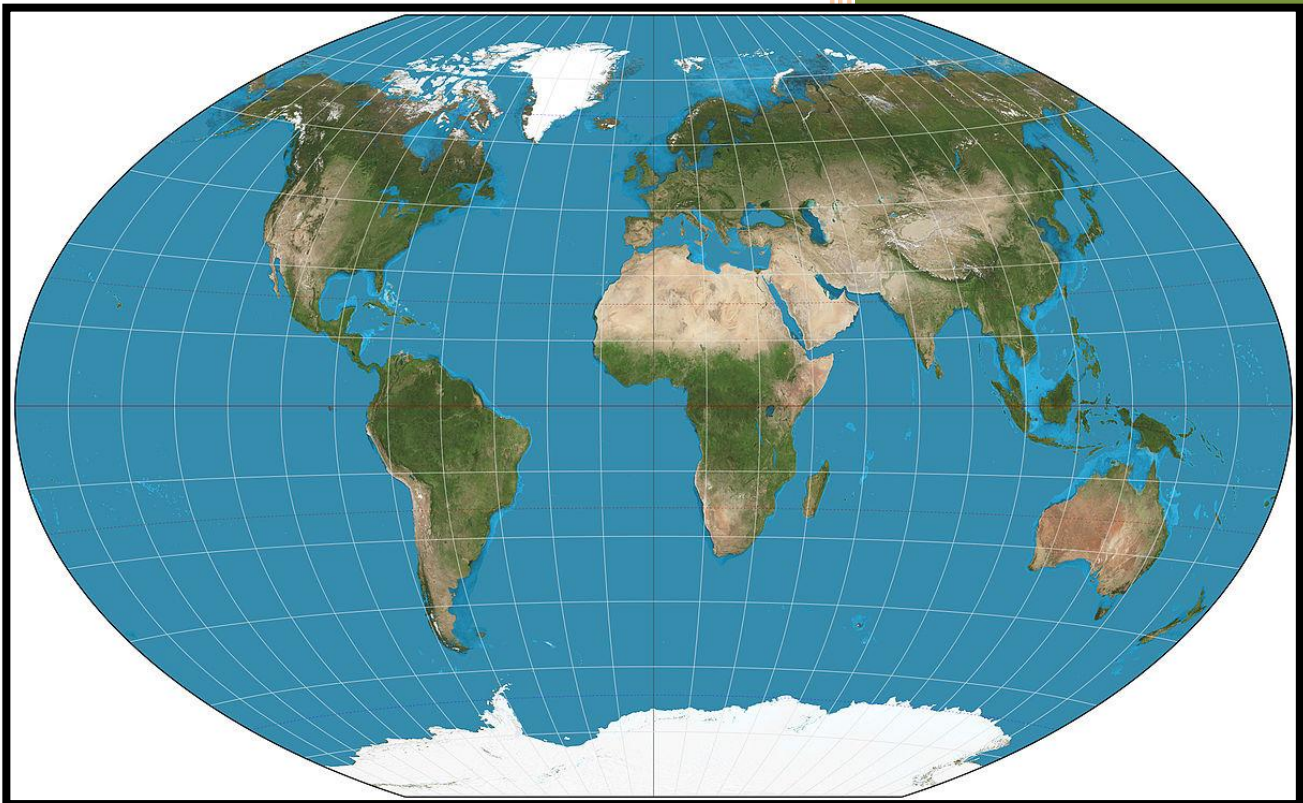


2022

*MNGT-E1002 - Market-based Development
in the Global South*



Patrick Shulist

Aalto University

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2 PROFESSOR'S INFORMATION

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Office Hours	By Appointment

3 BASIC COURSE INFORMATION

Academic Year, Period	2022-2023, period I
In Class Dates	September 5 th – October 21 st
Course Website	https://mycourses.aalto.fi/course/view.php?id=37333
Language of Instruction	English
Location	<u>In class</u>

The course introduces the concept of market-based development as it is broadly undertaken in sub-Saharan Africa, South Asia, Latin America, and other countries in the Global South. Market-based development does not offer a panacea for poverty-alleviation, but rather offers a powerful set of tools that work in some situations. As such, we will discuss when market-based approaches, such as microfinance, value-chain development, entrepreneurial training, and last-mile provisions, are appropriate and effective. Moreover, I will help students understand how to effectively structure interventions by focusing on three key pillars:

- **Context:** interventions must be appropriately tailored to the specific political, institutional, scarcity, and historical contexts.
- **Partnerships:** given the complexity of market-based development, partnerships involving different NGOs, businesses, and government entities are critical.
- **Ethics:** it is imperative to understand the fundamental power imbalances at play, as well as the importance of not presupposing that outsiders (especially Europeans versed in a different institutional context) know what is best for local communities.

4 LEARNING OUTCOMES

- A. Understanding different views about the causes of poverty
- B. Understanding the concept of market-based development, including the most common approaches
- C. Recognizing when market-based development approaches may be appropriate, and how market-based development supplements other development approaches
- D. Develop critical thinking skills to assess how well an intervention is embedded in the local context
- E. Understanding the need for multi-stakeholder partnerships in market-based development, and how to assemble and manage these partnerships
- F. Critically assessing the ethics involved in market-based development, especially the impact of unequal power balances

5 COURSE SCHEDULE

All sessions start in class at 09:30.

