

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	Management
Course Number and Title:	MGT 360 Social and Sustainable Venturing
Division:	Upper
Faculty Name:	Diane Holt
Semester Credit Hours:	3

Prerequisites: Junior standing or higher

COURSE DESCRIPTION

The initial growth in green businesses in mainstream markets starting in the early 1990s has been joined by an explosion in the number 'social' for-profit, non-profit and hybrid business models. These organizations place their social and/or environmental goals at the heart of their business mission. The entrepreneurs leading these businesses are powerful agents of social, environmental and economic change. Their business models reflect the market opportunities offered by changing norms and values in the societies in which they are set. They respond to sustainability issues such as poverty, inequality, lack of healthcare, financial exclusion, lack of educational opportunities, inadequate sanitation, poor waste management and global issues such as climate change. This course explores how these different sustainable and social enterprises leverage markets to address specific social and/or environmental challenges across the regions visited. In particular it explores how context influences these organizations, reflecting the normative and institutional environments in which they are set, and the specific issues they seek to address. This course will use lectures, real-life case studies, fieldwork, group exercises and presentations to gain in-depth understanding of the major issues addressed by these enterprises, the different models used in differing contexts, and the specific challenges they confront.

LEARNING OBJECTIVES

After completing this course, the successful student will be able to:

- Understand how historical events shape knowledge and awareness of environmental/social issues in society;
- Reflect on how different types of enterprise-based initiatives have developed to respond to different societal concerns and shifting values, and the 'opportunity' spaces such issues create;
- Demonstrate an enhanced knowledge of how different contexts influence the nature and forms of different types of mission-driven non-profit and for-profit organisations;
- Identify, map and contrast the positive and negative impacts of such enterprises in addressing the aforementioned challenges;

- Gain applied research and analysis skills focused on mission-driven business models and particularly hybrid social enterprises; and
- Improve both written and oral presentation skills.

REQUIRED TEXTBOOKS

There is no specified textbook for this course. Instead I have a range of required reading indicated for each session based on articles, reports etc. There is also a wider selection if you wish to take your understanding further. In addition copies of some useful textbooks (or chapters) have been placed in the library to enhance this reading.

TOPICAL OUTLINE OF COURSE A Day 1400-1520, Lido Restaurant

We will show a number of films that enhance your experiences on this module – these will be on the loop and include Poverty Inc and Earth Days. Highly recommended you watch these.

Date	Topic	Other after class – do after the class and before next.
January 5	Depart Ensenada, Mexico	
A1–January 7	Course Overview – what is sustainable and social venturing?	None – Watch Poverty Inc & Earth Days
A2–January 9	The roots of modern environmental/societal concerns	Read: (i) IISD 2012 (ii) Barkemeyer et al., 2009; (iii) Holt & Barkemeyer, 2012 (Introduction + Discussion)
A3–January 11	Opportunities for business creation from societal agendas Hand in Class exercise 1 (Individual)	Read Alkire and Sumner, 2013; Thompson, 2015 - Sustainable Development Goals (skim and focus in on one).
January 12	Honolulu, Hawaii	
A4–January 14	Thinking about context - Are issues social/environmental different across the world? Hand in Class exercise 2 (Individual)	Read Barkemeyer et al., 2013; Julian & Ofori-Dankwa, 2013; (see also Mair et al., 2012b; Bacq & Janssen, 2011).
January 16	(Lost Day)–International Date Line crossing	
A5–January 17	Green Businesses and the nature of trade-offs.	Holt & Watson, 2008; Read at least one of Holt, 2011a, 2011b, 2012.
January 19	No Class	Read Hahn et al., 2010; Seelos & Mair, 2005; Wilson & Post, 2013.
A6–January 20	Social Enterprises Hand in Class exercise 3 (Group)	Kerlin, 2010; Defourny & Nyssens, 2010.
A7–January 22	Making sense of the institutional differences in social entrepreneurship – presentations and discussions Hand in Class Exercise 4 (Group)	Doherty et al., 2014;
	Kobe, Japan – January 24-28	
A8–January 29	Reflection on Japan. Looking at social entrepreneurs	
	Shanghai, China / Hong Kong SAR – Jan 31 - Feb 1-5	

