



BUSINESS ETHICS AND ENTREPRENEURSHIP

MODULE III: EXPERIENCE ECONOMY

7,5 credits

Course Information, Spring 2016

Riga

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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.

After having completed the course, the students should have an improved ability to work with ethical issues in cooperation with companies. Moreover, the students should have an improved ability regarding written and oral presentation.

1.1 Course content

The theme of the course is business ethics and entrepreneurship within the experience economy. The course content is focused on entrepreneurial initiatives of companies (and other organizations) within the creative industries that relate to business ethics, sustainability, and the impact on society. The theoretical framework for studying the phenomenon of Experience economy is mainly based on innovation, organizational and management theories.

Entrepreneurship can be viewed as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses, or as the Harvard professor, Howard Stevenson, defines it: “entrepreneurship is the pursuit of opportunity beyond resources controlled” (Sinoway 2012).

Sometimes the objectives of profitmaking collide with ethical issues. For that reason, business ethics is a tool to cope with ethical dilemmas—or as a business philosophy in itself—within businesses and entrepreneurship. *Business ethics* (also known as corporate ethics) is a form of “applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations” (Stanford Encyclopedia of Philosophy). The “triple bottom line” is a good guideline for treating such ethical issues, that is, to promote for economic, environmental and socio-cultural sustainability.

The rise of the *Experience Economy* has been addressed extensively over the years, which can be defined as an economy following the agrarian economy, the industrial economy and the most recent service economy. The *Experience Economy* is a national economy in which products are differentiated through the quality of the consumer experience or level of added value. It is an economy based on the rising importance of creative workers in creating new jobs and companies and in helping mature industries retool for the future. The recognition of arts and cultural assets as more than contributors to quality of life in a particular place, but as important economic drivers for regions and businesses. The Experience Economy is also referred to as the “creative economy”.

Business ventures within the experience economy are defined as the *creative industries*. In Scandinavia, these sectors are defined as (1) architecture; (2) design; (3) film (4) photo; (5) arts; (6) performance arts; (7) literature; (8) media; (9) fashion; (10) music; (11) tourism; (12) experiential learning; (13) food/meal; (14) market communication; and (15) computer gaming (Nielsén 2006:19).

However, this classification may vary from country to country. For example, in the UK, 'tourism' is not included in the creative industries. We will use the Scandinavian definition as explained above. Below (table 1.) you find an elaborated definition of statistical sectors of the experience economy (Sundbo & Sørensen 2013), which gives a complementary perspective on how to categorize this sector.

SECTOR	BUSINESS INCLUDED (examples)
Tourism	<i>Hotels; restaurants; travel agencies; marinas</i>
Art & culture	<i>TV companies; music producers; theatres; cinemas; performance art</i>
Entertainment & leisure	<i>Amusement parks; sport clubs; museums</i>
Lotteries & gambling	<i>National lotteries; casinos;</i>
Design, image & branding	<i>Architects; photographers</i>
ICT-based experiences	<i>Internet-dating firms; computer game producers; producers of smart phones and applications</i>

Table 1. Statistical sector of the experience economy (Sundbo & Sørensen 2013).

The scope of this course is business ethics within the experience economy and the creative industries, which have rarely been treated in relation to this specifically defined industry, only in within each subsector (for example, business ethics within the fashion industry).

Some of the main ethical problems within the creative industries are, for example, **(1)** fair trade issues; **(2)** environmental and ecological issues; **(3)** piracy and copyright issues; **(4)** gender issues; **(5)** cultural appropriation (the uses of ethnical expressions outside its original context in a banal and sometimes racist way); and **(6)** equal distribution (class and ethnicity) of experiential services and cultural activities.

1.2 Structure of the course

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 first part of the intensive week.
- B. **Final project:** During the later part of the intensive week the students will be working in multicultural groups preparing a project, which will be presented and graded at the end of the course.

1.3 Learning objectives

The student should after the course be able to:

- demonstrate knowledge and understanding of the purpose and the meaning of the Experience Economy and its practical implementation as Creative Industries, including sustainable development, business ethics and entrepreneurship as well as for public and non-profit organizations;
- critically analyse and evaluate information in relation to the Creative Industries and the Experience Economy;
- apply perspectives from innovation, management and organizational theories on the topics of this course;

- demonstrate knowledge and understanding of the complex relation between the Experience Economy and society;
- be able to identify internal and external factors fostering initiatives which put business ethics and sustainability on the agenda within the Creative Industries;
- 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.

