



BUSINESS ETHICS AND ENTREPRENEURSHIP

MODULE II: ECOPRENEURSHIP

7,5 credits

Course Information, Spring 2015

Lahti University of Applied Sciences

Finland

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1. Presentation of the course

This is a unique course in Business, which is a joint course in the NordBiz network of universities from Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden. **The aim of the course** is to introduce a Nordic-Baltic business perspective to sustainable development in relation to business ethics and entrepreneurship and give the students the possibility to work in a multicultural environment and create their own network of future business people during the course.

The students should after the course have an improved ability to work with company related issues in practical cooperation with companies and an improved ability regarding written and oral presentation.

1.1 Course content

Theme: Ecopreneurship

The course content is focused on entrepreneurial initiatives of companies (and other organizations) that relate to ecological issues – so called Ecopreneurship – and the impact on society from these initiatives. The theoretical framework for studying these phenomena is based on organizational and management theories.

The course consists of two different parts:

- A. Country cases: At the beginning of the course the students prepare a country/group report at their home university. The country report is focused on how companies in their home country deal with the topics of this course. The findings in the country report will be presented and graded during the intensive week.
- B. Final project: During the intensive week the students will also be working in multicultural groups preparing a project, which will be presented and graded at the end of the course.

1.2 Learning objectives

The student should after the course be able to:

- demonstrate knowledge and understanding of the purpose and the meaning of ecopreneurship, sustainable development, business ethics and entrepreneurship for business as well as for public and non-profit organizations;
- critically analyse and evaluate information in relation to ecopreneurship;
- apply perspectives from management and organizational theories in order to investigate the opportunities and hindrances for ecopreneurship;
- demonstrate knowledge and understanding of the complex relation between ecopreneurship and society;
- be able to identify internal and external factors fostering ecopreneurial initiatives;
- demonstrate an understanding and awareness about culture and communication between people from different backgrounds;
- carry out qualified project tasks within a limited time frame;

- orally and in writing explain and discuss conclusions in relation to the knowledge and arguments they are based upon;
- communicate and in practice cooperate with actors in the business sector and in the academy;
- demonstrate an understanding of practical applicability of the concepts and theories analysed during the course.

1.3 Teaching methods

During the intensive week students and teachers from 8 different countries/universities meet for project work and tutoring, workshops/seminars, presentations, company visits and guest lectures.

1.4 Pre-requisites

Business Administration 60 credits with *gradual* progression; at least 45 credits must be completed at the beginning of the course.

1.5 Examination

- 3 credit - country report
- 3 credits - intensive week project
- 1.5 credits - multiple choice test

Examinations:	Weight
Country report	30%
Presentation country report	10%
Multiple choice test	20%
Intensive program (IP) project	30%
Presentation Project	10%

1.6 Marks

Pass (G) or Pass with distinction (VG). Since the course is given in English, Grades are also translated to the ECTS grading system.

1.7 Literature

1. Barringer & Ireland, "Entrepreneurship, successfully launching new ventures", Fourth Edition 2013 : chapter 1 – **Introduction to Entrepreneurship**. Textbook 22 pages. (Introduction to entrepreneurship. Easy readable and gives the students an overview)
2. Alvarez & Barney, "Discovery and Creation: Alternative Theories of entrepreneurial Action", 2007. Article 16 pages.
3. Gibbs, "Sustainability Entrepreneurs, Ecopreneurs and the Development of sustainable Economy", 2009. Article 17 pages.
4. Hockert & Wüstenhagen, "Greening Goliaths versus emerging Davids – Theorizing about the Role of Incumbents and new Entrants in sustainable Entrepreneurship", 2010 . Article 12 pages.
5. Kardos, "The Relationship between Entrepreneurship, Innovation and Sustainable Development. Research on European Countries", 2012. Article 6 pages.
6. Munoz & Dimov, "The Call of the Whole in Understanding the Development of sustainable Ventures", 2014. Article 22 pages.
7. Pacheco, Dean & Payne, "Escaping the green Prison: Entrepreneurship and the Creation of Opportunities for Sustainable Development", 2009. Article 16 pages.