Full details for the pre-session preparation is posted on MyCourses. For your interest though, a **shortened** summary of key literature is posted at the end of the syllabus.

Session #	Date	Day of the week	Topic
1	06-Sep	Tuesday	Using markets to address community needs
2	09-Sep	Friday	NGOs and market-based development
3	13-Sep	Tuesday	What is development, and what is the Global South?
4	15-Sep	Thursday	What is <u>market-based</u> development? How does this complement traditional approaches?
5	20-Sep	Tuesday	Entrepreneurship as a means of development: being realistic about the potential
6	22-Sep	Thursday	Facilitating entrepreneurship in the Global South
7	27-Sep	Tuesday	Project group work time #1
8	29-Sep	Thursday	Supporting market-based activity through developing financial infrastructure
9	04-Oct	Tuesday	Market-based development in rural settings
10	06-Oct	Thursday	Monitoring and Evaluation
11	11-Oct	Tuesday	Guest speaker
12	13-Oct	Thursday	Project group work time #2

6 ATTENDANCE REQUIREMENTS (9/12 COURSE DATES REQUIRED!)

Attending (9/12) of sessions is obligatory. If you do not do this, you will receive a zero for your pre-session assignments and your reflections, making it difficult to pass the course. These sessions include our ten in-class sessions, and the two project-work times.

7 ASSESSMENT AND GRADING

Component	Percent of Final Grade	Due Date
Individual Written Assignments	55%	
<i>Pre-session assignments</i>	16% (8x2%)	Due before start of sessions at 09:30
<i>Reflections</i>	24% (3x 8%)	<i>All due by October 14th</i>
<i>Commenting on others' reflections</i>	15% (5x3%)	<i>All due by October 18th</i>
Group report		
<i>Create Group</i>		<i>Thursday, September 15th</i>
<i>Group contract</i>		<i>Monday, September 19th</i>
<i>Interim Report I</i>		<i>Sunday, September 25th</i>
<i>Interim Report II</i>		<i>Monday, October 10th</i>
<i>Final report</i>	45%	<i>Friday, October 21st</i>
<i>Peer evaluation</i>		<i>Saturday, October 22nd</i>

8 INDIVIDUAL ASSIGNMENTS

8.1 PRE-SESSION ASSIGNMENTS

The short explanation: Each pre-session preparation will be graded as a 0, 1, or 2. I will use your eight highest grades, so $8 \times 2\% = 16\%$.

The longer explanation:

We have 10 core sessions overall, and you will receive a grade for each of them. **I will use the top eight (8) grades**, with each of those being worth 2% of your overall grade. So, $8 \times 2\% = 16\%$ overall.

The reason I give marks here is that I realize the pre-session preparation can take a long time, and I want to reward you for the effort you put in. At the same time, I also realize that life happens, and hence you can choose to not do two of the session preparations.

There will be a number of questions as part of the pre-session preparation, mostly asking your own opinion, thoughts, or insights; e.g. they are not a factual nature but are open-ended. This is what will be graded. **The key reason I ask these questions is that it helps with your learning;** research on

learning generally shows that having to apply the knowledge you've just learned helps develop your understanding, while also pointing out what you may not yet understand.

You will get an overall grade of 0, 1, or 2 for each pre-session preparation; e.g. it is not that each question is graded, but rather than your overall preparation is graded. The focus is on the effort you've put into learning, rather than the articulation of your answers, so do not spend lots of time polishing answers. **All I'm looking for in the answers is 3-4 sentences showing that you're engaging with the learning; don't think about these the same way you would a test question, as the standard here is lower.**

- 2 = Thoughtful responses to questions. Clear that learning effort was put in.
- 1 = Adequate response to questions. Clear that some
- 0 = Not completed, or inadequate response to questions. Inadequate response means that, for instance, you gave one word answers, or didn't seem to answer the question being asked. I do **not** want to give out any 0s for completed preparation, but must leave this possibility open.

Generally, my preference is for everyone to get a 2 for pre-session preparation, as I think it is a crucial part of your learning. The only reason I leave open the possibility of getting a 0 or 1 is simply out of fairness; someone who is putting in concerted effort deserves a better grade than someone giving on minimal effort.

To get credit for completing the pre-session preparation, it has to be completed before the session starts. E.g., if a session starts at 09:30, have it completed by 09:30.

As an example, let's say you got nine 2s and one 1 on your preparation. I would take the eight highest grades, all of which are 2s. Thus, you would get 16/16 on your pre-session preparation.

