

Study Guide

Entrepreneurship in Developing Countries, 2025

This Study Guide is preliminary until the start of the course

Welcome to the course!

The purpose of this course is to introduce students to the role of entrepreneurship for economic, social and sustainable development in emerging economies. Turning our focus to regions of Africa, Asia and Latin America, we examine the role of entrepreneurship for creating social and economic change - whether in the form of local entrepreneurship or entrepreneurship initiated from abroad. Traditionally, entrepreneurship has been related to the creation of new businesses and employment opportunities. In this course, however, we view entrepreneurship and entrepreneurial dynamics in a broader sense - as relevant to the creation of not-for-profit initiatives, generating new ideas, new forms of organizing, and hands-on action that can have different effects.

Entrepreneurship has the capacity to act as a catalyst, mobilizing people and resources as well as generating innovative practices fundamental to how we organize societies. During the course, both economic aspects of business-based entrepreneurship, social aspects of civil society-based entrepreneurship, and aspects of combining economical/social factors to foster sustainable development are discussed.

The term ‘developing countries’ is controversial. In this course we problematize how non-Western regions and countries are represented and interrogate both positive and negative effects of globalization while focusing on issues related to poverty alleviation, economies in transition, emerging markets, and the development of social and political infrastructure – aspects that often lie beyond what commonly is elaborated on in western dominated entrepreneurship discourse. During the course, we develop a more critical approach and scrutinize entrepreneurship activities, their ethical implications and possible impact. In the wake of increasing criticism of neoliberal market economies, the course opens up for new questions, such as how we can know a specific entrepreneurial activity is ‘good’ for the local society.

Learning outcomes

According to the syllabus, the learning outcomes of the course are:

“After having completed the course, students should be able to:

- Describe key development challenges facing the developing world in the 21st century
- Identify opportunities for entrepreneurial initiatives in developing countries, especially in relation to different forms of politics



- Analyse what ‘governmental techniques’, such as empowerment, that are used to develop entrepreneurial initiatives in developing countries
- Evaluate leadership and managerial dilemmas in navigating risk and uncertainty in developing regions
- Analyse, from theory and practice, links between technological and/or social innovations, entrepreneurship and sustainable development
- Identify and analyse the prevailing features of the overall policy and reform environment that shape entrepreneurial development in Africa, Asia and Latin America
- Critically scrutinize and discuss intervention techniques, such as foreign aid, trade and foreign direct investment, as tools for developing capacity to do business for sustainable development”.

Content

The course is grounded in policy issues, entrepreneurship and organization theory, and builds on a broad range of relevant theories as well as on experiences from invited guest lecturers. Theoretical and practical aspects are integrated in themes related to the context of entrepreneurship in non-western contexts, globalization and responsibility, collaborations between stakeholders and critical perspectives of entrepreneurship.

Teaching and learning activities

The course is taught at Stockholm University’s Campus Albano. It builds on students’ physical presence and active participation. Throughout the course, students will be asked to elaborate on the contexts and conditions of entrepreneurship, to develop ideas and to act upon these ideas in interaction with each other and with teachers and guest lecturers. A group project in which students design a project of their own based on the course literature and input from (guest-)lecturers plays an important role in the course.

The course literature consists of scientific articles (made available to students via Canvas). Classes are based on lectures on key issues, divided into themes, and on guest lectures by researchers, state officials and entrepreneurs. Their experiences from practical cases function as inspirational input for learning and for the group project. Workshops include learning-by-doing group discussions, presentations in support of the group project, and critical reflective assignments in relation to the literature specified for different themes in the course.