1.4 Teaching methods

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

1.5 Pre-requisites

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

1.6 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%

1.7 Marks

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

1.8 Literature

- 1) Barringer, Bruce R. & Ireland, R. Duane (2013): "Introduction to Entrepreneurship". In: *Entrepreneurship, successfully launching new ventures*. Fourth ed., pp. 29-61 (22 p). **Theme:** Introduction to entrepreneurship. Easy readable and gives the students an overview.
- 2) Sundbo, Jon & Sørensen, Flemming (2013): "Introduction to the experience economy". In: *Handbook on the Experience Economy*. pp. 1-12 (12 p). **Theme:** Introduction to Experience Economy.
- 3) Gilmore, James H. & Pine II, B. Joseph (2014): "A leader's guide to innovation in the experience economy". In: *Strategy & Leadership*. 42:1, pp. 24-29 (5 p). **Theme:** Introduction to the "transformative" side of the Experience Economy.

- 4) Power, Dominic (2009): "Culture, creativity and experience in Nordic and Scandinavian cultural policy". In: *International Journal of Cultural Policy*. 15:4, pp. 445-460 (15 p). **Theme:** Creative industries in Scandinavian countries.
- 5) Bach, Laurent & Cohendet, Patrick & Pénin, Julien & Simon, Laurent (2010): "Creative Industries and the IPR dilemma between Appropriation and Creation: Some Insights from the Videogame and Music Industries". In: *International Management*. 14:3, pp. 60-70 (10p). **Theme:** IPR & copyright in the video gaming industry and the music industry.
- 6) Schwartz, Birgitta & Johannisson, Bengt (2012): "Societal Entrepreneurship – Narrating Astrid Lindgren's World as societal entrepreneurship". In: *Societal Entrepreneurship. Positioning, Penetrating, Promoting*. pp. 89-110 (21 p). **Theme:** Societal entrepreneurship in tourism at theme parks.
- 7) Mair, Judith & Laing, Jennifer (2012) "The Greening of Music Festivals: Motivations, Barriers and Outcomes. Applying the Mair and Jago Model". In: *Journal of Sustainable Tourism*. 20:5, pp. 683-700 (17 p). **Theme:** Environmental sustainability at music festivals.
- 8) Madge, Pauline (1997): "Ecological Design: A New Critique". In: *Design Issues*. 13:2, pp. 44-54 (10 p). **Theme:** Environmental sustainability in the design industry.
- 9) Goworek, Helen (2011): "Social and Environmental Sustainability in the Clothing Industry: A Case Study of a Fair Trade Retailer". In: *Social Responsibility Journal*. 7:1, pp. 74-86 (12 p). **Theme:** Fair trade in the fashion industry
- 10) Eikhof, Doris Ruth & Warhurst, Chris (2013): "The promised land? Why Social Inequalities are Systemic in the Creative Industries". In: *Employee Relations*. 35:5, pp. 495-508 (13 p). **Theme:** Social inequalities in the creative industry

1.8.1 Other Resources:

https://www.interaction-design.org/encyclopedia/user_experience_and_experience_design.html

1.8.2 Video cases on the Experience Economy, the Creative Industries and sustainability:

1. Interview with Joseph II. Pine, expert on the experience economy:
http://www.ted.com/talks/joseph_pine_on_what_consumers_want
2. Bjarke Ingels on sustainability and design: http://www.ted.com/talks/bjarke_ingels_hedonistic_sustainability
3. Johanna Blakey on fashion industry:
http://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture
4. Ray Anderson on the business logic of sustainability:
http://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability

1.9 The Course Website

We are going to use Dropbox for sharing documents. You need to send your e-mail address to magnus.hoppe@mdh.se. Please note that your e-mail address must be linked to a 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, Aivars Timofejevs (aivars.timofejevs@sseriga.edu) who is the responsible teacher in Riga.

2. Guidelines for Country Report (3 credits)

The purpose of the country report is to give the students an understanding of the Experience Economy and the Creative Industries in various forms. The students are to choose between the following types of companies:

- 1) Existing companies within the Creative industries. Sales of experience-based products as their **main business** (i.e. a company that supplies fair play music to costumers or an eco-friendly design company as their main business).
- 2) A company/organization that expands their business into the Experience Economy and use experience-based products in order to enhance their main business, that is, products with experiences as an **added value** (i.e. developing ecological 'stay-on farm' businesses out of traditional farming).

