



FONDATION FOR
MSME CLUSTERS



sidbi switchasia



CEMCA



CBS

Teaching Notes

How to Fly a Tiger? Sustainable Sourcing and Women's Entrepreneurship in the Bamboo Industry of India

By

Uzma Rehman, External Lecturer

Peter Lund-Thomsen Professor MSO

Søren Jeppesen, Associate Professor

Center for Business and Development Studies

Copenhagen Business School

Initiated by

Foundation for MSME Clusters (FMC)

Under the aegis of

'Promote Bamboo MSME Clusters for Sustainable
Development' A Development Project funded by
the European Union (EU) With co-funding from
SIDBI, CEMCA and FMC

June 2022



Published Jointly by:

Foundation for MSME Clusters (FMC)

Address: USO House, 2nd Floor, USO Road, 6 Special Institutional Area, Off Shaheed Jeet Singh Marg, New Delhi – 110067

Contact Details: +91-1140563323/24

Email: info@msmefoundation.org

Website: www.fmc.org.in

Small Industrial Development Bank of India (SIDBI)

Address: SIDBI Tower, 15, Ashok Marg, Lucknow - 226001, Uttar Pradesh

Contact Details: 0522-2288546/47/48/49, 0522-4259792

Email: elsc_lucknow@sidbi.in

Website: www.sidbi.in

Common Wealth Educational Media Centre for Asia (CEMCA)

Address: 7/8 Sarv Priya Vihar New Delhi-110016

Contact Details: +91-11-26537146/47/48, 26516681

Email: admin@cemca.org

Website: <https://www.cemca.org/>

Copenhagen Business School (CBS)

Address: Copenhagen Business School Solbjerg Plads 3 DK-2000 Frederiksberg

Contact Details: +45 3815 3815

Email: cbs@cbs.dk

Website: <https://www.cbs.dk/>

This publication is free of cost and is available at <https://fmc.org.in/publications/>

Disclaimer: The views/ opinions/ endorsements contained in the document are of the individual authors in their individual & group capacity and not of the institutions that they may belong to or may have belonged to nor of the institutional partners under the aegis of the EU Switch Asia Project where this initiative has been taken up. This teaching case is based on fictitious events but the materials presented are based on in-depth research in Denmark and India undertaken in cooperation with Flying Tiger Copenhagen, the Danish Ethical Trade Initiative, and the FMC in India.

Acknowledgements

This teaching case was elaborated by the authors as part of the EU Switch Asia II project, Promote Bamboo MSME Clusters for Sustainable Development, (Reference no.: EuropeAid/154338/DH/ACT/Multi). The views expressed in this publication are those of the authors alone and should not be attributed to any of the project partners, the Foundation for MSME Clusters (FMC), the Small Industries Development Bank of India, Commonwealth Educational Media Centre for Asia, Copenhagen Business School. We also thank Trine Pondal at Flying Tiger of Copenhagen, Mukesh Gulati/the entire FMC team, and Lavinia-Cristina Iosif-Lazar, UN PRME office, CBS for their extensive support and feedback in the elaboration of the teaching case study.

Kindly notice that this teaching case is based on fictitious events but that the materials presented are based on in-depth research in Denmark and India undertaken in cooperation with Flying Tiger Copenhagen, the Danish Ethical Trade Initiative, and the FMC in India.

How to Fly a Tiger?

Sustainable Sourcing and Women's Entrepreneurship in the Bamboo Industry of India

Summary of the Case

The case explores the challenges faced by the European retailer Flying Tiger of Copenhagen as it has to decide whether it should shift part of its sourcing of bamboo-based products from China to India. Bamboo-based products in India are often made by small-scale, marginalized producers located in distant locations throughout India. In order to source products from these producers, Flying Tiger Copenhagen will need to develop a more integrated value chain for bamboo-based products, organizing bamboo producers in larger production units, and ensuring that local producers comply with international labor and environmental standards. The students are required to assess the challenges Flying Tiger of Copenhagen will face in relation to shifting its sourcing of bamboo-based products to India, how the company can help to economically upgrade women-owned micro-enterprises in the Indian bamboo value chain, and whether Flying Tiger of Copenhagen is likely to engage in socially and environmentally responsible purchasing of bamboo-based products in India.