8. Parrish, "Sustainability-driven Entrepreneurship. Principles of Organisation Design", 2010. Article 13 pages.
9. Schaltegger, "Leading Bioneers and Environmental Managers to Ecopreneurship", 2002. Article 15 pages.
10. Roth, "Avoid Greenwashing Your Business", <www.Entrepreneur.com> 20th of August 2008 4p.

Other Resources:

GEM – Global Entrepreneurship Monitor, <http://www.gemconsortium.org/docs>

Green washing: <http://www.entrepreneur.com/article/196596>

Videocases on ecopreneurship:

1. **#21 Hanging In The Balance: The Future Of A Forest.**
As the largest tropical forest on earth, the Amazon plays a critical role in regulating global climate, storing massive amounts of carbon and emitting 20 percent of the world's life-giving oxygen. But rapid deforestation has destroyed nearly a fifth of the rain forest and has brought it to a tipping point: if we lose much more of the Amazon, the damage will become irreversible. Hanging in the Balance tells the story of several social entrepreneurs who have been working... <http://www.skollfoundation.org/approach/uncommon-heroes/>
2. **#16 FairTrade USA**
After working for more than a decade in Central America and helping Nicaraguan coffee farmers improve their livelihoods through an organic coffee export cooperative, Paul Rice founded FairTrade USA (also known as TransFair USA) in 1998 to bring the fair trade movement to the United States. FairTrade USA promotes a market model that guarantees small-family agricultural producers a fair price for their products, direct trade and access to credit and support for sustainable agriculture...
<http://www.skollfoundation.org/approach/uncommon-heroes/>
3. **#11 Ceres (part 1)**
As a teenager on Long Island, New York, Mindy Lubber became frustrated that the town's civic leadership did not have a recycling plan, so she started one herself. Today, the town recycles nearly 4,000 tons of material per year. After earning both an M.B.A. and J.D., Mindy became executive director of Massachusetts Public Interest Research Group and later started the National Environmental Law Center. In 1991, she launched Green Century Capital Management, the first U.S. mutual fund company to be wholly owned by nonprofit public interest groups. A founding board member of Ceres, Inc., Mindy became the organization's president in 2003... <http://www.skollfoundation.org/approach/uncommon-heroes/>

1.8 The Course Website

We are going to use Dropbox for sharing documents. You need to send your e-mail address to per.stromberg@hit.no. Please note that your e-mail address must be linked to Dropbox account.

The main purpose of Dropbox is to get access to course information, course literature, but it also the place where you send your country report and your country report presentation.

If you have problem of any kind please contact your tutor in your home country or anna.pajari@lamk.fi who is the responsible teacher in Lahti.

2. Guidelines for Country Report (3 credits)

The purpose of the country report is to give the students an understanding of ecopreneurship in various forms. The students should choose at least two out of three following types of companies:

- 1) an existing company taking ecopreneurial initiatives
- 2) a spin-off from an existing company taking ecopreneurial initiatives
- 3) a new company taking ecopreneurial initiatives

The students must conduct the interviews with company representatives, preferable the founder of the initiative to ensure that the ecopreneurship is in focus. The report should account for the differences between these local initiatives, which mean that the students must find relevant parameters in the literature that are comparable between the different companies. Furthermore the students are expected to e.g. estimate which of the initiatives have the highest impact and which of the initiatives are the most economically sustainable (for further instructions consult *2.2 Issues to be covered in the Country Report* below).

The purpose of the country report is also to let students see reality through perspective of various theoretical frameworks. The idea is to give the student a broad and tangible understanding of ecopreneurship, and this knowledge will work as the foundation for the intensive program, where they will be working with local ecopreneurial initiatives (in Finland) – develop ideas for how to make the initiative more economically sustainable, scalable or in other ways to improve it.

Here are some examples on ecopreneurship and other related topics that can work as inspiration for the local initiatives and your country report.

1. Solarus (Sweden - <http://www.solarus.se/>)

Solarus is a Swedish company that produces solarpanels that replaces all normal heating and cooling systems, and is at the same time working as roofing and insulation. Replacement of coolers and heaters that are made from mined materials and put together in developing countries.

2. Biolite (USA - <http://www.biolitestove.com/about/our-story/team/>)

BioLite develops and manufactures advanced energy products that make cooking with wood as clean safe and easy as modern fuels while also providing electricity to charge cell phones and LED lights off-grid. The increased efficiency -if applied everywhere- could potentially cut global warming by 7 percent, reduce deforestation from wood collection and eliminate smoke that causes an estimated 1.6 million casualties each year.

