *Journal of Business Venturing Insights* 19.

3. Nafari, J;Honig, B; Siqueira, A. (2024). Promoting Academic Social Intrapreneurship: Developing an International Virtual Incubator and Fostering Social Impact *Technovation*

4. Atsu Nkukpornu, Kwame Adom, and Etse Nkukpornu Social Entrepreneurship in Focus: Evidence from Ghana . Chapter 6. In Hinson, R. E., Odame, D. A., Adae, E. K., & Adom, K. (Eds.). (2023). *Small Business and Entrepreneurial Development in Africa: A Route to Sustained Economic Development*. Springer Nature. Pp 107-124. ebook

5. Farhoud, M., Bignotti, A., Hamann, R., Kauami, N. C., Kiconco, M., Ghalwash, S., ... & Kgaphola, M. (2023). African perspectives on researching social entrepreneurship. *Social Enterprise Journal*, *19*(5), 421-434.

6. Seferiadis, Cummings and Essegbey (2023). Young Women as Social Entrepreneurs in the Environmental Sector in Ghana:Development Hackers and the Re-imagining of Sustainable Development Models

7. Siqueira, A; Honig, B. (2019) Entrepreneurs' Ingenuity and Self-Imposed Ethical Constraints: Creating Sustainability-Oriented New Ventures and Knowledge. *Journal of Knowledge Management* 23(10),1965-1983

8. Adom, K., Abdul-Rahaman, A., & Duah-Agyemang, F. (2018). Social entrepreneurship: An emerging market perspective, some fresh evidence from Ghana. *International Journal of Social Entrepreneurship and Innovation*, 5(2), 77-94.

9. The Life of Gustavus Vassa, Chapter 1 and 2, (pp 31-61) in the classic Slave Narratives, (Henry Louis Gates, Jr. Editor), Signet Classics, 1987

Online Reference Resources:

10. Coast and Conquest- History of Africa with Zeinab Badawi
https://www.youtube.com/watch?v=8hKeMgH6A34&list=PLajyiGz4JeyPq2lpEt2skZRhQsAspIQCp&index=12

Documentaries:

11. *The Flats (10 min)*
12. UPRIZE!

Supplementary reading:

13. Mandela, Nelson, 2009. Long Walk to Freedom. New York :Flash Point/Roaring Brook Press.
14. Gordon & D. L. Gordon (eds.) Understanding Contemporary Africa,. Boulder, CO: Lynne Rienner Publishers, Inc.
15. Basi Davidson (1991) Africa in History. Touchstone Book, 1991
16. Adu Boahen, (1987). African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987.

17. Koehne, F; Woodward, R; Honig, B. (2022) The potentials and perils of prosocial power: Transnational social entrepreneurship dynamics in vulnerable places. *Journal of Business Venturing*. *37*(4).
18. Clark, N and Worger, W.(2016) South Africa: The Rise and Fall of Apartheid. Routledge. Social Entrepreneurship and Sustainability (pp. 34-42). Routledge
19. Entrepreneurship as Social Change, Edward Elgar.
20. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* by Paul Collier
21. *Creating a World Without Poverty: Social Business and the Future of Capitalism* by Muhammad Yunus
22. "The Role of Culture in Economic Development" by David Landes
23. "Entrepreneurship and Economic Development" by Wim Naudé

Cases (Provided from the CRCE/Reframery, to students, at no cost for their use).

1). **Aqualuz**

2). ***Gjenge Makers***

3). **KIMULU Fashionability**

4). **ADCAM**

COURSE EVALUATION AND COURSE DELIVERABLES

Assignment #1 – outline of Joint Ghana- Canadian project
This assignment is worth **5%** of your final grade and will be as a group grade. . It will be evaluated on the thoroughness of the project outline, the inclusiveness of the tasks that need to be undertaken, and the thoughtfulness by which the group has identified tasks and allocated those team tasks to different team members

Quizzes – #4 Multiple Choice Quiz
There will be four multiple choice quizzes in this course that account for **15%** of your individual final grade. The quizzes will be given at some time during one of four class sessions, and will only cover the weekly readings. The multiple-choice quiz will **NOT** cover case content material and will NOT cover optional readings. The objective of the quiz is not to interrogate your comprehension, rather, to confirm your commitment to read the necessary course material before class begins.

Final Project presentation: McMaster student teams will be evaluated by the provided rubric on their presentation of the semester project on the final day of class.

Final Project

There is a final group project that accounts for **25%** of your grade. You will be responsible for following the rubric provided to the class. While each project will be different, all groups will be asked to support the design, integration, writing, and final presentation of the project idea.

Participation

Attendance in this class is mandatory. Please indicate by email in advance to the TA if you cannot attend for any reason

Name cards and class pictures are used to help give credit for your participation. You must have a name card, or log in, with your **full first and last name** clearly written and displayed for every class.