Key words: Sustainability; CSR; value chain; supply chain, bamboo industry; women; upgrading; India

Target Learning Group

The target audience consists of business students at undergraduate, graduate, and MBA levels that are working on issues related to sustainability, value chain management, poverty reduction, and/or community development – both internationally and more specifically within India. It is helpful but not a requirement that students are familiar with value chain and CSR/sustainability analysis. Important themes covered in the case are capacity building, market connectivity, product development, standardization, innovation and consistency.

Teaching objectives

Objectives of this teaching case study are to enable students to:

- Identify the key sourcing challenges faced by a European retailer as it seeks to import bamboo-based products from India.
- Analyze and debate how the European retailer can upgrade local businesses of women entrepreneurs in the bamboo industry of India
- Critically evaluate – using value chain theory - whether European retailers' sourcing of bamboo-based products from India is likely to be socially and environmentally responsible/sustainable.

Teaching approach and strategy

The case can be taught through in-class sessions or in an online format.

- The approach envisioned is through case-based learning format, demanding a fresh look at brand/retailer sourcing strategies related to sustainable raw materials and upgrading challenges for local producers of products made with the use of such materials (here: bamboo).
- While the case is fictitious (an imagined situation), it draws upon interviews with the Flying Tiger of Copenhagen's Head of Sustainability and Social Responsibility, Trine Pondal, conducted in early 2021, along with a survey of the market for bamboo products undertaken in Copenhagen, Denmark in late 2019. Moreover, data were also collected through multiple interviews and market surveys conducted in four bamboo producing Indian states (Assam, Meghalaya, Madhya Pradesh, and Odisha) in period between 2019 and 2021.
- Background readings include detailed information on the Indian bamboo industry. Theories related to value chain, producer upgrading and sustainability analysis are included to help the students both understand the case and international debates about sustainable sourcing better.
- The case includes weblinks that shows Flying Tiger of Copenhagen's company profile and approach to sustainability.
- In addition, the case contains a number of links to videos that introduce the bamboo value chain of India and the role played by women entrepreneurs in this value chain.
- Finally, attached to the teaching notes is a powerpoint presentation introducing the case that course instructors can shape and adapt to their own needs/teaching situations

Teaching Plan

The case study is intended to be used in a single teaching session (rather than throughout an entire course). It can be planned as either a 2x45 or 3x45 minute session with one or more breaks depending on the time available for the session. Here is the structure of how we have used in our teaching of master-level classes at the Copenhagen Business School.

1st 45 minutes.

a) **Introduction of the case:** PowerPoint slides including pictures

We shortly explain the background of the case as related to increasing trend amongst European-based retailers/brands to procure "sustainable" raw materials and Flying Tiger of Copenhagen as an example of brand that procures bamboo-based products and sells these products throughout Europe. And we then point to the challenges/realities faced by local women entrepreneurs in India who could potentially increase their income by upgrading and selling their bamboo products to a company such as Flying Tiger of Copenhagen. We highlight the main question(s) of the case to be discussed by the students; i.e. whether and

if so how Flying Tiger of Copenhagen should move its procurement of bamboo-based products from China to India; how the company can help women entrepreneurs in India upgrade their products and production processes to meet the requirements of Flying Tiger of Copenhagen; and whether sourcing bamboo products from India will be socially and environmentally sustainable.

b) Showing of webpage that explains Flying Tiger of Copenhagen's approach to sustainability.