Course literature

1. Alkhaled, S. & Berglund, K. (2018): ‘And now I’m free’: Women’s empowerment and emancipation through entrepreneurship in Saudi Arabia and Sweden, *Entrepreneurship & Regional Development*, DOI: 10.1080/08985626.2018.1500645

2. Banerjee, S., & Prasad, A. (2008). Introduction to the special issue on “Critical reflections on management and organizations: a postcolonial perspective”. *Critical Perspectives on International Business*, 4(2/3), 90-98. Read only pp 90 - 93
3. Dahan N. M., Doh J. P., Oetzel J. and Yaziji M. (2010) Corporate-NGO Collaboration: Co-creating New Business Models for Developing Markets, *Long range planning*, vol:43 iss:2/3:326 -342.
4. De Laet, M., & Mol, A. (2000). The Zimbabwe bush pump: Mechanics of a fluid technology. *Social Studies of Science*, 30(2), 225-263.
5. De Lima, W. (2023). How do social entrepreneurs compete? Entrepreneurial legitimacy in the Silicon Valley of humanitarian innovations. *Technovation*, 125, 102767.
6. Jensen, T. and Sandström, J. (2011) Stakeholder Theory and Globalization: the Challenges of Power and Responsibility. *Organization Studies*, 32 (4), 473-488.
7. Karim L. (2008) Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh, *Cultural Dynamics* 20: 5.
8. Khan, F. R., Munir, K. A. and Willmott, H. (2007). A Dark Side of Institutional Entrepreneurship: Soccer Balls, Child Labour and Postcolonial Impoverishment. *Organization Studies*, 28, pp.1055-1077.
9. Neal, M. (2017). Learning from poverty: Why business schools should address poverty, and how they can go about it. *Academy of Management Learning & Education*, 16(1), 54-69.
10. Sarkar, S. (2020). Grassroots entrepreneurs and social change at the bottom of the pyramid: the role of bricolage. In *Social Entrepreneurship and Bricolage* (pp. 160-188). Routledge.
11. Schwartz, B., (2012) “Societal Entrepreneurship Contextualized: Dark and Bright Sides of Fair Trade”. In *Societal Entrepreneurship: Positioning, Penetrating, Promoting*, Berglund, K., Johannisson, B. and Schwartz, B. (eds), Edward Elgar.
12. Shepherd, D. A., Sattari, R., & Patzelt, H. (2020). A social model of opportunity development: Building and engaging communities of inquiry. *Journal of Business Venturing*.
13. Vähämäki, J. and Verger, C. (2019) Learning from results-based management evaluations. OECD Development co-operation working paper 53. *OECD*.



Supplementary readings:

1. Acemoglu, D. & Robinson, J. (2019) Rents and economic development: the perspective of Why Nations Fail. *Public Choice* 181, 1/2 (October 2019): 13–28 doi. 10.1007/ s11127-019-00645-z
2. Banerjee A. & Duflo, E. (2007) The Economic Lives of the Poor. *Journal of Economic Perspectives*. Volume 21, Number 1—Winter 2007—Pages 141–167
3. Chatterjee, I., Shepherd, D. A., & Wincent, J. (2022). Women's entrepreneurship and well-being at the base of the pyramid. *Journal of Business Venturing*, 37(4), 106222.
4. Granados, M. L., Rosli, A., & Gotsi, M. (2022). Staying poor: Unpacking the process of barefoot institutional entrepreneurship failure. *Journal of Business Venturing*, 37(3), 106204.
5. Özkazanç-Pan, B. (2008). International management research meets “the rest of the world”. *Academy of Management Review*, 33(4), 964-974.

Schedule

THEME 1: INTRODUCTION

During the introduction, we strive to ‘frame’ the course and outline the basics of entrepreneurship in developing countries (EIDC). We discuss our understandings of ‘entrepreneurship’ and ‘developing countries’, listen to the first guest lecture by an entrepreneur with experience from working in developing countries, and then discuss your group projects and have a Swedish ‘fika’ together.

2/9

17:15

Introduction to the course (Anna & Emma)

In the first part of the lecture, we outline the course structure and discuss central concepts of the course.

Guest lecture by Petra Wadström, Solvatten

Petra Wadström is the founder of Solvatten - a social enterprise based in Sweden with the mission of providing people living in developing countries with safe and hot water in a portable, environmentally-friendly way. The organization is focused on delivering the Solvatten Solar Safe Water System to customers, charities and distributors around the world. Solvatten has formed partnerships with like-minded organizations and micro-financing institutions in efforts to increase reach and improve affordability.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Preparations:

None – just feel welcome to the course!