3. Watreco AB (Sweden - <http://www.watreco.com/>)

Watreco AB uses gravity to create vortex systems that can potentially replace pumps and water purification systems and therefore their system replaces intensive mining and production of steel and other metals, substituting dirty jobs in developing countries with clean, local and sustainable ones in Sweden.

4. Elon Musk and his mission (USA - <http://www.teslamotors.com/>)

http://www.ted.com/talks/elon_musk_the_mind_behind_tesla_spacex_solarcity#t-29153

Toyota response: <http://www.iflscience.com/technology/toyota-follow-tesla-s-footsteps-releasing-its-fuel-cell-patents>

Wikipedia (November 14, 2014) on Musk:

Elon Reeve Musk (born June 28, 1971) is a South Africa-born, Canadian American business magnate, inventor, and investor. He is the CEO and CTO of SpaceX, CEO and chief product architect of Tesla Motors, and chairman of SolarCity. He is the founder of SpaceX and widely considered the cofounder of PayPal, Tesla Motors, and Zip2. Musk is also envisioned a conceptual high-speed transportation system known as the Hyperloop.

We recommend that you especially pay attention to the business models Musk is working with.

5. **Greenwashing** – Putting on a green face with your hands still dirty

Wikipedia (November 14, 2014) on Greenwashing:

Greenwashing (a compound word modelled on "whitewash"), or "green sheen," is a form of spin in which green PR or green marketing is deceptively used to promote the perception that an organization's products, aims or policies are environmentally friendly. Evidence that an organization is greenwashing often comes from pointing out the spending differences: when significantly more money or time has been spent advertising being "green" (that is, operating with consideration for the environment), than is actually spent on environmentally sound practices. Greenwashing efforts can range from changing the name or label of a product to evoke the natural environment on a product that contains harmful chemicals to multimillion dollar advertising campaigns portraying highly polluting energy companies as eco-friendly.

Introductory article: Ross (2008), "Avoid Greenwashing Your Business", *Entrepreneur*: <http://www.entrepreneur.com/article/196596>

We recommend that you reflect upon greenwashing in your analysis of your chosen initiatives.

2.1 Deadlines

An important part of the course is the country report. Start to work with this as soon as possible.

You should **submit the draft version** of the report on the web for comments/feedback from teachers and students no later than by 17:00 (Finnish time) on Thursday, **March 19th, 2015**.

Comments by teachers will be sent to the students by Monday, **March 24th, 2015**. The feedback from students and teachers should be used for finalizing the reports.

The final version of the country report and transcribed interviews shall be sent to magnus.hoppe.malard@analys.urkund.se and uploaded to the course file in dropbox no later than by 17:00 (Finnish time) on **April 2nd, 2015**. You will present your paper at location (Lahti) **April 14th** and therefore we want your presentation material to be sent no later than **April 10th at 13:00** (Finnish time).

2.2 Issues to be covered in the Country Report

- a) Reflections about the area of ecopreneurship.

- b) Provide reflections about how the society (your own country) looks at the concept “ecopreneurship” – do they support it (directly / indirectly) or do they perhaps obstruct it?
- c) Select at least two local companies and select relevant **parameters** in the literature that are comparable between the different organizations. Compare the organizations using these parameters.
- d) Estimate which initiative has the highest impact.
- e) Elaborate/analyse the entrepreneurial challenges they have had in the past or as they will be facing in the future growing the initiative or becoming more economic sustainable.
- f) Give your suggestions for improvements for only one of the initiatives.
- g) Evaluate which initiative is the most economically sustainable.

Contents:

PART 1: Case situation descriptions (based only in empirical data, primary and secondary) of the two (three) different companies.

PART 2: Case analysis and reflections related to theory

- Identify relevant performance parameters to compare the organizations
- Collect primary data in these organizations and among their stakeholders
- Analyze the situations/organizations
- Reflections and eventually suggestions for improvements
- Conclusions

PART 3: Case reflections on a macroeconomic level

Please make sure that your work is also based on theory including the articles that have been assigned. Additional theoretical insights would be beneficial for the report.