This explains how Flying Tiger of Copenhagen seeks to sell products that are produced in alignment with ethical, environmental and social standards which are also safe to consume.

c) Showing of a short video clip of women making bamboo-based products in India. In this video, it is showed how women entrepreneurs (mainly running micro-enterprises) in the Indian bamboo value chain produce their products. The video also discusses some of the main production related challenges faced by women entrepreneurs in India.

d) Group Work: We subdivide students into groups of 2-4 students (depending on the class size) who are given 15 minutes to debate and provide the main answers to three main questions posed. Students can do this in a classroom on campus. Alternatively, students can also be subdivided in discussion rooms in zoom if the sessions is taught in an online format.

The students should debate the following questions in the group work:

- i) What are the challenges that Flying Tiger of Copenhagen will face in relation to sourcing bamboo-based products from India? Should Flying Tiger of Copenhagen shift its sourcing of bamboo-based products to India?
- ii) How can Flying Tiger of Copenhagen help to economically upgrade women-owned micro-enterprises in the Indian bamboo value chain?
- iii) Is Flying Tiger of Copenhagen likely to engage in socially and environmentally responsible purchasing of bamboo-based products in India, or will the sourcing of these products simply turn out to be a kind of 'greenwashing'?

As course instructors, we typically 'circulate' between the groups to help answer questions of clarification related to the case study (in zoom, one can 'drop-in' in the discussion rooms to temporarily follow how the discussion is going). Or – when circulating – the course instructor can also prompt the discussion by asking them the above questions if students appear to find it difficult to start their own discussion.

e) Plenary Debate: Student Groups are asked to report back on their main answers to the questions posed. Here it is typically not necessary to ask every single group to report back all points they discussed. After two or three groups have reported back, we will therefore typically ask if any other groups discussed points mentioned by the first groups. Only in case new points were discussed in these groups, do we ask the students to report back on these

questions. We then facilitate the rest of the discussion. We consider it to be a good idea to note down key words for all answers provided by the students on an (e-)board that can help us keep track of the discussion.

One strategy is also to ask the students clarifying questions when they report back if some ideas or concepts that they mention are not entirely clear. A second strategy that we use is to ask the students counter questions – i.e. trying to make them think through alternative angles on the same subject. For instance, a question may be whether students believe that – rather than assuming that it makes sense for Flying Tiger of Copenhagen to move its sourcing of bamboo-based products to India – it may make more sense for Flying Tiger of Copenhagen to keep sourcing of these products mainly in China.

f) Case Summary: We suggest that the course instructor briefly summarizes the points mentioned by the students by going over his/her (e-)board notes from the discussion. We have then developed a slide that briefly summarizes some of the possible answers to the questions posed by the students. I.e. the pros/cons related to different choices that are encountered by Flying Tiger of Copenhagen and what recommendations we would give to Flying Tiger of Copenhagen. In other words, these can be used to complement (or if all points have already been mentioned by the students) or summarize the main points mentioned from the discussion.

g) Theoretical Overview Slides: We have here developed a very brief overview PowerPoint presentation highlighting some of the key theoretical concepts that may help shed light on the case. The aim is that these are easier to relate to “inductively” – i.e. they can usefully be seen as flowing from or relevant to the previous discussion. That is, instead of deductively trying to apply them to the case analysis. Hence, the course instructor can use, mold or change these slides as per his/her needs/requirements in the teaching situation.

Analysis of Case Questions:

How can the course instructor facilitate the class discussion around these questions?

In the group work, the course instructor asks the students to discuss and provide answers to the three questions below. In the analysis of case questions below, we illustrate some of the possible angles/different ways of approaching these questions. As always, there is no single correct answer to any of the questions.

a) What are the challenges that Flying Tiger of Copenhagen will face in relation to sourcing bamboo-based products from India? Should Flying Tiger of Copenhagen shift its sourcing of bamboo-based products to India?