If you receive six 2s, 1 one, and 3 zeroes (perhaps because you did not do the preparation), your eight highest grades would be use, give a final mark of: $6 \times 2\% + 1 \times 1\% + 1 \times 0\% = 13\%$

8.2 REFLECTIONS

8.2.1 BASIC DETAILS

Write a minimum of **three reflections** (250-500 words), on any of the course materials. You might consider reflecting on topics such as:

- Continue a discussion point from in class
- What did you disagree with in class?
- What did you find compelling from the class?
- How does this apply to real-world problems that you have seen?
- Do any examples from your working life come to mind?
- What is still unclear from class? (Be sure to do more than just ask a question though! Develop what you know so you can point out the gaps.)
- How can you extend one of the points from class?
- How does this apply to the consulting project you have?
- How does a topic from this class link to what I spoke about in another class?
- How does a topic from this class link to your other courses?

8.2.2 GRADING

Your highest 3 reflections will be counted ($3 \times 8\% = 24\%$). reflections will be given a grade of 0-10. I expect most will receive a 7, 8, or 9, with 10s being reserved for those that are exceptionally insightful. Here are a few pointers that will help you get a good grade.

Things that will help you get a good grade of your reflection:

- Rooting your reflection in class materials
- Using real life examples to explore the complexities of the class materials
- Disagreeing with the viewpoints presented in class...in a well-reasoned way. Remember, the views of the instructors are just one point of view, and you are very much encouraged to disagree with them, if you see fit.
- Being very clear about where your lingering questions and doubts are. What are you unsure of? What confuses you? Of course, there is a balance here. One has to bring a viewpoint. Perhaps you are confused because two points seem contradictory. That would be an excellent topic for reflection.

Things that are not helpful for getting a good grade:

- Ignoring class materials, or making it hard to see how this fits into my overall course
- Making an irrelevant or overly general argument
- Being overly argumentative

8.3 COMMENTING ON OTHERS' REFLECTIONS

8.3.1 BASIC DETAILS

Write a minimum of **five** short comments on others' reflections and on others' comments. Short comments need to be a minimum of 150 words, so there is actually some depth. Your job here will not be to simply conform to or oppose your colleague's writing, but to provide your personal view on it, with the view of furthering discussion. The following may help you

- Do you agree/disagree with what someone wrote?
- How can you push their thinking?
- How does what they said tie into real world examples?
- What unresolved questions does this post leave?

Across all comments, one thing I want you to consider is *why* you view a topic differently than someone else. What are the underlying assumptions that both of you may bring to the conversation? What other life experiences may make you see the same topic differently? In short, try to engage not just with a conversation, but with the underlying reasons why you may have differences of opinions.

8.3.2 GRADING

Your highest 5 comments will be counted ($5 \times 3\% = 15\%$). All comments will be given a grade of 0-10. I expect most will receive a 7, 8, or 9, with 10s being reserved for those that are exceptionally insightful. Here are a few pointers that will help you get a good grade.

For grading your commenting, default to common sense: are you adding value to the discussion, or are you simply going through the motions? My grading is done in a commonsense manner; if you add value, I will grade it well

Things that are likely to get you a good grade:

- Having a back-and-forth with other class participants will go a long way to showing the quality of your comments. Generally, when the quality of these back-and-forths is excellent, a good grade is received by all. Contributing to a constructive discussion is not only helpful to you but to others as well!
- Posting a well-reasoned response to someone else's point of view, which acknowledges their views and builds on this, potentially by disagreeing with them. If you disagree though, be clear about what parts of the point of view you disagree with.
- Having an insightful back-and-forth with other commenters, rather than posting a one-off comment
- Integrating viewpoints from class

Things that are not helpful to getting a good grade

- Being unprofessional
- Ignoring existing comments
- Arguing for the sake of arguing
- Posting 15 comments and hoping one of them is good. Remember, quality over quantity

9 GROUP REPORT

A single final report makes up the group project. It is worth 45% of your grade.

9.1 BASIC GUIDELINES (LENGTH, FORMATTING)

The body of final report is to be 5000-6000 words in length, unless I communicate specific exceptions. There should also be a separate, 1-page, single spaced executive summary. The word guidelines excludes any appendices, as well as the executive summary.

To emphasize: the executive summary is critical, as this is the only thing most people will read. Thus, this should be substantially polished. The executive summary should focus on the most interesting insights of the report. The executive summary should NOT focus on background details that are purely factual in nature; you may draw on these in building your arguments, but they are unneeded along.

Across all projects, the expectation is that you use materials learned in class.

I am less worried about the specific formatting of an assignment than its content. As such, use whatever style you feel best communicates your content. For more in-depth information about standard formatting from a linguistic standpoint, please see the standard widely used at Aalto: [Style Guide 2016 Aalto BScBA Mikkeli.pdf](#)

9.2 PROJECT DESCRIPTION

Choosing a project geography

Many organizations are already undertaking market-based approaches. This project will leverage this fact by having you critically analyze the use (and misuse) of market-based interventions in a particular geography city, region, or country. For instance, looking at how market-based development is used in Mexico City, in Amazonas region of Brazil, or in Uganda. You get to pick the location in which you are most interested.

Given that I'd prefer you to identify the whole breadth of MBD activities in a given geography (as described below), I discourage you from picking a really big polity; e.g., don't pick Brazil, but instead choose a state (or two), or a specific city. I have no doubt that there are many different MBD interventions in Brazil, and the point of this project is not to have you do endless background research. Similarly, given all the internal differences in a country, trying to succinctly capture the state of a development in a whole country can be tricky. It can be done, but I would discourage it for bigger countries.