Since student participation is an important component of this course, official McMaster student ID photographs will be used to ensure that each student is assessed accurately. A system of peer evaluation will be used – each student will evaluate others in their group weekly, on a scale (1=low, 2 average,3=high). Both the TA and the Professor will also rate each student to ensure fairness.

Bonus points: 5% per student, available. Students interested in presenting need to ask two weeks before class. If there are more than one student asking for the same reading, a random process will adjudicate. To achieve your bonus, ensure you thoroughly understand the material, prepare insightful questions that encourage deep thinking and engagement, and facilitate a dynamic and inclusive conversation among your peers. Demonstrating your ability to connect the reading to broader course themes and real-world applications will further enhance your leadership in the discussion.

Overall grading scheme

Engagement (Participation)	20%	10%: Contributions to Weekly Discussions/Interactions in class using peer evaluation grading system
		10% Contributions to virtual cross-national team as determined by international peer evaluation grading system
Quiz on weekly reading (Canada)	15%	There will be four quizzes during the semester covering the weekly readings. These will be given without warning and will be based entirely on the readings. They may cover more than one week's readings.
Final Project outline (group grade)	5%	This is just a summary of your intended contribution to the team project involving both Canadian and Ghanian students. Due Oct. 9
Final Project (group grade)	25%	Teams of 6-7 Canadian students hand in and present a written project Due Nov. 27.
Reflection on collaborative Project with GIMPA	15%	Individual reflection regarding learning with GIMPA students Due Nov 20
Final presentation (group grade)	10%	Each group will be responsible for either 1) a 5-6 minute video production or podcast regarding their NGO project or 2) a final 10 min. presentation of their project, to take place on Dec. 4

IBH_2AF3 – Fall 2025

Case Study Reports (group grade: Canada)	10%	Each Group will complete a case study summary, 4 cases due on the following dates, in writing, 12 point type, 1" margins; one page: Cases must be submitted to Mosaic by midnight, the day before they are discussed in class, in order to get credit
Bonus Presentation Points	5%	Students will have an opportunity to present, one time only, a research article before the class. To complete a bonus, the student will need to request at least two weeks before class. If there are more than one volunteer, student presenters will be appointed randomly. Students with special accommodations (e.g. health, etc..) will have preference

LATE ASSIGNMENTS

No Late assignments will be accepted. Students with accommodations will be expected to complete assignments on time or, alternatively, to make other mutually agreed upon alternative arrangements in writing with the professor two weeks before the due date.

In-class work cannot be submitted after the class is over. Make sure you upload/hand-in any papers, worksheets, and so on before you leave the classroom.

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.

All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.
- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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/

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

There are three approved statements on the use of AI in the classroom. Please choose the one that best fits your policy

USE PROHIBITED

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

SOME USE PERMITTED

Example One

Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, and so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use for each assessment and to be clear on the expectations for citation and reference and to do so appropriately.

Example Two

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

Example Three

Students may freely use generative AI in this course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately.

UNRESTRICTED USE

Students may use generative AI throughout this course in whatever way enhances their learning; no special documentation or citation is required.

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.

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

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their

work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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

12

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 or 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

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, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

13

Your enrolment in IBH2AF3 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.

COURSE SCHEDULE

IBH2AF3 Global Business Experience
Fall 2022 Course Outline
IBH 2AF3-C01

WEEK	DATE	ASSIGNMENT
1	Thurs. Sept. 4 Introduction	**JOINT CLASS This session meets in DSB B105** **Introduction** - Introductions (Prof. Honig & Dr. Gameti; Prince Derrick Dodoo); Ghanian context, Canadian Context, NGO's in Ghana; Team formation
2	Thurs. Sept. 11 Context:Lived Experience and Narratives	**JOINT** **SA and Canadian Teams meet last 30 minutes of class** SME/Startup selection **Guest Speaker (zoom) Guest from Ghana** **Required Reading:** *Born a Crime* by Trevor Noah Part 1 and Part 2 pp 6-31. Anchor, Canada, 2016. **Teams meet for first time last 30 minutes of class (8 groups)**
3	Thurs. Sept. 18	**CANADA Africa from an African perspective** **Required Reading:** The Life of Gustavus Vassa, Chapter 1 and 2, (pp 31-61) in the classic Slave Narratives, (Henry Louis Gates, Jr. Editor), Signet Classics, 1987