The case study can be seen as an example of global value chain governance (Lund-Thomsen and Lindgreen, 2020). Governance here refers to how multinational companies have the power to determine a) which kinds of products are produced in such networks, b) their price,

c) the quantity of products to be produced, d) the time spent in production and delivery, e) select which manufacturers were to deliver these orders, and f) the social and environmental conditions under which production takes place. In other words, the question for Flying Tiger of Copenhagen is to determine which kinds of bamboo products could be imported from India? How much should these bamboo products cost? What should be the quantity of the bamboo products imported? How long should it take to produce and deliver these products? Which manufacturers should be selected to deliver these orders? Moreover, which social and environmental conditions should the production of bamboo products take place under?

One option for Flying Tiger of Copenhagen is to start sourcing bamboo products from India via local intermediaries. The Indian bamboo value chain differs from the ones traditionally envisaged in the global value chain literature. There are few lead buyers and the value chain can largely be categorized as “ungoverned” as bamboo harvesters, village-based artisans, collectors/traders and – in turn – larger traders engaged in the buying and selling of bamboo and bamboo-based products on the basis of market-based transactions. Some lead firms do exist, such as nation-wide retailer FabIndia, the social enterprise Bamboo India, and the Shillong-based trading company Shillong Bamboo. These companies have already developed their own integrated value chains and have significant experience in organizing village-based artisans in the making of bamboo products. Flying Tiger of Copenhagen could also approach government agencies, such as emporiums, which also procure bamboo-based products from village-based entrepreneurs (or artisans) and use their help in structuring and organization its value chain in India.

Another option for Flying Tiger of Copenhagen might be to engage in direct sourcing of bamboo products from women entrepreneurs. Here Flying Tiger of Copenhagen might take the help of local institutions such as social enterprises or the government-run bamboo livelihood missions of India in contacting village-based women entrepreneurs. Since Flying Tiger of Copenhagen has experience with working with the trading houses when doing business with China, such a possibility could also be explored in the Indian context where trading houses could work as intermediaries who take the responsibility for training the bamboo artisans/entrepreneurs for delivering products in the right quantities at the right time. A critical challenge is however to ensure that bamboo production takes place in a sustainable way, whether this is done in local, small-scale factories or in/outside the homes of bamboo artisans in villages throughout India. Here Flying Tiger of Copenhagen could use the help of local sustainability consultants or NGOs that specialize in training micro-enterprise owners/managers or farmers in the sustainability or labor standards criteria that they must comply with as part of the bamboo manufacturing process. These organizations could also help in monitoring that local intermediary organizations and/or the women entrepreneurs indeed comply with these social and environmental guidelines.

However, Flying Tiger of Copenhagen also faces a challenge in relation to the lack of transparency in the bamboo value chain of India. For instances, home-based women entrepreneurs are often the “weakest link” in the value chain and are very difficult to locate

or trace several nodes down in the chain. Moreover, Flying Tiger of Copenhagen products are sometimes made of several components, which further complicates the process of tracing the origin of the bamboo products.

With hundreds if not thousands of products coming through the Flying Tiger of Copenhagen stores on an annual basis, it therefore becomes a kind of 'mission impossible' to trace the value chains of all of these products. Flying Tiger of Copenhagen could therefore use risk assessments in order to establish where the sustainability/CSR team should focus its efforts. Suppliers could fill out a self- questionnaire and Flying Tiger of Copenhagen could then rank the suppliers according to a pre-defined scoring system. Suppliers that scored below a certain threshold could be audited. Moreover, Flying Tiger of Copenhagen could also know from previous interaction with these suppliers where "the trouble spots" were in terms of suppliers having difficulties in meeting Flying Tiger of Copenhagen's code of conduct. A trouble spot could for instance be home-based child labor being involved in the making of bamboo products.