Additionally, make sure that the place you choose to focus on can actually use MBD approaches. E.g., picking an active conflict zone or a place with famine is not a good idea, as typically we'd have humanitarian aid there instead.

I'm here to discuss the project ideas and help out. The ultimate choice is yours, but please feel encouraged to run ideas past me.

Specific components

Embedded in this approach are five key elements. Elements 1 and 2 are sort of the background research, while elements 3 and 4 are more about your team's analysis. In contrast, element 5 is about your own team's reflection on the ethics and messiness of development. Of course, the information in all these sections will be interwoven.

1. DESCRIBE THE DEVELOPMENT CONTEXT OF YOUR CHOSEN LOCATION

Consider questions like:

- What is the current state of development of this context? Using background data from SDG metrics, and from other data sources will be especially useful here.
- What do poverty rates look like?
- How well developed are markets?
- What are the 'problems' that market-based development could help address?
- How has development been progressing in the past decade or two?
- What are the main industries in which people work? How much of the population relies on subsistence farming?

This should ultimately build towards an understanding of: what are the development needs of this place? What is needed for this place to meet typical development goals as captured by the SDGs?

Of course, there may be views of development that are not captured well by the SDGs, so feel free to argue for an alternative view. However, keep in mind that given the global consensus on the SDGs as an approach to development, you'll face an uphill battle convincing anyone to abandon the SDGs. A better place for this conversation may be in the fifth element, described below.

A final note about the levels at which you will have data. As noted above, I am encouraging you to stay away from choosing a whole country, favouring instead a region or a large city. Of course, it is generally easiest to acquire data at the country level; e.g., SDG indicators are tracked for the country level. So, in focusing on a region or city, you will have to sort of impute what the national level data means. Think of it this way: the national level data gives you a baseline for understanding a region/city, and you'll have to use other data sources, or reasonable assumptions, to understand if a region/city is doing better or worse on an indicator than the country as a whole. For instance, rural areas are typically less developed than the national average, especially in terms of things like clean water access and educational attainments.

2. IDENTIFY AS MANY MARKET-BASED INTERVENTIONS AS YOU CAN IN YOUR CHOSEN LOCATION

The goal of this is to understand what - collectively - development organizations and businesses are trying to do to address the development needs of a specific location. Are they relying on microfinance and entrepreneurship training? Is the main focus on income generating activities? Are there many different approaches? Are they designing products for impoverished people?

I don't expect the main-text portion of this to take up too much space, but it is a critical foundation for your project. In addition to a main-text section summarizing your high-level findings, please be very sure to include an Appendix that has the following information on each intervention you identify, preferably designed as a table:

- Name
- Location
- Approximate number of participants
- Starting year
- Short description
- Web links to overview

The reason I ask for this is that I am slowly working with Fingo (The Finnish umbrella organization for development NGOs) to build a list of market-based development interventions in different places. In the long-term, the goal is to use this information to help Finnish NGOs become more effective.

3. DOES THE CURRENT SUITE OF INTERVENTIONS EFFECTIVELY ADDRESS THE DEVELOPMENT NEEDS OF YOUR CHOSEN LOCATION?

Now we're getting into the analysis. Do the needs you identified in section 1 seem to mesh with the approaches being taken in section 2? What gaps are there?

In answering this, note that we can always want to see development organizations do more. In many places in the world, there is no shortage of pressing development needs. As such, it is tempting to

fall back on the argument such as "by focusing on value chain upgrading, organizations are not going enough to foster local autonomy through entrepreneurship." While potentially not wrong, this misses the core point: development organizations have limited time, money, and resources to use for market-based interventions. So the question is not "what else should they be doing?" but instead is "is there something they should be doing instead of what they are currently doing?"

I intentionally leave this analysis open for you to take it in whichever direction you desire. Remember though, at the core of this question is context...do the interventions meet the needs of the context?

4. CRITICALLY ANALYZE A SUB-SET OF THESE INTERVENTIONS TO UNDERSTAND HOW THEY CONSIDERED CONTEXT

Element 3 speaks to the general matching of interventions and development needs. Here though in element 4, we want to get more granular and look at specific interventions and how they are structured.

To this end, I want you to go in depth into at least three or four interventions. If you are a group of four, analyze two pairs of two different interventions, such as two microfinance interventions and two value-chain linkage interventions. If you are a group is three, choose three versions of the same basic type.

There are two tasks coming from this. The first is to focus on the interventions individually. Draw out an intervention diagram for each one. Identify how context (either through producing needs that require filling, or through producing challenges that need to be overcome) has shaped the nature of each intervention. Also look at how the intervention is organized to include multiple actors, and if innovation is involved.

With this done, compare across the similar interventions (e.g., the two or three microfinance interventions). For instance, how and why are the microfinance interventions structured differently? Does this make sense to you? Which one is "better"? Why might they be structured differently...do they have different goals, or is this the result of being located in different contexts? What lessons can be learned to make the basic intervention better?