A9—February 6	Reflection on China/HK. Considering stakeholders and beneficiaries	Banerjee & Duflo, 2007; Mitchell et al., 1997
	Ho Chi Minh City, Vietnam — February 8-13	
A10—February 14	Reflection on Vietnam - identifying positive and negative impacts	
February 16	No Class	Holt & Littlewood 2013b, 2015a; Littlewood & Holt, 2013b
A11—February 17	Reflecting on Mumwa Crafts and BookBus - exploring case examples Hand in Class exercise 5 (Group)	
	Yangon, Myanmar - February 19-23	
A12—February 24	Reflection on Burma. Funding for mission-driven firms	Look at Greater Capital 2011;
A13—February 26	Financial in/exclusion Hand in Class exercise 6 (Individual)	Kickul & Lyons, 2015; Martin, 2015; (Read Holt & Littlewood, 2014 after class) - also useful Collins et al., 2009
	Cochin, India - February 28 – March 5	
A14—March 6	Reflection on India. The importance of the informal economy for hybrid social enterprises and the poor	Holt & Littlewood, 2015b; Holt & Littlewood, 2016; (also useful is Webb et al., 2009, 2014)
March 7	No Class	
A15—March 9	The importance of social innovation.	Skim Mulgan et al 2007; Nicholls & Murdock (2012) Chapter 1.
	Port Louis, Mauritius — March 11	
A16—March 12	Mini-reflection on Mauritius. The role of profit in social and sustainable ventures.	Petersen 2015 p5-25
A17—March 14	Exploring the South African Context. Hand in Class Exercise 7 (Individual)	Littlewood & Holt 2015b; Claeyé, 2016; ILO 2016. Watch Cape Town Townships on loop
A18—March 16	Exploring the cases of Shonaquip and Khayelitsha Cookies. Preparing for the field day	Holt & Littlewood, 2013a Submit 6 entries for field journal
	Cape Town, S Africa — March 18-23	FIELD CLASS
A19—March 24	Reflection on field day: Social Enterprise in sub-Saharan Africa	Rivera-Santos et al., 2015, Littlewood & Holt, 2015a
A20—March 26	Scaling up social enterprises.	OECD 2016, Westley & Antadze, 2010.
A21—March 28	When things don't work - the unintended consequences of social and sustainable businesses	Gronin et al. 2013 Field Day Report due in (28th March)
	Takoradi/Tema Ghana — March 30 - April 3	
A22—April 4	Reflection in Ghana. What are the tensions in SE and what is the future?	
A23—April 6	Presentations for Independent Field Assignment *	Independent Field Assignment Report due in

April 8	Study Day	
A24– April 9	Presentations for Independent Field Assignment* Hand in Class Exercise 8 (Group)	
	Casablanca, Morocco – April 11-14	
A25–April 15	Presentations for Independent Field Assignment*	

* anyone not attending on the days they do not have a presentation, without good cause, will receive a 10% grade deduction] Each person will provide a peer review mark for the presentations

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class and Assignment (20%) - Individual

The Field Class for this course will take place on *Friday, 23 March, in Cape Town, South Africa.*

Field Class Title: Exploring social and sustainable ventures in Cape Town

Field Class Description: We will be visiting a range of mission-driven organisations across Cape Town. They will comprise a mixture of those who prioritise environmental issues or social issues, or both. During the visits to township community organisations, incubators and a company who has adopted a green ethos we explore the dynamics of social and sustainable venturing in the South African context. In the final part of the field visit we will visit a sustainable winery where the group will split to undertake a two part tour, around the grounds of winery to explore their production and through their nature conservancy. (Please note you will not be able to purchase any wine at this part of the field visit)

Field Class Learning Objectives:

- To explore examples of mission-driven organisation's in Cape Town;
- To be introduced to the practical actions such firms might take;
- To consider who their beneficiaries and key stakeholders are;
- To consider what challenges these enterprises face; and
- To reflect on how such organisations face trade-offs in good versus good missions

The assessment for the field class consists of an individual report. You should prepare an analysis of two of the case examples seen during the field visit identifying for each:

- (1) The key social/environmental/economic issues this specific business model is seeking to address.