4/9

17:15

Perspectives on EIDC (Anna and Emma)

In the first part of the lecture, we outline some characteristic features of the contexts that the course focuses on.

Group formation and Swedish fika

Groups are formed and start discussing project ideas.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Preparations:

Upload your personal profile on Canvas

Mandatory literature:

- Neal, M. (2017). Learning from poverty: Why business schools should address poverty, and how they can go about it. *Academy of Management Learning & Education*, 16(1), 54-69.
- Sarkar, S. (2018) Grassroots entrepreneurs and social change at the bottom of the pyramid: the role of bricolage, *Entrepreneurship & Regional Development*, 30:3-4, 421-449.

Supplementary literature:

Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. *Journal of economic perspectives*, 21(1), 141-167.

THEME 2: THE CONTEXT OF THE GLOBAL SOUTH

During this theme, we adopt both an inside and outside perspective of entrepreneurship in emerging economies. We strive to grasp the structural and institutional challenges that entrepreneurs encounter in these contexts and theoretically use postcolonial/de-colonial theory to grasp specific features and variations of contexts underlining the importance of approaching others with respect for local resources, cultures and knowledge.

9/9

17:15

Guest lecture, Daniel Ddiba, Stockholm Environment Institute

In this lecture, Daniel shares his experiences from working with questions of water, sanitation and waste management in the East African region and in India. Daniel will also discuss issues of circular sanitation and waste management business models in collaborations with stakeholders, for example, how private sector participation in projects helps bridge service gaps for sustainable development.



Project Discussion 1

Groups discuss what project ideas to work with, in what context and addressing what SDG goals.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

11/9 17:15 Guest Lecture by Wenderson de Lima, Stockholm Business School
In his lecture, Wenderson presents a case of social enterprising in the urban slum Kibera in Kenya and discusses how different stakeholders interpret and participate in entrepreneurial activities.

Project Discussion 2

Groups continue to discuss and specify projects to work with, which beneficiaries to target and what products and/or services to offer.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature:

De Lima, W. (2023). How do social entrepreneurs compete? Entrepreneurial legitimacy in the Silicon Valley of humanitarian innovations. *Technovation*, 125, 102767.

16/9 17:15 Postcolonial, decolonial and institutional aspects of EIDC
(Anna and Emma)
This is a theoretical lecture that focuses on understanding political and ideological histories that influence local contexts and how colonial experiences shape entrepreneurship in local contexts.

Project Discussion 3

Groups discuss main features of their projects building on guest lectures and the course literature for the theme, in particular how to develop a business model that considers local social and institutional aspects, the interests of various stakeholders, and the value creating chain of the product/services offered.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Preparations: Watch the documentary *The Micro Debt* (available on YouTube) prior to the lecture.

Mandatory literature:



- Alkhaled, S. & Berglund, K. (2018): ‘And now I’m free’: Women’s empowerment and emancipation through entrepreneurship in Saudi Arabia and Sweden, *Entrepreneurship & Regional Development*, DOI: 10.1080/08985626.2018.1500645
- Banerjee, S. & Prasad, A. (2008). Introduction to the special issue on “Critical reflections on management and organizations: a postcolonial perspective”. *Critical perspectives on international business*, 4(2/3), 90-98. Read only pp 90 - 93
- Karim L. (2008) Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh, *Cultural Dynamics* 20: 5.

Supplementary reading:

- Acemoglu, D. & Robinson, J. (2019) Rents and economic development: the perspective of Why Nations Fail. *Public Choice* 181, 1/2 (October 2019): 13–28 doi. 10.1007/ s11127-019-00645-z
- Chatterjee, I., Shepherd, D. A., & Wincent, J. (2022). Women's entrepreneurship and well-being at the base of the pyramid. *Journal of Business Venturing*, 37(4), 106222.
- Özkazanç-Pan, B. (2008). International management research meets “the rest of the world”. *Academy of Management Review*, 33(4), 964-974.

THEME 3: GLOBALIZATION AND RESPONSIBILITY

During this theme, we examine the effects of globalization on local contexts. Building on insights from the course literature, we investigate questions of power and responsibility that follow from globalization and discuss how global actors can approach local stakeholders in socially, economically and environmentally responsible ways.