You may also choose to use what we have learned about monitoring and evaluation to help you in this part. This will help your report, but is not strictly necessary.

5. ETHICS AND 'MESSINESS'

I don't have much specific guidance for this part of the report. Basically, I want to have an open part for you to muse about development in a more philosophical approach. Be critical, but also be realistic. Are you angered by the types of interventions you saw? Do you worry that development is perpetuating neocolonialism? What alternative do you offer? Feel free to also argue that, based on the interventions you studied, market-based development is a great thing to undertake.

I have no pre-determined preference for what you write about. My only imperative is that you think critically and reflect philosophically on the content of your project. Your own reflections and comments might be built upon here.

9.3 PROJECT GRADING RUBRIC

Component	Grade*^	Considerations
<p>1. Describe the development context of your chosen location</p>	<p>10-15%</p>	<p>Have you accurately described the currently developmental situation in the chosen location?</p> <p>Does this section lay an effective groundwork for the rest of the report?</p> <p>Is it clear what the most pressing development needs are?</p> <p>Note: though this is given a relatively small percent of your overall grade, context lays the foundation for the rest of the project; if this part is not done well, it will be very hard to effectively address points 2-5. Hence, this component being done effectively has great bearing on your overall mark.</p> <p>Recommendations: Do not make this section too long, as you will need the space for the rest of your report. Please but important, but supportive, information in appendices.</p>
<p>2. Identify as many market-based interventions as you can in your chosen location</p> <p>AND</p> <p>3. Does the current suite of interventions effectively address the development needs of your chosen location?</p>	<p>25-40%</p>	<p>Have you identified a reasonable number of interventions, and provided important basic details about them as an appendix?</p> <p>Do you make a clear and reasoned assessment of the appropriateness of these interventions?</p> <p>In making your assessment, have you avoided the temptation to simply say "do more of everything"?, instead recognizing the trade-offs involved in MBD?</p> <p>Is there a clear connection between your evaluation of the interventions and the development needs you identified in component 1?</p> <p>Note: Do not stress out about finding every intervention. Given that this is a class project, I am concerned about your general understanding, not fully mapping all interventions.</p> <p>Note: These components are considered together, as they are inseparable</p>
<p>4. Critically analyze a sub-set of these interventions to understand how they considered context</p>	<p>20-35%</p>	<p>Have you effectively understood the details of the interventions, including through making intervention diagrams?</p> <p>Is there a clear analysis of how these interventions might fit, or not fit, the context?</p> <p>Is there clear analysis comparing two of the interventions?</p> <p>Have you taken a clear stand, making a reasoned argument, about if the specific interventions seem to appropriately consider the nature of the context?</p> <p>Note: I fully understand that this is a class project, and that it can be difficult to find 'full' information on interventions, so do not stress out about finding smaller details about the interventions. I'm interested in the basics of them; e.g. that they create connections between farmers and urban buyers, not who the urban buyers are, or what the prices are. That said, if you have these details, great! Just don't stress about them.</p>

Component	Grade*^	Considerations
5. Ethics and 'messiness'	20-35%	Does your analysis and points take into consideration the complexity of MBD? I.e., have you avoided making simplistic statements, and instead favoured nuance? Have you presented a clear and coherent set of arguments? Note: this is by far the most open-ended of the sections. Focus on what you are most passionate about.
Overall quality, including executive summary	10%	Is the report easy to follow? Does it make the reader's job easy? Are the different sections well connects? Is the writing concise and appropriate?
Bonus	Up to +10%	Are any of the sections of the report clearly outstanding? Has this report gone "above and beyond" in some way?

*Note 1: Ranges are given for grading the different components, for two reasons, both of which are beneficial to students. First, this allows you to put extra thought and effort into the components in which you are most interested. Second, this allows flexibility in the grading, so that you can be rewarded for the components done very well.

As a general rule, I will allocate higher percentages to the components on which you spend more of your writing space.

^Note 2: If I have spoken separately with your group about modifying this rubric - most likely because you have a small group size, or a group member dropped the course at a latter date - please remember to include a note in your report about this. Most likely, we discussed having less emphasis on one of the sections.

9.4 INTERIM REPORTS

To help you achieve the best possible report, two interim feedback points are scheduled, as well as two class times for doing group work. The interim reports are simple, should not take long to compile, and are designed to ensure the project is on the right trajectory. They involve the following.

Interim Report #1

Compile a short PowerPoint presentation, and answer the following questions:

1. What geography (e.g., region) are you looking at?
2. Have you preliminarily identified any market-based development interventions there? It is strongly recommended that you do, just to ensure you don't encounter a problem later.
3. What sources will you draw upon to gain an understanding of the context, specifically the needs of communities in this region?
4. What is your plan between now and the final report due date?
5. Which group members will do what?
6. In doing this project, what potential issues can you encounter? What can derail you from doing a good job?

Interim Report #2

Submit:

- A draft executive summary of the report, focusing on your analysis and insights (i.e., don't give copious background information)
- A draft outline for the report; i.e., what the sections and sub-sections will be
- A list of 2-3 pressing questions you would like insights on.