- (2) The nature of this enterprise in terms of its structure (for profit/non-profit/hybrid).
- (3) An outline map of the possible key stakeholders for this organisation (based on reading as well as what you see in field).
- (4) The potential positive/negative impacts this organisation may have across social, environmental and economics dimensions.
- (5) A summary reflection of the key similarities and differences between these organisations.
- (6) A reflection of how these organisations reflect a specific national context.

This report should be 5-6 pages (excluding references), in Times New Roman 12 point, 1.5 line spaced, 1" margins. Tables/diagrams are allowed. This report should be submitted by **28th March**

Independent Field Assignment I - Field Journal (25%) – Individual

In each countries that we visit (starting with Japan and up to and including India/Mauritius), students will observe and collect information on different social and/or environmental problems they observe in each country visited. When they come across examples of social, environmental, hybrid businesses that addressing specific issues or opportunities in these countries they should take photographs (only when possible/with permission) and make a note of their details.

Immediately on return to the ship after each visit each student should select two examples per country and pick 2-3 photographs (that represent this business seen or the context) and write a short 300-500 word entry. The write up focuses on the business examples they saw in the field (or know about) and what specific contextual issues or opportunities they were seeking to address and/or that exist in the country. Students are advised to take a note book with them on their travels in port to take these notes. During the subsequent classes I will call upon different students to reflect on what they saw on their time in-country, bringing up their specific journal entry. It maybe that this journal entry will be online on our Moodle site – to be confirmed at the first class

Countries we visit after India will be considered in class exercises and other coursework so you are encouraged to continue to take notes. Marks will be given for 6 locations with a final entry for grading **16th March**. Grading will occur on for 6 country entries posted before the submission date.

One grade will be given across the journal but if an entry is missing 1/6th of the final mark will be deducted. Each entry must be made by the next morning on port departure, ready for the post-country reflections in class.

Independent Field Assignment II (25% Report/ Presentation 5%) – Group

Title “Reflecting on the importance of context in sustainable and social venturing”

One of the main objectives of this course is to raise your awareness how differences in national contexts (such as normative values and the specific challenges facing different countries) may result in different type of mission-driven business models. This assignment is designed with that objective in mind.

In teams of 2-3 you will conduct research on the cultural, political, economic and technological environment of three SAS Spring 2018 countries and discuss the implication of your findings from the viewpoint of hybrid social ventures in these countries. I suggest you consider working on some of the early locations so you might then be able to collect any additional information from library and internet sources. In addition your pre-port briefings are useful.

All names should be listed on the front cover of the report. You should take minutes of meetings and I may ask to see field notes if I need to arbitrate if groups feel a team member is not contributing

The goal of this assignment is to apply the concepts learned in class to a real-life context, stimulate discussion and enrich the class by providing information that is going beyond the material covered by lectures and readings. You are also encouraged to include your own views, reflections and, if applicable, findings based on your own experience. You should also demonstrate your secondary research and readings.

Each team will be scheduled to present a summary of your findings and observations/reflections in a 10-12 minute oral report and a five-page write-up (double-spaced, 1 inch margins). In presenting your findings, you are encouraged, but not required, to adopt a creative approach. The evaluation criteria are

(1) the degree to which the concepts discussed in class are applied and integrated in the written and oral report,

(2) quality of the written report,

(3) quality and creativity of the oral report (i.e., engaging delivery and staying within the time limit).

Students will be scheduled to present during the last three full class days of the semester.

All reports are due in before the first presentation - **6th April**.