The involvement of child labor (i.e. children working alongside women in bamboo manufacturing) in bamboo production is a sensitive topic. Here Flying Tiger of Copenhagen could work with an organization that specializes in identifying and mitigation child labor at the base of value chains. For instance, the company might find young men/women at the age of – for instance – 15 at a local supplier factory. Flying Tiger of Copenhagen – in cooperation with its supplier - could work with remediation of the child and its family – for instance, Flying Tiger of Copenhagen could try to find possible educational and/or income generation alternatives for the child and his/her family.

b) How can Flying Tiger of Copenhagen help to economically upgrade women-owned micro-enterprises in the Indian bamboo value chain`?

A key assumption in the value chain literature has been that suppliers could strengthen their position by upgrading their products, their production processes, moving into higher value-added stages of the chain, and using skills learned from competing in one industry to gain competitive advantage in other industries (Lund-Thomsen, 2020). In other words, Flying Tiger of Copenhagen needs to help build the capacity of these women entrepreneurs in different ways. First, when it comes to their products, Flying Tiger of Copenhagen could help the women entrepreneurs innovate in design and quality (i.e. "product upgrading" in the value chain literature). Secondly, regarding the production processes, a shift from manual to machine based manufacturing of bamboo products could help increase the productivity of the bamboo artisans. Proper infrastructure in the form of Common Facility Centers or small-scale factories could help organize their activities related to bamboo production ("Process upgrading" in the value chain literature). In terms of moving into higher value-added stages of the bamboo value chain, women entrepreneurs could expand their activities from artisanship to trading, aggregating, and marketing of bamboo products (known as "Functional upgrading" in the value chain literature). Flying Tiger of Copenhagen could take the lead in this process. The Indian women bamboo entrepreneurs could also use their skills learned

from competing in another industry such as selling garments (saris) to gain competitive advantage in the bamboo industry. In other words, the women could employ marketing skills learned from selling saris to marketing the bamboo products both in local and national markets (described as “chain upgrading” in the value chain literature).

Another option is for Flying Tiger of Copenhagen to work with local organizations such as the Foundation for Micro-small, and medium-sized enterprise clusters (FMC) based in New Delhi with the aim of upgrading the capacity of women entrepreneurs to participate in its value chain. It would here be important that the women are taught how to produce bamboo-based products in accordance with the latest quality design made by Flying Tiger of Copenhagen. These local organizations could also help Flying Tiger in organizing the women entrepreneurs so that they may form self-help groups and access loans that could help them boost their production. Such local organizations could also help in expanding production by organizing and getting ever more women into the bamboo value chain of Flying Tiger. Moreover, they could help in starting factory-based production (for instance, in common facility centers) headed by women entrepreneurs, where the bamboo artisans could work in a more concentrated way on bamboo products than it would be possible by working from their homes.

The women micro-enterprise owners could also be imparted with skills training in relation to calculating their expenditures, profits, and hours spent on producing different bamboo products. And the organizations could help train the women in the art of producing against orders, where meeting production deadlines becomes a necessity.

Through its sourcing of bamboo products in India, Flying Tiger of Copenhagen could help in boosting the income of women bamboo entrepreneurs. Flying Tiger of Copenhagen could introduce social empowerment initiatives together with local agencies whereby handholding support is offered to women who are engaged in bamboo production and aspire to grow their micro enterprises. The instructor could encourage students to read up on what local government/non-government agencies may be operating in these areas that could be contacted.

Moreover, by insisting on compliance with its sustainability and labor standard requirements, Flying Tiger of Copenhagen could also ensure that the women entrepreneurs (and bamboo artisan workers) were paid in accordance with the minimum wage officially stipulated by the government. The Danish retailer could furthermore ensure that the women entrepreneurs did not do excessive overtime, that they received payments towards unemployment and pension schemes during the production for Flying Tiger of Copenhagen. Finally, Flying Tiger of Copenhagen could help ensuring that the occupational health and safety of the women entrepreneurs did not suffer at the time that the women were working on an order for the Danish retailer.