9.5 WORKLOAD

This is a group report with 75 hours *per student* allocated, and as such there are high expectations for what is delivered. Moreover, all group members should contribute equally to this project, and there will be group evaluations (discussed below) involved. If any deviation from this arises or seems likely to arise, then concerned group members are encouraged to contact Patrick as early as possible. Depending on the situation and based on the instructors' discretion, members' grades for group work (i.e. report and presentation) may be adjusted away from everyone receiving the same grade. It is hopeful that this will not be needed.

9.6 GROUPS

Final project group size will be 3-4 people. I will facilitate group formation in the first week of the course.

9.6.1 GROUP DIVERSITY

Universities and the work world are becoming more diverse. This is a great thing, as diversity is shown to increase performance. At the same time, team diversity can create challenges that need to be managed. (See [13 benefits and challenges of cultural diversity in the workplace](#) for benefits and challenges of teams).

To benefit from team diversity, I encourage you to draw out people's viewpoints: what might someone from a different country, of a different gender, or a different academic background think?

A big challenge in diverse groups is communication, as some members may naturally be quieter, and people may have diverse first languages. As such, I encourage you to understand how diversity may be related to people's openness to sharing ideas, and to actively work to make the environment comfortable for everyone, which may involve having to explicitly ask for people's opinions. In addition, the baseline *lingua franca* for group work should be English, as this is the only language that everyone is guaranteed to speak; it can be quite exclusionary if three group members speak one language together and marginalize the views of the fourth member. In saying this, **the goal is to ensure that all group members are naturally given the ability to contribute.**

9.6.2 MAKING GROUPS WORK EFFECTIVELY

Whether or not a group works together effectively is not a random event. Instead, you have the utmost control over this. As such, I will allocate some class time to creating a group “contract,” that will include basic details about:

- Roles
- Expectations, including desired final grade
- Foreseen challenges, and what will be done to manage them
- Rough timeline of when work will be done

A template will be provided online. Additional considerations can be found at: [Working effectively in groups](#)

9.6.3 PEER EVALUATION

All group members are expected to contribute equally to group assignments. To help assess this, and to ensure group grades are allocated based on effort, a peer evaluation mechanism will be used. The mechanism is simple, and all group members have to agree to it.

You will be given 100 points for each member of the group. So, if you have four members, you get 400 points, and if you have 5 members, you get 500 points. As a group (that is together, and with everyone’s consent) you get to allocate the total number of points as you see fit.

Example #1, ideal teamwork: If everyone contributes equally, you all would get 100 points and would get the actual grade from your group work.

Example #2, the team star: If one person does more work than others, you might allocate 115 points to that person, and 95 to the other three group members.

Importantly, if there are any issues with group work, this should be openly discussed within the group as it is happening. My experience is that most group work issues can be solved by openly discussing expectations at the start of the project; you may even agree that some people will do more work than others and will get more “points” because of that. If things continue to get worse though, please contact me.

Submit the peer evaluation online after your project is submitted.

Having commitments outside of the course are not a valid excuse for doing less than your fair share of the project.

Overall discretion for the allocation of grades will be left to the instructor.

10 ADDITIONAL GRADING POLICIES

10.1.1 LATE SUBMISSIONS

You are expected to submit all assignments (group and individual ones) on time and before the respective deadline. If you do not submit any assignment on time, your grade for that assignment will be reduced by 25% for each passing day. For instance, if your submission is up to 1 day late (i.e. anything between one minute to one day), you can get a maximum of 75% of the grade of the

assignment, up to two days a maximum of 50%, up to three days a maximum of 25%. You will no longer have an option to submit after three days have passed.

If you miss a presentation without a valid reason, you will receive a zero (0) for that portion of your grade. A valid reason must be communicated at least 72 hours ahead of time to the primary instructor, as well as to all of your group members. If you have a valid reason for missing the presentation, you will be able to complete a make-up assignment organized by the instructors, which will mirror the deliverables of the original presentation.

10.1.2 GRADING SCALE

Final grades will be on a scale from 0-5. Final grades will be calculated from the results of the above listed assignments and allocated as per the below table.

Final Grade	Overall Percentage
0	<50%
1	50%-59.99%
2	60%-69.99%
3	70%-79.99%
4	80%-89.99%
5	>90%

Updates to the syllabus, supplemental information, class announcements, and assignment guidelines can be found on the online course site.

11 ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof:

<https://into.aalto.fi/display/ensaannot/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof>

12 KEY ARTICLES AND READINGS FOR EACH SESSION

Note: this is just an overview of some of the core articles/readings/cases. As you will see from MyCourses, I take a much more integrated approach to pre-session preparation; i.e., I do't just give you three articles, tell you to read them, and hope you learn. Instead, I integrate videos, preparatory questions, and teaching cases.