The structure of this report should include

- Introduction
- Country Background (*a comparative table useful here!*)
- Nature of mission-driven organisations (including any legal definitions)
- How context has influenced the forms emerging (including reflections on readings/theory in readings)
- Conclusions
- References

Please note guidelines on academic plagiarism and collusion. You are encouraged to discuss with each other during the course but I suggest when it comes time to write assignments you are careful not to cross into the territory of collusion between each other or between groups. Your (and group) research should be independent and it is NOT a good idea to 'share' files.

CLASS EXERCISES (25%)

These will consist of 8 individual or group exercises to be submitted across the semester, comprising 25% of your grade. Each completed exercise submitted on time will receive an A-D grade depending meeting the brief set, on quality of writing, standard of presentation, evidence of independent thought and where appropriate critical reflection with regard to readings and course materials. If you do not submit in class without an adequate reason then you will fail to gain the mark for that exercise. There are no 'right' or wrong answers for these exercises. I will give feedback on at least one early submission to show where you might improve. Grades across these exercises will be released at the end of the course.

I will discuss the class exercises in more details during the relevant sessions but in summary they are:

Class exercise 1: (Individual) Look at the sustainable development goals. Pick one category and write a one page summary of up to at least 2 business opportunities you might see linked to achieving this (you can draw on ones you have seen). Bring this to class 3 to be handed in.

Class exercise 2: (Individual). For the next session write a one page summary on what you think the key environmental and social issues are in your particular (i) home town/country/district (ii) country explaining these. Hand in next class.

Class exercise 3: Split into groups. Using Q1/Q2 given in class each team of 4 goes around ship and asks 10 people which criteria they prioritise and why. Bring your results together into a summary of the groups findings and provide a one page overview of the results of your sample and interpret these. (Think about meeting up with a second team and comparing between for extra credit.)

Class exercise 4: In groups of 3/4 read papers by Kerlin (2010) and Defourny and Nyssens (2010) and outline both the differences in institutional factors and social enterprise characteristics across the key global regions (US, Western Europe, Eastern-central Europe, South Africa, South East Asia and South America).

Class exercise 5. In groups of 2-3 read Holt and Littlewood 2015. For your assigned case (Mumwa or BookBus) produce three slides in PowerPoint ready to hand in. Using the mapping tool in CMR article map your stakeholder and impacts.

Slide 1 – what is the core mission of the organisation?

Slide 2 – the stakeholders, economic balance, social/environmental balance?

Slide 3 – possible negative impacts?

Class exercise 6 (Individual). Pick one of the 'mission-based' organisations (Green NGO fair-trade social etc) you have seen in your travels that you mention in your field journal. Think about how they may fund themselves. Drawing on the range of funding approaches detailed in the class write a one page summary of the key challenges they will face tapping into the various funding sources.

Class Exercise 7. (Individual) Identify different ways the social/environmental enterprises you have seen or read about are linked to the informal economy. Cluster/classify in some manner and use examples to illustrate. 2-3 page write up required

Class exercise 8 – In groups of 2/3 prepare a 2 page overview of the key similarities and differences you saw in social, sustainable and hybrid business models in Ghana with two other countries.

Each of the group exercises can be completed individually if there are any issues within groups or if you prefer to do solo.

METHODS OF EVALUATION / GRADING SCALE

Class Exercises (Group and Individual) – 8 *	25 % - 125 marks (see schedule for due dates)
Online Field Journal (Individual – 6 country entries)*	25% - 125 marks (submit by March 16th)
Field Class Report - Individual	20% - 100 marks (due 29 th March)
Field assignment (25%) & presentation (5%)(Group teams 2-3)	30% - 150 marks (report due 6 th April)
Total	500 marks

* Each due immediately after return to ship or the relevant class

GRADING GUIDELINES

Grading Scale

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Pluses and minuses are awarded as follows on a 100% scale:

Excellent	Good	Satisfactory/ Poor	Failing	No submission
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F	0
93-96%: A	83-86%: B	70-76%: C		
90-92%: A-	80-82%: B-	60-69%: D		