You are expected to argue for your choices throughout the report. You must explain the theories but also use them in the analysis of the company. Use the literature as a framework for the descriptions and give references to the course literature and other literature you find relevant.

The report should be possible to understand by a person who has not attended the course and who is not familiar with the theories.

The country report will be presented by the groups and all group members according to the scheduling at the intensive week, at Lahti University of Applied Sciences .

The country report and the oral presentation will be graded by the teachers during the intensive week.

2.3 Methods

In order to collect information about the company you should use both primary and secondary data.

Primary data: You should make at least one interview with a manager from each company. The interviews should be recorded and a summary of the interviews should be translated into English and be in appendixes to the company report.

Secondary data : Desk research (including any published articles, books, reliable internet sources).

2.4 Report

- 15 -18 pages (appendixes excluded)
- Times New Roman, 12 pt.

- 1 ½ line spacing
- 2,5 cm. margins

Your country report should comply with formal academic standards. It means that you are expected to document what you are writing – either by referring to the groups’ own research or by referring to the course literature and other literature that you find relevant.

Check into the *authenticity* and *reliability* of your sources and evaluate them according to authenticity, time, context, etc.

You should reference all information that you use in your report, including unpublished work, such as thesis, published work and materials found on the Internet. Make sure your references are clear, consistent and correct throughout the report. **Please notice: Copying information and making it as part of your work (i.e. plagiarism) without giving reference is not allowed and will result in a failing grade.**

For an introduction to our view on plagiarism consult the video from Jönköping Business School (6 min) at <http://hj-lxstream.hj.se/doplay/plagiarisminternationalstudentspm>). When you send your final report by e-mail to magnus.hoppe.malard@analys.urkund.se it will be checked for plagiarism automatically.

Citations should be made with a clear notion (quotation marks) and with a reference to the original text. In this course we prefer that you use APA (Harvard) style.

An alphabetical and extensive bibliography (i.e. list of references) should be added to your report, containing all textbooks, monographs, edited books, articles, electronic journals, websites etc. that have been used by the group.

2.5 Country report outline

1. Introduction - a brief summary of the report.
2. Country level analysis -
Provide reflections about macro-economic factors in your own country influencing the success-rate of ecopreneurial initiatives.
3. Description of ecopreneurial initiatives
 - 3.1 Initiative A
 - 3.1.1. Brief description
 - 3.1.2. Purpose and scope
 - 3.1.3. What benefits does this initiative create for stakeholders
 - 3.1.4. What are key challenges that this initiative is facing at the moment?
 - 3.1.5. Suggestions for resolving key challenges.
 - 3.2 Initiative B
 - 3.2.1. Brief description
 - 3.2.2. Purpose and scope
 - 3.2.3. What benefits does this initiative create for stakeholders
 - 3.2.4. What are key challenges that this initiative is facing at the moment?
 - 3.2.5. Suggestions for resolving key challenges.
4. Evaluation of initiatives

- 4.1 Select relevant evaluation parameters in the literature that are comparable between organizations. Justify your selection.
- 4.2. Compare initiatives based on the chosen parameters
5. Conclusions.

2.6 Oral presentation

Presentation requirements:

- Time of presentation: 20 min / questions 10 min = 30 min per one group
- All students must be active in the presentation.
- Attire should be “Business professional”
- Presentation must be ready on presentation computer before the presentation day starts. No changes are allowed after the day starts.
- It is recommended that students submit a slide hand out to evaluators.
- If students decide to use their own computers, it is their responsibility that the computer works in the presentation room.

2.7 Prevention of freeriding

Earlier we have had cases of problems with free riders in this course. Therefore we want all groups to create and reflect on how you should work and also what consequences for example social loafing can have on individual students.

A) Group contract

Before starting the work with your country report you shall write a group contract. The group contract should focus on how the group should work during the course. At the end of this course information you’ll find an example on how your group can create a group contract (the art of writing a group contract). Please follow the instructions. We want all groups in the course to create one. Scan the original agreement and send it in pdf to magnus.hoppe@mdh.se before **February 16th 2015**. We also want a group contract for the intensive week. That group contract you should create and deliver to your teachers/supervisor at location (Lahti).