There are two ways of comparison of which you will choose one:

- 1) Either compare 2-3 companies focusing on **different ethical issues within the same creative industry** (i.e. comparing fair trade issue and environmental sustainability within the fashion industry).
- 2) Or, compare 2-3 companies in **different creative industries but they are focusing the same ethical issue** (i.e. the fair trade issue within the design, music and fashion industries).

The students must conduct interviews with company representatives and complement with other sources. The report should account for the differences and similarities between these initiatives, which mean that the students must find relevant parameters in the literature, which are comparable between the different companies. Furthermore, the students are expected to e.g. estimate which of the initiatives are the most economically, environmentally and socio-culturally 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 entrepreneurship within the Experience Economy. This knowledge will work as the foundation for the intensive program, where they will be working with local initiatives (in Latvia) – develop ideas for how to make the initiative more economically, environmentally and socio-culturally sustainable, scalable or in other ways to improve it.

Here are some examples of ethical and sustainable initiatives within the Experience Economy, and other related topics that can work as inspiration for the local initiatives and your country report.

1. **Ecodesign** (<http://www.ecodesign.fi>): Ecological furniture design company (Finland)
2. **Kohvik rosin** (<https://www.facebook.com/rosinkohvi>): Fairtrade café (Estonia)
3. **Ida T** (<http://idat.dk/index.php?profil>): Children's clothing – sustainable production and social responsible design (Denmark)
4. **Bjåen Mountain Lodge** (<http://bjaen.no>): Eco-certified tourist accommodation (Norway)
5. **Fair Play Music** (<http://www.fairplaymusic.se/pages/regler/>): Fair play music service for companies (Sweden)
6. **Sagolikt bokförlag** (<http://www.sagoliktbokforlag.se>): Book publisher of children's books problematizing gender normativity (Sweden)

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 (Latvian time) on Wednesday **March 16, 2016**.

Comments by teachers will be sent to the students by Wednesday, **March 23, 2016**. 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.orkund.se and uploaded to the course file in Dropbox no later than by 17:00 (Riga time) on **April 1 2016**. You will present your paper at location (Riga) **April 11** and therefore we want your presentation material to be sent no later than **April 8 at 13:00** (Riga time).

2.2 Issues to be covered in the Country Report

- a) Critical reflections about the area of the Experience Economy, for example: What are the main challenges that companies face when taking ethical initiatives within the Creative industries? *Are ethical business initiatives relevant to the development of the Creative industries? Are the theories claimed by Pine & Gilmore (1999; 2014) still valid today? Are the ethical business initiatives more common in the Creative industries (or not) in comparison with other ordinary businesses?*
- b) How and why are issues of ethics and sustainability taken into consideration by companies operating within the Experience Economy and the Creative Industries?
- c) Select **at least two** local companies and select relevant **parameters** (factors; categories; etc.) that are comparable between the different organizations. Compare the organizations using these parameters.
- d) Estimate which initiative is/will be the most **sustainable** in terms of economic, environmental and/or socio-cultural 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, environmental and/or socio-cultural sustainable.
- f) Give your suggestions for improvements for only **one** of the initiatives.

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. Hence, find support for your discussion in theories, models and discussions in the literature.

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 Stockholm School of Economics in Riga.

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

- 15-20 pages (figures and tables shall be included in the main text while appendixes [interview transcriptions] are excluded). Figures and tables are a way of saving space; however, the text shall be well structured, clearly written with clear argumentation.
- 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 including page number. In this course we prefer that you use APA style:

<http://www.apastyle.org/about-apa-style.aspx>.

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

<p>1. Introduction – a brief summary of the report.</p> <p>2. Country level analysis – provide reflections about macro-economic factors in your own country influencing the success-rate of companies operating in the experience economy in general, and their initiatives of ethics and sustainability specifically.</p> <p>3. Description of initiatives</p> <p>3.1 Initiative A</p> <p>3.1.1. Brief description</p> <p>3.1.2. Purpose and scope</p> <p>3.1.3. What benefits does this initiative create for stakeholders</p> <p>3.1.4. What are key challenges that this initiative is facing at the moment?</p> <p>3.2 Initiative B</p> <p>3.2.1. Brief description</p> <p>3.2.2. Purpose and scope</p> <p>3.2.3. What benefits does this initiative create for stakeholders</p> <p>3.2.4. What are key challenges that this initiative is facing at the moment?</p> <p>3.3. Suggestions for resolving key challenges (optional A or B)</p> <p>4. Evaluation of initiatives</p> <p>4.1 Select relevant evaluation parameters in the literature that are comparable between organizations. Justify your selection.</p> <p>4.2. Compare initiatives based on the chosen parameters</p> <p>5. Conclusions</p>
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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 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 15th 2016**. We also want a group contract for the intensive week. That group contract you should create and deliver to your teachers/supervisor at location (Riga).