18/9 17:15 Guest lecture by Tommy Jensen, Stockholm Business School: Stakeholder theory and indigenous perspectives

In this lecture, we depart from the articles of De Laet & Mol (2000) and Jensen & Sandström (2011) to discuss questions of power, inclusion and responsibility.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature:

- De Laet, M., & Mol, A. (2000). The Zimbabwe bush pump: Mechanics of a fluid technology. *Social Studies of Science*, 30(2), 225-263.
- Jensen, T. & Sandström, J. (2011) Stakeholder Theory and Globalization: the Challenges of Power and Responsibility. *Organization Studies*, 32 (4), 473-488.



**23/9 17:15 Guest lecture by Birgitta Schwartz, Stockholm University:
Dark and bright sides of EIDC**

In this lecture, we start by watching a documentary together and discuss the problematic issues of a globalized clothing industry. The lecture presents social entrepreneurship from more than the success perspective and discusses darker sides of entrepreneurship. To act with a view of changing society may be seen as challenging both for individuals and for organizations, which the lecture relates to contextual issues.

Mandatory literature:

- Khan et al. (2007). A Dark Side of Institutional Entrepreneurship: Soccer Balls, Child Labour and Postcolonial Impoverishment. *Organization Studies*, 28, pp.1055-1077.
- Schwartz, B. (2012). Societal Entrepreneurship Contextualized: Dark and Bright Sides of Fair Trade. In *Societal Entrepreneurship: Positioning, Penetrating, Promoting*, Berglund, K., Johannisson, B. and Schwartz, B. (eds), Edward Elgar.

25/9 17:15 Workshop 1

In Workshop 1, we devote the entire session to advancing your project ideas. You continue your work from the Project Discussions to develop your ideas by leaning on aspects of globalization and responsibility as outlined in the lectures and in the course literature. You are also to prepare a presentation of your project. Suggested aspects to include in the presentation: main idea, context, problem to address/alleviate, products/services offered, how you relate to beneficiaries and other stakeholders, how your project contributes to creating social and economic value in the local society, how you address aspects of globalization and responsibility.

Each group presentation should be 5 – 10 minutes. Presentations are held in half class between appr. 19:00 and 20:00.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

THEME 4: COLLABORATION AND IMPACT

In this theme, we first focus on collaborative aspects of EIDC, including questions of partnerships, community building and politics. We then turn to questions on how to evaluate the impact of entrepreneurial initiatives and development aid.



30/9 17:15 Collaborative aspects on EIDC (Emma & Anna)

In this lecture we outline the opportunities and challenges of collaborative aspects of entrepreneurship and (cross-sector) partnerships. We also discuss how entrepreneurs need to relate to local social barriers/possibilities and societal structures and how they can develop opportunities in collaboration with local communities.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature:

- Dahan et al. (2010) Corporate-NGO Collaboration: Co-creating New Business Models for Developing Markets, *Long range planning*, vol: 43, iss:2/3:326 -342.
- Shepherd, D. A., Sattari, R., & Patzelt, H. (2020). A social model of opportunity development: Building and engaging communities of inquiry. *Journal of Business Venturing*, 106033.

Supplementary literature:

Granados et al. (2022). Staying poor: Unpacking the process of barefoot institutional entrepreneurship failure. *Journal of Business Venturing*, 37(3), 106204.

2/10 17:15 Guest Lecture by Janet Vähämäki, Stockholm Environment Institute and Stockholm Center for Organizational Research (SCORE)

In this lecture, Janet discusses development aid and its effectiveness. Janet has experience from working at SIDA and the Ministry for Foreign Affairs. She presents theories, ideas and efforts to make development aid more effective and results oriented.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature:

Vähämäki, J. and Verger, C. (2019) Learning from results-based management evaluations. OECD Development co-operation working paper 53. *OECD*.