12.1 USING MARKETS TO ADDRESS COMMUNITY NEEDS

Teaching case used:

- Envirofit International: Cracking the BoP market

Additional readings:

- Prahalad, C. K., and Hart, S. L. (2002), “The Fortune at the Bottom of the Pyramid,” *Strategy+Business*, 20, 1–13.
- Karnani, A. (2008), “Help, Don’t Romanticize, the Poor,” *Business Strategy Review*, 19(2), 48–53.
- Anderson, J., and Billou, N., (2007), “Serving the World’s Poor: Innovation at the Base of the Economic Pyramid,” *Journal of Business Strategy*, Vol. 28 (2), 14–21. NAC3437IM 4!
- Karnani, A., (2007), “The Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty,” *California Management Review*, 49 (4), 90–111.
- Banerjee, A. V., and Duflo, E., (2007), “The Economic Lives of the Poor,” *Journal of Economic Perspectives*, 21(1), 141–168.

12.2 NGOS AND MARKET-BASED DEVELOPMENT

Teaching case used:

- CARE: Making Markets Work for the Poor

Additional readings:

- McKague, K., & Oliver, C. 2012. Enhanced Market Practices: Poverty Alleviation for Poor Producers in Developing Countries. *California Management Review*, 55(1): 98–130.
- McKague, K., Zietsma, C., & Oliver, C. 2015. Building the Social Structure of a Market. *Organization Studies*, 36(8): 1063–1093.
- Mair, J., Martí, I., & Ventresca, M. J. 2012. Building inclusive markets in rural Bangladesh: How intermediaries work institutional voids. *Academy of Management Journal*, 55(4): 819–850.

12.3 WHAT IS DEVELOPMENT, AND WHAT IS THE GLOBAL SOUTH?

Largely a collection of short readings and videos, made by the professor.

12.4 WHAT IS MARKET-BASED DEVELOPMENT? HOW DOES THIS COMPLEMENT TRADITIONAL APPROACHES?

Core readings

- Harman, S., & Williams, D. 2014. International development in transition. *International Affairs*, 90(4): 925–941.
- Kistruck, G. M., & Shulist, P. 2021. Linking management theory with poverty alleviation efforts through market orchestration. *Journal of Business Ethics*, 173(2): 423–446.

- Kistruck, G. M., Beamish, P. W., Qureshi, I., & Sutter, C. J. 2013. Social Intermediation in Base-of-the-Pyramid Markets. *Journal of Management Studies*, 50(1): 31–66.

Additional readings:

- Roxas, S. K., & Ungson, G. R. 2011. From Alleviation to Eradication: A Reassessment of Modernization, Market-Based, and Communitarian Solutions to Global Poverty. *Poverty & Public Policy*, 3(2): 1–25.
- Cooney, K., & Shanks, T. R. W. 2010. New Approaches to Old Problems: Market-Based Strategies for Poverty Alleviation. *Social Service Review*, 84(1): 29–55.
- Wejnert, B. 2019. Effects of Market-Based Development on Women’s Empowerment: Impact on Families. *Marriage and Family Review*, 0(0): 1–30.

12.5 ENTREPRENEURSHIP AS A MEANS OF DEVELOPMENT: BEING REALISTIC ABOUT THE POTENTIAL

Core readings

- Sutter, C. J., Bruton, G. D., & Chen, J. 2019. Entrepreneurship as a solution to extreme poverty: A review and future research directions. *Journal of Business Venturing*, 34(1): 197–214.
- Wierenga, M. 2020. Uncovering the scaling of innovations developed by grassroots entrepreneurs in low-income settings. *Entrepreneurship and Regional Development*, 32(1–2): 63–90.
- Kistruck, G. M., & Shulist, P. 2021. Linking management theory with poverty alleviation efforts through market orchestration. *Journal of Business Ethics*, 173(2): 423–446.

Additional readings:

- Kimmitt, J., Muñoz, P., & Newbery, R. 2020. Poverty and the varieties of entrepreneurship in the pursuit of prosperity. *Journal of Business Venturing*, 35(4): 105939.
- Castellanza, L. 2022. Discipline, abjection, and poverty alleviation through entrepreneurship: A constitutive perspective. *Journal of Business Venturing*, 37(1): 106032.
- Weber, C., Fasse, A., Haugh, H. M., & Grote, U. 2022. *Varieties of Necessity Entrepreneurship – New Insights From Sub Saharan Africa*, vol. 0. <https://doi.org/10.1177/10422587221111737>.
- Shepherd, D. A., Parida, V., & Wincent, J. 2021. Entrepreneurship and Poverty Alleviation: The Importance of Health and Children’s Education for Slum Entrepreneurs. *Entrepreneurship: Theory and Practice*, 45(2): 350–385.
- Tobias, J. M., Mair, J., & Barbosa-Leiker, C. 2013. Toward a theory of transformative entrepreneuring: Poverty reduction and conflict resolution in Rwanda’s entrepreneurial coffee sector. *Journal of Business Venturing*, 28(6): 728–742.