Class Exercises and Field Journal

“A” range: Excellent. On time, meets set brief completely, well presented with no errors, insightful, clear independent thought, where appropriate reflecting critical understanding of the readings and course materials. (Field Journal – all submissions reflect this high standard)

“B” range: Good. On time, meets set brief fully or in the main, well presented with no more than 3 typographic errors, shows some insight, some independent thought, where appropriate reflecting understanding of the readings and course materials. (Field Journal – the majority of submissions reflect this standard)

“C” range: Average. On time, meets set brief fully or in the main, well presented with no more than 3 typographic errors, shows some insight, some independent thought, where appropriate reflecting understanding of the readings and course materials. (Field Journal – the majority of submissions reflect this standard with one or two of poor quality)

“D” range: Poor. Individual elements on time, but does not really meet the set brief, and/or significant errors in presentation. Little if any insight/little independent thought, and where appropriate does not reflecting understanding of the readings and course materials. (Field Journal – the majority of submission is poor and reflect this standard)

“F” range: Late submission of a class exercise or none completion. For the field journal a missing entry will be given a 1/7th mark deduction (zero for the element) and remaining elements marked as above

Field report and independent field assignment

I will use the rubric below to guide grading. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than a week (7 days) after the submission deadline will receive a score of zero.

Grade	
A	Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written and oral communication.
C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way, but could go into much more depth. Competent written and oral communication, but could be improved.
D	Work does not fulfil the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

ATTENDANCE

Attendance in all Semester at Sea classes, including the Field Class are mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students, who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

RESERVE BOOKS

Benjamin, N.C., Mbaye, AA, & Diop, I.T. (2012). The informal sector in francophone Africa: firm size, productivity and institutions. World Bank.

Collins, D., Morduch, J., Rutherford, S. & Ruthaven, O. 2009. *Portfolios of the poor how the worlds' poor live on \$2 per day*. Princeton, NJ: Princeton University Press.

Dean, T.J. & Castillo, J.T (2014) *Sustainable venturing: entrepreneurial opportunity in the transition to a sustainable economy*. Boston: Pearson

Jaffee, D. (2007). *Brewing justice : fair trade coffee, sustainability, and survival*. Berkeley: University of California Press*

Jamali, D. & Lanteri, A., (2015) *Social Entrepreneurship in the Middle East*. Palgrave Macmillan UK.ISBN: 978-1-349-57262-5.

Krishna, A. (2010). *One illness away. Why people become poor and how they escape poverty*. Oxford, UK: Oxford University Press.

London, T., & Hart, S. L. 2010. *Next generation business strategies for the base of the pyramid: New approaches for building mutual value*. FT Press**

Nicholls, A., Simon, J., Gabriel, M. & Whelan, C (2015). *New Frontiers in Social Innovation Research*. Palgrave Macmillan

Off, C. (2008). *Bitter chocolate: the dark side of the world's most seductive sweet*. New Press

Scofield, R (2011). *The social entrepreneur's handbook : how to start, build, and run a business that improves the world*. New York : McGraw-Hill

Sen, A. (2001). *Development as freedom*. Oxford Paperbacks.

Yunus, M. (2011). *Building social business : the new kind of capitalism that serves humanity's most pressing needs*. New York : Public Affairs

FILMS

Title of Film: Poverty Inc (2016) Director: Michael Matheson Miller

Title of Film: Earth Days (2010) Distributor: PBS

Title of Film: Black Gold Distributor: California Newsreel (2007) www.newsreel.org

Title of Film: Wal*Mart - The High Cost Of Low Price Distributor: Brainstorm (2005)

Title of Film: Nothing like Chocolate- a journey to the heart of chocolate Distributor: Bullfrog films

I will also show Wasteland and lead a discussion of it.