7/10 17:15 Workshop 2

In Workshop 2, we devote the entire session to advancing your project ideas. You continue to develop your ideas by developing aspects of



collaboration with local/non-local partners, political or societal trends to consider and issues of impact and accountability. You are also to prepare a presentation of your project, focusing on aspects important for the project's implementation. Suggested aspects to include are: what actors are you planning to collaborate with and why, how do you plan to interact with local communities, how do you intend to interact with donors/investors (budget or specification of resources that you require), how can you meaningfully assess and communicate the effectiveness of your project?

Each group presentation should be 5 – 10 minutes and are held in half class between appr. 19:00 and 20:00.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

THEME 5: SUMMARY, REFLECTIONS AND PROJECT PRESENTATIONS

9/10 17:15 Summary of course content and discussion of take-aways (Emma & Anna)

In this lecture, we summarize the main take-aways from the course. We also discuss what, in your view, constitute the opportunities and challenges of entrepreneurship in emerging economies. How does entrepreneurship contribute to social, economic and environmental justice and in what sense does it complement other measures to achieve these goals? We watch a documentary of a successful case of entrepreneurship and discuss its impact on local society.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

14/10 17:15 Workshop 3

In this workshop, you first work in groups to add the last touches to the presentations of your group projects, in preparation for the final course conference. Groups then present to each other and give/receive feedback to each other. Presentations should be as complete as possible, with special attention to how the project idea is communicated (what audience do you have in mind) and narrative aspects (what makes your presentation convincing). At the final course conference, your presentations will be assessed according to three criteria: how realistic the project is, its potential impact and how convincing your presentation is (see below).



Each group presentation should be 10 minutes and are held in half class.

16/10 17:15 Final Course Conference

During this final session, groups present the projects they have been working with. Projects should integrate theoretical and practical learnings from the course. Present your projects orally (appr 10 minutes) and in a written report, submitted on Canvas by the deadline. Oral presentations are assessed by an external jury.

Venue: Lecture Room 16, House 2, ^{2nd} floor, Campus Albano

The final course conference is followed by a mingle with snacks in the Faculty Lounge, 6th floor.

- 21/10** Deadline for uploading your group Project Report on Canvas
- 22/10** Questions for the Home Exam are published on Canvas
- 28/10** Deadline for uploading your individual Home Exam on Canvas

Assignments and Examination

The examination of the course is based on:

- Active participation throughout the course
- A group project report and an oral presentation (group level assignment), at the end of the course
- An individual home exam, submitted at the end of the course

Group Project EIDC 2025

The course includes a group project in which you are to design/imagine your own entrepreneurial initiative. The purpose is to apply learnings from the course and to familiarize you with practical aspects of entrepreneurship. The case that you design should address one of the UN Sustainable Development Goals and strive towards economic, environmental, and/or social sustainability, including poverty alleviation. The Group Project should also be entrepreneurial in the sense that it includes the basics of a business plan, outlining the



project's economic and social feasibility and its chances of creating a positive impact in the local context. This should be done through a process of critical scrutiny of the structural conditions of the local and global context, including a discussion of possible unintended problematic effects of your project.

The Group Project is done in groups of four to six students. Groups are formed during the second lecture of the course with the aim of creating groups that reflect different educational backgrounds and experiences of students.

In the Group Project you are to consider the following aspects/steps:

1. Describe the problem you strive to address in relation to the UN Sustainable Development Goals (bearing in mind that projects often address more than one SDG).
2. Describe the organization that takes the entrepreneurial initiative. Explain how your organization intends to alleviate the problem you have identified (including organizational purpose and goals).
3. Outline a basic organization model for your organization, including if it is a for-profit/not-for-profit organization, financial and logistic aspects, products/services, etc.
4. Analyze the context in which your organization is active (geographically and in terms of culture, society, political infrastructure, legislation, institutions, etc.).
5. Analyze the market of your organization, including its customers/users/beneficiaries and explain which groups you target and why.
6. Describe competitors or co-contributors (organizations doing similar work) and what differentiates your organisation from the work they are doing
7. Discuss (potential) collaborators/partners of your organization (for ex NGOs, companies, public organizations or other entrepreneurs) and what you hope to receive from/give to your partners.
8. Briefly describe financial issues of your project, for example related to funding, revenue streams, costs, etc. (You can for example include a 3–5-year estimation of financial outcomes).
9. Include a short time plan for your entrepreneurial initiative: When and how will you launch it? What milestones do you aim to achieve? What resources (economic, human resources or other) are required to reach those milestones?
10. Discuss critical aspects and risks associated with your project, not in financial terms (this can be done under point 8 above) but in terms of impact, accountability or responsibility, possible unintended consequences for stakeholders, and ethical dilemmas. Also discuss how you intend address these risks and handle/minimize problematic consequences.

