

Study Guide

Entrepreneurship in Developing Countries, 2026

This study guide is preliminary until the start of the course

Welcome to the course!

The aim of this course is to introduce you to the role of entrepreneurship for economic, social and sustainable development in emerging economies. In the course, we turn our focus to regions of Africa, Asia and Latin America, and examine the role of entrepreneurship for creating social, economic and environmental change - whether in the form of local entrepreneurship or entrepreneurship initiated from abroad. Traditionally, entrepreneurship has been related to economic growth, 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.

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 responsible and sustainable development are discussed.

The term ‘developing countries’ is controversial. In the course we problematize how non-Western regions and countries are represented in entrepreneurship research and practice, and interrogate both positive and negative effects of globalization while focusing on issues related to poverty alleviation and the development of social and political infrastructure – aspects that often lie beyond what commonly is elaborated on in western dominated entrepreneurship discourse. We also 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 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 the global south, responsibility, collaborations and socio-economic and ethical consequences 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 and analyse it 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. Ebrahim, A., & Rangan, V. K. (2014). What impact? A framework for measuring the scale and scope of social performance. *California Management Review*, 56(3), 118-141.
7. Jensen, T. and Sandström, J. (2011) Stakeholder Theory and Globalization: the Challenges of Power and Responsibility. *Organization Studies*, 32 (4), 473-488.
8. Karim L. (2008) Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh, *Cultural Dynamics* 20: 5.
9. 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.
10. 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.
11. 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.
12. 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.
13. Shepherd, D. A., Sattari, R., & Patzelt, H. (2020). A social model of opportunity development: Building and engaging communities of inquiry. *Journal of Business Venturing*.



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

Schedule

THEME 1: INTRODUCTION

During the introduction, we strive to frame the course and outline the basics of entrepreneurship in developing countries (EIDC).

1/9	17:15	Introduction to the course We start the course by presenting the course structure and themes, followed by a round of presentations and a discussion of our understandings of ‘entrepreneurship’, ‘developing countries’ and other central concepts. We also explore the role of context for bottom of the pyramid entrepreneurs (Banerjee & Duflo, 2007; Sarkar, 2018; Neal, 2017).
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Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Preparations: None – just feel welcome to the course!



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.

3/9

17:15

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.

Group formation and Swedish fika

Groups are formed and start discussing project ideas. What social, economic or environmental challenge would you like to address?

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.

8/9

17:15

Postcolonial, decolonial and institutional aspects of EIDC

This session starts with a discussion of the documentary *The Micro Debt*. The discussion is followed by a lecture that focuses on economic



and institutional histories that influence local contexts and how colonial experiences may shape entrepreneurship in the Global South.

Project Discussion 1

Groups discuss what problem to address (why), key activities (what), key resources (how) + context (where). Be specific! Also discuss what SDGs you address.

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

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

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.

10/9 17:15 Guest Lecture by Andreas Silva, Stockholm Business School

In this guest lecture, Andreas draws on his ongoing research on alternative forms of organizing in the Global South, to explore assumptions and narratives that influence how we approach and understand entrepreneurship.

Project Discussion 2, including aspects of assumptions and narratives that influence entrepreneurship, is part of the session.

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

Mandatory literature: None

**15/9 17:15 Lecture by Wenderson de Lima, Stockholm Business School:
Entrepreneurship and Aid Discourses**
In this 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 3

Groups continue to discuss main features of their projects building on guest lectures and the course literature for the theme, in particular how to consider local social and institutional aspects

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.

THEME 3: RESPONSIBILITY

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

**17/9 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.

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

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.

22/9 17:15 Workshop 1

We start the session with a brief presentation of three theoretical tools/models for approaching questions of responsibility in your projects. We then devote the rest of the session to group work. You continue your work from the project discussions and build your business model (for ex Canvas). Suggested aspects to include at this stage are: SVP, key activities, key resources, customer segments, and customer relationships, including aspects of responsibility (how you relate to beneficiaries and other stakeholders) as discussed during lectures.

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

24/9 17:15 Guest lecture by Tommy Jensen, Stockholm Business School: Stakeholder theory and indigenous perspectives

In this lecture, we depart from the course literature to discuss questions of local initiatives (fluid technology), stakeholder theory, power 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.

THEME 4: COLLABORATION AND IMPACT

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

29/9 17:15 Collaboration and impact



In this lecture we discuss opportunities and challenges of collaboration and (cross-sector) partnerships, and how entrepreneurial projects can develop in collaboration with local communities. We then approach questions of how we can assess the outcomes or impact of entrepreneurial activities – how do we know that our initiatives create something “good”?

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.
- Ebrahim, A., & Rangan, V. K. (2014). What impact? A framework for measuring the scale and scope of social performance. *California Management Review*, 56(3), 118-141.
- 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.