B) Grading of each other

Each group creates a table where you as a group give each member individual grades (both for the group that writes the country report and for the group during the intensive week). Use the words “Poor”, “Fair” “Good” and “Excellent” and motivate and argue why it is so related to your group contract. We want all members of the group to sign the document and give it to the teachers/supervisors during the intensive week. If you as an individual student don’t agree with your fellow students you can make a reservation in the text and motivate your position.

2.8 Evaluation and grading

Grades are given by the teachers, both the written reports (Country report and Intensive program report) and the oral presentations.

2.8.1 Oral Presentation Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	20	Organization	20 Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	15 Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	10 Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	5 Often unclear and disorganized rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
	10	Creativity	10 Very creative and original. Imaginative design and use of materials. Novel hand-outs, visual aids, or methods.	8 Exhibited some originality and creativity.	5 Routine treatment, minimal thought given to originality or creativity.	3 Lacked creativity. Very ordinary and mundane.
	15	Visual aids	15 Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well designed, used very effectively.	11 Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used	8 Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately.	4 Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content.

	20	Stage presence	20 Excellent stage presence. Confident, used, notes well, at ease, excellent gestures, good audience, attention, good eye contact.	15 Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	10 Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many ums.	5 Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
	20	Topic knowledge	20 Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	15 Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	10 Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	5 Displayed a poor rasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	15	Summary	15 Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	11 Referred to main points, recommendations weak or missing, weak conclusion or call for action.	8 Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	4 No summary, no recommendations, no conclusions, no call for action.
	% of 100%					

2.8.2 Written Report Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	15	Structure	15 Presentation is clear and logical. Reader can easily follow line of reasoning. Logical connection of points.	11 Presentation is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected.	8 Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made.	4 Presentation is very confused and unclear. Reader cannot follow it or deduce the main points presented.
	10	Style	10 Level is appropriate for presentation of scientific results. Writing is free of errors in grammar, punctuation, spelling. Flows smoothly.	8 Level is generally appropriate. Writing is generally error-free, but some errors in language or grammar may occur.	5 Enough errors in style or grammar occur that they become distracting. Voice may change randomly. May appear disjointed.	3 Writing style is consistently at an inappropriate level. Errors are frequent and distracting, so that it is hard to determine meaning. No logical connection of ideas or flow of sentences.
	25	Critical perspective	25 Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate information and to come to own conclusions.	19 Generally shows critical thinking skills. Able to provide some critical evaluation /discussion of information. Generally appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made.	13 Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present.	6 Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors.
	25	Content	25 Introduction contains pertinent background information. Given tasks and questions are thoroughly	19 Gives general information about the topic, but some relevant information may be missing,	13 Insufficient information on background, relevance, significance is given. Some information is accurate, but	6 Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very

			analysed and elaborated. Results and conclusions are logically constructed and summarized. Information is consistently accurate.	or significance is not clearly explained. Description of results is generally clear. No significant errors made.	enough errors are made to be distracting.	difficult to follow. Reader learns little.
	10	Use of figures and tables	10 Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text.	8 Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation.	5 Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced.	3 No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text.
	15	References	15 Appropriate scientific articles are properly used, cited and listed in the text for argumentation, discussion and reference.	11 Appropriate references are used and cited, but some may be incomplete or in incorrect style.	8 Minimal number of references are used. Style is incorrect and/or incomplete.	4 No references provided.
	% of 100%					

3. Intensive program project and Multiple choice test

3.1 Intensive program project

During the intensive week you will work with a project in multicultural teams. It will be a total of six groups with 5-6 students in each group. This examination task is prepared in cooperation with companies from the region around Lahti University of Applied Sciences. Each group will work with/study one company. The companies represent different industries and have different experiences with ecopreneurship issues. Working with local companies will give you an opportunity to learn from real life cases, and get insight into challenges and opportunities related to ecopreneurship issues from the company perspective.

The groups will have the ability to have a supervisor from the company (company sponsor) and the teachers in their group work that will be accessible during the week. The course literature should be related and incorporated in the group task when you analyze ecopreneurship work by the company and how it could be improved. What does the literature say about the studied issue etc.?

Intensive program report

The project will be presented in a written report, 10 pages (appendixes excluded), Times New Roman, 12 pt., 1 ½ line spacing, 2,5 cm. margins. The report should comply with the same formal academic standards as presented in 3.4 above. The written report should be handed in to the teachers according to the schedule.