Workshops and project discussions

In the beginning of the course, time is allocated after lectures for groups to start discussing their project ideas. As the course evolves, project ideas are developed in conjunction with



lectures and the course literature and gradually become more comprehensive. In the second half of the course, workshops replace the project discussions. During the three workshops, the entire session is devoted to project work for students to develop and finalize their projects. During both project discussions and workshops, students and teachers work collectively with the steps presented above through continuous dialogue and discussions.

Group Project Report

At the end of the course, each group submits a Group Project Report. This is done after the oral presentation (see information below) which gives you the possibility to take the jury's comments into consideration when finalizing the report. The Report should cover points 1 to 10 above, with particular emphasis on the role of the context for the project's feasibility, the purpose of the initiative in relation to a developmental problem (related to a UN SDG) and critical and/or ethical aspects/risks of the project.

The report should consist of 5,000 words (+/- 10 %), excluding a reference list (which should be included but not counted in the word limit). The Report is to be uploaded on Canvas by October 21, and corresponds to 30 % of the course points, i.e. **max 30 points**.

Issues addressed for grading are:

- Presentation/analysis of your project and the local context (a contextual understanding of the problem, creativity and judgment in how to alleviate the problem). (10p)
- The feasibility of the project, its potential positive impact, and a discussion of risks and ethical/critical aspects. (10p)
- Execution: Is the text clear, coherent and well argued? Does it productively build on and apply learnings from the different themes and insights from course literature? (10p)

Oral presentation

During a final course conference, the Group Project will be presented to the class, teachers, and a jury as part of the examination of the course. Participation is mandatory for all groups and students. The jury will grade the presentations which corresponds to 10% of the course points, i.e. **max. 10 points**.

The oral presentations will be graded according to the following criteria:

- How realistic is the project? (Does it build on reasonable assumptions and predictions, is it likely to be implemented according to plan?)
- How is the impact of the project presented? (How is the societal impact framed, how could the project contribute to solving a pressing issue?)



- How well is the presentation executed? (Is the presentation credible, innovative and engaging? Does it demonstrate good insights into the problem and the context?)

Individual home exam

The course includes one individual home exam that corresponds to 60 % of the course points. The questions for the home exam will be published on Canvas on October 22. The home exam consists of four to six questions addressing various themes and aspects covered by the course. In the home exam, students are expected to respond to these questions while analyzing as well as critically reflecting on the role of entrepreneurship in emerging economies, including its challenges and possibilities, with the help of the course literature, examples from lectures and in relation to the entrepreneurial initiative of the group project.

Further instructions are published on Canvas on October 22. The total word limit for the home exam (comprising answers to all questions) is 3,000 (+/- 10 %), excluding a list of references (which should be included but not counted in the word limit). The home exam is to be submitted on Canvas by October 28. **Max: 60 points.**

Course requirements

Students are expected to participate *actively* in course activities; i.e. to prepare for lectures by reading the assigned literature, to formulate questions for lectures according to teachers' instructions or instructions on Canvas, to participate actively in discussions and in the group work, to provide feedback on other students or groups' work, and to reflect on their own work. As the course is centred on active student learning, participation in all lectures and all workshops is compulsory. Workshops aim to relate back to the lectures; they are not only a way to report on readings, but to prepare for the final project report and the home exam. To achieve the learning objectives of the course it is important that students come fully prepared to each session.

Legitimate absence can be excused for a maximum of two times. Further absence requires that the student submits extra individual work in the form of a well-written essay of 3-4 pages based on the course literature or discussions for the session that is missed. Students who, without legitimate cause, fail to fulfil these requirements have to retake the entire course.

