



## COURSE SYLLABUS

# Sustainable Venture Development Across Borders, 7.5 credits

*Sustainable Venture Development Across Borders, 7,5 högskolepoäng*

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| <b>Course Code:</b> JSVN11  | <b>Education Cycle:</b> First-cycle level           |
| <b>Confirmed by:</b> Council for Undergraduate and Masters Education Oct 19, 2020 | <b>Disciplinary domain:</b> Social sciences         |
| <b>Revised by:</b> Examiner Oct 28, 2022  | <b>Subject group:</b> FE1                           |
| <b>Valid From:</b> Jan 16, 2023   | <b>Specialised in:</b> G2F                          |
| <b>Version:</b> 2   | <b>Main field of study:</b> Business Administration |

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### Intended Learning Outcomes (ILO)

On completion of the course, the students will be able to:

Knowledge and understanding

I. explain key components and challenges of sustainable ventures with international activities- including inclusive ventures, social ventures and green ventures;

Skills and abilities

2. develop a sustainable venture model that has the ability to deliver a social and/or environmental offering in a foreign location;
3. design and develop the new sustainable venture by means of a lean business model and a prototype;

Judgement and approach

4. identify societal and environmental problems that can be improved with a social innovation; and
5. critically select and evaluate information associated with the development of the sustainable venture working across borders.

### Contents

The course includes theoretical concepts and implications of sustainable and regenerative venture development across borders. New sustainable venture development addresses social and/or ecological challenges across borders that can be met with innovation. Sustainable ventures aim to improve the well-being of populations in disadvantaged situations by including them in the venture business model and empowering them to generate societal change and nature regeneration. The course gives particular emphasis to entrepreneurial action, including opportunity development, strategic collaborations, frugal innovations, and resource development during start-up, including critical decisions and experiences of sustainable and regenerative entrepreneurs. The content reflects the various aspects relevant to a venture development, including:

- challenges of social and ecological sustainability across borders, including exclusion, lack of services, diseases, environmental degradation, poverty
- key concepts and models for sustainable and regenerative ventures like the doughnut economy, planetary boundaries, system thinking, and the circular economy,
- frugal innovations addressing sustainability and regeneration;
- shared value creation and bottom of the pyramid strategy,
- sustainable and regenerative ventures model innovation and prototyping,
- ethical aspects of the venture,
- collecting, expressing, and analyzing material for building the sustainable or regenerative venture across borders,
- presenting the results, and relating frameworks to the venture development.

### Connection to Research and Practice

The course sustainable venture development across borders contextualizes the venture development process in line with sustainability; it does so by building on entrepreneurship literature, particularly design thinking approach, as well as sustainable development, and sustainable and regenerative business literatures. The course is closely related to JIBS core research focus on entrepreneurship and is delivered by JIBS faculty who are at the research frontier of entrepreneurship with interests in sustainability and regeneration. The students taking the course gain understanding of the importance of identifying the root causes of the social and ecological problems and learn to use design thinking tools when developing solutions to the identified problems. The practical relevance of this course lies in the acquisition of problematization and prototyping skills.

### Type of instruction

Lectures, seminars, guest lectures, tutoring, reflections, and presentations.

The teaching is conducted in English.

### Prerequisites

General entry requirements and 60 credits in Business Administration (or the equivalent) including the course Entrepreneurship (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

The ILOs listed above are assessed through the following types of examination:

- Individual written exam (ILOs: 1, 2, 3 & 5) representing 1.5 credits.
- Individual Reflection - (ILOs: 1, 2 & 5) representing 3 credits.
- Group project – (ILOs: 2, 3, 4 & 5) representing 3 credits.

Registration of examination:

| Name of the Test | Value | Grading |
|------------------|-------|---------|
|------------------|-------|---------|

|                                      |             |                |
|--------------------------------------|-------------|----------------|
| Individual Written Exam <sup>†</sup> | 1.5 credits | A/B/C/D/E/FX/F |
| Individual Reflection <sup>†</sup>   | 3 credits   | A/B/C/D/E/FX/F |
| Group Project <sup>†</sup>           | 3 credits   | A/B/C/D/E/FX/F |

<sup>†</sup> The grade is reported when all compulsory elements have been successfully accomplished. The final grade of the course is determined by the sum total of points for all parts of the examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy - A/B/C/D/E/FX/F.

## Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, the programme evaluators in the course must be contacted. In the middle of the course, the examiner should meet the programme evaluators to identify strengths/weaknesses in the first half of the course.

At the end of the course, the examiner should remind students to fill in the survey. The examiner should also call a meeting with the programme evaluators to debrief the course, based on course evaluation data and comments. The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluations.

At the end of each study period, JIBS' Director of Quality and Accreditation crafts a "Course Evaluation Quarter Report", presenting the quantitative results from course evaluation surveys. The Associate Dean of Education, The Associate Deans of Faculty, Programme Directors, and JSA President and Quality receive the report.

## Other information

### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat, and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

## Course literature

Munoz, P. and Dimov, D. (2015). *The call of the whole in understanding the development of sustainable ventures*. Journal of Business Venturing, 30 (4), 632-654.

Hahn, T. and Tampe, M. (2021). *Strategies for regenerative business*. Strategic Organization, 19(3), 456-477.

Rudiger, R. (2012). *Inclusive business, human rights and the dignity of the poor: a glance beyond economic impacts of adapted business models*. Business Ethics: A European Review, 21 (1), 47-63.

Additional academic articles.