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. Excellent example of how to prepare and use good visual aids.	11 Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	8 Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	4 Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.

	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 grasp 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 an-	19 Gives general information about the topic, but some relevant information may be missing, or signifi-	13 Insufficient information on background, relevance, significance is given. Some information is accurate, but enough	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.	cance is not clearly explained. Description of results is generally clear. No significant errors made.	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 task is prepared in cooperation with companies from the Riga region. Each group will work with/study one company. The companies represent different industries having different experiences of issues of ethics and sustainability within the Experience Economy. Working with local companies will give you an opportunity to learn from real life cases, and get insight into challenges and opportunities related to these 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 analyse these issues of the company and how these problems could be resolved. What does the literature say about the studied issue etc.? Again, find support for your discussion in theories, models and discussions in the literature.

3.1.1 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 2.4 above. The written report should be handed in to the teachers according to the schedule.

3.1.2 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 2.6 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.

3.1.3 Evaluation and grading

The teachers will grade the written report and the oral presentation during the intensive week with the same criteria as for the Country Report (see 2.8). 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

During the intensive week you will be given a multiple choice test. The test is based on the course literature.

3.3 Intensive Course week Schedule

The schedule of the intensive course week will be published in Dropbox one week before arrival. It's going to be a lot of work, but also lots of fun! Early in 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 and beverages from their home country.

3.4 Lectures during the intensive week

During the intensive course week, a couple of supporting lectures/seminars/workshops will be given and presented in the *Intensive course week Schedule* later on.

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.

Sun10	Mon11	Tue12	Wed13	Thu14	Fri15	Sat16	Sun17	Mon18	Tue19	
Arrival	10:00-10:45 Room 311 Intro teachers; project; schedule etc.	9:00-12:00 Room 311 Country Report (25 min/ pres.)	9:00-10:00 Room 311 Multiple choice test	9:00-12:00 Room 311 Time for project work Rooms 603,607, 611, 311, lobby	Outdoor leisure activities	9:00-12:00 Rooms 603, 311, Time for project work	9:00-12:00 Rooms 603, 311, Time for project work		Departure	
	10:45-11:30 Room 311 <i>The 'M' challenge</i> (MH)		10:30-12:00 Room 311 Company presentations + meetings with teams				10:00-12:15 Room 311 IP project presentations (30 min/pres.) Coffee break (15 min).			
	11:30-12:00 Campus Tour									
	12:00-13:00 LUNCH	12:00-13:00 LUNCH	12:00-13:00 LUNCH	12:00-13:00 LUNCH		12:00-13:00 LUNCH	12:00-13:00 LUNCH	12:00-13:00 LUNCH		12:00-13:00 LUNCH
	13:00 – 13:45 Room 311 Lecture 1. (PS)	13:00-14:00 Room 311 Country Report presentations continues	13:00 -14:30 Room 311 Feedback on country report presentations 14:30-15:00 Teachers meeting with Rector	13:00-13:30 Room 311 Introduction of new teacher team Time for project work Rooms 603,607, 611, 311, lobby		13:00-17:00 Time for project work	13:00-14:00 Time for project work. Students hand in IP projects at 14:00 .	13:15-15:00 Room 311 Project presentations + 15 min. coffee break.		
		14:00-14:45 Room 311 Lecture 2. (RK)					14:00-17:00 Teachers evaluate IP projects. Students prepare presentations			
	14:00-16:00 Room 311 Workshop (MH)	15:00-15:45 Room 311 Lecture 3. (PS)	15:00-16:30 Feedback on Country Report Rooms 603,607, 611, 311, lobby Time for project Work Teachers grade country reports					15:15-16:30 Teachers & company mentors evaluate presentations		
		16:00-17:00 Teachers grade presentations						16:30-18:00 teachers grade IP projects		
19:00- International Dinner at SSE lobby		16:30 – 18:30 Departure from the hotel to Sightseeing 18:30 – 20:00 Dinner at The Flying Frog	19:00- Teacher's dinner			20:00- Farewell dinner with ceremony La Piazza restaurant				

Lecture 1. *Ethical perspectives on Experience Economy and the Creative Industries*
 Lecture 2. *Everyday cheating and business practices: anthropological perspective on business ethics*
 Lecture 3. *Societal Entrepreneurship at theme parks. Astrid Lindgren's World as a case*