Students' performances are examined based on their active participation in lectures and workshops, the group project (group report and oral presentation) and the individual home exam. To pass the course, students' performance on all elements of the course must fulfil the criteria for a pass grade.

Grading and examination criteria

The course comprises 0-100 course points. Receiving a final passing grade requires 50 course points or more. Your learning and performance is assessed according to the criterion-referenced ECTS grading scale (A-F). A, B, C, D, and E are Pass grades. Fx and F are Fail grades. If you are a student from KI, Konstfack or admitted after fall 2016 at SSE you are listed to another scale of grading. Your grades will be transferred accordingly in line with regulations at your home university.

- A Excellent (90-100%)
- B Very good (80-89%)
- C Good (70-79%)
- D Satisfactory (60-69%)
- E Sufficient (50-59%)

A: Excellent work. Besides an excellent command of the main ideas in the literature, your work demonstrates a developed and mature ability to critically analyse and reflect upon concepts and problems in the field. You demonstrate an originality of thought and you approach concepts and problems with creativity. The work is free of all but very minor errors. Ideas are expressed with fluency, confidence and rigour.

B: Very good work. Besides a very good command of the main ideas in the literature, your work demonstrates a very good ability to critically analyse concepts and problems in the field. You show some originality of thought and you approach concepts and problems with some creativity. The work is free of all but minor errors. Ideas are expressed with clarity and confidence. However, the degree of originality and rigour required for an A is absent.

C: Good work. Besides a good command of the main ideas in the literature, your work demonstrates a decent ability to critically analyse concepts and problems in the field. The work is free of all but minor gaps and errors. Ideas are generally expressed with clarity, with some minor exceptions. However, the originality required for a higher grade is absent.

D: Satisfactory work. Besides a fairly good command of the main ideas in the literature, your work shows a fairly good ability to critically analyse concepts and problems in the field. The work contains some gaps and errors, and the depth required for a higher grade is absent.

E: Sufficient work. Your work shows some understanding of the main ideas in the literature, and some ability to critically analyse concepts and problems in the field. However, your work contains a number of flaws, gaps and errors, and it is too fragmented to fulfil the criteria for a higher grade.

Fx (Fail – possible revision and resubmission): Your work may show limited grasp of major elements of the subject-matter. It may also be informed by some relevant literature and show limited attempts to critically analyse concepts and problems. However, the work contains several flaws, gaps and errors, and it is too fragmented to fulfil the criteria to pass.



F (Fail): Poor work. The work may show only a very limited grasp of certain elements of the subject-matter, and very limited or no attempts to critically analyse concepts and problems. The level of expression and structure is inadequate. The work contains misunderstandings, gaps and errors, which means that it does not fulfil the criteria to pass.

Revision and resubmission in the event of F(x):

In the event of your individual assignment being graded as F(x), you have one opportunity to revise it for the possible achievement of a pass grade (E).

In the event of F:

In the event of your individual assignment being graded as F or failing to submit on time, you can retake the individual assignment once.

Plagiarism and use of AI

Successful completion of the course assignments presumes that each individual student makes an independent contribution throughout the course. Plagiarism of other students' work, written sources or an already existing entrepreneurial initiative is not acceptable. Therefore, make sure to disclose all sources. In text references in written assignments should provide page numbers. Suspicions of plagiarism will be reported to the Stockholm University Disciplinary Committee.

The use of AI is permitted for language editing purposes. The use of AI to generate text or ideas will be considered cheating and/or unethical. Stockholm University's guidelines concerning the use of AI are enclosed and will be applied to the course. For all tasks, student should declare if/how AI has been used.

Student feedback

Stockholm Business School takes student feedback seriously. Student feedback is important for our ability to provide high quality education. You will therefore get the opportunity to provide feedback about the course throughout its duration and you will complete a student feedback form at the end of the course.

Course faculty

Course director: Anna Wettermark, anna.wettermark@sbs.su.se

Co-Course director: Emma Stendahl, emma.stendahl@sbs.su.se

Course assistant: Linda Piskunova; linda.piskunova@sses.se