1/10 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

Supplementary literature:

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

6/10 17:15 Workshop 2



In Workshop 2, we devote the entire session to advancing your projects. During the first two hours, you continue to develop the “business model” for your project idea and include aspects of responsibility, collaboration and impact: 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 funders, how can you meaningfully assess the effectiveness of your project?

You are also to make a presentation of your project and will receive feedback from teachers and peers. Each group presentation should be 5 – 10 minutes.

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

THEME 5: WRAPPING UP AND FINALIZING PROJECTS

8/10 17:15 Summary of course content and discussion of take-aways

In this lecture, we summarize the main take-aways from the course. How can entrepreneurs act responsibly and “successfully”, striving for social, economic and/or environmental impact under conditions of complexity and uncertainty? We end by watching 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

13/10 17:15 Workshop 3

In this workshop, you first work in groups to add the last touches to the presentations of your group projects. At this point you should have included distribution channels (if relevant) to your model as well as basic estimates of revenue streams and cost structures.

During the last hour, groups present to each other and give/receive feedback. Presentations should be as complete as possible, with 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 feasible the project is, its potential impact and how convincing your presentation is (see below).



Each group presentation should be 10 minutes, supported by power points (or similar presentation tools).

15/10 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.

19/10 Deadline for uploading your group Project Report on Canvas

20/10 Questions for the Home Exam are published on Canvas

26/10 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 assignments), at the end of the course
- An individual home exam, submitted at the end of the course

Group Project EIDC 2026

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 the complexities of entrepreneurship. The case that you design should address one of the UN Sustainable Development Goals and strive towards generating economic, environmental, and/or social sustainability related value. The Group Project should reflect your own creative work – do not copy an existing initiative. The Group Project should outline the economic and social feasibility of your initiative and its chances of creating a positive impact in the local context, while reflecting a responsible approach. The initiative should be



analyzed through a process of critical scrutiny of the structural conditions of the local context, including a discussion of impact and ethical aspects.

The Group Project is done in groups of three to four 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 wish to address in relation to a UN Sustainable Development Goal (bearing in mind that projects often address more than one SDG). Why do you choose this problem?
2. Describe the organization that takes the entrepreneurial initiative. Explain how, i.e. with what resources, knowledge, skills, etc., your organization intends to alleviate the problem you have identified. Include a goal and mission statement.
3. Outline a basic organization model for your organization, including if it is a for-profit/not-for-profit organization. You can, but do not have to, use business model Canvas, or a similar model. Work iteratively with the components of the model in line with the progression of the course.
4. Decide on what geographic context and target group you want to focus on. Analyze this context in terms of culture, society, infrastructure, institutions, etc. Knowing your context is key to EIDC!
5. Analyze the market of your organization, including its customers/users/beneficiaries. Explain which groups you target and why, and which stakeholders that are likely to be influenced by your project.
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, local or international companies, civil society, etc.) and what you expect to receive from/give to your partners.
8. Describe how your project will be funded. Enclose a brief financial estimate of revenue streams and cost structures, including a 3–5-year budget in your final report. The estimate does not need to be detailed, but should more give an overview of the range and sources of revenues and costs of the project.
9. Include a short time plan for your project: 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? What feedback loops do you envisage?
10. Discuss risks associated with your project, not in financial terms (this can be done under point 8 above) but in terms of responsibility, impact, possible unintended consequences for various 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, students work to develop their projects. During both project discussions and workshops, students and teachers work collectively with the steps presented above.

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, aspects of responsibility, collaboration and impact/societal change. The report should include an informed analysis of critical and/or ethical aspects of the project.

The report should consist of 4,000 words (+/- 10 %), excluding a reference list (which should be included but is not counted in the word limit). The Report is to be uploaded on Canvas by October 19, 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 (contextual understanding of the problem, creativity and judgment in how to alleviate the problem).
- The feasibility of the project, its potential positive impact, and a discussion of risks and ethical/critical aspects.
- 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 and guest lectures?

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 feasible 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 20. The home exam consists of four questions addressing various themes covered by the course. In the home exam, students are expected to respond to three of these four questions while analyzing as well as critically reflecting on the role of entrepreneurship in local contexts with the help of the course literature, examples from lectures and in relation to their own group project.

Further instructions are published on Canvas on October 20. 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 is not counted in the word limit). The home exam is to be submitted on Canvas by October 26. **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.

The group project requires active and meaningful participation from all members. If a student does not contribute to the group's work, or fails to follow the group contract, they may receive a failing grade for the assignment. If concerns arise, group members should raise the issue with a teacher as early as possible. After consultation with the teacher, the group retains the right to exclude a non-contributing member's name from the submission of the Group Report.

As the course is centred on active student learning, participation in all lectures and all workshops is compulsory. 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 independent contributions 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 and teacher: Anna Wettermark, anna.wettermark@sbs.su.se

Teacher: Wenderson de Lima, wenderson.raimundo.delima@sbs.su.se

Course assistant: Riti Chatterjee, riti.chatterjee@sses.se