However, there are also clear limitations to how much Flying Tiger of Copenhagen can do to help socially upgrade the women-owned micro-enterprises. As Flying Tiger of Copenhagen

keeps changing the products in its stores, it typically only gives a one-off order to several hundred thousand units of a product. It may thus only place one order with a given supplier. This means that Flying Tiger of Copenhagen will not be able to contribute towards the long-term livelihood of women bamboo entrepreneurs. And Flying Tiger of Copenhagen will typically only be able to require that local suppliers abide by their environmental and labor standards during the time that the local supplier (and its associated women entrepreneurs and workers further down in the bamboo value chain) actually produce an order for Flying Tiger of Copenhagen.

c) Is Flying Tiger of Copenhagen likely to engage in socially and environmentally responsible purchasing of bamboo-based products in India, or will the sourcing of these products simply turn out to be a kind of ‘greenwashing’?

From a more critical perspective, Flying Tiger of Copenhagen’s procurement of bamboo-based products might be considered by activist critics as embodying a potential for ‘greenwashing’. I.e. the companies pretend to ‘look green’ while being involved in socially and environmentally destructive activities. For instance, if the company procures bamboo-based products from India in order to obtain a greener profile without securing that the bamboo is procured in such a way that existing bamboo forests in India are not depleted. Finally, CSR is sometimes criticized for being a kind of economic and cultural imperialism from the perspective of local producers in the sense that retailers may impose CSR requirements on local producers that imply extra costs for these producers who have to spend time, money and resources on getting certified with sustainability standards. Typically, retailers do not pay extra for local producers to cover these costs. Local producers may also at times believe that retailers impose CSR requirements that do not make any cultural sense – for instance in the Indian context. For example, if children learn the skills of bamboo artisan from their parents, this may be considered to be child labor by European consumers and retailers. Hence, forbidding the children to help their parents in this work could be seen as a kind of culturally imperialist approach that will undermine the future of the business for these families.

Moreover, considerations related to standardization in decision making by multinational companies in outsourcing products to Asian/developing countries are also important. These standardization measures include meeting the demands related to human or workers’ rights, work conditions, or financial opportunities available to them, etc. Among these, most relevant steps may be related to child labor, especially in the Danish context. However, from the Indian point of view, children helping their families in the bamboo artisanship can also be considered a requirement as this is how they get trained in the art of artisanship. However, this argument may only be approved in the Danish setting if the children are involved in the work to a limited extent and not put to work for 10 hours a day.

Thus, CSR and sustainability are highly contested notions with very few authors agreeing on the exact meaning of these terms. Often however sustainability is more related to companies’

taking responsibility for the environmental impacts of their operations, whereas CSR is considered to relate more to companies assuming responsibility for the social and labor impacts of their operations. In the context of countries in the global South, it is thus possible to conceive of CSR/sustainability in various ways. One approach used by the European Commission in 2001 was to incorporate social and environmental considerations in a company's core business practices. In this case study, this could mean Flying Tiger of Copenhagen procuring bamboo-based products as a sustainable raw material instead of using plastic-based products. Later the European Commission changed its CSR definition in 2011 to mean the impacts that companies have on society, maximizing positive impacts while ameliorating their negative impacts. In this case study, it could mean Flying Tiger of Copenhagen trying to increase their positive impacts on society by helping women bamboo entrepreneurs upgrading their production skills and gaining a higher income than would otherwise have been possible for them without such forms of social empowerment (Lund-Thomsen, 2020).

Background Readings

Lund-Thomsen, P. (2020) *Supplier perspectives on CSR in global value chains, Environment and Planning A*, 52(8), 1700-1709.

Tambe, S. et al. (2020). *Research Trends: Evidence-based policy for bamboo development in India: from "supply push" to "demand pull"*, *Forest Policy and Economics*, 116, 102187.