ELECTRONIC COURSE MATERIALS

All of these will be placed in the Moodle folder for you to see. You do not have to read them all – this is just to give you a good range of materials to choose from

AfDB (2013). Recognizing Africa's Informal Sector. Accessed <http://www.afdb.org/en/blogs/afdb-championing-inclusive-growth-across-africa/post/recognizing-africas-informal-sector-11645/> 18th August 2016. African Development Bank Group

Alkire, S. & Sumner, A. (2013) *Multidimensional Poverty and the Post-2015 MDGs*. OPHI Briefing Note.

Alvarez, S. & Barney, J. (2013). Entrepreneurial Opportunities and Poverty Alleviation, *Entrepreneurship, Theory and Practice*, 38(1), pp. 159-184.

Andrews, D., A. Caldera Sánchez & Å. Johansson (2011). *Towards a Better Understanding of the Informal Economy*, OECD Economics Department Working Papers, No. 873, OECD Publishing <http://dx.doi.org/10.1787/5kgb1mf88x28-en>

Bacq, S. & Janssen, F. (2011). The Multiple Faces of Social Entrepreneurship: A Review of Definitional Issues Based on Geographical and Thematic Criteria. *Entrepreneurship and Regional Development*, 23(5-6), pp. 373-403.

Barkemeyer, R., Figge, F., and Holt, D. (2013) Exploring sustainability-related media coverage and human development. *Environment and Planning C*, 31(4), pp. 716-740.

Barkemeyer, R., Figge, F., Hahn, T. & Holt, D. (2009), What the papers say – trends in sustainability, *Journal of Corporate Citizenship*, 33, Spring, pp. 69-86.

Barkemeyer, R., Holt, D., Preuss, L. & Tsang, (2014). What happened to the development in 'sustainable development'? *Sustainable Development*, 22(1), pp. 15-32

Casson, M., Della Giusta, C.M. & Kambhampati, U.S. (2010). Formal and informal institutions and development. *World Development*, 38, pp. 137-218.

Claeyé, F. (2016). Social Enterprise in South Africa: A Tentative Typology, *ICSEM Working Papers*, No. 38, Liege: The International Comparative Social Enterprise Models (ICSEM) Project.

Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of Management Perspectives*, 24(3), 36-56.

Defourny, J. & Nyssens, M. (2010). Conceptions of social enterprise and social entrepreneurship in Europe and the United States: convergences and divergences. *Journal of Social Entrepreneurship*, 1, pp. 32-53

Doherty, B., Haugh, H. & Lyon, F. (2014), Social enterprises as hybrid organizations- A review and research agenda, *International Journal of Management Reviews*, DOI: 10.1111/ijmr.12028

Gonin, M., Besharov, M., Smith, W., & Gachet, N. (2012). *Managing social-business tensions: A review and research agenda for social enterprise* [Electronic version]. Retrieved 12.4.17 from Cornell University, ILR school site: <http://digitalcommons.ilr.cornell.edu/articles/919>

Greater Capital (2011). Financing social enterprises in South Africa, International Labour Organisation. ISBN 978-92-2-124609-1.

Hahn, T., Figge, F., Pinkse, J., & Preuss, L. (2010). Trade-offs in corporate sustainability: you can't have your cake and eat it. *Business Strategy and the Environment*, 19(4), 217-229.

Hall, J., Matos, S., Sheehan, L., & Silvestre, B. (2012). Entrepreneurship and innovation at the base of the pyramid: a recipe for inclusive growth or social exclusion? *Journal of Management Studies*, 49(4), pp. 785-812.

Holt, D & Littlewood, D (2015a). Identifying, Mapping and Monitoring the Impact of Hybrid Firms. *California Management Review* 57(3), pp. 107-125

Holt, D & Littlewood, D (2016). Waste Livelihoods – through the lens of bricolage. *Business Strategy and the Environment*. 10.1002/bse.1914 Early View

Holt, D. & Littlewood, D. (2013a). *The Khayelitsha Cookie Company "Creating opportunity one bite at a time"*. The Trickle Out Africa Project case study series: No.4. May, ISSN 2052-0026

Holt, D. & Littlewood, D. (2014). Reaching the underbanked and unbanked in subsistence markets at the nexus of the formal and informal economy. British Academy of Management Conference, Belfast 9-11th September

Holt, D. & Littlewood, D. (2015b). The informal economy as a route to market in sub-Saharan Africa – observations amongst Kenyan informal economy entrepreneurs In S. Nwanko and K. Ibeh (Eds.) *The Routledge Companion to Business in Africa*, Routledge 978-0-415-63545-5 pp. 198-217.