Oral presentation and Powerpoint material

The oral presentation will be according to the schedule where the groups present their project work for the teachers and the companies' sponsors. The presentations should be prepared with powerpoint and notes. The oral presentation should comply with the same formal academic standards as presented in 3.5 above. This powerpoint material will also be handed over to different companies. It is important that you show references to the empirical material and literature in both the report as in the powerpoint/notes material since companies will be able to go deeper in order to find more information later on.

Evaluation and grading

The written report and the oral presentation will be graded by the teachers during the intensive week with the same criteria as for the Country Report (see 3.6). Also the companies' sponsors will grade the report and the oral presentation regarding the practical usefulness of your work for the company.

3.2 Multiple choice test

According to the schedule (schedule is handed out later) you will have a multiple choice test. The test is based on the course literature and country report presentations. Student's knowledge of the course literature will be tested.

3.3 Intensive Course week Schedule

The schedule of the intensive course week is going to be published one week before arrival in dropbox. It's going to be a lot of work, but also lots of fun! Early in to the week we are going to have an

international kitchen. Therefore we want all the groups (which had produced country reports in their home countries) to bring some kind of unique “food” from their home country.

3.4 Lectures during the intensive week

During the intensive course week a couple of supporting lectures/seminars/workshops are going to be held.

4. The art of writing a group contract

The main objective of setting up a group contract is that everyone in the group should agree on objectives and policies for the future work. The production of a group contract leads to discussion and reflection on issues that are important to the group's work and pleasure. When developing the group contract, it is important that everyone in the group is actively involved and the contract reflects all team members' views and wishes.

1. Briefly write down the objective of the project
What would the group achieve? Take for example the project's background, scope, team members' knowledge, timing, etc.
2. Procedures
How often should the group meet? How long meetings will be? When should the meetings be? What are acceptable reasons for absence from meetings? How 'punished' absence from any particular meeting?
3. The communication in the group
How will you communicate between meetings? How will the group react if someone does not come to a meeting? How do you solve communication problems in the group?
4. Responsibility / Role
The chairman and secretary role is to be distributed. Should each person in the group have a formal role? Note, it is not a must that everyone in the group has a formal role. Will you switch formal roles in each meeting? What roles are needed? Project Manager, Secretary, Document controller?
5. Resources
What resources are available? What is needed in terms of equipment, literature, and more?
6. Responsibility and consequences
How should the work be allocated in the group? How will the group deal if someone does not do its part of the work? How much work to be done between meetings?
7. Signatures
Everyone should read the contract. When all are in agreement you should all put your signatures on the contract.

day	Monday Apr 13	Tuesday Apr 14	Wed. Apr 15	Thursday Apr 16	Fri Apr 17	Sat. Apr 18	Sunday Apr 19	Monday Apr 20	Tuesday Apr 21
ARRIVAL	10.00-10.45 Introduction (OUTI + TUIJA) + teachers, project, schedule etc. 10.45-11.30 Challenge 11.30-12.00 Campus Tour	9.00-13.00 Country Report Presentations á 25 min.	9.00-10.00 Multiple choice test 10.30-12.00 Company presentations + meetings with teams	9.00-12.00 Time for project work	OUTDOORS	9.00-12.00 Time for project work	9.00-12.00 Time for project work	10.00-12.15 IP project presentations á 30 min./presentati on + 15 min. coffee break	DEPARTURE
	12.00-13.00 LUNCH	13.00-14.00 LUNCH	12.00-13.00 LUNCH	12.00-13.00 LUNCH		12.00-13.00 LUNCH	12.00-13.00 LUNCH	12.15-13.15 LUNCH	
	13.00 – 14.30 lecture 1 Working in an international group 15.00-18.00 Workshop/ Magnus	14.00-15.30 Lecture 2: Prof. Dobers	13.00 – Time for project work Teachers grade country reports	13.00-13.30 Introduc tion of new teacher team Time for project work		13.00-17.00 Time for project work	13.00-14.00 Time for project work 14.00 students hand in IP projects	13.15-15.00 project presentations + 15 min. coffee break.	

		s				students prepare presentations	evaluate presentations	
	19.00- International Dinner Grandissa ?	17.00 - Country Report pres. feedback		19.00 - Social activity			16.30-18 teachers grade IP projects	
							20.00 – Farewell dinner with diploma ceremony	