4	Thurs. Sept. 25 1Intro to Social Entrepreneurship + Customer Discovery	**CANADA** **<u>SA and Canadian Teams meet last 30 minutes of class</u>** **<u>Prof Maria Aluchna Visitor</u>** Readings: Siqueira, A; Honig, B; Mariano, S; Moraes, J; Cunha, R.M. (2023) Creating economic, social, and environmental change through entrepreneurship: An entrepreneurial autonomy perspective informed by Paulo Freire. *Journal of Business Venturing Insights* 19.
5	Thurs, Oct 2 African Colonialism, and Market Realities Case Analysis 1	**<u>GHANA</u>** **Africa from an African perspective** Case #1: Aqualuz Kenya; (Canada) Team meeting time; Contextualizing project environments **Required Reading:** Atsu Nkukpornu, Kwame Adom, and Etse Nkukpornu Social Entrepreneurship in Focus: Evidence from Ghana . Chapter 6. In Hinson, R. E., Odame, D. A., Adae, E. K., & Adom, K. (Eds.). (2023). *Small Business and Entrepreneurial Development in Africa: A Route to Sustained Economic Development*. Springer Nature. Pp 107-124. ebook
6	Thurs. Oct. 9 Ingenuity & Field Interview Feedback	**<u>JOINT</u>** **Introduction to Social Entrepreneurship** **The Reframery and CRCE** **Research Articles:** Farhoud, M., Bignotti, A., Hamann, R., Kauami, N. C., Kiconco, M., Ghalwash, S., ... & Kgaphola, M. (2023). African perspectives on researching social entrepreneurship. *Social Enterprise Journal*, *19*(5), 421-434. Outline for final project due **Case #2 *Gjenge Makers***
Oct 16	Reading week	**No class IN CANADA Reading Week**
7	Thurs Oct 24	**CANADA <mark>This class meets in DSB B105</mark>**

	Constraints in Social Entrepreneurship Case #3	**Ghanian and Canadian Teams meet last 30 minutes of class** **Case #3 KIMULU Fashionability** **Readings**: Siqueira, A; Honig, B. (2019) Entrepreneurs' Ingenuity and Self-Imposed Ethical Constraints: Creating Sustainability-Oriented New Ventures and Knowledge. *Journal of Knowledge Management* 23(10),1965-1983
8	Thurs. Oct. 30 Prototyping and Value Creation	**GHANA** Craft value propositions; prepare for business model testing **Readings:** Reading:. **Social Entrepreneurship in Focus: Evidence from Ghana** *Atsu Nkukpornu, Kwame Adom, and Etse Nkukpornu* Pg. 107 in Hinson Small Business and Development in Africa. Palgrave
9	Thurs. Nov. 6 Business Model Design	**JOINT** **Interventions in Africa** *Reading:* Nafari, J;Honig, B; Siqueira, A. (2024). Promoting Academic Social Intrapreneurship: Developing an International Virtual Incubator and Fostering Social Impact *Technovation*
10	Thurs. Nov. 13 Institutions, Industrialization & Model Validation	**CANADA** Present business model validation; Finalize drafts Case #4 **ADCAM** Seferiadis, Cummings and Essegbey (2023). Young Women as Social Entrepreneurs in the Environmental Sector in Ghana:Development Hackers and the Re-imagining of Sustainable Development Models
11	Thurs. Nov. 20 Institutions and industrialization	**JOINT** **Modern Spheres: Institutions and industrialization** Reading Page (2011) Should Africa industrialize? WILDER working paper 2011/47 the UNU world Institute for development Economic Research Reading Adom, K., Abdul-Rahaman, A., & Duah-Agyemang, F. (2018). Social entrepreneurship: An emerging market perspective, some fresh evidence from Ghana. *International Journal of Social Entrepreneurship and Innovation*, 5(2), 77-94
12	Thurs Nov 27	**Students meet and prepare next week presentations** **Written project handed in today**

13	Dec. 4 Last Class	**Joint** **Class Presentations and video – or podcast due today** ➢ Feedback 3 (You may use reflection info for this feedback. See the instructions on what is required and prepare accordingly) ➢

Four Case Studies You will be responsible, as a group, for reading, analyzing and typing up a solution to each of the four assigned cases. One two two page (maximum) group summaries will have to be submitted to avenue to learn by midnight the day before the class session (e.g. the previous midnight)n where the case is to be discussed. Your answers to a business case group assignment will be evaluated based on the depth and thoroughness of your discussion and analysis. This includes how well you demonstrate an understanding of the case study, the quality of your critical thinking, and the relevance of your arguments. Be sure to reference specific details from the case, showcase your ability to identify key issues, propose viable solutions, and justify your recommendations with sound reasoning and evidence from the text.

Reflection on collaborative group project 15% Write an effective 2-3 page reflection paper on your group work with your virtual team in Ghana, focusing on detailing your personal experiences, challenges, and learning outcomes. Reflect on how cultural differences, communication styles, and collaborative efforts influenced the group's dynamics and your individual contribution. Include specific examples to illustrate your points and demonstrate the impact of this cross-cultural collaboration on your professional growth.

Final Presentation of group project (10% group grade).
In your group presentation, you will be evaluated on how effectively you communicate your experiences and insights from working with a virtual team in Ghana on NGO projects. This includes the clarity and organization of your presentation, the depth of your analysis, the practicality of your proposed solutions, and your ability to engage the audience while demonstrating teamwork and collaborative efforts. You will also be evaluated for your effective and accurate use of time during the presentation.