Holt, D. (2011a), Where are they now? Tracking the longitudinal evolution of environmental businesses from the 1990s. *Business Strategy and the Environment*, 20(4), pp. 238-250

Holt, D. (2011b), The Longitudinal Evolution Of Environmental 'Ecopreneurs' From The 1990s: Mergers And Acquisitions and The Waste Management Industry. In Eweje, G & Perry, M (Eds), *Business & Sustainability: Concepts, Strategies and Changes*, Emerald Publishing pp. 101-120 ISBN: 978-1-78052-438-2

Holt, D. (2012), The Journey of a 'Green' Micro-Enterprise –The Green Planet. *Corporate Social Responsibility and Environmental Management*, 19(2), pp. 90-101.

Holt, D. and Barkemeyer, R. (2012), Media coverage of sustainable development issues - attention cycles or punctuated equilibrium? *Sustainable Development*, 20(1), pp. 1-17.

Holt, D. and Littlewood, D. (2013b). The Book Bus "Improving children's lives one book at a time" The Trickle Out Africa Project case study series: No.2. February, ISSN 2052-0026

Holt, D. and Watson, A. (2008), Exploring the dilemma of local sourcing versus international development – the case of the flower industry, *Business Strategy and the Environment*, 17(5), pp. 318 – 329. 2008

IISD (2012). *Sustainable Development Timeline*. The International Institute for Sustainable Development

ILO (2016) *Best practise case studies from South Africa*. International Labour Organisation

- Julian SD, & Ofori-Dankwa, J.C., (2013). Financial resource availability and corporate social responsibility expenditures in a sub-Saharan economy. The Institutional Difference Hypothesis. *Strategic Management Journal* 34(11), pp. 1314–1330.
- Kabeer, N. (2012). *Women's economic empowerment and inclusive growth: labour markets and enterprise development*. International Development Research Centre
- Kerlin, J. (2010). A comparative analysis of the global emergence of social enterprise. *Voluntas*, 21, pp. 162-179
- Kickul J, & Lyons T. (2015). Financing Social Enterprises. *Entrepreneurship Research Journal*, 5 (2), pp. 83-85.
- Littlewood, D and Holt, D. (2013a). *Cookswell Enterprises "Save Money, Save Energy, Save our Forests and Eat Well"*. The Trickle Out Africa Project case study series: No.1. February, ISSN 2052-0026
- Littlewood, D and Holt, D. (2013b). *The Mumwa Crafts Association Community Development through Craft Production*. The Trickle Out Africa Project case study series: No.3. April, ISSN 2052-0026
- Littlewood, D. & Holt, D. (2015a). Social and Environmental Enterprises in Africa: Context, Convergence and Characteristics. In Bitzner, V. Hamman, R., Hall, M., and Griffin EL, E.W., (Ed.) *The Business of Social and Environmental Innovation, New Frontiers in Africa*: pp. 27-48. Springer International Publishing ISBN: 978-3-319-04050-9.
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ADDITIONAL RESOURCES

Bertha Centre – Social Enterprise 101 5 Podcasts

<http://www.gsb.uct.ac.za/s.asp?p=772>

1. Building a Social Enterprise
2. Identifying Income Generation Opportunities
3. Change Leadership & Intentionality
4. Pathways to Funding
5. Social Enterprise Planning

COUNTRY INFORMATION – all in Moodle

These are a few of the papers I have found specific to a particular country context. There are others you can search for as well as examples in various textbooks.

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Other Case Studies/Regions

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