- Rivera-Santos, M., Holt, D., Littlewood, D., & Kolk, A. 2015. Social entrepreneurship in sub-Saharan Africa. *Academy of Management Perspectives*, 29(1): 72–91.
- Bradley, S. W., McMullen, J. S., Artz, K., & Simiyu, E. M. 2012. Capital is not enough: Innovation in developing economies. *Journal of Management Studies*, 49(4): 684–717.
- Prado, A. M., Robinson, J. A., & Shapira, Z. 2022. Serving rural low-income markets through a social entrepreneurship approach: Venture creation and growth. *Strategic Entrepreneurship Journal*, 50(6): 776–780.
- Busch, C., & Barkema, H. 2022. Align or perish: Social enterprise network orchestration in Sub-Saharan Africa. *Journal of Business Venturing*, 37(2): 106187.

12.6 FACILITATING ENTREPRENEURSHIP IN THE GLOBAL SOUTH

Core readings:

- Karlan, D., & Valdivia, M. 2011. Teaching Entrepreneurship: Impact of Business Training on Microfinance Clients and Institutions. *Review of Economics and Statistics*, 93(2): 510–527.
- Valerio, A., Parton, B., & Robb, A. 2014. *Entrepreneurship Education and Training Programs around the World: Dimensions for Success*. Washington DC: The World Bank. <https://doi.org/10.1596/978-1-4648-0202-7>.

Additional readings:

- Deakins, D., & Freel, M. 1998. Entrepreneurial learning and the growth process in SMEs. *The Learning Organization*, 5(3): 144–155.
- Karimi, S., Biemans, H. J. A., Lans, T., Chizari, M., & Mulder, M. 2016. The Impact of Entrepreneurship Education: A Study of Iranian Students' Entrepreneurial Intentions and Opportunity Identification. *Journal of Small Business Management*, 54(1): 187–209.
- Brixiová, Z., Ncube, M., & Bicaba, Z. 2015. Skills and Youth Entrepreneurship in Africa: Analysis with Evidence from Swaziland. *World Development*, 67: 11–26.
- Shah, H., & Saurabh, P. 2015. Women Entrepreneurs in Developing Nations: Growth and Replication Strategies and Their Impact on Poverty Alleviation. *Technology Innovation Management Review*, 5(8): 34–44.

12.7 PROJECT GROUP WORK TIME #1

None

12.8 SUPPORTING MARKET-BASED ACTIVITY THROUGH DEVELOPING FINANCIAL INFRASTRUCTURE

Core readings:

- Singh, J., Dutt, P., & Adbi, A. 2021. Microfinance and entrepreneurship at the base of the pyramid. *Strategic Entrepreneurship Journal*, (February 2021): 3–31.
- CARE International. 2017. *CARE global VSLA reach 2017*.
http://www.care.org/sites/default/files/care_savings_group_global_reach_report_20171.pdf.

Additional readings:

- Kolk, A., Rivera-Santos, M., & Rufin, C. 2014. Reviewing a Decade of Research on the “Base/Bottom of the Pyramid” (BOP) Concept. *Business and Society*, 53(3): 338–377.
- Chliova, M., Brinckmann, J., & Rosenbusch, N. 2015. Is microcredit a blessing for the poor? A meta-analysis examining development outcomes and contextual considerations. *Journal of Business Venturing*, 30(3): 467–487.
- Banerjee, A., Karlan, D., & Zinman, J. 2015. Six Randomized Evaluations of Microcredit: Introduction and Further Steps. *American Economic Journal: Applied Economics*, 7(1): 1–21.
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12.9 MARKET-BASED DEVELOPMENT IN RURAL SETTINGS

Core readings:

- Haggblade, S., Hazell, P., & Reardon, T. 2010. The rural non-farm economy: Prospects for growth and poverty reduction. *World Development*, 38(10): 1429–1441.
- Mitchell, J., Keane, J., & Coles, C. n.d. *Trading Up : How a Value Chain Approach Can Benefit the Rural Poor*.

Additional readings:

- Bhatt, B., Qureshi, I., & Sutter, C. 2022. How do Intermediaries Build Inclusive Markets? The Role of the Social Context. *Journal of Management Studies*, 59(4): 925–957.
- Rivera-Santos, M., & Rufin, C. 2010. Global village vs. small town: Understanding networks at the Base of the Pyramid. *International Business Review*, 19(2): 126–139.

12.10 MONITORING AND EVALUATION

Core readings:

- Case, to be determined
- Woodruff, C., de Mel, S., & McKenzie, D. 2007. Measuring microenterprise profits: don't ask how the sausage is made. *World Bank - Policy Research Working Paper*.
<http://agris.fao.org/agris-search/search.do?recordID=US2012413313>.
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Additional readings:

- Muñoz, P., Gamble, E., & Beer, H. 2020. Impact measurement in an emerging social sector: Four novel approaches. *Academy of Management Discoveries*, 8(2): 298–330.
- Banerjee, A., Karlan, D., & Zinman, J. 2015. Six Randomized Evaluations of Microcredit: Introduction and Further Steps. *American Economic Journal: Applied Economics*, 7(1): 1–21.
- Muñoz, P., Gamble, E., & Beer, H. 2020. Impact measurement in an emerging social sector: Four novel approaches. *Academy of Management Discoveries*, 8(2): 298–330.

12.11 GUEST SPEAKER

Minimal. Short anecdote through MyCourses.

12.12 PROJECT GROUP WORK TIME #2

None