Lund-Thomsen, P., Rehman, U., Jeppesen, S. 2021. *Value chain dynamics and variegated institutional environments – inclusion and upgrading of women-owned bamboo enterprises*, Working Paper 2021/3, Center for Business and Development Studies, Copenhagen Business School. Can be accessed at:

https://www.cbds.center/files/ugd/3f70d0_987284d2167546f3b8a0148d2fa81b6e.pdf

Support materials

Web-links:

Flying Tiger of Copenhagen's Approach to Sustainability

<https://flyingtiger.com/pages/sustainability>

Flying Tiger of Copenhagen's Eco-friendly Products

https://eu.flyingtiger.com/collections/home?gclid=CjwKCAjwkvWKBhB4EiwA-GHjFqPB60_C5mu_Tvu8I3BhTPspvwVvoWT-cPKrNGikYfCSmpfYOGIG2RoCQxEQAvD_BwE&constraint=sustainable-true

Video links:

About Flying Tiger of Company

<https://www.youtube.com/watch?v=HYHIGRam6eU>

About the Indian bamboo value chain and women bamboo entrepreneurs

<https://www.youtube.com/watch?v=TAx9ZT1jP8Y&list=PLJwVFrdDsQLEfX5xDQBex-Jengcy8035T&index=18>

Bamboo Video for Hindi Speaking Students:

<https://www.youtube.com/playlist?list=PLJwVFrdDsQLEIZ9HKq8McGJjfnld-FiFp>

PowerPoint slides: Attached to this teaching case note.

Feedback

The case was tested on two occasions. First, the case was presented in the course Gender, Race and Inequality (GRI4SD), which an elective, master-level course at the Copenhagen Business School. Here the students were very interested and participated actively in the discussion. The students pointed out that it should be highlighted in the beginning that the case – even though it was based on thorough research and prepared in consultation with Flying Tiger. However, the students still found the idea of Flying Tiger of Copenhagen shifting its sourcing of bamboo products to India from China interesting, as the case describes a scenario which may be relevant for many companies involved in global sourcing. One observation was that ‘the case makes you reflect on how many challenges can arise from at first glance a simple decision and how company managers must address those in order to make a final decision’.

Other concerns were expressed such as such decision must require investigation, analysis and money and yet no commitment to sustainable development. Feedback from the course teacher indicated that it would be a good idea to explain which parts of the case were not factual. More explanation of a ‘fair engagement from a global or multinational company with local producers was requested. Another comment was ‘the case provides substantial elements for engaging in the debate of the limits of CSR to contribute to either environmental sustainability or socially just and fair trade’.

There were also positive remarks on the way the case was presented with theoretical concepts related to global value chain analysis followed by an introduction to the tribes of India, challenges to artisanal production, the company profile and then the case at hand. It was suggested that less time should be spent with video material including translation. Instead more time should be allocated for class discussion. Letting students work with some questions in small groups could generate a good discussion.

Based on this feedback, we decided to highlight up front that the case was fictitious but based on thorough research including a market study of bamboo imports in Copenhagen, Denmark

and fieldwork in four states in India in 2019. We also decided to employ it more explicitly as a case study that discusses the potential and limitations of CSR in global value chains.

The case was also presented in another course for graduate students “Responsible value chains: A path to the sustainable development”, which is a core course for master-level students in the MSc Business, Language and Culture (Business and Development Studies program) at the CBS. Trine Ponte, the sustainability manager, at Flying Tiger of Copenhagen joined the session where the case was presented. Two Indian colleagues, Mukesh Gulati, Executive Director, at the Foundation for MSMEs in New Delhi and Prakriti Pandey, one of the FMC field research staff joined in from India on zoom. Students participated actively in class discussions. However, there were some technical challenges with the sound and difficulty in understanding the Indian accent of the field research staff. The sound was not always the best. Hence, a suggestion is that the case can be employed with guest lecturers present in the class room (i.e. not participating via zoom) in order to facilitate a better ‘live’ discussion.